

# St Augustine's CofE VA Junior and Infant School

Inspection report

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<b>Unique Reference Number</b>	107543
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	377597
<b>Inspection dates</b>	20–21 September 2011
<b>Reporting inspector</b>	Keith Bardon

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Mansfield
<b>Headteacher</b>	Leona Binner
<b>Date of previous school inspection</b>	04 February 2009
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, observed eight teachers, held meetings with staff, members of the governing body, and pupils and talked informally with parents and carers. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 60 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress pupils make and whether the upward trend in attainment is continuing.
- What the school is doing to close the gap between boys' and girls' attainment, particularly in English, and the impact this is having.
- How well teachers match work to pupils' learning needs and how this influences the progress they make.
- The impact of the changes made to leadership and management since the last inspection.

## Information about the school

St Augustine's is a smaller than average-sized junior and infant school close to the town centre. Almost all pupils are of Pakistani heritage and speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is well above average and the proportion with a statement for their special educational needs is average. The school has Healthy School status, is an Investor in People and has achieved the Activemark award. A school-managed breakfast club is available to pupils at the start of each day.

**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

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Augustine's provides its pupils with a satisfactory quality of education in a warm and friendly atmosphere and promotes their personal development well. Consequently, pupils are enthusiastic learners who work hard in lessons and value their education. From a starting point that is often much lower than is typical for their age pupils make good progress in the Early Years Foundation Stage and satisfactory progress in Key Stages 1 and 2. By the end of Year 6 pupils' attainment is broadly average.

The quality of teaching is satisfactory overall but lacks consistency. Teachers' subject knowledge is generally good and they plan lessons carefully and in detail. In some lessons the tasks given to the different groups, particularly the most-able, lack the challenge needed to ensure that pupils achieve all they can. Most lessons move along at a lively pace helping to maintain pupils' interest and concentration. On occasion, teachers move on a little too quickly and do not allow enough time for pupils to give due consideration to questions put to them or to take on board new ideas.

All the required subjects are taught and an appropriate amount of time is allocated to each. While some useful links are forged between different subjects these are not yet fully-developed, and opportunities for pupils to apply and extend their literacy, numeracy and information and communication technology (ICT) skills are missed. The school pays close attention to the welfare of its pupils and provides a good quality of care for all. Pupils behave well at all times and readily take responsibility for their own learning. They listen carefully to staff and appreciate the help and support they provide.

The headteacher provides the school with strong leadership and clear direction. Leaders, managers and the governing body have an accurate understanding of how well the school is performing and where improvements can be made. Actions taken in response to a dip in pupils' attainment following the last inspection have proved effective and throughout the school, pupils' achievements are improving. Plans for further development are well-considered and clear, but some leaders and managers contribute more to their implementation, and to school improvement in general, than others. Taking all factors into account, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Help to eliminate inconsistencies in the quality of teaching in order to raise attainment and accelerate Key Stage 1 and Key Stage 2 pupils' progress by:
  - ensuring that the work given to pupils, especially the most-able, enables them to achieve to the best of their abilities at all times
  - providing more opportunities for pupils to contribute their thoughts and ideas during lesson introductions and discussions
  - balancing the pace of lessons to ensure that pupils have time to think through answers to questions and consolidate new learning
  - ensuring that the marking of pupils' work consistently provides both praise for what has been achieved and clear guidance on how it could be improved.
  
- Ensure that the curriculum provides frequent opportunities for pupils to apply and extend their basic skills in literacy, numeracy and information and communication technology.
  
- Ensure that all staff with management responsibilities make a full and effective contribution to school improvement.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
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Pupils' enjoyment of school is clearly evident in the friendly way they greet visitors and the enthusiasm they show for learning in lessons. They behave well both in and out of class, show respect for staff and listen carefully to their teachers. Levels of concentration are good and pupils get down to work quickly when set a new task. They discuss their thoughts and ideas sensibly with their 'talking partners' and listen carefully to what others have to say. Year 6 pupils who were writing biographies about their friends listened with a great deal of interest as they described their experiences and recorded in detail what they were told. Pupils of all ages take pride in the progress they are making although their written work can be a little untidy at times.

