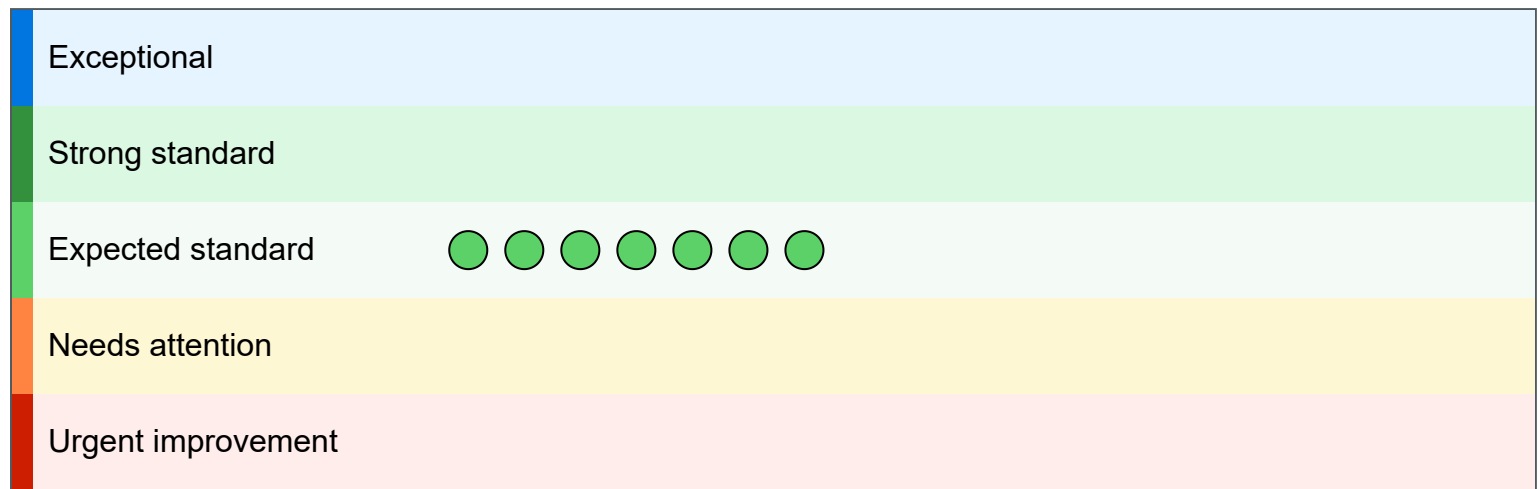


St Augustine's Catholic Primary School

Address: Henshall Avenue, WA4 1PY

Unique reference number (URN): 111309

Inspection report: 10 December 2025



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils' work shows that they progress well in subjects across the curriculum. Disadvantaged pupils, those who have special educational needs and/or disabilities (SEND), and those who are known to social care are provided with additional help in order to achieve as well as other pupils in the school. By the end of key stage 2, pupils' attainment in reading, writing and mathematics is broadly in line with national averages. Where there have been relative dips in pupils' achievement, leaders are taking effective action to address this. For example, there has been a focus on ensuring that pupils remember their multiplication facts. As a result, pupils' recall and application of these facts to other mathematical problems are more secure. A small number of pupils with SEND who are not working on an age-related curriculum make positive progress from their starting points.

Attendance and behaviour

Expected standard 

The school has been successful in maintaining pupils' overall attendance. In recent years, this has been broadly similar to that nationally. Leaders understand the reasons for absence because they know pupils and their families well. However, they do not routinely analyse attendance information with sufficient precision in some areas. This means that a small number of pupils remain persistently absent. Although there have been improvements for the majority of these pupils, some pupils still miss too much of their education.

Pupils, including those with special educational needs and/or disabilities, have positive attitudes to learning. For example, children in the Reception Year clearly understand the school's routines, and they approach their tasks sensibly and with purpose. In the rest of the school, pupils focus well on their work. There is little disruption to learning. Staff apply the school's policy well to address any misbehaviour consistently and effectively. The school has appropriate systems for dealing with more serious behaviours, which are rarely needed. For example, bullying and discriminatory behaviour is rare because of the effective way in which pupils are taught about the school's values as well as the harmful effects of such behaviour.

Curriculum and teaching

Expected standard 

Leaders have ensured that the school's curriculum is appropriately ambitious. Each subject has been carefully designed in terms of the key knowledge pupils need to know. This is so that the curriculum helps to build pupils' understanding in a logical order.

