

Saint Augustine Webster Catholic Primary School

Inspection report

Unique Reference Number	118042
Local Authority	North Lincolnshire
Inspection number	326749
Inspection date	23 October 2008
Reporting inspector	Eric Jackson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	431
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Lisle
Headteacher	Mrs Susan Pyman
Date of previous school inspection	1 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Baldon Road Scunthorpe DN15 8BU
Telephone number	01724 843722
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Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- how well girls are progressing at Key Stage 1
- the quality of provision for recent entrants from minority ethnic groups
- how well improvements from the last inspection have been affected, including the impact of links with China.

The inspector gathered evidence from lesson observations, pupils' work, assessment information, a variety of documents, interviews and discussions with the headteacher, chair of governors, staff, pupils, and local authority link staff. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a much larger than average primary school. It is very popular locally and often oversubscribed. Socio-economic circumstances locally are broadly average, although there are fewer pupils than average claiming free school meals. The proportion of pupils with learning difficulties and/or disabilities is also below average. The percentage of pupils from minority ethnic groups is above average and growing, many of these pupils arrive from Eastern Europe speaking little English. There is also an increasing proportion of pupils of British Asian and African heritage, some of whom are also non-English speakers. There is currently an acting headteacher, supported by other senior leaders in temporary positions. A new headteacher has been appointed to take up post in January 2009. The school provides education for children in the Early Years Foundation Stage (EYFS).

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 Catholic school with some outstanding features, especially in how it fully includes its diverse range of pupils and families in its high quality educational provision. It provides a safe and very welcoming environment, with all required safeguarding and child protection measures in place. Parents overwhelmingly praise the school for its outstanding care and educational support for their children. Inspection evidence confirms these views, echoed strongly by the pupils. The mother of a recent entrant speaking little English felt that the school was 'brilliant', indicating that her child had settled very well and was learning English quickly because of the very good support he was receiving. Indeed, the employment of multilingual staff allied to strong and very effective links with the local authority's Diversity Service ensures that all pupils benefit from excellent care and support in their learning. Pupils identified with learning difficulties and/or disabilities also thrive on this very good support, often from dedicated support staff, and make very good progress towards their learning targets.

Pupils reach high standards by the end of Year 2 and Year 6, well above the national average in English, mathematics and science, equipping them extremely well for their future lives. For example, a group of pupils is designing a calendar for sale, and has already ensured a 50% profit on outlay. An apparent dip in results for Year 2 girls in 2008 is explained by the influx of nine non-English speaking girls into the year group. The girls nevertheless made good progress. There has been a big improvement in the proportion of boys in Year 6 achieving higher levels in national tests, an issue from the last inspection. Girls achieve higher levels overall than boys, especially in English and in line with the national pattern, but both boys and girls here achieve much higher results than others locally and nationally. These high standards reflect outstanding achievement from entry. Pupils also develop outstanding spiritual awareness, many valuing the opportunity to sit and reflect quietly in the recently built internal chapel. Here, in an impromptu moment of rare beauty, a pupil who has been learning to play the violin for only a year played a simple but musically moving duet with her teacher that underscored the school's whole learning ethos.

These results are not at the expense of learning in other areas. The curriculum is good and pupils produce high quality work in art and design, design and technology and wider aspects of their spiritual, moral, social and cultural development. The multi-ethnic nature of the school's population is celebrated, parents and pupils saying that this is a strength of the school. Developed from the strong and effective links with a school in an area of China, the school now teaches Mandarin to a group of gifted and talented older pupils. The curriculum is also enriched well by a wide range of out-of-school activities. However, the school's provision for information and communication technology (ICT) is not as strong as other aspects in both resources and their use across the curriculum.

Progress in pupils' personal development and well-being matches their academic progress, and is excellent. A parent summarised this for others in writing, 'The school is very supportive and ensures each child achieves to their maximum ability within a family atmosphere.' Pupils respond to the good and sometimes excellent teaching with commitment and excellent behaviour. Supported well by support staff, teachers plan work that builds well on pupils' prior attainment. Lessons are characterised by the effective use of resources, very good working relationships, and good interaction between staff and pupils. There are good withdrawal sessions for specific groups, such as those learning English as an additional language, and those with learning difficulties and/or disabilities. Pupils understand how to keep safe, and take on the school's

messages about living healthy lifestyles very well, including in their choices from the healthy lunch menus and in keeping fit. Attendance was average last year, affected by specific and unavoidable long-term absence. This does not reflect the overall very high enjoyment of school by pupils, clear from their responses to the school's provision. For example, Year 2 and Year 5 pupils separately composed poems on different themes, seeking enthusiastically to develop imaginative phrases and language to stimulate the reader's interest.

