

# St Augustine's CofE (C) First School

Inspection report

---

<b>Unique Reference Number</b>	124247
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	292932
<b>Inspection date</b>	25 June 2007
<b>Reporting inspector</b>	Mike Capper

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

---

<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	57
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Hodgson
<b>Headteacher</b>	Sarah Robson
<b>Date of previous school inspection</b>	1 May 2002
<b>School address</b>	Pipehay Lane Draycott-in-the-Clay Ashbourne DE6 5BY
<b>Telephone number</b>	01283 820365
<b>Fax number</b>	01283 820365

---

<b>Age group</b>	3–9
<b>Inspection date</b>	25 June 2007
<b>Inspection number</b>	292932

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

In this small school, the number identified as having learning difficulties is broadly average. Children's attainment when they start school is broadly average. Nursery age children attend school in the mornings only.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. Pupils achieve well because teaching and learning are good and there is a good curriculum. This means that children get a good start in the Nursery and Reception class and good progress is then maintained in the rest of the school. By the start of Year 1, most children are comfortably meeting or exceeding the expected levels for their age. Standards continue to improve in Years 1 to 4. They are well above average overall by the end of Year 4. Throughout the school, standards in writing are not quite as high as those in reading. The school has rightly identified that, whilst most pupils make good progress in writing, some do not. Teachers are working hard to deal with this, although a few pupils continue to make careless mistakes in their everyday writing. There are also some missed opportunities for pupils to improve their writing skills by using them in science. Outstanding care, guidance and support ensure that pupils become very eager and happy learners. As a result, pupils' personal development and well-being is outstanding. Teachers plan interesting and engaging work that leads to high levels of pupil motivation in lessons. There is good challenge in most lessons and clear targets help pupils understand how to improve their work in English and mathematics. However, teachers' marking does not usually identify what pupils need to do to improve. Pupils are justifiably proud of their school and the way it enables them to become responsible citizens. They behave exceptionally well at all times and are confident and articulate. They especially enjoy the excellent way in which the curriculum is enriched by activities outside lessons. The school's very good efforts to promote positive values are reflected in the pupils' excellent understanding of how to adopt healthy and safe lifestyles. They grow their own produce in the school garden and appreciate the many opportunities that they get to take part in physical activities. As one rightly said, 'There's lots of exercise, swimming and running around!' The school is well led and managed. The reflective and purposeful leadership of the headteacher has ensured that the school has continued to improve since the last inspection. She is well supported by a hardworking team of teachers and support staff. There is a good understanding of what still needs to be done. The school has demonstrated in the way that it has maintained good standards and is tackling the relatively minor pockets of underachievement in writing that it has a good capacity for further improvement. The school has outstanding links with parents. They are very supportive of the school and make a significant contribution to its success by supporting their children's learning at home. One parent summed up the views of many by commenting that 'The school is friendly and adults are always willing to listen and help.' A recent visitor to school said that this was a school with a 'feelgood factor'. This comment accurately captures the essence of this successful school.

### What the school should do to improve further

- Help all pupils to make good progress in writing by ensuring that they always produce their best work and have more opportunities to use their writing skills in science.
- Make better use of marking to help pupils understand what they need to do to make their work even better.

## Achievement and standards

### Grade: 2

Pupils' achievement is good. Children make good progress in the Nursery and Reception class. By the end of the Reception Year, most children have reached or exceeded the expected levels for their age. Children do especially well in reading and quickly develop good skills. In contrast,

the pattern of slightly lower overall attainment in writing that is seen in the rest of the school is already evident by the end of the Reception Year. All pupils, including those with learning difficulties, continue to make good progress in Years 1 to 4. Standards are securely above average by the end of Year 2 and rise to well above average by the end of Year 4 in English, mathematics and science. In English, pupils do slightly better in reading than in writing. Pupils read frequently at school and at home but, when they are writing, they occasionally make careless errors with spellings and punctuation, and opportunities to practise and improve their writing skills are not consistently good in all subjects.