Pupils' satisfactory achievement enables a large majority to attain the expected level for their age in English and mathematics by the end of Year 6, although relatively few attain the above-expected level, particularly in English. Steps taken to address a dip in attainment following the last inspection are proving successful and across the school as a whole, standards are rising. More rigorous assessment has given class teachers a clearer understanding of where their pupils are and what is needed to promote their learning. Girls often attain better in English than boys but in mathematics this pattern is quite often reversed. The school is aware of these differences and measures are being put in place, which are closing the gaps. Pupils

with special educational needs and/or disabilities respond well to the help they are given and make satisfactory and at times good progress in their learning.

Pupils have a strong sense of well-being and most agree that they feel completely safe in school. They appreciate the factors that influence their health and readily take account of these in their daily lives. Pupils respond maturely when given responsibilities, for example through the school council, and willingly raise funds to help the less fortunate or those in difficulty in other parts of the world. Since the last inspection pupils' attendance had been broadly average but is rising at a good rate. This, along with the steady development of basic skills equips pupils satisfactorily for the next stage of their education. Pupils have a clear understanding of right and wrong and are sympathetic to the needs and feelings of others. Pupils' appreciation of their own culture is strong and their knowledge of cultures, traditions and beliefs that are different from their own is developing well.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The atmosphere in lessons is pleasant and productive. Teachers have good relationships with pupils, speak to them calmly at all times and show respect for their views and opinions. Although it is still early in the term, teachers are using information from assessment accurately to group pupils by ability. Teachers provide pupils with clear instructions and detailed information, but at times pupils are given too little opportunity to contribute and clarify their understanding during introductory discussions. In most lessons, teaching assistants are deployed well and show good skills when supporting pupils' learning. The quality of teachers' marking is satisfactory overall but varies widely. At times pupils are given too little praise for what they have achieved and at other times insufficient advice on how their work could be improved.

Although the curriculum provides satisfactory support for learning and development and pupils find their work interesting, it lacks some of the stimulus needed to move

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<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

their knowledge, understanding and skills forward at a fast pace. The school is aware of the need for further development and is currently undertaking a detailed review of curricular provision. Specialist teaching of physical education, religious education and Spanish, helps the school make the best of the skills of the staff. Pupils benefit from regular visits to places of educational interest and visitors to school, which do much to broaden pupils' horizons and stimulate their personal development. The school provides a good range of after-school activities which help to keep pupils fit and healthy.

Parents and carers have confidence in the school to care for their children and to keep them safe. Pupils are equally confident 'because teachers look after us'. Close attention is paid to the needs of all pupils and staff respond quickly and effectively to any who may become vulnerable. The school works closely with external agencies to ensure that pupils and their families who need additional support receive it. Efficient assessment procedures enable pupils with special educational needs and/or disabilities to be identified early and their needs met. Their progress is tracked carefully and showing clear signs of improvement. As a result of the school's well managed and comprehensive range of strategies for promoting good attendance, pupils' absence rate has fallen since the last inspection and is continuing to decrease. The well-run breakfast club, and the sports clubs which run alongside it, provide those who attend with a healthy, secure and enjoyable start to the school day. Effective induction and transition procedures ensure that pupils enter the school and transfer smoothly between Key Stages and on to secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Since the school was last inspected, it has undertaken a detailed review of its leadership and management structure and procedures and made changes for the better. Responsibilities have been delegated across the school so that a wider range of staff are involved in school development and decision-making. Steadily improving assessment procedures are enabling the school to set more challenging targets and there is a growing awareness of what pupils can and will achieve. Many of these improvements have still to bed in and to have their full effect on outcomes for pupils. The governing body undertook a similar review of its work. Responsibilities were reorganised and reallocated and here too improvements are becoming apparent in the manner in which members of the governing body support the school and challenge it to do better.

