

St Augustine’s Catholic Primary School and Nursery

Dunfield Road, London SE6 3RD

Inspection dates

27–28 June 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	June 2007

Summary of key findings for parents and pupils

This is a good school

- The headteacher, well supported by the co-headteacher, has led the school well through a period of instability.
- Middle leaders are effective in their roles and know how to help pupils make progress.
- Teaching is typically good. Occasionally, teaching and the assistance that additional adults provide do not meet some pupils’ needs.
- The school’s current information on pupils’ progress shows a picture of improving outcomes in most year groups for 2018.
- Pupils’ personal development, behaviour and welfare are outstanding because of the efforts leaders take to promote their spiritual, moral, social and cultural development.
- The effectiveness of the early years provision is outstanding. This is evidenced by the progress made by children.
- Pupils benefit from a broad and balanced curriculum, but leaders know it requires further refinement.
- Arrangements to safeguard pupils’ welfare are effective. Pupils are aware of how to keep themselves safe, including when online.
- The most able pupils are not always challenged to achieve the highest standards in their learning.
- Pupils have positive attitudes to learning. This helps to ensure that they make good progress in their learning by the end of key stage 2.

Full report

What does the school need to do to improve further?

- Reduce the inconsistencies in the quality of teaching by building on the strengths in evidence in upper key stage 2 and the early years.
- Continue to improve provision for the most able pupils by using assessment information more effectively to ensure work is suitably matched to their needs.
- Enhance the curriculum so that pupils are inspired to achieve highly across the full range of subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, well supported by the co-headteacher, has led the school well through a period of instability. They have maintained the school's strong Christian ethos. This has ensured that the personal development, behaviour and well-being of pupils remains outstanding. The values of family, respect and care radiate palpably throughout the school and provide support to the wider school community.
- Subject leaders have good knowledge of their areas of responsibility. English and mathematics leaders have benefited from opportunities to lead staff meetings and observe teaching. They have high expectations, know the strengths in their areas of responsibility and know what is necessary to improve further. For example, in reading, the introduction of 'reading chains' and 'drop everything and read' approaches encourage a greater love of reading. In mathematics, modelling of lessons by the leader helps pupils to develop better reasoning skills. Leaders have a positive impact on improving pupils' learning and outcomes, especially in reading and mathematics, which were weaker areas in 2017.
- Leaders in the foundation subjects have strong subject knowledge and a good understanding of their roles. They monitor pupils' progress well, and have implemented successful plans which are enhancing teaching and learning. For example, in physical education, the school recently achieved the 'Gold Award' for sports as recognition for the development of competitions.
- Additional funding is used to good effect to support pupils who have special educational needs (SEN) and/or disabilities. The special educational needs coordinator (SENCo) works closely with parents and external agencies to provide early help, which supports individual pupils well. Effective classroom support ensures that those pupils who have SEN and/or disabilities make good progress from their starting points.
- Leaders have high expectations of what pupils can achieve. Leaders manage the performance of staff effectively and provide regular good training which helps to raise standards. Leaders tackle underperformance swiftly and decisively.
- Pupils model the school's values with pride. Leaders ensure that the spiritual, moral, social and cultural development of pupils is prioritised. For example, they provide assemblies with a weekly theme; join the community and other schools at the war memorial as part of Remembrance Day; and promote wider learning opportunities. Pupils demonstrate considerable tolerance and respect and a growing appreciation of British values. They are very well prepared for life in modern Britain.
- Leaders use the pupil premium funding effectively. Assessment information is used well to identify disadvantaged pupils' individual needs. Appropriate additional support is put in place to ensure that these pupils catch up quickly with their peers. However, too few disadvantaged pupils achieve the higher standard by the end of key stage 2.
- The curriculum is suitably broad and balanced. It is constantly under review to meet the needs of pupils. For example, the school has planned learning opportunities throughout the year to reflect the school's diverse community. Pupils enjoy residential trips and the opportunity to be part of the choir. They have performed at a local theatre and at the

Royal Festival Hall. Leaders recognise rightly the need to develop the curriculum further so that learning motivates pupils to achieve their very best across the range of subjects.

- Parents are mainly supportive of the school. Many spoke of their confidence in the school and in the education that their children are receiving.

