



# Saint Augustine Webster Catholic Primary School

## Inspection Report

**Unique Reference Number** 118042  
**LEA** North Lincolnshire  
**Inspection number** 280224  
**Inspection dates** 28 September 2005 to 29 September 2005  
**Reporting inspector** Jane Randall

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Baldon Road
<b>School category</b>	Voluntary aided		Scunthorpe
<b>Age range of pupils</b>	4 to 11		DN15 8BU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01724 843722
<b>Number on roll</b>	418	<b>Fax number</b>	01724 271585
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr D Lisle
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr W J Egan

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 September 2005 - 29 September 2005	<b>Inspection number</b> 280224
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Saint Augustine Webster is a Catholic Aided primary school. The 418 boys and girls on roll come from a wide range of backgrounds, including pupils who live in a Sure Start area. Two-fifths of pupils are from minority ethnic backgrounds. The proportion of pupils, about a quarter, whose first language is not English, is high. There are 59 pupils on the school's register of special educational needs. When children are admitted to the nursery class, they have a wide range of skills and knowledge but their overall attainment is average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school giving good value for money. This judgement is the same as that of the school. The school has a good capacity to improve. It accurately identifies its strengths and areas for development, but this process needs to be sharpened by improvements to its school development plan. The issue of boys' attainment in English in relation to that of girls is recognised by the school and is the subject of current focus. The school works well in partnership with all concerned to the maximum benefit of its pupils. The strengths of its success lie in the detailed knowledge of each and every pupil's learning needs and in the efforts made to meet these needs. Coupled with this are the strong concern for the personal development of pupils and the good impact of this effort on their learning and achievement. Racial harmony is an outstanding feature of the school, stemming from its commitment to, and promotion of, equality for all. Leadership and management are good overall, with particular strengths in the work of subject and other leaders in the constant development of their areas of responsibility. Improvements to the school development plan would strengthen this even further. Pupils make good progress in the Foundation Stage (nursery and reception classes) but there is a need to update the equipment and to make better use of the outdoor facilities for learning.

not applicable

### What the school should do to improve further

- Increase the proportion of boys who attain the higher Level 5 in English by the end of Key Stage 2.
- Develop the opportunities for learning in the outdoor areas for the Foundation Stage.
- Improve the rigour of development planning in order to gauge the impact on learning more accurately.

## Achievement and standards

### Grade: 2

Pupils reach good standards overall at the end of both Year 2 and Year 6. Standards are rising from year to year. Pupils do particularly well in science at the end of Year 6, but boys do not do quite as well as girls in English by this stage. The school identifies an issue in boys' writing skills and motivation, and it has strategies in place to improve this. The school is constantly striving to raise standards even further and staff set challenging targets for themselves and for pupils.

When children start school they show a very wide range of skills and understanding but the overall level is average. At all stages of their schooling, pupils make good progress. It is significant that all groups of pupils make similar progress, including those who have learning difficulties and those using or learning English as an additional language. This is because the school is skilful at identifying different learning needs

and matching the provision closely to those needs. All pupils work hard and their effort is helped by the good provision for personal development and the supportive atmosphere in the school, within which pupils thrive.

## **Personal development and well-being**

### **Grade: 2**

The school's view of pupils' good achievement in this area is well justified. Pupils behave well in all aspects of school life. Their good attitudes to learning, and their high quality relationships with one another and with adults, foster a harmonious school community where everyone is valued equally, and treated with respect, and where there is a genuine care and consideration for others. As a result, pupils enjoy school, feel safe, are eager to do their best, and so make good progress.

Provision for pupils' spiritual, moral, social and cultural development is good overall. This starts when children join school; even the very youngest pupils quickly develop a keen sense of what is right and wrong. This stems from the very high expectations held by all adults, so that children behave well with little need for constant reminders or the use of rewards and sanctions. Respect and value for all is a key strength of personal development and pupils demonstrate this well at all times. Recently, the school has worked hard to improve its provision for pupils' cultural development, and it now makes good use and value of the richness of the ethnic mix within its community.

School leaders have rightly identified that there are opportunities to involve pupils further in school life and decision-making. The recently established school council is now well placed to ensure a stronger voice for all pupils. The school is developing more opportunities to give greater scope for pupils to think for themselves, take on responsibility and become increasingly independent learners.

Attendance is in line with the national average; punctuality is good, and in recent years there have been no exclusions. The school works hard to discourage parents from taking their children on family and extended holidays abroad, but there are no systems for encouraging pupils to appreciate the importance of good attendance.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall and this confirms the school's own analysis. The strengths in teaching and learning lie in the very good knowledge that teachers have of all their pupils' learning and personal needs. Work is very carefully matched to the needs of individuals and groups, and the pace of learning is good. Teachers have very high expectations of effort and participation and pupils respond well to these. Pupils with learning difficulties and/or disabilities and those learning English as an additional language are taught in some very effective small-group sessions and also within their class. This system ensures that they learn well in a caring, supportive session matched to very specific needs but also remain part of a wider

setting. A high quality English lesson in Year 6 demonstrated very well the success of pupils with learning difficulties and/or disabilities working as part of discussion groups, where the skills of working in such a group were very carefully taught alongside the main focus of the lesson. A history lesson, where a specialist teacher of English as an additional language worked alongside the class teacher, successfully developed the skills and understanding of all pupils while assessing and meeting the needs of pupils for whom English is an additional language. Teachers' very close attention to individual and group needs, and their ability to know and value the small steps of learning, are the key to the good overall progress made by pupils and the good standards attained.

