

Inspection of St Augustine's Catholic Primary School, Weymouth

Hardy Avenue, Weymouth, Dorset DT4 0RH

Inspection dates: 19 and 20 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Good

The interim headteacher of this school is Alan Frame. This school is part of Plymouth CAST multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Zoe Batten, and overseen by a board of trustees, chaired by Elizabeth O'Donovan.

What is it like to attend this school?

Pupils enjoy attending this inclusive and happy school. They have a good understanding of the school's values and demonstrate these throughout the day-to-day interactions with one another. Pupils forge positive relationships with adults. Adults know the pupils well. Pupils feel safe and listened to. They are confident that adults will help them if they have any worries or concerns.

Pupils understand the new behaviour system of 'ready, respectful and safe'. In class, occasionally some pupils do not respond as well to adults' high expectations. However, adults support pupils to refocus and continue with their learning. Pupils understand that some of their peers need additional help to self-regulate. They know that equality is important. They show respect and compassion for each other. Pupils help one another if they need it.

The school supports pupils to develop as leaders. Head boy, girl, school council and 'Mini Vinnies' representatives are very proud of their roles. The wide range of extra-curricular clubs the school offers supports pupils to develop their interests and talents. They are proud to represent their school in local sporting events.

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

The school has experienced recent turbulence in staffing. Parents responding to Ofsted's Parent View reflect this. However, the interim headteacher and acting deputy headteacher, along with the trust, have brought stability and direction.

The school has designed a broad and ambitious curriculum. The key knowledge they want pupils to learn has been identified. The curriculum sets out where knowledge and skills build overtime. Opportunities to revisit previous learning and consolidate new concepts, is integral within the curriculum design. This supports pupils to remember more. For example, older pupils recall their work on rivers and the water cycle in Year 2, to support their recent learning of how the use of land and water supports fishing and tourism. Pupils with special educational needs and/or disabilities (SEND) progress well through the curriculum. Adaptations to learning ensure that these pupils have full access to the curriculum.

Reading is a priority for the school. Regular and ongoing training and coaching support all staff to be experts in the delivery of the phonics curriculum. From Reception Year, children get off to a good start and learn to read as soon as they begin school. The school quickly identifies pupils who are at risk of falling behind. Pupils receive additional support, which helps them to keep up. Pupils read books that match the sounds they know. This helps pupils at the early stages of reading to develop confidence and fluency. The reading curriculum for older pupils supports them to develop comprehension and understanding of a wide range of texts. Pupils talk with enthusiasm about their favourite authors.

The school uses assessment information in mathematics and phonics well. Diagnostic analysis helps the school to identify trends and gaps in pupils' knowledge. Adults use this information to revisit previous learning. This supports pupils to build knowledge well. However, assessment in some wider curriculum subjects lacks precision. In these subjects, pupils struggle to remember what they have been taught previously. As a result, the school does not have an accurate view of what pupils know or any gaps they have.

Children in Reception Year do not learn well in all areas, despite the strong start they make when learning to read. The early years curriculum is ambitious and identifies what the school wants children to learn and by when. Nevertheless, this is not implemented well. Adults do not yet have a thorough understanding of effective early years practice that underpins learning. Missed opportunities to develop children's knowledge means they do not progress well through the curriculum. However, relationships are warm and caring. Adults help children to understand the importance of self-care and kindness.

Pupils and adults say that behaviour in school has improved. The school has implemented a new approach to supporting pupils' behaviour. Most pupils respond well to this. Adults support pupils well who require additional support to manage their behaviour.

The schools' broad curriculum offer supports pupils' personal development. Pupils are respectful of one another and recognise that everyone is different. Pupils understand the importance of tolerance and acceptance. The personal, social and health education curriculum helps pupils to understand positive relationships. Pupils know that it is important to have a healthy lifestyle, eat a balanced diet and exercise regularly. Pupils understand how to keep themselves safe, including when using the internet.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The learning needs of children in early years are not underpinned by effective early years pedagogy and practice. As a result, opportunities are missed for children to develop their knowledge and understanding. The trust should enable staff to develop their expertise in early years pedagogy so that children build knowledge well in all areas of the curriculum.
- Assessment in some wider curriculum subjects is not well developed. In these subjects, the school does not have a clear understanding of gaps pupils have. The trust needs to ensure that assessment is used to identify what pupils know and

use this to adapt learning so that pupils know and remember more across all curriculum subjects.

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 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	140755
Local authority	Dorset
Inspection number	10298021
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	199
Appropriate authority	Board of trustees
Chair of trust	Elizabeth O'Donovan
Headteacher	Alan Frame (interim headteacher)
Website	www.staugustines.dorset.sch.uk
Dates of previous inspection	24 and 25 January 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Plymouth CAST multi-academy trust.
- 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.
- At the time of the inspection, there was an interim headteacher and an acting deputy headteacher.
- The school does not use any alternative providers.
- The school has a breakfast club for pupils who attend this school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement 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 carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects, including art and design and science.
- To evaluate the effectiveness of safeguarding, the 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.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a familiar adult.
- Inspectors met with the interim headteacher, acting deputy headteacher, special educational needs coordinator, subject leaders, representatives from the trust and local trust board.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also took into consideration responses to the staff survey.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Adam Matthews

Ofsted Inspector

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