

St Augustine's Catholic Primary School

Cranbrook Road, Gants Hill, Ilford, Essex IG2 6RG

Inspection dates	21–22 January 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders, managers and governors have been effective in ensuring that the school has improved since the previous inspection. As a result, the quality of teaching is good and pupils make good progress in reading, writing and mathematics.
- The new headteacher has been effective in driving improvements, and has gained the confidence and support of staff, parents and pupils. There is high morale in the school, and the staff share the high expectations of leaders for pupils' outcomes.
- The governance of the school has improved since the previous inspection. Governors now provide the appropriate support and challenge to senior leaders to bring about improvements.
- Pupils with disabilities, those with special educational needs and disadvantaged pupils receive effective support to help them achieve their best.
- Children get off to a good start in the early years. As a result of good teaching, children make good progress with their learning. They are being well prepared for Year 1.
- Pupils feel safe and secure and enjoy coming to school. This is reflected in their high attendance.
- Pupils' personal development, behaviour and welfare at the school are good. Pupils are polite, friendly and respectful to each other and adults. Their positive attitudes support the good progress they make with their learning.
- The school's work on promoting pupils' spiritual, moral, social and cultural development is highly effective. This helps pupils to value diversity and respect the faiths and beliefs of other people.
- British values are promoted effectively, and pupils are prepared well for life in modern Britain.

It is not yet an outstanding school because

- The quality of teaching does not yet result in outstanding outcomes for pupils.
- Pupils do not always have the time they need to respond to teachers' guidance in their marking to improve their work and deepen their understanding.
- The level of challenge is not always well matched to pupils' abilities, and work is occasionally too hard or too easy.
- Governors are not secure on how the teachers' quality of teaching and the progress their pupils make are linked to decisions on any pay awards.

Full report

What does the school need to do to improve further?

- Improve further the quality of teaching in order to raise achievement by ensuring that:
 - there is sufficient time allocated for pupils to act upon the teachers' marking of and feedback on their work, so they can improve their work and deepen their understanding.
 - teachers always make effective use of information from assessments to set work at the right level for all pupils.
- Further strengthen leadership of the school by:
 - ensuring that governors know how teachers' quality of teaching and the progress their pupils make are linked to any decisions that senior leaders make about their salary rewards.

