



The Saint Augustine's Catholic Primary School, Stamford

Inspection Report

Unique Reference Number 120610
LEA LINCOLNSHIRE LEA
Inspection number 280853
Inspection dates 21 June 2006 to 22 June 2006
Reporting inspector Mr. David Speakman AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Kesteven Road
School category	Voluntary aided		PE9 1SR
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01780 762094
Number on roll	154	Fax number	01780 482703
Appropriate authority	The governing body	Chair of governors	Mrs.J Fraser
Date of previous inspection	22 November 1999	Headteacher	Mrs. C Broadley

Age group 4 to 11	Inspection dates 21 June 2006 - 22 June 2006	Inspection number 280853
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Augustine's is a smaller than average sized primary school. Most pupils are White British with small numbers from minority ethnic backgrounds. The percentage of pupils with English as an additional language is below the national average and none are at an early stage of learning English. The take up of free school meals is very low. The proportion of pupils with learning difficulties and disabilities is below average and none have a statement of special educational need. Attainment on entry is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school and inspectors agree with the school's own assessment of its effectiveness. It provides good value for money. All groups of pupils make good progress and achieve well throughout the school. By the time pupils reach the end of Year 6 standards in English, mathematics and science are above average. Although standards in English are above average by the end of Year 2 and most pupils read accurately, some have difficulty in understanding what they have read. Provision and standards in the Foundation Stage are good and the transition between Reception and Year 1 is smooth. However, resources for learning outside, do not match the overall good provision in the Foundation Stage. Although teaching is good overall, there is some inconsistency in quality between classes. Pupils' behaviour is generally good, but it can be challenging where pupils are not clear about the teacher's expectations or where tasks have not been clearly explained. The curriculum is good and it is carefully planned to meet the learning needs of all pupils in the mixed age classes. The school shows good levels of pastoral care for its pupils and through careful tracking of their achievement, is able to provide good academic guidance. Leadership and management are effective and the staff and governors work well together to provide a good quality education. There has been a good level of improvement since the previous inspection and the commitment of staff and the governing body means the school has a good capacity to improve further.

What the school should do to improve further

- Make sure younger pupils understand better what they read.
- Ensure that all teaching is at least good so that pupils make steady progress as they move through the school.
- Improve outdoor learning resources for children in the Foundation Stage.

Achievement and standards

Grade: 2

Pupils achieve well in Reception. They make good progress and most reach the levels expected by the end of the year. Pupils' progress continues to be good throughout the rest of the school. By the end of Year 2, standards are above average. Although pupils read accurately and many are fluent, there is a weakness because pupils' do not always grasp and understand what they have read. By Year 6 test results are well above average. The school sets challenging targets and, in 2005, they were exceeded with all pupils reaching the nationally expected level in English and science, and most in mathematics. The percentage reaching the higher Level 5 in English and mathematics was above average. This year the school anticipates test results to be lower because more than half of the pupils joined the class during Key Stage 2 and a large proportion of higher attaining pupils left. Nevertheless, this group has still achieved well, making good progress and attaining above average standards in English and mathematics. Pupils with learning difficulties and disabilities achieve well, both against their National Curriculum targets and those set for them in their individual education plans.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and attendance is above average. Most are very enthusiastic learners. Behaviour is good overall and often outstanding. However, some younger pupils in Key Stage 2 are not always as attentive as they should be. This happens when tasks set do not capture their attention. The majority of pupils are very good at working independently and sustaining their effort and interest. They are very willing to answer questions and to participate in discussions. They are also very good at working together and helping each other. Pupils' spiritual, moral, social and cultural development is good. Pupils are very aware of how to keep themselves safe and say there is always someone to help if they need assistance or support. They are knowledgeable about the need to eat healthily and to take regular exercise and participate in activities to achieve this. Pupils contribute well to the school and wider communities through the school council and opportunities for charity fund raising. Pupils who are members of the council are proud to represent their classmates and take the responsibilities of their role very seriously. Pupils are acquiring the skills they need to contribute to their future economic awareness well.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good with some outstanding features. In the best lessons teachers use questions skilfully to extend pupils' knowledge and understanding, encouraging them to ask leading questions of their own. Lessons start off well, with teachers exploring previous learning and establishing a secure base on which to build. Similarly, teachers effectively recap learning at the end of lessons, so pupils are able to gauge how well they have learned. Tasks are well thought out and planning takes account of all ability levels, challenging those with learning difficulties and disabilities, and higher attaining pupils alike. Teachers and teaching assistants support the learning of pupils who have learning difficulties or disabilities well. Teachers generally manage pupils' behaviour effectively and as a result good learning takes place in a calm environment. Sometimes, when pupils are not clear about what to do, or where the teacher's expectations are not made clear, behaviour can be inappropriate. Assessment is used well by teachers to plan appropriately challenging tasks and to set targets for each individual pupil's next steps in learning. Marking of pupils' work is useful to pupils because it contains helpful comments on what is done well and where they can improve.

