

# St Augustine's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	101125
<b>Local Authority</b>	Westminster
<b>Inspection number</b>	307592
<b>Inspection dates</b>	9–10 March 2009
<b>Reporting inspector</b>	Alan Frith

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	258
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Cecilia Anim
<b>Headteacher</b>	Ms Suzanne Parry
<b>Date of previous school inspection</b>	18 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Kilburn Park Road London NW6 5XA
<b>Telephone number</b>	020 7328 0221

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<b>Age group</b>	3–11
<b>Inspection dates</b>	9–10 March 2009
<b>Inspection number</b>	307592

**Fax number**

020 7372 0251

<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

St Augustine's is a voluntary aided Church of England primary school catering for pupils from a range of different faith backgrounds. Nearly two thirds of the pupils are Muslim, most of the others are Christian and small numbers are from other backgrounds, including Hindu and Buddhist. It has one form of entry and provides up to 50 part-time nursery places for children aged 3 and 4. Nearly half the pupils are eligible for free school meals, a much higher proportion than the national average. Most pupils are from minority ethnic groups. The number whose first language is not English is also very high and has increased recently. The proportion of pupils entering or leaving the school at ages other than usual is higher than in most schools.

## 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, in which good leadership has led to many improvements in the past few years. When they start, most pupils lack the basic skills and areas of knowledge that are normally expected. The majority do not speak English and, in many cases, physical and social abilities are underdeveloped. They lay a firm base in the Early Years Foundation Stage and make good progress when they start in Year 1. By the end of Year 2 standards are broadly average. Progress quickens as they grow older and attainment in Years 3 and 4 has improved. Standards at the end of Year 6 are average, but the rate of progress made by these pupils has accelerated as they have moved through the school. Achievement is good.

The school experienced a period of turbulence a few years ago, when several changes of leadership occurred and there was a high turnover of staff. Since then the school has worked effectively to create a calm and successful learning environment. The headteacher and governors have defined a very clear vision for the school and they have been outstandingly effective in understanding the school's strengths and weaknesses and planning for improvement. Partnership with parents lies at the heart of the vision and the quality of the school's work with parents' accounts for the fact that many of the developments have been so effective. The pace of change has been rapid and the school has overcome many barriers to progress. Even though some barriers remain, the developments that have already been effective demonstrate that the school has excellent capacity to improve.

A drive to improve the pupils' reading and writing has led to higher standards. The support provided for the many pupils who have English as an additional language is very effective for all age groups. Mathematical development is not as strong and the outcomes show that a minority of pupils still struggle when working with numbers. The school regularly develops the skills of its teaching staff to a high level and several moved on recently to promoted posts. New staff have fitted in well and teaching is good, but there are inconsistencies in the way pupils' work is marked and feedback given. Consequently, not all pupils know what they have to do to improve and make faster progress.

Outstanding care and support makes the school a very happy place. Several people commented on this during the inspection. One parent said, 'There are always smiles on the children's faces' and, independently, pupils and governors also used the word 'smiles' when talking about the school. This is because the school successfully focuses its attention on meeting each child's individual needs. In doing so, it celebrates and values the diversity of the community. As a result, the pupils give a lot back in return. They are courteous, friendly and helpful. Behaviour and most other aspects of pupils' personal development are outstanding.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

From a starting point that is well below expectations, children make good progress in the Early Years Foundation Stage. Careful planning ensures that children undertake a range of interesting activities, which make learning meaningful. The positive engagement shown by staff when they talk to the children during activities such as painting makes learning fun. The children have easy access to fruit and water. Supervision is good and all requirements relating to safety are met. The school has recently improved the spacious outdoor environment and staff have not yet made maximum use of it to support children's play activities.

By the end of the Early Years Foundation Stage, certain skills remain below expected levels. These include number skills, emotional development and language for communication and thinking. Most children are at the early stages of speaking English, but support is good and a minority make enough progress to be creative and inventive in their use of language. One was proud to say, 'I've painted a ginger monster!' Behaviour is outstanding. Children play well independently and demonstrate positive social skills during group tasks. Planning is good, but staff do not always specify clearly enough what the children will be able to do after each activity and the children are not always sure how well they have done.

