

# Inspection of a good school: St Augustine's Catholic Primary School

Henshall Avenue, Latchford, Warrington, Cheshire WA4 1PY

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Inspection dates:

29 and 30 June 2021

## Outcome

St Augustine's Catholic Primary School continues to be a good school.

## What is it like to attend this school?

This is a friendly and happy school that is built on Christian values and excellent relationships between staff, pupils and their families. Leaders have high expectations of what pupils can achieve, how they behave and their attitudes to learning. Pupils almost always do their best to live up to these high expectations in the work that they produce and the way that they conduct themselves. Staff do all that they can to inspire pupils to become independent, confident learners.

Pupils behave well, in class and during break times. They told inspectors that they feel safe and well looked after in school. They play happily with their friends during break times and work hard in class. Lessons are rarely disrupted by poor behaviour and pupils said that bullying hardly ever happens. They said that if it does occur adults help to sort any problems out very quickly. Pupils are excited that the after-school clubs are restarting. They are looking forward to once again taking part in residential visits and the many other extra-curricular activities that were taking place before the pandemic.

Staff and pupils are proud to be part of their school community. Parents and carers are fully supportive of the school's staff and leadership team. One parent captured the views of many by writing on Parent View, 'Brilliant, passionate teachers. Amazing management.'

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

Reading is a priority and an essential part of each school day at St Augustine's. Staff use the school's well-planned phonics curriculum very well to help children and pupils to develop their early reading knowledge and skills. They make sure that the books pupils read match the sounds that they have been taught. This helps pupils to use their phonics knowledge confidently to build fluency in their reading. Staff are well trained in the teaching of reading. They make regular checks on pupils' progress and make sure that those who are struggling receive the extra support that they need to catch up. As they move into key stage 2, the focus on reading remains. Pupils experience a wide range of literature and many older pupils become avid readers.

Leaders have developed an ambitious and well-ordered curriculum which helps pupils to achieve well across a range of subjects. Leaders have ensured that the curriculum is accessible to all pupils including those with special educational needs and/or disabilities (SEND). They ensure that these pupils are identified as early as possible in their school lives. This helps leaders to put the necessary support in place to ensure that the needs of these pupils are met. Pupils with SEND achieve well.

Children's learning journeys begin in the early years where the well-planned curriculum helps children to develop the knowledge that they need when they move into Year 1. Staff help children to develop their language skills by explaining tasks clearly and encouraging children to discuss and describe their learning.

As pupils move through the school, teachers use the curriculum plans to build pupils' knowledge across subjects. Leaders have clearly identified the end points in each subject. Teachers use this information to assess pupils' progress and identify where they have gaps in their learning and need extra support. Teachers have received effective training. This has led to particular strengths in the mathematics and science curriculums. Teachers have secure subject knowledge. They ensure that the work they provide helps pupils to build on their prior learning. However, in a small number of subjects the curriculum plans are not precise enough to ensure that teaching sharply focuses on meeting pupils' differing learning needs. For example, in geography there are planned activities for each class, but there is not enough information about the precise knowledge and skills that pupils need to develop from year to year.

Pupils are well behaved. Leaders ensure that there is a strong focus on supporting pupils' spiritual, moral, social and cultural development. This was evident in the discussions that inspectors had with groups of older pupils. They were able to discuss a number of issues, such as discrimination and equality, in an extremely mature manner. Pupils said that diversity is celebrated at the school. They are knowledgeable about different cultures and major world religions. They told inspectors that, when they were learning about issues such as mental health, drugs and alcohol abuse, they were spoken to 'like adults'. Pupils also develop a good understanding of how to keep themselves safe when out in the community or working online. For example, pupils recently learned about water safety and took part in an internet safety day.

Staff feel well supported in their work. They said that school leaders are mindful of their well-being and considerate of workload issues. Staff value the training that leaders have provided, particularly in reading and mathematics. They believe that this has contributed to improvements in pupils' learning.

Leaders and governors have created a caring and nurturing environment at St Augustine's. All members of staff said that they are extremely proud to work at the school. Pupils thrive and by the time they leave Year 6 they are well prepared for the next stage of their education.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the school. Staff are fully aware of their safeguarding responsibilities and they are alert to the risks that pupils may face. Staff know pupils and their families extremely well. They are quick to pick up on any concerns.

Leaders work closely with external agencies to ensure that pupils receive appropriate support where necessary. Leaders also ensure that staff receive regular safeguarding training. Recruitment checks are carried out on employees and other adults who regularly work in the school. The governing body maintains an overview of all safeguarding policies and procedures.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Most curriculum plans carefully set out the essential knowledge that pupils need to develop in each year group. However, in a small number of subjects this guidance is less precise. This limits pupils' learning in these subjects. Leaders should ensure that the essential knowledge is clearly identified in all subjects. This will enable teachers to sequence pupils' learning more effectively and help pupils to know more and remember more across the whole curriculum.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 14 and 15 June 2016.

## 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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	111309
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10194015
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	153
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Catriona Watson
<b>Headteacher</b>	Andrea Towey
<b>Website</b>	<a href="http://www.st-augustines-warrington.co.uk">www.st-augustines-warrington.co.uk</a>
<b>Date of previous inspection</b>	14 and 15 June 2016, under section 5 of the Education Act 2005

## Information about this school

- St Augustine's is a voluntary-aided Catholic Primary School. The most recent section 48 inspection took place in July 2018. The next inspection is likely to take place in 2023.
- At the time of the inspection, there was one temporary teacher in post covering a maternity leave.
- A new chair of governors took up her position in June 2020.
- The governing body manage the before-school provision at the school.

## Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, deputy headteacher, subject leaders and members of staff. The lead inspector met with a representative of the local authority and a representative from the Diocese of Shrewsbury. He also met with six members of the governing body, including the chair of governors.

- Inspectors observed pupils' behaviour during lessons and at playtimes. Inspectors also met with groups of pupils from Year 6 to discuss their learning and their views of the school.
- Inspectors carried out deep dives in early reading, mathematics, science and geography. They met with subject leaders, visited lessons, talked to pupils and teachers and reviewed the work in pupils' books. Inspectors also visited the early years as part of the deep dives. The lead inspector observed children and pupils, from the Reception Year to Year 3, reading to an adult.
- Inspectors also reviewed the school's curriculum planning for a broad range of subjects. The lead inspector met with the subject leader for art and reviewed the work that pupils have produced in their sketch books.
- Inspectors reviewed the policies and procedures that school leaders have put in place to keep pupils safe. They also looked at some of the checks that leaders have made on the adults who work at the school.
- Inspectors considered the 20 responses to Parent View, Ofsted's online questionnaire. This included the 15 responses to the free-text facility. Inspectors also reviewed the 94 responses to the pupils' questionnaire and the 18 responses to the staff questionnaire.

### **Inspection team**

Paul Tomkow, lead inspector

Her Majesty's Inspector

Julie Morley

Ofsted Inspector

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