Staff ensure that pupils remember a range of subject-specific vocabulary. Teachers' subject knowledge enables them to use a variety of techniques to question pupils and further extend their understanding. However, the checks on what pupils know and can do in some subjects are not as well developed as they are in English and mathematics. This means that teachers do not consistently use pupils' prior knowledge in these subjects to help deepen pupils' understanding as well as they do in others.

The school's current focus on developing pupils' knowledge and skills in reading, writing and mathematics is having a positive effect. For example, the quality of pupils' writing and the range of vocabulary they use is improving. The effective support that pupils receive in phonics ensures that they quickly become fluent and confident readers, including pupils who speak English as an additional language. Staff reduce barriers to pupils' learning, including for disadvantaged pupils and those with special educational needs and/or disabilities, and as a result pupils achieve well.

Early years

Expected standard 

Staff set high expectations to ensure that children make a successful start to their education in the early years. Leaders have set out a progressive curriculum across the Nursery and Reception Years in all areas of learning. Staff focus on developing children's language and communication skills and are successful in extending children's vocabulary. In guided activities, teachers interact well with children. Staff provide purposeful opportunities for children to rehearse their knowledge.

Staff prioritise children's reading. Teachers ensure that children's phonics knowledge is regularly checked to address any individual needs, including for disadvantaged children or those with special educational needs and/or disabilities. However, the effectiveness of these checks in some other areas of learning is not used as well to shape children's learning. In the main, though, the curriculum prepares children well for the transition into Year 1.

Staff know children well and have warm relationships with them. The large majority of parents and carers were full of praise for the way in which the early years staff engage with parents and quickly get to know the children. For example, the school runs parent sessions on how to help children's learning at home.

Inclusion

Expected standard 

Leaders have developed a positive culture of inclusion in the school. They have strategies in place to quickly identify any needs that pupils may have, especially for those who are disadvantaged, those who speak English as an additional language and pupils with special educational needs and/or disabilities. This information helps teachers adapt the way in which the curriculum is delivered. All staff have received training to address any barriers to learning, including for pupils' social and emotional needs.

Staff make effective use of advice from other agencies to promote pupils' education and wellbeing. They have an in-depth awareness of each child's needs. As a result, these pupils achieve as well as other pupils in the school. This includes pupils who have, or have previously received, support from children's social care services.

Leaders and governors recognise that pupil premium funding supports pupils' academic and social development. Although the school's pupil premium funding is allocated well to address pupils' needs, leaders and governors do not evaluate clearly enough the impact of

individual actions on pupils' outcomes. As a result, governors are not fully assured that the school is making the best possible use of the pupil premium.

Leadership and governance

Expected standard 

Leaders and governors are united in their vision for school improvement. They place pupils at the heart of their decision-making.

Teachers, including those at the early stages of their careers, value leaders' support for their workload and wellbeing. Staff appreciate the opportunities they have for their professional development.

Leaders have taken effective action to strengthen pupils' key skills and knowledge in many areas. This is evident in pupils' written work across the curriculum. However, some pupil performance information is not used well enough by leaders to identify priorities for improvement in some subjects. This limits how precisely leaders evaluate the impact of their actions for different groups of pupils.

Governors meet their statutory duties well, including for safeguarding. They are aware of the needs of key groups of pupils and generally challenge leaders well. However, they do not question leaders closely enough about the impact of pupil premium spending on outcomes for disadvantaged pupils. As a result, their pupil premium strategy is not as well targeted as it could be to improve outcomes for disadvantaged pupils.

Personal development and wellbeing

Expected standard 

The school's personal development programme builds pupils' knowledge well through a broad set of experiences. Staff ensure that all have equal access to these opportunities, including vulnerable and disadvantaged pupils.

Teachers help to develop pupils' knowledge about different faiths and cultures. Right from the start of the early years, staff promote the school's values to build children's character through a sense of moral values and respect for others. The personal, social, health and economic (PSHE) education curriculum equips pupils for life in modern Britain by developing pupils' awareness of equalities and fundamental British values throughout the school. Pupils' understanding of difference helps them to appreciate others' views and engage in debate about current affairs with their peers. Pupils are encouraged to reflect on right and wrong and to consider the impact of their actions on others.