Excellent links and communication with parents and pre-school providers ensure a seamless transition into school and the accurate identification of children requiring specialist support. This makes it possible to help vulnerable children, ensuring continuity in learning. The good induction systems help children settle quickly into the Nursery routine. As a result, staff plan activities that closely match the children's needs. Leadership and management of the Early Years Foundation Stage are good. Staff constantly evaluate provision and seek ways of improving it. They have formed strong partnerships with outside agencies to facilitate this.

### **What the school should do to improve further**

- Raise attainment for all age groups in mathematics.
- Improve the quality of teaching by making marking and feedback to pupils more consistent.

## **Achievement and standards**

### **Grade: 2**

When they enter Year 1, the children's performance is still below expected levels. By the end of Year 2 attainment is only just below the national average in reading and writing and a little lower in mathematics. Currently, pupils' attainment in all subjects by the end of Year 6 is below the national average and this reflects the fact that these pupils experienced many changes of teacher when they joined the school.

External data show that the progress made in the last few years by pupils, who have now left, was only satisfactory, and in some cases it was inadequate. The pupils currently in Years 5 and 6 have made satisfactory progress since starting at the school, but the pace of their learning has quickened and they have made good progress recently. Younger pupils make progress that is uniformly good. Pupils who are disadvantaged socio-economically do better than similar pupils nationally. Those pupils with specific learning needs, including speech, language and in some cases emotional difficulties, progress as well as the others. Pupils for whom English is an additional language also make good progress.

## **Personal development and well-being**

### **Grade: 1**

All pupils actively embrace and enjoy the diverse range of cultures and beliefs represented in the school. They constantly demonstrate awareness of the importance of mutual respect and the need for sensitivity towards pupils from different faiths and backgrounds. The school is very successful in promoting values which are shared within the belief systems of all these faiths. Spiritual development is evident in many aspects of the school's work. These include joyful and uplifting assemblies which bind pupils together, many opportunities to appreciate music and the striking display of pupils' art throughout the school. Their spiritual, moral, social and cultural development is outstanding.

Their outstanding enjoyment of school is demonstrated through excellent levels of attendance and positive views of the school. 'We like learning', said one. 'Teachers take you on fun trips', said another. They feel safe from bullying and know there is an adult they can turn to if necessary. Pupils demonstrate very good awareness of healthy eating and the benefits of leading active lives.

They take on responsible roles within the school and are keen to contribute. One member of the school council said, 'It's not really for getting things, it's to make the school a better place.' Pupils rarely join in voluntary activities in the community outside the school, but have built good links through carefully focused visits to a variety of places. These include the local church, mosque, library, park and very many of London's museums, galleries and places of interest. They display good independent learning skills in lessons and the basic skills of literacy, numeracy and the use of information and communication technology (ICT) are average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers plan and manage classes well, basing activities on very secure knowledge of the pupils' abilities. Pace is good. Teaching assistants and other adults are fully involved in the pupils' learning, providing carefully targeted support. Relationships are excellent. All groups of pupils are engaged well in their learning. The teaching of literacy is good and the St Augustine's Reading programme (StAR) has been very effective. It has raised standards not only in reading but also in other subjects. The teaching of mathematics is satisfactory and the school has planned training activities to improve it. Practical mathematical resources are now available. The quality of marking varies and in a few cases pupils do not receive feedback that is clear enough for them to make the necessary improvements to their work.

### **Curriculum and other activities**

#### **Grade: 2**

The rich curriculum meets all statutory requirements. It responds to the needs of the community by, for example, focusing on the development of reading and writing. Other strengths include music, art and design technology, which is taught at certain times of the year in themed weeks. By organising teaching in this way, the school gives pupils the chance to immerse themselves in activities and find out what they are good at. Curriculum plans are thorough and evaluated carefully, so that improvements follow.