Inspection judgements

Effectiveness of leadership and management is good

- The effectiveness of leadership and management over time is good. Leaders, managers and governors work together effectively to bring about improvements. They have been successful in creating a culture of high expectations for pupils where good learning and behaviour can flourish.
- The headteacher, together with the new senior leaders and middle managers, is ambitious and his vision and commitment for continuous improvement are shared by governors and staff. There is strong support from staff for the leadership team, and the morale in the school is high.
- Leaders and managers have been successful in improving the quality of teaching since the previous inspection. There has been closer monitoring of the quality of teaching and the progress pupils make. Teachers receive appropriate training and effective support from leaders and managers to improve the quality of teaching. Teaching assistants receive the training and support they need to ensure they have the skills and knowledge to carry out their roles effectively.
- Middle leaders, some of whom are new to their posts, carry out book scrutinies and feedback to staff on the quality of marking and feedback, and the progress pupils make with their work. They work closely with senior leaders and produce action plans for their own subjects, which feed into the school development plan. However, leaders are very aware that not all middle managers have had the opportunity to observe the quality of teaching in their subject areas, especially those new to their posts. To address this, leaders have firm plans in place to ensure that all middle managers are able to observe the quality of teaching, and hold teachers more responsible for the progress their pupils make.
- The progress of pupils, including different groups of pupils, is carefully tracked. Those who are not doing well are identified and given timely and effective additional support to ensure they make better progress. Skilled teaching assistants provide effective one-to-one and small-group support to ensure that the disabled pupils, those with special educational needs, disadvantaged pupils and those who speak English as an additional language make the same good progress as all other pupils. Leaders have been effective in narrowing the attainment gaps between disadvantaged pupils and their classmates in reading, writing and mathematics. Through the successful work they do to ensure those pupils who are vulnerable to underachievement make good progress, leaders demonstrate their commitment to providing equal opportunities for all pupils and tackling any discrimination.
- The curriculum has improved since the previous inspection. Leaders have been successful in designing the curriculum to promote the basic skills in literacy and numeracy, meeting the needs and interest of learners and raising achievement. Pupils now have sufficient opportunities to write at length and practise and develop their writing skills across the different subject areas. In mathematics, pupils are able to consolidate their learning of key mathematical concepts before moving on to the next topic. Learning is enriched by a wealth of extra activities that engage and motivate pupils, and help them to learn new skills. These include visits, visitors to school and a wide range of clubs, including sports activities, choir singing and playing musical instruments. Pupils enjoy learning French, and benefit from being taught by a specialist teacher of French.
- Pupils' spiritual, moral, social and cultural development is effectively promoted. The development of British values is strong in the school, and these values are promoted effectively through the ethos of the school. For example, pupils learn about democracy through election of house captains and members of the school council; they know about the rule of law through drawing up a school charter on rights and responsibilities and mutual respect. Through their knowledge of other cultures and religions, respect for diversity and tolerance of different faiths and beliefs, the school prepares pupils well for life in modern Britain.
- The school uses its primary physical education and sports premium funding effectively. There is an increase in the range of sporting activities available to pupils, including external events with other schools, with a greater participation of pupils in sports. Teachers use the skills of sporting coaches well to further develop their own skills and confidence in teaching physical education.
- Senior leaders and governors ensure that the additional funding for disadvantaged pupils is used effectively to help these pupils make the same good progress as all other pupils. The disadvantaged pupils are targeted well for additional support to improve their reading, writing and mathematics. There are effective links with parents to support the progress of these pupils. Homework club is provided for any catch-up work, with some pre-teaching to prepare them for their learning in the following week.
- Senior leaders work closely with early years leaders to ensure provision and leadership of the early years are effective.

- The school conducts periodic surveys of the views of parents, and the systems for keeping them informed are strong. Parents are very supportive of leaders and staff, and the work they do on improving the school. Most parents responding to Parent View agreed that the school is well led and managed, and would recommend the school to another parent.
- The local authority has provided effective advice and support to the school since the previous inspection to help it improve. It has worked well with leaders to improve the quality of teaching.
- **The governance of the school**
 - The effectiveness of governance has improved since the previous inspection. Governors now offer the appropriate challenge and support to senior leaders to bring about improvements. They know the main strengths of the school and areas where it can improve. They have received training to enhance their own knowledge and skills, including on performance data and safeguarding. They visit the school routinely to find out for themselves how well pupils are learning, and how the school keeps them safe. This helps them in asking searching questions of school leaders on the work that they do on school improvement.
 - Governors manage the performance management of the headteacher, setting appropriate targets on raising pupils' achievement. Although governors receive information on teachers' performance, they are not always secure on how teachers' pay progression is linked to their quality of teaching and the progress their pupils make.
 - Governors manage the finance and resources that are available to the school, including the pupil premium and the physical education and sport premium, very well and know about the impact of spending on pupils' outcomes.
- The arrangements for safeguarding are effective. Leaders ensure that safeguarding is given a high priority within school and is managed effectively. All staff receive regular training on child protection and safeguarding issues, and they know how to identify if pupils are at potential risk.

