

# St Augustine's Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	121130
<b>Local Authority</b>	NORFOLK
<b>Inspection number</b>	292024
<b>Inspection date</b>	14 June 2007
<b>Reporting inspector</b>	George Knights

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gerard Watt
<b>Headteacher</b>	Mr Paul George
<b>Date of previous school inspection</b>	10 June 2002
<b>School address</b>	West End Old Costessey Norwich NR8 5AG
<b>Telephone number</b>	01603 743317
<b>Fax number</b>	01603 743833

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one Additional Inspector in one day.

## Description of the school

St Augustine's is an average sized school serving the village of Old Costessey on the western outskirts of Norwich. It serves a mixed social area and the number of pupils eligible for free school meals is below average. Very few pupils come from minority ethnic backgrounds and even fewer speak English as a second language. A below average number of pupils have learning difficulties or disabilities, though the number with a statement of special education needs is broadly average. Attainment on entry to the nursery is below average. The school holds the Investor in People and Healthy Schools awards and has been involved in the Creative Partnerships scheme.

## 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 that meets its aims well. The school's own evaluation of its work accords with this judgement. Children make a steady start during their time in the nursery and reception years so that, when they enter Year 1, they have developed good skills at working both independently and together. However, they are still working at levels below those typical of five year olds.

Results in national assessments at the end of Year 2 have been average in recent years, representing good achievement. Year 6 pupils have gained above average results for the past three years and again this represents good achievement relative to their attainment when they started school. School records show that all pupils currently in the school from Year 1 upwards are achieving well. Teachers carefully monitor variations in test results and, where necessary, take action to ensure that pupils do well in English, mathematics and science. A recent priority in the school has been to improve pupils' writing skills and there is considerable evidence of the success of the actions taken. Teaching and learning are good. Teachers take care to plan lessons that meet the needs of individuals and this helps ensure that pupils with learning difficulties or disabilities make good progress. Good care is also taken to ensure that the small but increasing number of pupils from minority ethnic backgrounds are well integrated into the school community and are also helped to achieve well. The school met its targets in 2006. Those for 2007 are similarly challenging.

Pupils' personal development is outstanding. They really enjoy coming to school, where they get on well with one another and with the staff. Teachers make lessons interesting and are increasingly developing stronger links between different subjects. Pupils benefit from the trips and visits they make and from the visitors who come into school. They also take part enthusiastically in the range of clubs and other activities provided for them. Care, guidance and support of pupils are good. Pupils' excellent behaviour, their above average attendance and high levels of participation in extra-curricular activities are illustrations of their enthusiasm for school. Pupils feel safe and well cared for and are aware of the need to adopt healthy lifestyles. Parents are confident that their pupils are happy in school and that they are well cared for. Pupils make a good contribution to the school and the wider communities and are prepared well for adult life. Provision for the youngest pupils in Foundation Stage is satisfactory. Teachers of these pupils acknowledge that they do not currently track progress carefully enough and as a consequence, do not always ensure that these pupils make as much progress as they could. Good plans are in place for improving this aspect of their work. Higher up the school, teachers have good records to show how well pupils are doing but they do not always use these to guide pupils on how they can improve their work. The curriculum is effectively planned.

The effective provision and achievement is made possible by good leadership and management. Aably led by the headteacher, teachers work well as a team and good steps have been taken to share leadership roles across the staff. Accurate evaluation of strengths and weaknesses, coupled with a good analysis of pupil performance, is used effectively to guide planning for further development. Governors fulfil their responsibilities well. The school uses resources well and gives good value for money. It has dealt well with the issues raised by the previous inspection and has maintained the good provision reported at that time. The capacity for further improvement is good.

## What the school should do to improve further

- Undertake more rigorous tracking of children's progress during the nursery and reception years in order to guide improvements in provision and to give a clearer baseline for work in Years 1 and 2.
- Improve the use of the detailed information held on pupils' attainment and progress in order to give them better guidance on how well they are doing and how they can improve the quality and standard of their work.

