

Saint Augustine Webster Catholic Primary School

Inspection report

Unique Reference Number	118042
Local authority	North Lincolnshire
Inspection number	379526
Inspection dates	22–23 February 2012
Lead inspector	Declan McCarthy

This inspection of the school 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	479
Appropriate authority	The governing body
Chair	David Lisle
Headteacher	Liz Brolly
Date of previous school inspection	23 October 2008
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Introduction

Inspection team

Declan McCarthy
Bobbi Mothersdale
David Matthews

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Twenty three part lessons taught by 15 teachers were observed, six of which were observed jointly with the headteacher. Informal discussions and meetings were held with pupils and parents and carers. Meetings were held with parents and carers, groups of pupils, two members of the governing body and staff. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a range of documentation. This included the school development plan, policies to promote safeguarding, minutes of meetings of the governing body, local authority reviews of the school's work, the school data for tracking progress and samples of pupils' work. Questionnaire returns from staff, pupils and 239 parents and carers were scrutinised.

Information about the school

This is a much larger than average primary school, serving the local community. The Early Years Foundation Stage consists of 52 children who attend either mornings or afternoons in the Nursery and 60 children in the Reception class. The majority of pupils are White British with an increasing proportion of pupils from White European backgrounds, many of whom are at an early stage of learning English. The proportion of disabled pupils and those who have special educational needs is below average. The proportion of pupils known to be eligible for free school meals is below average. The school meets the current floor standard. Since the last inspection the school has gained a number of awards including the Eco Schools Bronze and Silver and Healthy School status. It has also renewed the International Schools Award. There have been significant changes to the leadership team. A new headteacher and deputy headteacher were appointed in 2009 and a new middle leadership team is in place. An after-school club, which is managed independently from the governing body, shares the same site. This is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school which continues to improve and is very popular with parents and carers. Pupils achieve well as a result of good teaching and a rich and varied curriculum. The school is not yet outstanding because, although teaching is good, the quality of marking is inconsistent and homework tasks are not always matched to different abilities.
- Achievement is good. Pupils make good progress across the school in relation to their starting points to reach above average standards in English and mathematics by the end of Key Stage 2. Children make good progress in the Early Years Foundation Stage, although occasionally outdoor learning lacks purpose. Pupils' achievement in reading is especially good throughout the school.
- Teaching is good because teachers provide good feedback on learning and match tasks accurately to different levels of ability. Pupils know their individual targets for improvement, although occasionally, when their work is marked, they are not always informed of how to improve their work. On a few occasions, homework tasks are not matched accurately to pupils' different levels of ability.
- Behaviour and safety are good. The warm and friendly family atmosphere where individuals are greatly respected permeates the school. Pupils, parents and carers say confidently that bullying is rare.
- Leadership and management are good. Strong leadership from the headteacher, ably supported by the deputy headteacher and new middle leaders, has led to good improvement since the last inspection. All leaders have an accurate view of the school's work, based on the monitoring of teaching and learning. Subject leaders monitor lessons, although they have not checked pupils' books regularly and rigorously enough to ensure that pupils always know how to improve their learning and that homework is closely matched to their abilities. The governing body supports the work of the school well and ensures statutory requirements are met.

What does the school need to do to improve further?

- Raise achievement further by:
 - ensuring that marking consistently shows pupils how to improve their learning
 - providing more opportunities in lessons and in homework to extend learning
 - always providing purposeful activities in the outdoor learning environment for children in the Early Years Foundation Stage.
- Ensure subject leaders regularly and rigorously check pupils' work to ensure consistency in the quality of marking and in the setting of homework tasks which are matched to different abilities within their subjects.

Main Report

Achievement of pupils

Pupils throughout the school, including children in the Early Years Foundation Stage, achieve well. There are no significant differences in the achievement of different groups, including those known to be eligible for free school meals and those who are more able. Boys and girls perform equally well. The high proportion of pupils who are at an early stage of learning to speak English make good progress because of good bilingual support and help in using language especially linked to work in lessons. Disabled pupils and those who have special educational needs make equally good progress because good support is provided, which ensures that tasks and resources are closely matched to their learning needs. Parents and carers support the inspection judgment and are pleased with the progress pupils are making. Pupils also rightly believe that their progress is good.