Governance of the school

- Governors are knowledgeable about their school. They know the school's strengths and weaknesses well, and what is necessary to further improve. They have been central to ensuring that the school is well prepared for the future, following the retirement of the headteacher.
- They support and challenge the headteacher by asking probing questions during meetings. This is supplemented by visits to the school, where they have further opportunities to question staff on specific matters.
- Governors have a strong overview of the school's finances. They are fully aware of the impact of additional funding to support disadvantaged pupils, and monitor this provision carefully.
- Governors ensure that they take advantage of the range of training that is on offer, including safer recruitment and safeguarding.
- Link governors frequently visit the school to increase their knowledge and understanding. The impact of these visits is limited because not all visits are followed up by action.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that there is a culture of vigilance within the school. All staff, including lunchtime supervisors, receive regular training and updates. This includes on female genital mutilation and the 'Prevent' duty. All staff have received emergency first aid training. Staff feel confident in recognising the signs and symptoms of abuse, and know how to report any concerns should they arise.
- Leaders champion the needs of the pupils above all else, and work well with other agencies to ensure that pupils access the right services to support their needs.
- Leaders and governors have received training in the safer recruitment of staff. The checks on all staff appointed to the school are comprehensive and well recorded.
- Pupils feel safe. They have a very good awareness of how to keep themselves safe, including when online, because of the teaching that they receive. Pupils feel confident that they can approach staff with any concerns because of the excellent relationships between adults and pupils within the school.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations of pupils' learning and behaviour. This includes where there is specialist support, for example in physical education and music. Pupils know what is expected of them because teachers structure learning well.
- Teaching is typically good. However, occasionally, pupils' needs are not met precisely enough. Some activities do not challenge pupils well enough. For example, in lower key stage 2, pupils comfortably distinguish between nouns and verbs in a piece of text. The majority clearly understand the difference, but are not given greater challenges to apply their understanding.
- Teachers are consistent in ensuring that pupils are focused and concentrate. As a result, pupils understand how they are expected to behave in lessons. Lessons are not disrupted by poor behaviour, and pupils make progress.
- Teachers are aware of the needs of different groups of pupils and work hard to ensure that their needs are met. Disadvantaged pupils, and those who have SEN and/or disabilities, typically learn well. This is because staff have accurately identified the needs of these individual pupils and use this information to plan appropriately tailored support and additional teaching. As a result, these pupils make good progress from their individual starting points.
- The majority of teaching is effective and ensures that pupils are able to make good progress. Teachers provide appropriate additional support so that pupils who have SEN and/or disabilities can fully engage in lessons.
- Pupils are motivated to learn. For example, in key stage 1, pupils enjoy learning about fractions, using practical resources. In Year 5, pupils enjoy writing in the style of a prosecutor, modelling their work on a quality text that they are reading. In Year 6, pupils are challenged to investigate large numbers as part of a problem-solving activity.
- Subject specialists' effective modelling and guidance have improved teachers' confidence. For example, the sports coach has enabled teachers to be more effective when teaching skills as part of physical education.
- Teachers use a range of methods to assess pupils' knowledge and understanding. For example, teachers' good questioning skills enable them to tackle pupils' misunderstandings promptly and effectively. Teachers record assessment information accurately and use it to plan future learning.
- When reading, pupils apply their phonics knowledge to sound out words accurately. They confidently apply a range of strategies that they have been taught in order to decode words.
- Pupils have a range of opportunities to work artistically. For example, they study how to play the ukulele or xylophone or create a mosaic as part of topic work. This excellent artwork demonstrates pupils' growing artistic and creative ability.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- There is a strong ethos and culture throughout the school that promotes excellence. The school's mission statement wants pupils to 'reach their full potential and be thoughtful, compassionate and effective citizens'.
- Pupils have an excellent understanding of British values. Strong promotion of these values ensures that pupils are well equipped for life in modern Britain. Visits to the Houses of Parliament by Year 6, and to the borough's mayoral offices, enable pupils to develop their understanding of how democracy works.
- Pupils thrive in the school's nurturing environment. They are treated with respect and are valued for their opinions and differences. Pupils take great pride in their school. Older pupils spoken to reflect on their positive experiences with enthusiasm.
- Pupil surveys are very positive about the school. Comments such as 'teachers are fair'; 'I would talk to a teacher if there's a problem'; and 'teachers are helpful and caring' are typical of their responses.
- Pupils rarely miss a day at school. All groups of pupils attend well. This helps them to make good progress.
- Pupils have a clear understanding of how their learning contributes to their personal and social development. Leaders have created opportunities for pupils to take responsibility for helping others. For example, Year 5 pupils support children in the early years.
- Leaders have fostered a culture of openness so that pupils can debate issues confidently. Relationships between staff and pupils are excellent. Teachers' nurturing approach ensures that pupils learn in a safe and positive environment.
- The school effectively promotes others' faiths and beliefs through its religious education programme. This includes visits to different places of worship, including cathedrals.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour is outstanding because of their excellent conduct. There is a clear expectation between staff and pupils when it comes to the standards of behaviour in school.
- Although a small minority of parents expressed concerns about behaviour, standards of behaviour are high. Pupils trust staff to act swiftly to ensure that any incident of misbehaviour is swiftly dealt with. The school's open culture means that pupils are understanding and support one another.
- Pupils' conduct around the school at playtimes and lunchtimes is excellent. They are polite and respectful of adults and each other. There is no use of derogatory language.

- Pupils and parents value the education that the school provides. This results in pupils' high attendance, which continues to be above that of schools nationally. Leaders have robust systems in place to deal with poor attendance, where necessary.
- Pupils have positive attitudes to learning as a result of the opportunities that are available to them. There is no disruption to lessons, although a small minority of pupils would benefit from additional challenge to apply their learning behaviours at the next level.