Quality of teaching, learning and assessment **is good**

- Leaders, supported by governors, have been effective in improving the quality of teaching since the previous inspection. Teaching is now good, and pupils make good progress in reading, writing and mathematics.
- Teachers have high expectations of all learners and are very enthusiastic about their teaching. They make learning interesting and engaging, and pupils say that they enjoy their lessons and that teachers 'help them to learn a lot'. The school makes good use of specialist teachers, for example in higher-level mathematics, modern foreign languages and physical education, to ensure pupils are further exposed to challenging teaching to help them reach higher standards.
- The positive relationship between pupils and staff, and between pupils, and the stimulating classroom atmosphere, contribute positively to the good progress pupils make with their learning. A strong feature of lessons is the rich opportunities pupils have to enhance their speaking and listening skills through well-planned activities. This particularly helps pupils who speak English as an additional language to make progress quickly with their English. For example, in a Year 2 class pupils of different abilities listened to each other carefully on how they would write a letter to themselves in the future, with the teacher developing their language on how to construct a letter.
- The teaching of reading is strong across the school, with a daily focus on reading and comprehension skills. Teachers and teaching assistants routinely listen to pupils read and promote their thinking skills to improve their reading. The teaching of phonics (letters and the sounds that they make) is effective, and pupils are able to use their phonics skills to read difficult or unfamiliar words. This contributes positively to pupils' enjoyment of reading. A Year 6 reader said to an inspector that reading 'can take you to a whole new world'!
- Pupils' writing has improved since the previous inspection. Teachers ensure pupils have plenty of opportunities to write at length in English and across the different subjects to improve their writing skills, including their grammar, punctuation and spelling. As a result, pupils make good progress with their writing.
- The teaching of mathematics has also improved since the previous inspection. In mathematics, teachers use their subject knowledge effectively to ensure pupils are able to use a range of mathematical skills to solve problems. For example, in a Year 6 class pupils were able to solve multi-step word problems using different operations and taking the shortest number of steps possible. Teachers ensure that pupils' understanding of mathematical concepts is secure before moving on to the next stage of their learning.

- Teaching assistants are skilled and provide effective support to pupils with their learning, including the disabled pupils, those with special educational needs and disadvantaged pupils. As a result, these pupils make good progress.
- In line with the school's policy on marking, the quality of marking of pupils' work has improved since the previous inspection. Marking is thorough and pupils are given clear guidance on how to improve their work. However, pupils do not always have sufficient time to respond to the comments in teachers' marking to improve their own work and deepen their understanding.
- In response to the new curriculum, a new system for assessing pupils' progress in relation to their age-related expectations is in place. Although leaders use the information well to assess the progress of pupils, including different groups of pupils, teachers do not always use this information effectively to plan the learning for pupils. As a result, some activities are not always at the right level for some pupils, which slows learning.
- Most parents responding to Parent View agree that their children are taught well at school.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils work hard and they take pride in their work and appearance, and keep the school tidy. They enjoy the responsibilities that are given to them, including being prefects, play leaders and house captains.
- Pupils say that they are happy and feel safe at school. Pupils from all backgrounds get on very well together. They show a good awareness of the safety and feelings of others, including how to keep themselves safe in a range of situations. They are taught how to keep themselves safe when using the internet, crossing roads and about fire safety. They are able to approach a member of staff easily if they have any concerns about their safety and well-being.
- Pupils know about different types of bullying, including cyber bullying, racist and homophobic bullying. Pupils say that bullying is rare and is not an issue for the school; this is confirmed by the records that the school keeps on any incidents of bullying. Pupils say that bullying is addressed in lessons and during the anti-bullying week.
- Pupils are taught about a healthy lifestyle. This, together with a range of sporting activities they participate in and their healthy school lunches, contributes to their health and well-being.
- The school works effectively with external agencies to support pupils with any issues concerning their emotional, social and mental well-being.
- All the parents responding to Parent View agree that their children are happy and feel safe at school, and very few expressed any concerns about bullying.