Participation in the strong range of activities for pupils outside school is good. Pupils speak excitedly about some of the trips and excursions they do. They recognise that these visits are designed to help them become independent and they speak persuasively about the benefits. Experiences such as these make learning memorable for the pupils, and teachers build on them well in lessons. The breakfast club is a good innovation, but only a few pupils take advantage of it. Pupils use number skills in lessons across all subjects, but curriculum plans do not integrate these frequently enough.

## Care, guidance and support

### Grade: 1

The school's thorough systems for tracking pupils' progress are very robust and make it easy to see at a glance when pupils have made slow progress and require support. These showed recently, for example, that some of the pupils with particular learning needs, who were being helped by the school, were making slower progress than the others. This enabled the school to provide appropriate support. The tracking systems also enable the school to provide excellent individual support to pupils who join the school at different times during the year.

The school meets all requirements relating to safeguarding. It works very effectively to ensure that each child feels cared for and included, and consequently all pupils feel valued. Senior staff know each child and have introduced comprehensive systems for identifying individual needs and responding to them. The excellent intervention programmes for individual pupils are regularly reviewed and brought up to date. Close cooperation with parents ensures that pupils feel safe and are able to reach challenging targets. Parents are overwhelmingly supportive of the school.

## Leadership and management

### Grade: 2

The school has experienced a period of sustained good leadership, which has led to many improved outcomes, especially in pupils' personal development. By setting challenging targets, the school has improved standards, with the result that progress is now good. Links with the church, other schools, and local community organisations are strong, helping the school make a good contribution to community cohesion.

Several elements of the leadership are outstanding. Links with the ever-changing community of parents are exemplary. By providing workshops, focused on identified needs such as language and general parenting skills, the school has communicated a clear and important message. One parent said that these classes 'help them to help their children'. One boy said, 'My mum learned to speak English by coming to my school.'

The school's planning processes are outstanding and lead to self-evaluation which is accurate in all respects. Senior staff are highly effective in assessing the impact of all their actions and policies through surveys, observations and analysis of data. They know, for example, that their community work is good but not yet outstanding, because pupils are not active enough in the community outside the school. Governors are kept fully informed and have excellent knowledge of the school's strengths and weaknesses. They add to their knowledge and make sure it is up to date by visiting the school regularly, and have developed innovative systems for doing this. The 'governor of the month' visits the school regularly during their allocated time and takes responsibility for feeding back to the other governors.

In all of this, the role of the headteacher and her senior management colleagues is paramount. By creating a strong and inclusive vision for the school and by inspiring all members of staff to understand and pursue it, they have demonstrated that they can secure considerable improvement in a short space of time. In doing so, they have laid very firm foundations for further improvement.



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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	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## 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	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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	1
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

**Annex B**

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

23 March 2009

Dear Pupils

Inspection of St Augustine's CofE Primary School, London, NW6 5XA

My inspector colleagues and I greatly enjoyed our visit recently to your school. You were wonderful to work with and very helpful to us.

Your school is good and we are pleased to see you make good progress, especially in reading, writing and in subjects like music and art. We especially enjoyed coming to your assemblies and admired the way you work and play together so very well. You deserve special congratulations for attending school regularly.

You told us you enjoy coming to school and we can see why. The adults in the school look after you very well indeed. You told us that you feel safe and that you learn how to stay healthy. The teachers keep an excellent watch on how well you are doing, so they can help anyone who falls behind. The school is also very good at keeping close contact with your parents and this helps you all to reach higher standards.

When we asked you what the school should do to improve, many of you said it was good enough already! We found two things the school could do better. One is to make sure you reach even higher standards in mathematics. The other is to help you do even better in all your subjects by making sure you know how to improve.

I know that you will continue to work hard and I wish you great success and enjoyment during the rest of your time at the school.

With best wishes.

Yours faithfully

Alan Frith

Lead Inspector