## Achievement and standards

### Grade: 2

Children make a sound start to their education in the Foundation Stage, particularly in developing their speaking and listening skills and in learning to work well together. Results in end of Key Stage 1 assessments have been broadly average in recent years, indicating that pupils make good progress during Years 1 and 2. This effective progress is maintained during the next four years and results in tests at the end of Year 6 have, for the past three years, been above average. Results are analysed well and, when areas of relative under-performance are identified, effective remedial action is taken. Pupils currently in the school are achieving well. Teachers ensure that work matches the needs of each individual. Hence, pupils with learning difficulties or disabilities, and those for whom English is not their first language, progress at similar rates to other pupils.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being, and their spiritual, moral, social and cultural development are all outstanding. They enjoy coming to school, where they work and play very well together. They respect their teachers, with whom they share very good relationships. Behaviour is excellent, both in lessons and when pupils move around the school. Attendance has improved considerably and is now above average. Pupils feel very safe in school and are confident that there is always somebody to help and support them. They are aware of the need to adopt healthy lifestyles. They spoke very enthusiastically about how lunch time menus had been altered and how much they enjoy eating more healthy foods now. Pupils adopt safe conduct and handle equipment particularly carefully. As part of its mission, the school fosters a very strong awareness of the responsibilities of living in a community. The school community is harmonious and pupils contribute to the local and wider communities in many ways. Links with schools in other countries such as Germany and Poland, broaden pupils' awareness of their place in the world community. The school makes a good contribution to pupils' future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils learn well because teaching is good. Teachers plan their lessons to take good account of the different abilities of pupils in their classes. Effective teaching methods are used and so pupils develop their basic skills well. Teachers and teaching assistants work very well together to give good support to those pupils who have specific learning needs. Good classroom routines are established in all classrooms. Teachers seek to make lessons interesting and stimulating,

but occasionally chances are missed to enable pupils to work independently or take decisions. Teachers mark pupils' work thoroughly, writing helpful comments. However, they do not always make the learning intentions of lessons clear enough and this constrains the ability of pupils to evaluate how successful they have been in the tasks they undertake.

## **Curriculum and other activities**

### **Grade: 2**

The school provides pupils with an interesting and effective curriculum that meets requirements. Teachers successfully make good links between different subjects and basic skills are reinforced whenever opportunities arise. Good steps are taken to encourage pupils' creative skills. However, teachers occasionally miss chances to enable pupils to enquire, question, investigate and experiment enough. Lessons are enriched by a good range of trips and visits and links established with schools in other countries helps pupils gain an understanding of the wider world, its cultures and traditions. The range of extra-curricular activities provided is good and pupils enthusiastically take part.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Members of staff carefully apply arrangements to ensure the safeguarding of pupils and parents are confident that their children are well looked after. The school works closely with parents, seeking their views, and this helps ensure that home-school links support pupils well. A number of parents feel that communication between them and the school is not good, but inspection evidence does not support this view. Pupils care for one another and this is evident in classrooms and on the playground. The varied needs of pupils who have learning difficulties or disabilities are met well. In the nursery and reception classes, children are well cared for, but records of their progress are not sufficiently detailed to provide staff with enough information about how they can better help the children learn. The school tracks pupils' progress well once they reach Year 1. Teachers use this information to plan lessons, but do not consistently use it to give individual pupils detailed targets and goals or guidance on how they can achieve them.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good. All members of staff work very well as a team, ably led by the headteacher and his deputy. All are committed to fulfilling the school's mission, which is to do its best for each pupil, and the commitment to equal opportunities is strong. Good progress has been made in sharing leadership roles among staff and this has helped all teachers to see their work in the wider context of the school. The analysis of whole school pupil performance is thorough and is used to set challenging targets. Effective self evaluation guides the school's detailed and helpful plan for further improvement. Governors fulfil their responsibilities well but one or two do not play an effective part in shaping the school's direction. Resources are managed well and used effectively.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

15 June 2007

Dear Children

St Augustine's Catholic Primary School, Costessey, Norwich, NR8 5AG

I would like to thank you all very much for making me feel so welcome when I came to inspect your school recently. I really enjoyed coming to your lessons, joining you in assembly and watching you play together. Thank you for talking to me about your work and helping me to find my way around.

Because you told me how much you enjoyed it, you will not be surprised that I think you go to a good school. Your teachers, and the teaching assistants, work hard to ensure that you make good progress as you move through the school. You clearly enjoy learning and I'm sure that this is because your teachers make lessons interesting. They make sure that the activities you are asked to do are the right ones for you to be working on. You work hard, help one another and try to do your best. You told me about how much you value the contribution made by trips and visits and by visitors coming into the school. You obviously feel very safe in school and this is because your teachers and other members of staff get to know you well, care for you and make sure that you get the support you need. I have asked teachers in the reception and nursery to keep better records of how well their children are doing. I have also asked other teachers to give you more information about how well you are doing and how you can improve your work.

Your school is well run. The staff work very well together to do their best for you and they have some exciting plans to make your school even better.

My very best wishes to you. I hope that you all do very well in the future.

Yours sincerely

George Knights

Lead Inspector