While the school ensures that all pupils are fully-included, valued and treated with equal respect, there is some variation in the attainment of boys and girls and few pupils reach the higher than expected levels, particularly in English. Equality of opportunity is therefore satisfactory rather than good. The school makes a good

contribution to the local community, particularly through its links with the adjoining family centre and the church. The school's contribution to wider community cohesion is limited and currently under development. The school has rigorous safeguarding procedures which meet requirements and these are checked frequently to ensure that they are fully up to date and effective. The degree to which pupils feel safe is testament to the effectiveness of the school's provision in this area. The school has established a number of effective partnerships with other schools and providers which extend opportunities for pupils and enhance their personal development. Links with parents and carers are good and many are regularly involved with the school.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children's levels of development on entry to school are often well below those typical for their age, with many having very limited communication and language skills. As a result of good teaching and a stimulating environment in which to learn, they make good progress. They have, however, a lot of ground to make up and by the end of their time in the Reception Year, many children have still to reach the levels expected for their age, particularly in early reading and writing. Staff have very good relationships with the children who are settled and happy. 'We like coming here, we like playing and making friends'. Activities are planned well, although there are often more opportunities for creative play indoors than out. An appropriate balance is struck between activities led by staff and those the children choose for themselves, so that meaningful learning takes place at all times. Although they have only been in school for a short time, children's independence is developing well and they are showing good levels of concentration.

Staff monitor children's response to the different activities closely and assess their progress thoroughly, using well-established and effective strategies that they all understand. Detailed information and comprehensive records are kept and colourful learning journey booklets show clearly the gains children have made in their understanding and skills. These and other records enable staff to plan accurately for the next steps in children's learning. The Early Years Foundation Stage is led and managed well by a knowledgeable and enthusiastic teacher who is keen to build on the good provision that currently exists. Welfare requirements are met well and

parents and carers are happy to leave their children in the care of the staff. They speak positively of the arrangements made for their children’s entry into school and how smooth it has been.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

**Views of parents and carers**

A very large majority of the parents and carers hold very positive views of the school and is happy with the education they are receiving. They are pleased that their children enjoy school and confident that they are kept safe. Parents and carers who spoke to inspectors held very positive views about the way in which the school communicates with them. However, a minority of the parents and carers who completed the questionnaire expressed concerns about the extent to which the school takes account of their suggestions and concerns. Inspectors found the school’s links with parents and carers to be good and saw examples of how they had been consulted, for example, about the curriculum and the sex education programme. The school and the governing body are keen to discover why some parents and carers have these concerns and will be looking into them.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Augustine's CofE VA Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	55	26	43	0	0	0	0
The school keeps my child safe	29	48	29	48	0	0	0	0
The school informs me about my child's progress	23	38	35	58	1	2	0	0
My child is making enough progress at this school	19	32	34	57	5	8	0	0
The teaching is good at this school	24	40	35	58	0	0	0	0
The school helps me to support my child's learning	18	30	36	60	5	8	0	0
The school helps my child to have a healthy lifestyle	20	33	37	62	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	33	32	53	3	5	1	2
The school meets my child's particular needs	20	33	35	58	1	2	0	0
The school deals effectively with unacceptable behaviour	22	37	31	52	5	8	2	3
The school takes account of my suggestions and concerns	16	27	33	55	10	17	1	2
The school is led and managed effectively	18	30	38	63	2	3	1	2
Overall, I am happy with my child's experience at this school	21	35	38	63	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and 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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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**



22 September 2011

Dear Pupils

**Inspection of St. Augustine's C of E VA Junior and Infant School, Halifax, HX1 5PG**

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school. St. Augustine's is a satisfactory school which looks after you well and makes good provision for your personal development. It has a friendly, family atmosphere, mainly because everyone gets on so well together. Your behaviour and attitudes to learning are good and it was nice to see everyone trying hard in lessons – well done! Staff take good care of you and we know you appreciate all the help, support and guidance they provide.

At the current time, the progress you are making is satisfactory but we saw clear signs that it is starting to quicken. There is room for further improvement and we have pointed out a number of things we would like the school to do. We have asked teachers to make sure that the work they set challenges you to do your best at all times and when they mark your work to make clear what you have done well and where improvements can be made. On occasion, you would benefit from a little more time to think of answers to questions and more opportunities to contribute to discussions at the start of lessons. We have also asked that you have more opportunities to practise your literacy, mathematics and information and communication technology skills when you are working in different subjects. We have also made suggestions to help staff increase the role they play in making the school even better.

Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely,

Keith Bardon  
Lead Inspector

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