Children enter the Nursery with attainment which is broadly in line with expectations for their ages. By the end of the Reception Year they have made good progress in response to good teaching and well planned activities, although occasionally outdoor learning experiences are not purposeful enough to extend their learning. Pupils throughout the school make good progress in reading, writing and mathematics and by the end of Key Stage 2 they consistently reach above average attainment. By the end of Years 2 and 6 attainment in reading is above average. Pupils develop good skills in reading because they use their knowledge of letter sounds well in reading and spelling tasks. Teachers match reading activities to pupils' individual reading and spelling abilities well.

Learning in lessons and other activities is good. Older pupils read out bidding prayers confidently and with expression during Mass. Pupils enjoy challenging work. For example, in a Year 6 mathematics problem solving activity they were very enthusiastic in breaking the code for a 100 square and in responding to the challenge, in front of their peers, of how they accomplished this. Pupils greatly enjoy their independent learning activities and use information and communication technology (ICT) very effectively to research topics such as garden designs. They apply their knowledge and understanding of mathematics in a range of stimulating activities such as international mathematics challenge, competing live online with schools throughout the world in solving mathematical problems. More able pupils extend their learning in mathematics through enrichment programmes at a local university. As a result, previous gaps between attainment in English and mathematics are narrowing.

Good opportunities for developing writing skills, such as writing letters of thanks to a famous 1960s pop star who visited the school, considerably enhance learning.

Quality of teaching

Inspection findings confirm the views of the school that teaching is good. Parents and carers and pupils also believe that teaching is good. In the Early Years Foundation Stage teachers are friendly and children settle quickly. Staff are skilled at promoting speaking and listening, especially for those very new to speaking English. Activities are firmly based on learning through activity and enjoyment, although outdoor learning experiences are not always purposeful enough to extend children's skills.

Throughout the school teachers know their pupils very well and use this information to ensure that tasks are generally matched accurately to different learning needs. On just a few occasions there are missed opportunities to further challenge pupils' thinking in lessons. Teachers always set regular homework to extend learning, although this is not always matched to different levels of ability. This was confirmed in discussion with parents and carers, most of whom believed that homework was matched well to abilities but with a few suggesting that it was sometimes too easy or too difficult. Pupils acquire new skills, knowledge and understanding quickly because teachers have good subject knowledge, they encourage learning through a variety of practical activities and lessons proceed at a brisk pace. For example, in Year 5 classes teachers challenged pupils to brainstorm their ideas for writing about different countries before using laptop computers to research further characteristics of those countries, in a short space of time. This activity also promoted most effectively pupils' cultural development. In a Year 3 science activity, pupils were encouraged to observe and record the various materials objects around the school were made from. Their literacy skills were promoted well as they were challenged to explain and record why specific materials were used in the manufacture of particular products. Teachers have good knowledge of teaching letter sounds and ensuring pupils use these skills to develop their reading and writing. For example, younger pupils made good use of letter sounds to sound out unfamiliar words and read their books confidently because they were closely matched to each pupil's level of reading ability.

Teachers make good use of pupils' prior learning to plan sequences of lessons which build up knowledge, skills and understanding. Skills are promoted well through effective use of a broad range of opportunities provided by the planned curriculum. Learning tasks usually match correctly to different abilities although, on a few occasions, learning is not fully extended by challenging tasks in lessons. Pupils receive good feedback on how well they have learnt in lessons, although comments in marking do not always make it clear to all pupils how to improve their learning. Teachers promote pupils' spiritual development very well through the use of 'The Retreat' and other quiet areas in the school for reflection, and in well-chosen topics such as the reasons why people write 'thank you cards' and how they might feel when they receive them. Pupils' social and moral development is promoted effectively through the many opportunities pupils have for learning together and showing respect for one another. Pupils are encouraged to celebrate diversity by, for example, considering the different traditions between Poland and the United Kingdom in preparing for Lent.

