

St Augustine's C of E (VA) Junior School

Inspection report

Unique Reference Number	110853
Local Authority	City Of Peterborough
Inspection number	325241
Inspection dates	1–2 October 2008
Reporting inspector	Stephen Walker

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	185
Appropriate authority	The governing body
Chair	David Alvey
Headteacher	Stephen Cox
Date of previous school inspection	10–11 October 2005
School address	Palmerston Road Peterborough Cambridgeshire PE2 9DH
Telephone number	01733563566
Fax number	01733892194

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Augustine's Church of England Voluntary Aided Junior School is smaller than other junior schools. It is situated in the Woodston area near the centre of Peterborough. The majority of pupils are from White British backgrounds although there are an increasing number of pupils from minority ethnic groups. Most pupils start at school with levels of knowledge and understanding that are below average. The proportion of pupils with learning difficulties and/or disabilities is well above the national average. The percentage of pupils known to be eligible for free school meals is also above the national average. The school has been awarded Investors in People status, Artsmark, Activemark, Eco-Schools Award and National Healthy School status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

St Augustine's Junior School is providing a good standard of education within a supportive and inclusive environment. The Christian foundation of the school ensures that all individuals are valued so that there is a real emphasis on both the personal and academic development of the pupils. The school runs very smoothly and calmly on a day-to-day basis. The new headteacher provides refreshing and forward-looking leadership, which drives the continuing success of the school. Parents are very positive about the school. One parent wrote, 'The school provides a welcoming, safe and stimulating environment for children to grow. I am extremely impressed by the commitment of teachers to both the school and the children'.

Attainment on entry varies greatly from year to year but is usually below the national average. By the time they leave, most pupils attain standards in line with and sometimes above the national average. This represents good progress for the majority of pupils. The large numbers of pupils with learning difficulties receive effective support and make good progress. The school is now using detailed assessment information to track progress and to identify underachievement. Intervention support for pupils who require additional help is raising achievement across the school. A key focus in the school is to improve the standard of writing in order to raise levels of attainment in English and other subjects. The personal development of the pupils is good because there are high standards of care, guidance and support in the school. They behave well and look after the other pupils. Minority ethnic pupils integrate quickly into the school and pupils show considerable respect for other cultures and customs. Pupils enjoy their time at school and develop into friendly and confident individuals.

Teaching is good because of the comprehensive planning of lessons and teachers create a positive learning environment. Pupils enjoy the lessons and are eager to make progress. However, the school is not fully identifying and sharing good practice to ensure the standard of teaching and learning is high in all lessons. The curricular provision is good with some imaginative links between subject areas and an appropriate emphasis on literacy and numeracy. The excellent range of enrichment and extra-curricular activities greatly supports the enjoyment and good progress of the pupils. There are strong partnerships with external support services and other schools. The school is an integral part of the local community and enjoys a good reputation in the local area.

Leadership and management are good and support the developments in the school. Self-evaluation is accurate so that the headteacher and governors are well aware of the strengths and areas for development. Subject leaders are not yet all fully involved in monitoring teaching or standards in their subjects. The school has addressed all the issues in the last inspection. The strong leadership from headteacher and deputy headteacher, the new tracking systems and the recent emphasis on writing indicate that the school has good capacity to improve.

What the school should do to improve further

- Improve standards of writing across the school in order to raise levels of attainment in English and all subjects.
- Ensure that best practice in teaching and learning is identified and shared effectively across the school.
- Develop the roles of the subject leaders so that they are effective in their monitoring of teaching and in evaluating pupils' standards and achievement.

Achievement and standards

Grade: 2

By the time the pupils leave the school, they have made good progress to reach at least average standards. The majority of pupils in Year 6 gain the expected level in English, mathematics and science and a significant number gain the higher levels. The emphasis on developing literacy skills is enabling pupils to make good progress in their work. The school acknowledges the need to target some underachievement in writing in order to raise standards in English and other subjects. The effective tracking system for progress identifies underachieving pupils, who receive good support through a range of high quality intervention strategies. In addition, extra support for the large number of pupils who find learning more difficult ensures that they also make good progress. The evidence from pupils' work seen during the inspection shows that most classes make good progress.