Behaviour

- The behaviour of pupils is good. Pupils are very polite, courteous and respectful to staff and each other.
- Inspectors observed good behaviour in lessons, in assembly, on the playground and around the school.
- Staff have high expectations of pupils' behaviour, and the policy on how pupils should behave is consistently applied throughout the school. Each class has a behaviour charter, highlighting set of rules jointly agreed by the pupils.
- Pupils respond well to the daily and weekly rewards system for good and better behaviour, and are keen to be rewarded with house points, stickers and certificates.
- Pupils are very keen to learn, and they work together well. However, occasionally a few pupils lose concentration and talk, especially when the work is not pitched to their level of understanding. Any low-level disruption, however, is rare.
- The school's close engagement with parents ensures that pupils' attendance is above average and their punctuality is good. There have been no exclusions since the previous inspection.
- Most parents responding to Parent View agree that the school makes sure its pupils are well behaved.

Outcomes for pupils

are good

- Outcomes for pupils have improved since the previous inspection in Key Stages 1 and 2. As a result of improvements in the quality of teaching, pupils now make good progress in reading, writing and mathematics.
- At the end of Year 6 tests in 2014 and 2015, the attainment of pupils was higher than pupils nationally in reading, writing, mathematics and English grammar, punctuation and spelling. Attainment in reading, writing and English grammar and punctuation has been particularly strong and well above average. Pupils make good progress from their broadly average attainment on entry to Key Stage 2.
- At the end of Year 2 tests in Key Stage 1 in 2014 and 2015, pupils' attainment in reading, writing and mathematics was above average, with attainment in all of these subjects combined being well above average. Pupils make good progress in reading, writing and mathematics from their different starting points in Year 1.
- Evidence gathered during the inspection, including lesson observations, work in pupils' books, school assessment information and talking to pupils, indicates that current pupils in all classes across Key Stages 1 and 2 are making good progress, with many making better than expected progress.
- The most-able pupils are given sufficiently challenging work in lessons to help them achieve higher standards. In Key Stage 1 in 2015, the proportion of the most-able pupils attaining the higher levels in reading and writing was above average; in mathematics it was average. At the end of Key Stage 2 tests in 2015, a higher proportion of the most-able pupils attained the higher levels in reading, writing and mathematics than the average. The current school information shows that the most-able pupils make good and often better progress in reading, writing and mathematics across the year groups.
- The proportion of pupils who achieved the expected level in the Year 1 phonics check has been above the national average for the last two years. Pupils' knowledge and skills in phonics are helping them to improve their reading. Pupils enjoy reading and their progress in reading is particularly strong across the school. Pupils' attainment in reading has improved significantly in both Key Stage 1 and 2 since the previous inspection.
- Pupils make good progress in mathematics and achieve well, with attainment above average in Key Stages 1 and 2 in 2015. Teachers have good subject knowledge in mathematics, and pupils are able to reflect and consolidate their learning of mathematical concepts. Learning in lessons and work in books show that pupils are able to apply their mathematical knowledge in a wide range of relevant problem-solving activities.
- Attainment in writing has been particularly strong in Key Stage 1 and 2, and has improved markedly since the previous inspection. This is because pupils are encouraged to write at length in English, and across the different subjects and topics. This helps them to improve their writing skills quickly.
- Disabled pupils, those with special educational needs and those who speak English as an additional language make good progress in reading, writing and mathematics. Their progress is closely monitored, and they are provided with appropriate and effective support to help them to do well with their learning.
- Disadvantaged pupils make good progress in reading, writing and mathematics. At the end of Year 6 tests in 2015, the attainment gap between the disadvantaged pupils and their classmates narrowed markedly in reading, writing and mathematics. A wide range of carefully targeted support that is available for disadvantaged pupils has a positive impact on their outcomes. In mathematics, there are small attainment gaps between disadvantaged pupils and their classmates and other pupils nationally. In writing, the attainment gap between them and their classmates is negligible, and they do just as well as other pupils nationally. In reading, the disadvantaged pupils do better than their classmates and other pupils nationally.
- The school ensures that pupils are prepared well for their next stage of education.