Behaviour and safety of pupils

Pupils' behaviour and safety are good. In lessons and around the school behaviour is at least good and sometimes it is outstanding. For example, outstanding behaviour was seen during Mass and in a few lessons. Nearly all parents and carers believe that their children's behaviour and safety are at least good. The few who expressed concerns about bullying said it was dealt with quickly and effectively. Pupils greatly enjoy learning and respond well to the school's expectations for behaviour. This is also reflected in their high attendance and good levels of punctuality. Good promotion of attendance has led to a steady rise and good improvement in attendance since the last inspection.

Pupils have a good understanding of the different types of bullying including cyber-bullying and name calling. They consider behaviour and their safety have always been good, although a few pupils said that, occasionally, pupils are teased because they are different. They also said that, when this occurs, playground helpers talk to those involved or refer it to teachers so that it is resolved quickly. They manage potential risks well by handling equipment safely, abiding by the school's guidance on the safe use of the internet and moving around the school in an orderly manner. Pupils have very good relationships with one another and they are always courteous and polite to visitors.

Leadership and management

The headteacher provides a strong sense of direction and drive for school improvement which is shared by senior and middle leaders. Self-evaluation is accurate and based securely on the tracking of pupils' progress. Teaching and learning are monitored and professional development provided when the need arises. Subject leaders have identified other comparatively weaker aspects which need attention, including marking and the setting of homework, although they do not regularly check work in pupils' books to remedy these weaknesses. Overall, management has led to good improvement in the areas identified for improvement at the last inspection, such as provision for independent learning which is now a strong feature in the school. Above average attainment has been sustained over recent years and there is strong capacity to improve.

Members of the governing body are regular visitors to the school. They monitor the school's work effectively and ensure that statutory requirements, particularly for safeguarding, are met. The school rigorously vets all staff and visitors and ensures staff and governors benefit from regular updated training in child protection and safeguarding. Leaders, managers and the governing body promote equality of opportunity effectively. Close attention is given to the needs of all, especially those newcomers who need help in speaking English. Effective changes have resolved the previous differences in attainment in English and mathematics and this has successfully closed any gaps in pupils' progress.

The rich and varied curriculum is relevant to the needs of all pupils. There is a strong emphasis on the use of ICT to support learning, as seen for example in pupils' wider ranging use of iPads, laptops, the school radio and digital cameras to support learning and enjoyment. Pupils are well prepared for the future. The strong promotion of spiritual, moral, social and cultural development is reflected in opportunities for pupils to learn about different communities throughout the world and reflect on the lives of people less fortunate than themselves. There are also good opportunities to learn French and Mandarin, and well-established links with schools in Africa and China. Pupils learn about other faiths and cultures and know that there are more similarities than differences between different

religious traditions. Pupils' spiritual, moral and social development is also strongly promoted through good opportunities for collaborative and independent learning and the strong family ethos of the school which is enshrined in care, consideration and respect for others.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 February 2012

Dear Pupils

**Inspection of Saint Augustine Webster Catholic Primary School,
Scunthorpe, DN15 8BU**

Thank you for the warm welcome and for sharing your views with us when we visited your school recently. We enjoyed talking to you about your school and we agree with you and your parents and carers that yours is a good school. We were particularly impressed with your excellent behaviour during Mass. Here are some of the best things that we found out about it.

- Your achievement is good and you make good progress in lessons.
- Teaching is good; teachers always make learning activities interesting for you and give you good feedback on how well you have learnt in lessons.
- Your behaviour is good, you have positive attitudes to learning and you know how to stay safe.
- Your school is managed well and your headteacher, the staff and members of the governing body are always looking at ways of making your school even better.

To help to improve your school even more I have asked your managers and the governors to make sure the youngest children learn more outside the classroom. I have also requested that you are always given harder tasks to do when you finish your work in lessons and that your homework also challenges your thinking. I have asked the school to make sure that, when your work is marked, you are always shown how to improve your learning. Your school leaders are going to check your books and homework to make sure this happens.

You can help by asking your teachers for harder work if you think it is too easy and always doing your best.

Yours sincerely

Declan McCarthy
Lead inspector

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