

St Augustine's CofE Primary School

Inspection report

Unique Reference Number	105947
Local Authority	Salford
Inspection number	308990
Inspection dates	13–14 February 2008
Reporting inspector	Stephen Wall

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	220
Appropriate authority	The governing body
Chair	Rev I Hall
Headteacher	Mrs Barbara Kellner
Date of previous school inspection	9 February 2004
School address	380 Bolton Road Pendlebury Swinton Manchester Lancashire M27 8UX
Telephone number	0161 7944083
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size school. Nearly all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is below average. The closure of a nearby primary school has led to an increase in the number of pupils on roll and a steep rise in the proportion of pupils entitled to free school meals to well above average levels. The school has gained the Healthy Schools Award and the silver Eco Award.

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 pupils make good progress in their learning and in their personal development. Parents value the school highly. 'The school is a happy place. My children look forward to going every day. They even want to go when they are feeling poorly! We are pleased with their progress and with the care the school provides,' were typical comments.

From starting points below those typical for their age, pupils make good progress as they move up the school because the quality of teaching is consistently good. Standards by the end of Key Stage 1 are broadly average in reading, writing and mathematics. Good progress is maintained in Key Stage 2, where standards by the end of Year 6 are also broadly average in English, mathematics and science. Pupils' good academic achievement is matched by their achievements in the arts, music, drama and sport because they enjoy a good range of enrichment activities, that add to their self-esteem and confidence.

Pupils are proud of their school. Their knowledge of healthy lifestyles and their concern for the environment are outstanding because the school places great emphasis on the importance of these aspects. It was good to see Year 5 pupils, for example, using pedometers on a daily basis to reach the class target of walking to Australia! Pupils are respectful, well mannered and welcoming to visitors. The active school council represents pupils' views effectively. Its suggestions for playground improvements have led to better equipment and much more enjoyable play. Pupils' spiritual, moral, social and cultural development is good. Strong values underpin the school's work and give the pupils a good sense of right and wrong.

The quality of teaching and learning is good. Strong classroom relationships bind pupils and adults together into effective working units. Lessons are planned to contain a good variety of activities appropriate to pupils' needs. Teachers mark pupils' work regularly but the quality of their comments is inconsistent in informing pupils clearly about what they need to do to improve their work. The good curriculum encourages pupils to be imaginative and helps them make good progress because it interests and enthuses them. It is especially rich in Key Stage 2 where pupils say how much they enjoy the variety of tasks they are asked to do. Outstanding pastoral care provides fully for pupils' safety and welfare. However, academic support is not yet effective enough in tracking pupils' progress effectively. This is because the checks take place too infrequently to enable the school to nip any underachievement in the bud.

Leadership and management are good. The experienced headteacher leads by example with great enthusiasm. She promotes effective teamwork in the pursuit of raising standards and achievement further. Procedures to check on the effectiveness of the school are rigorous. They identify areas of strength and where improvement is needed, such as the more rigorous use of assessment procedures. The school's record of good achievement since the last inspection, together with its ability to appraise realistically its own effectiveness, place the school in a good position to improve even further. It provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Good leadership and management of the Foundation Stage ensures that children get off to a good start. Children progress well from starting points that are generally below those typical for their age when they enter the Nursery. They go on to acquire skills that are broadly those expected by the time they enter Year 1. Children settle quickly into school routines. They grow

in confidence and feel safe in the nurturing environment. A good balance is maintained between teaching children and encouraging them to learn for themselves. Outdoor facilities have improved significantly since the last inspection so that the school can now fully meet the requirements of the Foundation Stage curriculum in providing an appropriate range of activities.

What the school should do to improve further

- Check pupils' progress more frequently and effectively.
- Make marking consistently helpful in telling pupils how to improve their work.

Achievement and standards

Grade: 2

Pupils achieve well and make good progress at all stages. By the end of Year 2, in 2007, standards in reading and mathematics were broadly average; in writing, however, they were above average because the school has focused sharply on improving writing skills in the early years. At the end of Key Stage 2, standards are again broadly average. The school regularly meets or exceeds demanding targets. Year 6 test results dipped overall in 2006 and in mathematics in 2007 because of an influx of lower-attaining pupils to Key Stage 2 classes. Observations of pupils' work and assessment data show clearly that the present Year 6 pupils are set to restore the school's otherwise consistent pattern of good achievement in all areas. Pupils with learning difficulties and/or disabilities also make good progress because of the high quality support they receive, especially from skilful teaching assistants.