In the Foundation Stage (reception and nursery classes) the teachers work hard and relationships with children are very supportive. Work at this stage is well planned, but teachers do not use the outdoor areas enough to support all six required areas of learning. This is partly because the equipment is old fashioned and has limited learning potential. The school acknowledges the need to plan and develop further the learning potential of the 'outside classroom'.

## **Curriculum and other activities**

### **Grade: 2**

Inspectors agree with the school that its curriculum is good. Teachers use national guidance as a base for planning lessons but adapt this appropriately for different learning needs. There are good opportunities for the development of personal, social and health education. The school has gained the Healthy School Award and pupils understand issues such as healthy eating. A good range of sporting and cultural activities is provided, and pupils are proud to win competitions but equally happy just to take part. The provision of clubs is satisfactory but more should be aimed at pupils in Years 1 and 2. A concern to educate pupils for life in a wider world has led to an awareness of anti-racist education. As a result, the school values and extends pupils' knowledge and understanding of the richness of cultural diversity both within the school and in the wider world, for example, through its link with a school in China. A current initiative within the school is the development of the use of skills learned in information and communication technology (ICT) lessons to support and extend learning in other subjects. This is a shared initiative involving all staff and ably led by the information and communication technology subject leader. Pupils are well prepared for their future life.

## **Care, guidance and support**

### **Grade: 2**

The school views this aspect as good and the inspection team fully agrees with this. Pastoral systems are strong and the school works effectively with a wide range of specialist agencies. As a result, procedures, such as anti-bullying strategies, are in place to support the most vulnerable children. Pupils say they feel safe in school and that they consider themselves free from bullying and discrimination. They acknowledge that occasionally they do fall out but judge 'silly things' that are said as the worst offence. Pupils trust staff and know to whom they can turn for help. They care well

for each other. Child protection procedures are well established. Health and safety documentation meets statutory requirements, but sharper systems and procedures are required to ensure that nothing is missed.

Consistent encouragement by teachers and support staff gives pupils the confidence to try out new ideas and to work hard. Procedures for tracking progress, setting targets and analysing what individuals and groups of pupils need to do next are very good and a key to the school's success. In some subjects, the subject leaders survey attitudes to work and individual parts of the subject curriculum to improve teaching and learning further. An example of this is the rise in attainment that followed improvements in the provision of books to interest boys. Pupils' needs are recognised early and constantly reviewed. Small teaching groups are targeted very effectively to promote their development. Racial harmony is a significant strength of the school.

## **Leadership and management**

### **Grade: 2**

The inspection team agrees with the school's judgement that leadership and management are good overall. The headteacher, senior management team, subject leaders, other staff and governors successfully work together to create a faith school in tune with the aim that all that takes place should have 'the potential to speak of God's loving care for each individual'. The key features of the school's success are the structures and procedures that enable it to track the progress of each individual and to target teaching and intervention strategies with skill and efficiency. Data analysis focuses further on strengths and weaknesses within subjects. Subject leaders have clear understanding of what is happening within their subject and what needs to be done to improve. Their enthusiasm and hard work are a key feature of success. The school is aware of its strengths and weaknesses and constantly strives to improve. The school development plan is effective in that it is drawn together by the governors, headteacher and staff. However, the usefulness of this document needs to be sharpened by being more specific in the targets set and by relating the outcomes more closely to the actual impact on pupils' learning. This would enable the monitoring carried out by the head teacher, subject leaders and governors to focus on outcomes for learning.

All staff are well deployed to maximum benefit of the pupils, and the school makes very good use of outside support, such as specialist teachers for pupils with learning difficulties and/or disabilities and teachers of English as an additional language. Resources overall are good and supportive of learning. A key area is to improve provision of computer hardware in classrooms so that pupils can research and use their skills in other subjects. Resources in the Foundation Stage are satisfactory, but much equipment is dated and worn, and not enough use is made of the outdoor areas as a resource for learning.

Parents are consulted about the school and are very complimentary about it. Pupils' views are beginning to be heard through the new school council.

The governors support the school well. Extensive building work has taken place to improve the facilities and to make the school a more pleasant place in which to learn.

Governors have a good understanding of the school through reports and visits and are aware of the key areas for improvement, but they have too little involvement in health and safety procedures.

The school is well placed to improve further. Key factors in this are the knowledge and enthusiasm of the subject leaders, and the willingness of staff to share ideas and to work together for greatest benefit to the pupils. This is well demonstrated by the continuing rise in standards and the personal development of pupils.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

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30 September 2005

Dear Pupils,

Following our visit to your school this week, the inspection team would like to thank you for being so friendly, helpful and polite. We enjoyed talking to you very much and appreciated what you told us about your school. You are rightly very proud to be part of St Augustine Webster School. We were very impressed by the way in which you all get on together like one big family and care for each other. This is one of the best things about your school. You have worked hard and the results in your tests are good – well done.

We think that your teachers help you a great deal by giving you the work that you need to do to learn and improve, because they know so much about you. This helps you to learn well wherever you are in your learning. The school is going to make its planning even better for this. Your teachers need to make sure that older boys improve their writing skills even further, and they are thinking of more ways to help you to do this. We are sure that you will help them by trying very hard. For the children in the nursery and reception classes, we think that you should spend more time outside and have more interesting activities to do there so that you learn and take part in new things. We think that you will enjoy that.

Congratulations on your good behaviour and effort.

Yours sincerely,

Jane Randall  
Lead Inspector

Annex B