Outcomes for pupils

Good

- Pupils are well prepared for the next stages in their education because of the standards that they achieve and their excellent personal and social development.
- Published data shows that in 2017 pupils at the end of key stage 2 achieved below the national averages in reading and mathematics. However, current school assessment information and evidence from work scrutiny show that most Year 6 pupils will reach at least the expected standard in reading, writing and mathematics in 2018. Progress for pupils in all years is good, and especially strong in the early years, Year 5 and Year 6.
- Teachers ensure that pupils develop literacy and numeracy skills from a young age. Pupils apply what they have learned in different contexts. The transition from Reception to Year 1 is handled very well. Pupils build on the work covered in the early years, and the proportions of pupils achieving the expected standard in the Year 1 phonics check is consistently higher than the national average.
- By the end of key stage 1, pupils achieve well, although the most able pupils, including the most able disadvantaged pupils, do not achieve the highest standards in writing and mathematics. Although most pupils make good progress in key stage 2, especially in Years 5 and 6, the same groups of pupils achieve less well. The school's most recent assessment information shows that more pupils are achieving the higher standard, especially in reading and mathematics in Years 5 and 6.
- Effective support is provided for pupils who speak English as an additional language, and for disadvantaged pupils. They make good progress in reading, writing and mathematics.
- Pupils heard reading in Years 2 and 6 read with increasing fluency. They demonstrate a range of strategies when reading and decoding new words.
- Pupils who have SEN and/or disabilities are supported well to make good progress from their starting points.

Early years provision

Outstanding

- Excellent leadership in the early years has ensured that children's achievement remains high. The high aspirations of staff and the quality instruction that children receive result in very strong progress in reading, writing and mathematics.
- Leaders have created a carefully planned learning environment. This provides opportunities for children to engage in a full range of activities so that they make good progress across the curriculum.

- Leaders accurately evaluate the strengths and weaknesses of the early years provision. Children's starting points on entry to Reception are broadly in line with those typical for their age. Rigorous assessments inform the planning of activities for the children. This, together with good-quality teaching, helps to ensure that children make good progress.
- Close links with parents are promoted through daily contact as children arrive at school. Parents appreciate the approachability of staff. Parental support is welcomed, and is a key driver to promoting children's performance, particularly in reading.
- Teaching is consistently of high quality, which has resulted, over time, in achievement at the end of the Reception Year which is above the national average. Teachers plan activities that are highly effective in promoting children's curiosity, for example when describing an alien and investigating a spider's web.
- Children work well in groups and follow routines well. When working together, their cooperation and communication is of the highest standard. Pupils' enjoyment of learning contributes to their behaviour and engagement as they develop their independence. They reflect the outstanding behaviour of other pupils in the school. Children feel very safe as they explore the different areas of learning available to them.
- There is a strong focus on reading, writing and mathematics in Reception. Planning emphasises teaching the children about key reading material. These include nursery rhymes and fairy tales, and provides good support for the increasing number of children whose first language is not English. Children sustain their focus and concentration exceptionally well. This ensures that they are well prepared for Year 1.
- The encouragement and support of the caring staff in Nursery and Reception ensures that children feel secure and that they are safe. Safeguarding in the early years is effective and all statutory welfare requirements are met.

School details

Unique reference number	100725
Local authority	Lewisham
Inspection number	10047352

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Nick O'Shea
Headteacher	Hilary Jarvis
Telephone number	020 8698 6083
Website	www.staugustines.lewisham.sch.uk
Email address	admin@staugustines.lewisham.sch.uk
Date of previous inspection	June 2007

Information about this school

- The school was last inspected in June 2007 and judged to be outstanding. The headteacher is retiring at the end of this school year. An executive headteacher has been appointed, and the school will become part of a 'soft' federation from September 2018.
- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils is smaller than that found nationally.
- The proportion of pupils who have SEN and/or disabilities is below that found nationally.
- The proportion of pupils whose first language is not English is above that found nationally.

- The school meets the government's current floor standards. These are the minimum expectations for attainment and progress in reading, writing and mathematics at the end of Year 6.

Information about this inspection

- Inspectors observed learning. The majority of these observations were jointly undertaken with the headteacher and co-headteacher.
- Inspectors observed pupils' behaviour and attitudes in classrooms, at breaktimes and at lunchtimes.
- Individual pupils, and different groups of pupils, spoke with inspectors to discuss their learning and views of the school. Inspectors listened to pupils read and discussed their reading with them. Inspectors also looked at samples of pupils' work across subjects and year groups.
- Inspectors held meetings with school staff, the designated safeguarding lead, the lead for early years and middle leaders. Inspectors met with the headteacher and the co-headteacher.
- A broad range of documents was considered, including the school's improvement plan, self-evaluation documentation, information about pupil progress and attendance, risk assessments and safeguarding arrangements.
- Inspectors took account of the views expressed in the 21 online responses to Ofsted's Parent View questionnaire, and contributions from parents who contacted Ofsted directly. They also gathered the views of several parents at the start and end of the school day.
- Meetings were held with groups of pupils, and three members of the governing body.
- A telephone conversation was held with a representative from the local authority.

Inspection team

Rick Barnes, lead inspector

Ofsted Inspector

James Robinson

Ofsted Inspector

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