Personal development and well-being

Grade: 2

There is a very positive atmosphere in the school and the pupils develop good personal qualities. They are friendly, confident and supportive of each other. Pupils behave well in lessons and around the school. Attendance of pupils is now above average and they enjoy coming to school. Spiritual, moral, social and cultural development is good. Pupils develop their awareness of a multicultural society and warmly welcome pupils from all parts of the world. They are sensitive towards the feelings of others and appreciative of the world around them. Pupils have a good understanding of how to keep themselves safe and healthy, both through eating sensibly and taking exercise. The pupils support a primary school in Kenya through the Indi project and raise money for a wide range of charities. They make a considerable contribution to the local community by visiting old people's homes and supporting local and diocesan events. The school council and Eco committee are active in the life of the school. Pupils' basic skills and ability to work with others are developing satisfactorily. As a result, they are adequately prepared for their secondary education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and this contributes to the good achievement of the pupils. Good relationships in the classrooms between pupils and between pupils and

adults support effective learning. Detailed planning, a variety of good resources and a range of teaching methods motivate and engage the pupils so that lessons are interesting. The classrooms are bright with a good range of stimulating displays. All these factors create an environment in which the pupils are ready to learn and contribute to the good pace in lessons and so good learning. Teaching assistants provide good support for pupils who require additional help with their work. At times, learning is less effective when the activities do not meet pupils' different learning needs and subsequently there is a lack of challenge for some pupils. There are examples of outstanding teaching but the school does not fully identify or share best practice effectively across the school.

Curriculum and other activities

Grade: 2

The school curriculum provides opportunities for all learners, including those with learning difficulties and/or disabilities, to make good progress. The newly introduced skills-based curriculum is creating a good integrated approach to subject areas with an 'all day emphasis on literacy, writing and numeracy'. The provision for gifted and talented pupils is developing with a new programme of extension activities in classes and after school. Particular strengths within the curriculum are the excellent range of enrichment opportunities, which supports the personal and academic development of the pupils. The participation in extra-curricular activities is high with pupils enjoying opportunities to develop additional skills in a range of areas such as sport, cookery, information and communication technology and environmental work. The pupils also benefit from residential experiences, a range of day visits and visitors coming into the school that greatly enhance their enjoyment and learning.

Care, guidance and support

Grade: 2

The care, guidance and support for the pupils are a strength of the school. The pupils feel safe and arrangements for child protection and safeguarding pupils meet the legal requirements. There are very good arrangements for transferring pupils from infant schools. Individual pupils are well known by staff and the pupils appreciate the help that the teachers give them. The school puts its Christian ethos into practice. The parents are very positive about the school and appreciate the care given to their children. Many comment that the staff are very approachable and deal promptly with any concerns. A formal system of tracking pupil progress is now in place and is having a positive influence on standards. The school uses assessment information well to identify underachievers and put intervention strategies into place. Pupils with learning difficulties and/or disabilities receive good support and subsequently make good progress. Clear progress targets and detailed marking helps pupils know how to improve their work.

Leadership and management

Grade: 2

Parents, teachers and governors greatly respect and share the new headteacher's focused approach and commitment to the continuous improvement of the school. He is providing strong and dynamic leadership that is promoting both the personal and academic success of the pupils. The deputy headteacher provides good support for the improvements across the school. The school development plan is a comprehensive working document with correctly identified priorities, detailed action

plans and clear monitoring arrangements. The school is setting challenging targets to raise standards. The newly appointed subject leaders are increasingly effective in their supporting roles but are not yet fully monitoring teaching or standards in their subjects. The school is effective in recruiting staff and there is a good programme of professional development. Support staff are greatly valued and well integrated into the school. Governors are well informed about the school's progress and areas for development. They are increasingly involving themselves in the evaluating and monitoring process.

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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 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/or disabilities make progress	2

Personal development and well-being

How good are 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	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
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	3

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.

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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	3
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 eliminated	2
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	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

Annex B



3 October 2008

Dear Pupils,

**Inspection of St Augustine's C of E (Voluntary Aided) Junior School,
Peterborough PE2 9DH**

Thank you for making us so welcome and talking to us during the inspection. We really enjoyed listening to you singing 'Living and Learning' during the assembly. St Augustine's is providing you with a good standard of education and there have been some noticeable improvements since the last inspection. We know that your parents and carers are very pleased with the standards in the school.

There are many positive things about your school:

- you have a very friendly school and you look after each other
- you enjoy coming to school and try hard in lessons
- you behave well and take care of one another
- you warmly welcome new children to your school
- you provide good support for charities and the Indi school in Kenya
- you take part in the wide range of extra-curricular activities
- you have a good headteacher who leads your school well
- your teachers and support staff work hard to make lessons interesting for you
- The school is tidy and the classrooms are very attractive.

We have asked your headteacher, the staff and the governors to do the following things to make your school even better:

- improve the standards of your writing so that it helps you in English and your other subjects
- encourage teachers to share their ideas so that all teaching and learning is like the very best
- ensure that subject leaders observe the other teachers and keep a good check on standards in their subjects.

We hope that you will continue to work hard and enjoy learning. We wish you every success in your future education.

With very best wishes,

Stephen Walker
Lead inspector