## **Personal development and well-being**

### **Grade: 1**

Pupils' very positive attitudes and their outstanding behaviour are key factors in the success of the school. Children in the Nursery and Reception class gain confidence quickly. Throughout the school, pupils are polite and respectful. They are keen to do well because they enjoy school life so much. This is reflected in the school's consistently good rates of attendance. Pupils work hard in lessons and try their best, although just occasionally a few do not take enough care to ensure that they produce their best written work. Pupils' spiritual, moral and social development is outstanding. The distinctive Christian character of the school ensures that pupils learn good values. They have a very clear sense of right and wrong and are very sensitive to the needs of others. The way that they celebrate each other's successes is delightful and helps to ensure that every child feels valued. Pupils make an outstanding contribution to the community. They are very happy to take responsibility and the relatively new school council is giving them a powerful voice. Activities such as the eco-council help pupils to look after the environment. Pupils take part in elections and learn how to manage budgets. For example, school councillors learnt many valuable lessons when their project to sell smoothies was not making a profit and they had to raise their prices. Activities such as these, as well as pupils' good progress in developing basic skills, prepare them well for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Adults in the Nursery and Reception class are very enthusiastic and make very good use of role play to teach different skills. For example, when learning about 'Daniel in the Lions' Den', children improved their speaking by retelling the story using models. Throughout the school, teachers have good expectations for pupils' achievement and they plan interesting and purposeful work. They make very good use of interactive whiteboards to introduce new skills. Teachers have very strong relationships with their pupils and encourage them to work at a good pace. Questioning is used successfully to ensure that there is good challenge for all pupils when mixed-age classes are working together as a whole group. Skilled teaching assistants have a good effect on learning, especially when supporting pupils with learning difficulties. Teachers are very conscientious about marking work and they give pupils regular verbal feedback. However, written comments are rarely used to show pupils how to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum provides every child with rich and varied experiences. There is a good curriculum for children in the Nursery and Reception class. Adults plan imaginative and exciting work that supports children's learning well, although flooding sometimes restricts use, and has limited development of the outdoor area. The school is working closely with the Highways Agency to overcome this problem. In Years 1 to 4, the curriculum is good because close links are made between different subjects, helping to make learning purposeful. Writing skills are used well in subjects such as history and religious education but less so in science where a lot of work is done on worksheets. Pupils in Years 3 and 4 learn French and this prepares them well for their next school. Pupils are rightly very pleased with the outstanding way that the curriculum is enriched through clubs, visits and visitors. These extend pupils' awareness of the wider world, support their personal development well and introduce new skills, especially in music. Older pupils spoke very positively about a recent visit from a historian who helped them to extend their understanding of life in Ancient Greece.

## **Care, guidance and support**

### **Grade: 1**

Pastoral support in this small school is exemplary. The school's size is its strength and as parents rightly say, 'Everybody knows everyone.' Pupils say that they feel safe and secure and they are very confident that should they have a worry it will be dealt with promptly. When necessary, the school works very effectively with outside agencies and parents to safeguard the well-being of pupils. Children's progress is monitored very carefully in all areas of learning in the Foundation Stage. In Years 1 to 4, teachers assess pupils' progress thoroughly. They set pupils challenging targets for improvement, although at the moment these focus largely on key skills in English and mathematics. Pupils with learning difficulties or disabilities are identified quickly and supported well, enabling them to make good progress.

## **Leadership and management**

### **Grade: 2**

The leadership of the headteacher is a key factor in the school's success. Her drive and enthusiasm have helped the school to move forward quickly whilst retaining the traditional values of a church school that are so appreciated by parents. Members of staff work together very closely and share the headteacher's commitment to ensuring that all pupils fulfil their potential, both academically and socially. Systems for monitoring school effectiveness are good. In this small school, where subject responsibilities are shared between a few staff, these systems are relatively informal but they are successful in identifying what is working well and what still needs improving. Opportunities for teachers to formally visit each other's classrooms are being usefully extended by the introduction of 'learning walks' where they spend time observing the quality of provision in each year group. Test data is analysed carefully to check whether there are any pupils who are not doing well enough. This has helpfully identified that not all pupils make good enough progress in writing. The school is working hard to tackle this. Recent initiatives such as regular visits from a storyteller have had a positive effect, although this is not evident in consistently good progress across the school. Governance is good. Governors provide a good level of challenge to senior managers. They are well informed about the school,

although they do not do enough to find out things for themselves. The school is working within a very tight budget, but resources are deployed well to support learning.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
--	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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****Text from letter to pupils explaining the findings of the inspection**

- 28 June 2007 Dear Children Inspection of St Augustine's CE First School, Draycott-in-the-Clay, Ashbourne, DE6 5BY Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly and exceptionally well behaved, even though it was such a wet day! We are pleased that you come to such a good school. Some of the things we found out about your school.
- Good teaching helps you to learn well and to make good progress. At the moment, you do slightly better in reading than in writing. In writing, some of you occasionally make careless mistakes.
- You thoroughly enjoy school because adults make learning exciting by planning lots of interesting activities and letting you take part in many clubs and visits.
- You have an outstanding understanding of how to stay safe and healthy. It is great that you are learning to grow your own food.
- You are very thoughtful in the way that you raise money to help people who are less fortunate than you. The new school council is doing a good job.
- All adults in school are very kind and caring and they give you good help with your work. We were impressed by the way that you were able to talk about your targets in English and mathematics and can see that they are helping you to improve.
- Your headteacher, teachers and governors are leading the school well and are working hard to make the school even better.
- Your parents and carers are very pleased that you come to this school. What we have asked your school to do now.
- Help you to learn even more quickly in writing.
- Use marking to help you understand what you need to do next to make your work even better. We thoroughly enjoyed talking with you about your work and watching you learn. We wish you all well for the future. We hope you continue to help your teachers by working hard and trying to check your writing so that it is always your best work. Yours sincerely Mr M Capper Lead Inspector