

# St Augustine's RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	111717
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	378343
<b>Inspection dates</b>	8–9 February 2012
<b>Lead inspector</b>	Gordon Potter

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 of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Burns
<b>Headteacher</b>	Martin Macaulay
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Gunnergate Lane Coulby Newham Middlesbrough TS8 0TE
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## Introduction

### Inspection team

Gordon Potter  
Anne Firth

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 24 lessons taught by eight teachers, including joint lesson observations and visits to several classes with the headteacher. The inspectors held meetings with representatives of the governing body, staff, pupils, parents and carers. The inspectors observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data and monitoring records. They also scrutinised the 118 questionnaires returned by parents and carers as well as questionnaires from pupils and 18 staff. No responses to the online questionnaire (Parent View) were available to assist in planning the inspection.

## Information about the school

This school is smaller than the average-sized primary school. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils who are disabled or who have special educational needs is average. The school has Healthy School status and has achieved the Activemark award, Eco School Award and ICT Mark. The school meets the current floor standards.

The headteacher has been in post since September 2011, having previously been deputy headteacher in the school. The school is waiting to fill the recently vacated posts of deputy headteacher and leader of the Early Years Foundation Stage. The Year 2 teacher, who previously taught in the Early Years Foundation Stage, has held both posts temporarily since September 2011.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Pupils, parents and carers are exceptionally positive about the school, especially how inclusive it is in valuing all pupils equally and in developing pupils' outstanding social, moral, spiritual and cultural development. They appreciate the way the new headteacher has made the school even more welcoming to parents and carers.
- Pupils' achievement is good. From starting points that are generally in line with age-related expectations on entry to the Early Years Foundation Stage, pupils make good progress to attain standards that are typically above the national average.
- Teaching is good with some that is outstanding. It is linked to an exciting curriculum, enthuses pupils and helps them make rapid progress. In the Early Years Foundation Stage, opportunities are sometimes missed for children to learn outdoors. There is developing good practice in marking and target-setting so that pupils know clearly how to improve their work.
- Behaviour is outstanding. Pupils say they feel extremely safe in school. They enjoy school immensely and say that misbehaviour is uncommon and is effectively dealt with by their teachers. Attendance is above average.
- Leadership and management are good. The new headteacher has offered phase and subject leaders fresh opportunities to develop effective teamwork and be accountable for raising attainment. While senior leaders and managers accurately evaluate the school's strengths and weaknesses and use the outcomes astutely to target further improvements, some leaders who are new to their roles are less skilful in monitoring and evaluating these initiatives. The governing body supports senior leaders well and offers rigorous challenge.

## What does the school need to do to improve further?

- Provide more opportunities for children in the Early Years Foundation Stage to learn and play outdoors.
- Increase the effectiveness of those leaders who are new to their roles, by ensuring the consistent application of the school's procedures to monitor and evaluate the impact of the actions taken.

## Main Report

### Achievement of pupils

Pupils enjoy lessons very much. They are exceptionally hardworking and keen to give of their best. They respond well to good, and often excellent, teaching that stimulates their learning. They enjoy being actively involved in finding things out for themselves and respond positively to challenging activities. For example, pupils in Year 3 were set challenging tasks to extend their understanding of symmetry. They were highly involved in a range of activities that included designing symmetrical patterns with clay, paint and information and communication technology (ICT). They particularly enjoyed exploring outdoors to find natural objects which are symmetrical. They rose eagerly to the challenge and made outstanding progress as a result.

Children achieve well in the Early Years Foundation Stage and in Key Stage 1. By the end of Reception and Year 2, attainment is usually above average. Attainment in reading by the end of Key Stage 1 is above average and, by the time pupils leave school, it is high. Attainment overall at the end of Key Stage 2 is above average. Pupils make good progress and achieve well as they move up through the school because leaders and managers have been successful in ensuring that the quality of teaching is good. Recent initiatives to further improve teaching and the curriculum are beginning to accelerate progress, especially in those lessons where pupils are offered opportunities to investigate and explore together.

All groups of pupils, including disabled pupils and those who have special educational needs, make good progress because the school identifies their needs accurately and provides effective support.

Almost all parents and carers are of the opinion that their children are making good progress.

### Quality of teaching

Almost all parents and carers believe that pupils are taught well, and inspection evidence supports this view. In the best lessons, teachers make learning stimulating. They explain clearly to pupils what they will learn and how they will know if they have succeeded. Work is well matched to the needs of all learners. Teachers employ ICT well to engage pupils. They plan effective opportunities for pupils to learn through practical activities, including research, role play, games and investigations. Teachers use questions well to check what pupils already know and the progress they are making. There are strong relationships and teachers and teaching assistants interact well with pupils to support them in their learning. Lessons have a measured pace which helps pupils to consolidate knowledge and assimilate new

learning. In English lessons throughout Key Stage 2, there is excellent teaching which is strongly focused on extending pupils' writing skills. Teachers use exploration in the nearby woodland, hot-seating activities, historical artefacts and poems, stories and films to stimulate imagination and ideas for writing. They model writing extremely clearly and enable pupils to have a clear understanding of the level of their work and what they need to do to take their learning to the next level. While teaching is consistently good, opportunities are occasionally missed to allow pupils time to practise and apply their skills in the exciting ways seen in the best lessons. Marking is done regularly and is used well to tell pupils how successful they have been in specific tasks, how to improve their work or how to take the next steps in their learning.