Early years provision

is good

- Most children start Nursery with skills which are typically below those for their age in all areas of learning. Only half of the number of children that leave the Nursery enter the school's Reception; the other half come from a range of different settings, and their attainment on entry is low overall.
- The proportion of children that achieved a good level of development in 2014 and 2015 was just above the national average. As a result of good teaching and high-quality support, children make good progress with their learning by the time they leave Reception. Children are well prepared for their move to Year 1.
- Teaching in both Nursery and Reception is good. Children have good attitudes to learning and their behaviour is good. They are used to routines and are able to make sensible choices about their learning activities. There is a good balance of adult-led and child-initiated activities. They interact well and are eager to share resources with each other. For example, in a counting activity seen in the Nursery, children were asked to count numbers between one and ten, and then challenged to add or take away numbers from their chosen number. Children were thoroughly engaged and worked collaboratively to complete the task.
- Learning areas are generally stimulating. However, the outdoor area in the Nursery does not have enough equipment, and children sometimes have to wait and take turns to use the equipment. This slows their learning.
- The information that is gathered through assessment is detailed, and children's learning journals capture what children are able to do. However, it is not always clear how this information is used to plan for the next steps in children's learning. Occasionally, opportunities are missed to challenge the most-able children to extend their learning.
- Staff ensure that all groups of children make good progress through closer monitoring and targeted support. As a result, disabled children, those with special educational needs, disadvantaged pupils and those who speak English as an additional language make good progress with their learning.
- Children's behaviour and safety are good. Their spiritual, moral, social and cultural development is promoted effectively, and they are rightly curious about the world around them.
- The provision is well led and managed. Staff work together well as a cohesive team. There are strong links with parents to ensure that children settle into routines as quickly and smoothly as possible. Parents are informed well of the progress their children make.
- Children learn in a safe, supportive and caring environment. Leaders ensure that safeguarding is effective and that all staff are appropriately trained to keep children safe.

School details

Unique reference number	102842
Local authority	Redbridge
Inspection number	10005770

This inspection 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 of pupils on the school roll	451
Appropriate authority	The governing body
Chair	Brenda McEwen
Headteacher	Pius Ojo
Telephone number	020 8554 1919
Website	www.st-augustinesschool.org.uk
Email address	Admin.st-augustines@redbridge.gov.uk
Date of previous inspection	16–17 July 2013

Information about this school

- St Augustine’s Catholic Primary School is larger than the averaged-sized primary school.
- There is a part-time Nursery and two full-time Reception classes.
- The large majority of pupils are of White ‘other background’.
- The proportion of disabled pupils and those with special educational needs is average compared to similar schools nationally.
- The proportion of pupils known to be eligible for support from pupil premium funding (additional money provided by the government for pupils known to be eligible for free school meals and those looked after by the local authority) is average.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- There have been several changes to the school leadership and management team since the previous inspection, with a newly appointed headteacher, deputy headteacher assistant headteacher and three middle managers in September 2015.
- The school meets the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed pupils' learning in 24 lessons, of which four were joint observations with the headteacher. Inspectors also observed pupils' behaviour and attitudes in classrooms, and at breaks and lunchtimes.
- A meeting was held with different groups of pupils to discuss their learning and views about the school. Inspectors also listened to pupils read in Years 1 and 6 and discussed their reading with them.
- The inspectors held discussions with senior and middle leaders and three governors, including the Chair of the Governing Body. A discussion was also held with a representative from the local authority.
- The inspectors examined a range of school documents, including information on pupils' progress, school improvement plans and checks on the quality of teaching. They also examined the school records relating to pupils' safety, behaviour and attendance.
- The inspectors looked at pupils' books across the school and written work to see what progress they make, and the quality of teachers' marking and feedback to pupils.
- The inspectors took account of 45 responses received from parents to the online questionnaire (Parent View). In addition, inspectors spoke to parents in the playground at the start of the school day.
- The inspectors also considered 30 questionnaires completed by staff.

Inspection team

Avtar Sherri, lead inspector	Ofsted Inspector
Christopher Birtles	Ofsted Inspector
Jacques Szemalikowski	Ofsted Inspector

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