Curriculum and other activities

Grade: 2

The curriculum meets pupils' learning needs well. The curriculum for the Foundation Stage is good but some of the resources to support children's outdoor learning, although used well, are in poor condition. The school has addressed the national

guidance for 'Excellence and Enjoyment' very effectively so learning is enjoyable and interesting. Careful planning of the curriculum ensures that pupils in each age group are able to build effectively on previous learning. Cross-curricular links provide good opportunities for pupils to practise skills and apply their knowledge in different situations. The school's good programme of personal, social, health education and citizenship is linked with other subjects, particularly religious education. Curriculum enrichment is good. It includes visits to the local church, dance festivals and a residential visit for the oldest pupils. These activities enhance pupils' learning well. After-school clubs are varied and meet the preferences of most pupils.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The arrangements to ensure all pupils are safe are applied rigorously by staff who also support pupils' personal, social and emotional development well. Child protection and health and safety procedures are fully in place and all staff are aware of them and are vigilant. The school identifies pupils who are gifted and talented and caters for their needs effectively. Arrangements to monitor pupils' academic progress are good. Teachers keep pupils well informed about the progress they are making. They also provide them with a clear view of what they need to do to improve their work. Arrangements to set individual targets for the improvement of pupils' work are applied consistently. The achievement of each individual pupil is carefully monitored so that support programmes are appropriately directed to assist pupils in need of extra help.

Leadership and management

Grade: 2

The headteacher works closely with other members of staff in building an effective leadership team. Individual expertise is used well to monitor standards of attainment, pupils' achievement and the quality of provision. The leadership team responds well to the findings of monitoring activity and to changing circumstances such as reduced pupil numbers. They have found effective solutions to ensure pupils continue to have access to a rich and varied curriculum and that good achievement is maintained. School self-evaluation is good. The views of parents and pupils are sought appropriately. The quality of teaching and learning is carefully monitored and outcomes are acted upon in order to raise achievement and to establish consistency across the school but some actions taken recently have not yet had a full impact. Outcomes of self-evaluation are carefully prioritised in the school development plan so that the most important areas receive the most urgent attention. The senior leadership team is well supported by the governors. Although many of the governors are relatively new to their roles, they have made sure that they have a good awareness of the strengths of the school and what needs to be improved. They responded well to the staff's request to work closely with them and the governors have quickly become an important part of school leadership. There has been a good level of improvement since the previous inspection. The good school self-evaluation, the willingness to adapt to and meet the requirements

of change and the clear ideas for further development mean that the school has a good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome in your school. We both enjoyed talking to you and finding out from you what you do at school and how well you do it. We think you have a good school; you progress well, do well at your work and reach high standards in your tests. However, some of the younger pupils do not always understand what they have read. Most of the lessons are good, but the behaviour of a few of you sometimes makes learning difficult for the others in the class. Most of you behave really well and it is clear that you enjoy being in school. Your teachers plan lessons well so that you all have work that is just right for you because your teachers know exactly what you need to learn next. Some of the equipment the children in Reception use outside is old and worn. Your headteacher leads the school well, and other staff and governors work closely with her to support her in her work. All adults working in the school care very much for your well-being and safety. We are asking your headteacher, staff and governors to: - help some younger pupils understand better the meaning of what they read - to make all lessons as good as they can be - to improve the outdoor learning equipment for the youngest pupils. We need you to play your part and make sure that all of you behave as well as you can in every lesson. We wish you well in the future.