

Inspection of St Augustine's Federated Schools: CofE Primary School

Kilburn Park Road, Kilburn, London NW6 5XA

Inspection dates:	23 and 24 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils seek to 'be the best that we can be'. The school has high expectations of pupils. Pupils rise to these expectations through their focus in lessons and in their behaviour towards peers and adults around the school. Bullying is rare, and pupils state that this is dealt with swiftly if it does occur. Pupils understand how to stay safe, including when online. They know who their trusted adults are. As a result, pupils feel safe at school.

Pupils benefit from the school's wider offer. Pupils enhance their leadership skills through a range of roles, for example as anti-bullying ambassadors, worship leaders or members of the school council. They develop their talents through the different clubs on offer, such as those for debating, cooking and homework.

Pupils benefit from the school's annual 'culture day' where families dress in traditional clothing and share their home cuisines. The school also fundraises for global causes as well as their linked school in South Africa. Pupils enjoy their visits to the local area, which include museums and the canal, and, further afield, the beach. Children in early years have opportunities to learn outside and to understand how the natural environment can be cultivated for food.

What does the school do well and what does it need to do better?

Reading is a priority. Staff are suitably trained to deliver the school's chosen phonics programme. Pupils start learning to read as soon as they begin school and access books that match the sounds that they know. A reading culture is encouraged through the school. For example, across the federation, sixth-form students read with Year 6 pupils. This programme helps to establish positive attitudes to reading and foster connections before some pupils move to the secondary school.

In early years, routines and expectations are well established. This supports children's learning and helps them to feel secure. Adults' knowledge of children as individuals enables them to skilfully balance helping children to take risks while ensuring that they are safe. For example, when developing children's physical abilities, what is taught enables children to practise and deepen their knowledge and skills in the outdoor provision. This means that children are effectively supported to climb, ride bikes and dig in the bug garden contentedly. Children learn how to take turns, share resources and collaborate. As a result, children are ready for the next stages in their learning.

Pupils study a curriculum in line with what is expected nationally. Beginning in early years, and throughout the school, leaders have set out precisely what pupils should learn in each subject and across the areas of learning. This means that key concepts are mapped across the curriculum. However, some teaching choices are not as purposeful as they could be in promoting the development of pupils' knowledge. This is because some activities and teaching do not consistently align with curriculum intent. This means that some pupils take longer to become secure in the key concepts they need to be ready for more-complex learning.

The school is highly inclusive in its support for pupils with special educational needs and/or disabilities (SEND). Specific needs are quickly identified, and effective support is swiftly put in place to help pupils to achieve. Staff know pupils well. Strong links, with the secondary school in the federation, are used to ensure that staff are well trained and that expertise is shared. Disadvantaged pupils are fully part of the inclusive ethos of the school.

Pupils behave well and lessons are rarely disrupted. Staff consistently use the 'traffic light system', and pupils feel they apply this fairly. Typically, pupils are focused on their learning. The school is working with specific pupils whose behaviour currently does not meet expectations. Leaders have processes in place to encourage pupils to attend school regularly; they are continuing to work with pupils who currently do not attend as regularly as they should. As a result, attendance is steadily improving over time.

Pupils' wider development is well considered. The pastoral support at the school is a strength. For example, the school regularly helps with food collections for local causes, and visits to an elderly community so that pupils can share Christmas cards. The programme of community service helps pupils to practise the school values in tangible ways.

Staff are proud to work at the school. Those responsible for governance are well informed of the work of the school and support leaders to continue to raise standards. In places, the implementation and impact of policies are not fully realised. Leaders and governors should continue to evaluate whether initiatives are having the intended impact for pupils so that they can quickly address any shortcomings and build on the strengths that already exist.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, teaching does not fully support pupils to remember the most important knowledge and skills yet. As a result, some pupils, including some children in early years, have gaps in their understanding which means they struggle to attempt tasks independently. The school should continue to review approaches to teaching to ensure that the work given to pupils consistently helps them to achieve the aims of the intended curriculum.
- Some aspects of the school's work, linked to the implementation of policies or practice, are not being fully realised. This means that some initiatives are not having the impact that the school intends. Leaders, and those responsible for governance, should ensure that their oversight of initiatives is sharply focused and is having the intended impact for pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101125
Local authority	Westminster
Inspection number	10379090
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	214
Appropriate authority	The governing body
Chair of governing body	John McArdle
Headteacher	Ruth Vince (Head of Primary) Eugene Moriarty (Head of Federation)
Website	www.st-augustines-primary.co.uk
Date of previous inspection	24 April 2024, under section 8 of the Education Act 2005

Information about this school

- St Augustine's Federated Schools: CofE Primary School has a religious designation and is part of the Diocese of London. The last section 48 inspection was in January 2025.
- The school runs its own breakfast and after-school clubs.
- The school currently does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the head of federation, head of primary, senior leaders, teachers and support staff. The lead inspector met with a group of governors, including the chair. The lead inspector also spoke with the local authority deputy director for education and the diocesan education adviser.
- Inspectors carried out deep dives in these subjects: reading, modern foreign languages, history, and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- Inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Matea Marcinko, lead inspector	His Majesty's Inspector
David Worrall	Ofsted Inspector
Sarah Murphy	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025