Whilst pupils have good opportunities to work alone or in small groups they are often too closely directed by staff in how they will solve problems and develop their ideas. Although this does not restrict pupils' excellent academic progress it does limit their skills of becoming independent learners. Teachers sometimes miss opportunities in lessons to offer open-ended tasks that challenge the pupils to decide for themselves how to tackle them, on their own or in pairs and groups. This extends to the roles pupils play in the class and wider school community. Although the pupils' contribution to the school community is good and they explain that they have 'jobs' and duties, these are often at a low level of responsibility. For example, members of the school council are often chosen by the staff rather than by election, and they do not run the council themselves through positions of authority such as in chair, secretary or treasurer positions.

Governors are keenly interested in the school and the pupils' welfare and progress. The chair of governors is monitoring closely the quality of leadership and management by temporary leaders until the recently appointed headteacher takes up her position in January 2009. His view is that the acting senior leadership team has managed successfully to maintain the atmosphere and purpose of the school. Inspection evidence confirms this, supported strongly by parents, who also comment on the high quality of the administrative team in this process. The one area of only satisfactory progress since the last inspection is in the written school development plan. Change is clearly promoted effectively, but the plan is unwieldy and it does not closely link proposed actions to outcomes for the pupils. The school is aware of this.

The school runs smoothly, and the high morale of the staff in these potentially uncertain times is a great credit to all involved. This is due in large part to the calm and efficient approach of the acting headteacher and other senior leaders. The school's self-evaluation is generally accurate, and the challenging targets set are reached. The staff promote a rich understanding by the pupils of their role in their school and wider communities, including the locality, the parish and in a global sense. This has led to the gaining of the prestigious International Award again in 2008. Given the level of funding for each pupil, the school's resources are deployed extremely well to achieve excellent value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for the Early Years Foundation Stage (EYFS) is good with some outstanding features in provision for children in the Nursery. The whole EYFS setting is well led and

managed and children are safe in a secure environment because the staff's care and support for their well-being are excellent, including for children new to English or those with specific needs. The addition of well equipped and partially covered outdoor learning areas has improved the setting well since the last inspection. These areas are used effectively to promote learning outdoors across the required areas of experience. Children achieve well from broadly typical levels at entry at three and four years of age. They join Year 1 at above expected levels, particularly in communication and language and personal, social and emotional skills. The staff

in the Nursery have adopted the new EYFS guidance very well, and the balance there between children's choices and adult-directed learning is excellent. The two Reception classes work to similar planning, and offer good provision that helps children make good progress. Here, though, adults lead and direct a higher proportion of learning opportunities than is recommended. This restricts children's independence. Assessment procedures are thorough and accurate, vouchsafed by the local authority.

What the school should do to improve further

- Improve provision for ICT and help pupils to make full use of it to support their learning across the curriculum.
- Provide further opportunities for pupils from Reception to Year 6 to become more independent learners.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

24 October 2008

Dear Pupils

Inspection of Saint Augustine Webster Catholic Primary School, North Lincolnshire, DN15 8BU

First, let me thank you for your very friendly smiles to welcome me to your school. Also, please thank your parents for replying to the questionnaire, and also for giving me their views. What you told me and what your parents wrote was very helpful in my inspection task.

You will remember that I had to check how well your school helps you to learn and grow. You and your parents told me that you think it is a very good school that supports you to reach high standards in your learning and in your personal development. I agree with you, and confirm that your school is good with some outstanding features. The way you behave so well and have excellent attitudes to your work and play is a great credit to you, your parents and the staff of the school. Well done!

Some of the really good things I noticed were:

- your well displayed, bright and attractive school
- the high quality work in art and design, and design and technology
- very good achievement in literacy and numeracy
- the way that all of you from so many different backgrounds get on so well
- your enthusiasm in lessons to do your best and improve your skills.

The school is going to look for ways to improve the resources you have in all types of ICT, and encourage you to use them as often as possible to support your learning. It is also going to encourage you to make more of your own decisions when working out how to improve and develop your knowledge, skills and understanding. It would be terrific if you could help by continuing to behave well, cooperating with one another, and working hard; also, by using your skills, to become more independent in solving problems and developing your own ideas.

Again, thank you for your help, and I wish you well for the future. I also hope that Christmas is a good time for you, and that 2009 holds good surprises for you.

Yours sincerely

Eric Jackson

Lead inspector