

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

Hardy Avenue, Weymouth, Dorset DT4 0RH

Inspection dates:

24 and 25 January 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Staff know pupils and their needs well at St Augustine's. Many parents and carers praise the individual care that staff give their children. Staff help pupils understand and respond to their emotions. Pupils discuss their feelings with insight. They know that they can share their worries with adults in school.

Leaders have high expectations of pupils' learning. Pupils proudly share their achievements with other classes. However, pupils do not remember some of the important information they have been taught. They are unable to build their learning well enough over time.

Pupils are clear about what bullying is and that it is not tolerated in school. They say that teachers are quick to sort out any incidents that do occur. Pupils feel safe in school. However, they say that poor behaviour sometimes disrupts lessons. This interrupts their learning.

Pupils enjoy the range of clubs that staff provide. They learn new skills and grow in confidence. Pupils are proud of their responsibilities, such as being librarians or members of the school council. They help others, including around the world, through their charitable work with 'Mini Vinnies'. This is one of the ways that they put the school's Christian values into action.

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

Leaders have designed an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is rooted in the school's values. Leaders have identified the key concepts and vocabulary that they want pupils to learn. Activities in the early years are designed to help pupils to build a firm foundation for later learning. Pupils say that they enjoy their lessons.

In mathematics, teachers break new concepts down into small steps of learning. This starts in the early years, where children learn about number using different images and equipment. Teachers provide clear explanations. Pupils have regular opportunities to explain their reasoning. This helps to deepen their understanding. Leaders check if pupils have any gaps in their knowledge. Pupils have many opportunities to consolidate their learning. This helps them to remember important knowledge over time.

In foundation subjects, teachers do not always give clear explanations. They do not ensure that pupils remember the important knowledge they need to learn. Consequently, pupils have gaps in their knowledge. In history, for example, pupils cannot remember key concepts, such as monarchy or democracy. Pupils do not have clear ideas about how historians study history, such as how to use historical sources. The gaps in pupils' knowledge make it difficult for them to build their knowledge well.

Pupils learn to read as soon as they join the school. Leaders check that sounds are modelled with accuracy. Pupils read books that match the sounds they know. However, not all staff are clear about how to support pupils who have fallen behind. Some pupils do not receive the help they need to catch up quickly. Teachers share well-chosen books with pupils. Pupils enjoy listening to and discussing these books. They learn new vocabulary from them and use it in their writing.

Leaders help staff to adapt learning so that pupils with SEND can access the same curriculum as their peers. Staff have clear information about the needs of pupils. They work with external agencies to provide specialist support that helps pupils to learn well.

Teachers are not always clear enough about how they expect pupils to behave. At times, pupils do not follow instructions. When this happens, pupils do not learn as well as they could.

Leaders promote strong links with the local community and parish. This gives pupils a rich range of experiences that support their personal development. Pupils learn how to keep healthy and safe. They also learn to respect people who are different to them.

The majority of staff appreciate leaders' consideration for their workload and well-being. Teachers and leaders value the support they receive from the trust. The governing body is dedicated and committed. Governors fulfil their roles effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. They provide regular safeguarding training. Staff know how to identify and report any concerns. Leaders respond to these with urgency. Recruitment procedures include checks that new staff are suitable to work with children.

Pupils feel safe. They are taught how to stay safe outside school, including when online. Leaders work closely with parents and external professionals to provide support for pupils and their families.

Governors have a clear understanding of safeguarding in the school. They make sure that leaders have supervision.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not have high enough expectations for pupils' behaviour. They do not always make sure that pupils follow agreed routines. This means that, on occasions, low-level disruption is tolerated, and pupils' behaviour disrupts learning. Leaders must ensure that all staff have high expectations of behaviour and that an effective behaviour policy is implemented throughout the school.
- In some foundation subjects, teachers do not ensure that pupils understand important concepts. As a result, pupils develop gaps in their knowledge. They are not well prepared for their future learning. Teachers must ensure that pupils know and understand important knowledge and remember this over time.
- Some staff do not have sufficient expertise to teach pupils to read well enough. Some pupils who are behind in reading do not catch up quickly enough. Leaders must ensure that, across the school, all staff have developed sufficient expertise in the teaching of phonics and reading.

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. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, St Augustine's Catholic Primary School, to be good in July 2011.

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](#)' 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

Unique reference number	140755
Local authority	Dorset
Inspection number	10212397
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	Board of trustees
Chair of trust	Ruth O'Donovan
Headteacher	Emma Berry
Website	www.staugustines.dorset.sch.uk
Date of previous inspection	31 January 2017, under section 8 of the Education Act 2005

Information about this school

- St Augustine's is a Roman Catholic School within the Diocese of Plymouth. It was last inspected under section 48 of the Education Act 2005 in June 2016.
- The school does not use any alternative provision.
- The school provides a breakfast club each day.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders to discuss the curriculum, spoke with teachers and pupils and looked at samples of pupils' work. He visited some lessons. He observed pupils reading to a familiar adult.
- The inspector spoke with pupils about school life, including behaviour.

- The inspector held meetings with a range of staff. In addition, he met with members of the governing body.
- The inspector considered responses to Ofsted Parent View, Ofsted's online survey, including free-text responses. He spoke with parents at the start of the school day.
- The inspector considered responses to Ofsted's online questionnaire for staff and its pupil survey.
- The inspector reviewed a range of documentation about safeguarding. He spoke with staff to understand how they keep pupils safe. He reviewed the school's record of checks undertaken on newly appointed staff.
- The inspector spoke with a range of staff to discuss leaders' support for them.

Inspection team

Jonathan Gower, lead inspector

Ofsted Inspector

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