The school's relationships and sex education and health education curriculum ensures that pupils understand what a positive friendship looks like. Teachers support pupils well to understand how to maintain a healthy lifestyle. This includes understanding the importance of exercise, getting the right amount of sleep and managing day-to-day risks. For example, the PSHE curriculum is adapted to address emerging issues for some pupils, such as the recent work on the harmful effects of vaping. The curriculum helps pupils understand how to keep themselves safe both online and offline. Pupils learn how to resolve disagreements calmly and understand that staff will support them if issues arise. They know who to talk to if they have concerns about their wellbeing.

Pupils develop their understanding of democracy through leadership roles, such as school councillors and ambassadors. This helps them to see how their actions can make a positive difference to others.

What it's like to be a pupil at this school

The caring staff at St Augustine's welcome pupils into a calm atmosphere at the start of each day. Pupils feel safe because of the positive relationships they have with staff. Pupils behave well in lessons and at breaktimes. They feel that staff act quickly to address any rare signs of bullying. Those who are new to the school are quickly included in the school community and find it easy to make friends. Children in the early years settle quickly into routines and enjoy their learning experiences.

The majority of pupils attend school regularly and have positive attitudes towards their education. They know routines well, which ensures that no time is wasted when starting their work. Staff address barriers to learning so that pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities (SEND), are prepared for their next steps. By the end of key stage 2, pupils achieve broadly in line with national averages.

There is a wide range of activities in place to further pupils' personal development, including events such as a careers week, where visitors share their workplace experiences to help raise pupils' aspirations. Pupils also enjoy a range of clubs, such as those for singing, art and LEGO. All pupils, including those with SEND, those who are disadvantaged and those who speak English as an additional language, are included in all aspects of school life. Older pupils gain confidence and pride by taking on leadership responsibilities in the school. For example, pupils' roles include being a school councillor, junior safety officer or being a subject ambassador. Pupils also gain an understanding of equality and fundamental British values to ensure that they are well equipped for life in modern Britain.

Next steps

- Leaders should set out clear, measurable aims for pupil premium funding so that aspirations for disadvantaged pupils' learning are raised further. Governors should use this information to evaluate precisely the impact of each action on pupils' outcomes.
 - Leaders should ensure that precise assessment information is used consistently across the school, including in the early years, to guide teaching so that pupils build secure subject knowledge in all areas of the curriculum.
 - Leaders should analyse attendance information with greater precision to reduce persistent absence for the small number of pupils who continue to miss too much school.
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About this inspection

The chair of the board of governors in this school is Catriona Watson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the acting headteacher, acting assistant headteacher, SENDCo and middle leaders during the inspection.

This school is registered as having a Roman Catholic religious character. The school's previous section 48 inspection of schools with a religious character took place in July 2018.

At the time of the inspection, there were no pupils in the school's nursery provision.

The school does not use alternative provision.

Head of school: David Bentley

Lead inspector:

Steve Bentham, His Majesty's Inspector


Team inspectors:

Ben Hill, His Majesty's Inspector

Ruth Moran, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 December 2025

School and pupil context

Total pupils

157

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

200

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

45.64%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.10%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

18.47%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25	53%	62%	Below
2023/24	77%	61%	Above
2022/23	67%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	74%	Above
2024/25	80%	75%	Close to average
2023/24	86%	74%	Above
2022/23	81%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25	63%	72%	Below
2023/24	82%	72%	Above
2022/23	81%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25	70%	74%	Close to average
2023/24	86%	73%	Above
2022/23	81%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	46%	Close to average
2024/25	36%	47%	Close to average
2023/24	50%	46%	Close to average
2022/23	73%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	62%	Above
2024/25	82%	63%	Above
2023/24	70%	62%	Close to average
2022/23	91%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	59%	Above
2024/25	64%	59%	Close to average
2023/24	60%	58%	Close to average
2022/23	82%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	60%	Above
2024/25	64%	61%	Close to average
2023/24	70%	59%	Close to average
2022/23	73%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	68%	-15 pp
2024/25	36%	69%	-33 pp
2023/24	50%	67%	-17 pp
2022/23	73%	66%	6 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	80%	2 pp
2024/25	82%	81%	1 pp
2023/24	70%	80%	-10 pp
2022/23	91%	78%	13 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	78%	-9 pp
2024/25	64%	78%	-15 pp
2023/24	60%	78%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	82%	77%	4 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-11 pp
2024/25	64%	81%	-17 pp
2023/24	70%	79%	-9 pp
2022/23	73%	79%	-6 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	5.4%	5.2%	Close to average
2023/24	5.1%	5.5%	Close to average
2022/23	5.6%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	12.7%	13.3%	Close to average
2023/24	15.1%	14.6%	Close to average
2022/23	13.7%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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