In the Early Years Foundation Stage, a range of engaging activities captures children's imagination, allows them to investigate for themselves and moves their learning on quickly, particularly in personal and social, mathematical, creative and physical development. There is effective teaching of linking sounds and letters so that pupils make good progress in reading and writing, although it is less rapid than in other areas of learning. Some opportunities are missed, in particular to develop children's skills and abilities in reading and mark-making, through playing and learning together in the outdoor provision.

The impact of the planned curriculum is good overall and in some areas is outstanding. There are many exciting activities which help pupils to see the links between subjects and to develop and apply important skills, including writing at length, solving problems, teamwork and research. For example, work on topics such as the Second World War and the local environment, including trips to 'Fairy Dell' and Beamish museums, develops pupils' understanding of local history and geography. Research into life in Africa, or the history of Egypt and other faiths and cultures, and links with a school in France, develop pupils' imaginative, writing and language skills, as well as their cultural understanding. In these cases the impact of teaching on spiritual, moral, social and cultural development is outstanding.

### **Behaviour and safety of pupils**

Pupils enjoy school very much. They are extremely polite to adults and highly respectful of each other and their school surroundings. All parents and carers responding to the inspection questionnaires agree that, overall, there is a good standard of behaviour at the school. Exemplary behaviour was evident in all lessons observed during the inspection and around the school. The inspectors talked to many pupils during lessons and at break times and more formally in group discussions. Pupils say that behaviour is excellent in their lessons and that bullying in any form is not a problem. They feel exceptionally safe and know that 'Buddies' and school prefects, as well as the teachers and other adults in school, will help with any problems if they arise. Pupils particularly appreciate the praise system which encourages them to achieve well, work hard and develop teamwork and social skills. Attendance is above average. The school council works very hard on behalf of other pupils. Its members are particularly proud of the actions they have initiated to improve aspects of school life, such as improvements to play equipment and the development of the school environment.

## Leadership and management

New leadership has had a clear impact on the school in a short time. The headteacher is ably supported in the drive for improvement by the governing body and by the acting deputy headteacher. Senior leadership provides the school with a clear vision for success and a sharply focused approach to driving school improvement. Effective self-evaluation ensures that the school has a clear understanding of its strengths and where it could improve further. Leaders and managers at all levels welcome the increased delegation of responsibilities that have made their contribution much more effective in improving the quality of teaching and raising attainment. While they are skilled at identifying and planning initiatives, for example in the successful development of pupils' writing, some new leaders are, as yet, less proficient in evaluating and monitoring the success of these interventions. Their development is well-supported through the creation of effective teams, well-targeted professional development and the sharing of good practice. The school has sharpened the rigour with which it analyses pupils' attainment and progress. This enables the swift identification of groups and individuals who need additional support to close any gaps in their learning. As a result, pupils are beginning to make even faster progress.

Capacity to improve is good. The school has a clear commitment to and effective systems for promoting equality of opportunity and tackling discrimination. Safeguarding procedures meet the current government requirements. The school has forged a good range of effective partnerships that provide opportunities in music and sport, for example, and support pupils who have a range of learning, emotional and behavioural needs and their families. The governing body is highly supportive, provides a good level of challenge and is successfully managing the school through a period of significant change.

The curriculum is good and in some instances outstanding. There is a strong and effective focus on developing basic skills in English, mathematics and the use of ICT. Across the school there is a coherent and systematic approach to teaching reading with a balanced emphasis on letters and sounds, comprehension and, as pupils become more proficient, opportunities to analyse character and authors' use of language, plot and techniques such as flashback. A good range of well-planned enrichment activities and extra-curricular clubs plays an important role in enhancing pupils' excellent spiritual, moral and social development and their extremely clear understanding of other faiths and cultures. This is further enhanced by the school's emphasis on developing pupils' interest in music, art and drama, and history, geography and science, and a detailed programme of religious education.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2012

Dear Pupils

### **Inspection of St Augustine's RC Primary School, Middlesbrough, TS8 0TE**

Thank you for making the team so welcome when we inspected your school. We particularly enjoyed talking to you about your school and your work. We were impressed with your excellent behaviour and by your politeness and the care you show for one another. We also enjoyed your singing and your artwork. Your school takes excellent care of you so that you feel very safe in school. Most of you attend school regularly – well done!

You go to a good school and your headteacher and the governing body know how to make it even better. Your teachers make your lessons fun, especially when you learn outside and explore and investigate together. You told us that you look forward to coming to school because you like your teachers, your lessons and after-school clubs and visits. Your parents and carers like the school very much.

In order to help you reach even higher standards and make faster progress, I am asking your teachers to make sure that:

- they check that the things they are doing to improve the school are making your lessons better
- children in the Early Years Foundation Stage have more opportunities to learn and play outdoors.

You can help by continuing to do your best and attending regularly. We wish you every success in the future.

Yours sincerely

Gordon Potter  
Lead inspector

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