Personal development and well-being

Grade: 2

Pupils say how much they enjoy coming to school. The school actively promotes the importance of attendance, which is at the national average. Pupils feel safe and are confident in talking any problems through with adults. They behave well around school and in most lessons. Only when teachers talk too much does their interest wane and attention wander. Pupils enjoy the opportunities they are given to take on responsibilities by becoming playground monitors, for example. They are active fundraisers for charity and support their church in community activities. Good levels of skills in literacy, numeracy, and information and communication technology (ICT) prepare them well to take advantage of the next stages in their education.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Planning makes sure that teaching provides appropriately for pupils of all abilities. Lessons have considerable strengths: they are well organised; resources are used very effectively to motivate pupils and help them learn effectively; explanations are clear and teachers use their good subject knowledge to make lessons challenging. Occasionally, however, teachers talk too much during introductions when pupils are itching to get on with learning for themselves. Pupils enjoy their lessons and work hard because tasks nearly always enthuse them and motivate them to do well. Teachers mark pupils' work regularly. Their comments are usually constructive but sometimes they are not clear enough in indicating what pupils should do to improve their work.

Curriculum and other activities

Grade: 2

The curriculum interests pupils and provides them with a wide range of experiences. It supports pupils effectively in making good progress in their acquisition of basic skills in literacy, numeracy and ICT. Pupils really enjoy learning French and are supported by a French native speaker. This contributes well to their cultural development. Pupils are especially keen on the science curriculum because they do 'a lot of hands-on experiments'. The curriculum makes a good contribution to pupils' personal development. The personal, social and health education lessons are valued by pupils for helping them understand risks and the dangers of substance abuse, for example. The wide range of visits, visitors, sporting and artistic activities also make a significant contribution to pupils' health and enjoyment.

Care, guidance and support

Grade: 2

Care guidance and support are judged modestly as good by the school. They are good overall, however, because in spite of only satisfactory support for pupils' academic progress, the quality of care and support for their welfare and well-being is outstanding. Pastoral support for pupils' welfare and safety are at the heart of the school's work. The commitment of staff to the care of pupils even extends to large numbers of them accompanying older pupils voluntarily on annual week-long and weekend residential trips. All policies and procedures for safeguarding pupils are in place and are reviewed regularly. Effective links with outside agencies have been established to support children who are vulnerable or have learning difficulties and/ disabilities. Induction arrangements for children entering the Nursery ensure that they settle quickly. Transfer arrangements for Year 6 pupils are good because of the effective links with the local secondary school. Assessment procedures to support pupils' academic development do not match the quality of those for pastoral support, however. Further development is necessary to maximise the use of assessment to check pupils' progress more regularly and effectively.

Leadership and management

Grade: 2

Leadership and management at all levels are good. The headteacher makes sure that the school focuses sharply on raising standards further. The school wants 'to make a difference' for its pupils and is succeeding because it analyses its effectiveness accurately and astutely identifies in its forward planning what needs to be done and how to set about it. Checks on the quality of teaching and learning take place regularly. The outcomes are used to identify teachers' professional development needs and to make sure the quality of teaching and learning remains good. Leaders and managers have established good links with the local community in which the school is deservedly highly regarded. Governors are supportive of the school. They have recently introduced committees into their structure which is improving their ability to ask questions and hold the school more rigorously to account.

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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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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

How effective are teaching and learning in meeting the full range of the learners' needs?	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?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Inspection of St Augustine's Church of England Primary School, Manchester, M27 8UX

Thank you for making us welcome when we came to inspect your school recently. We enjoyed meeting you and talking to lots of you. What you told us was very interesting and helpful.

You will be pleased to know that you go to a good school. You do well in your learning as you move up through the different classes because your teachers go to a lot of trouble to provide you with interesting lessons. We were pleased to see how well you all get along together and how proud you are of your school. The school makes sure it does all it can to make sure you are well looked after and safe. You understand how important it is to eat healthy foods and take regular exercise. We were also very pleased to see how concerned you are about environmental issues and how keen you are to make the world a better place to live in.

In order to make your school even better we have asked your teachers to check on how you are getting on with your work more regularly, so that they can quickly see if you are not doing as well as you should. We are also asking them to make sure that their marking is always helpful in telling you what you need to do to improve your work.

We are confident that you will continue to help your teachers and each other to make sure that your school continues to do well and goes from strength to strength in future.