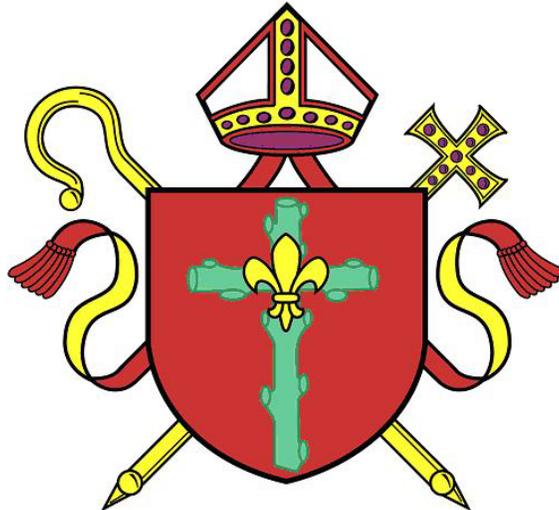


# DIOCESE OF NOTTINGHAM INSPECTION SERVICE



## SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Augustine Webster Catholic Primary School  
Baldon Road  
Scunthorpe  
North Lincolnshire  
DN15 8BU

2<sup>nd</sup> March 2012  
(Spring Term 2012)

**URN: 118042**

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>School:</b>	<b>Saint Augustine Webster Catholic Primary School</b>
<b>Headteacher:</b>	<b>Mrs Elizabeth Brolly</b>
<b>Chair of Governors:</b>	<b>Mr David Lisle</b>
<b>Date of Inspection:</b>	<b>2 March 2012</b>
<b>Inspection Team:</b>	<b>Mrs Anita Blake Mr Michael Geraghty</b>
<b>URN:</b>	<b>118042</b>
<b>Overall Grade Awarded:</b>	<b>2</b>

### Description of the school

Saint Augustine Webster is a much larger than average size, ethnically diverse, primary school. It is the Catholic primary school for Holy Souls Parish in Scunthorpe. There are currently 478 pupils on roll. Facilities at the school are impressive. Recent extensions provide stimulating accommodation. Most notable are 'The Retreat' and 'The Labyrinth' two special areas for prayer and reflection. Admission arrangements have changed since the last inspection from two points during the year to one, with one point entry into Reception. Three year olds are now admitted into Nursery on a part time basis. The pupils, 55% of whom are baptised Catholics, come from a wide range of social backgrounds. A further 24% of pupils come from other Christian backgrounds and 18% from other World Faiths with 3% having no religious affiliation. The religious backgrounds of pupils are representative of the religious diversity of the local community. The school is very popular locally and is often oversubscribed. The percentage of children from minority ethnic groups is above average and rising. Many of these children are arriving from Eastern Europe, often with little or no spoken English. There is also an increasing proportion of children of British Asian and African heritage, some of whom have little English. There are a total of 22 different languages spoken by the children and staff in the school. 9% of the children on roll have an entitlement to free school meals which is below the national average.

Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

### Overall effectiveness

Saint Augustine Webster is a good Catholic school. The leadership team, led by the headteacher and governing body, ably supported by the deputy headteacher and a very effective Religious Education coordinator have a clear vision for their school development; a vision firmly rooted in Gospel values and the Church's teachings. The whole staff provides a good model of Christian harmony; there is a unity of purpose and a desire to provide the very best for the children. The pupils are able to confidently and clearly express the Christian values that permeate the life of the school. They feel safe, happy and value the rich prayer and liturgical aspects of school life. The leadership team has an ambitious view of what is needed to ensure that the school takes into consideration the latest developments in teaching and learning. For example, they are supporting and leading the whole school through a process of embedding 'Assessment for Learning' (AfL) strategies within lessons. The Parish Priest and governors are regular visitors and contribute very positively to the life of the school. Children enter school with attainment in Religious Education which is below the national average. By the time they leave the school in Year 6, good progress has been achieved in Religious Education. The quality of teaching in Religious Education ranges from satisfactory to outstanding but is good overall. Children are taught to be questioning and are encouraged to think deeply. They say that they enjoy their lessons. Standards in curriculum Religious Education are good overall being slightly above national expectations. Pupils' behaviour is outstanding and the Catholic life of the school has a positive impact on pupils' spiritual and moral development.

<b>Overall effectiveness</b>	<b>Grade: 2</b>
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### What does the school need to do to improve further?

There are many good features in the work of Saint Augustine Webster School, however in order to continue to improve, the following actions are recommended:

- Secure and embed the work already underway towards the effective use of Assessment for Learning and personalised learning strategies within curriculum Religious Education in order to raise standards further.
- Ensure that the number of pieces of recorded work in curriculum Religious Education is in line with Diocesan guidelines and that this is consistent throughout the school.
- Ensure that marking of pupils' work in Religious Education is specifically related to the learning objective of the lesson and that it includes a clear indication of how pupils can improve their work and make further progress.
- For senior leaders to work with governors to develop a systematic and rigorous monitoring and evaluation system with a clear focus on the attainment and progress of each child in curriculum Religious Education and which addresses swiftly any aspects of under-performance so that further support can be put in place.

## **The school's capacity for sustained improvement**

The school's capacity for sustained improvement is good. Leaders and managers have a clear and ambitious vision for the school. They are supported by an enthusiastic staff, who are willing and able to embrace new initiatives in order to develop the school still further. There is a considerable amount of good and in some cases, outstanding practice in the school, which when developed and sustained over a period of time will have a positive impact on standards. Further improvements in Religious Education will emerge with the development and embedding of recently revised assessment procedures. Once the highly detailed tracking system, currently being trialled is fully in place, the school will be able to systematically analyse assessment data in Religious Education for individuals and vulnerable groups of pupils. It will support the drive to ensure that pupils of all abilities extend their learning and achieve at their optimal level. Governors are supportive of the school and have the ability to challenge and enhance the work of the senior leadership team. They are aware of the need to develop rigorous monitoring and evaluation processes in order to have a clear picture of the school, its strengths and areas for development.

<b>The school's capacity for sustained improvement</b>
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<b>Grade: 2</b>
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## **PUPILS**

**How good outcomes are for pupils, taking particular account of variations between different groups**

The majority of pupils enter the Foundation Stage with little knowledge and understanding of the Catholic faith. They therefore make good progress across the Foundation Stage. They are able to identify aspects of their lives and things that are personal to them that they wish to say thank you to God for. Teachers and Teaching Assistants provide support and direction and, through their questioning enable the children to stay focused and participate in meaningful activities. This good progress is maintained from the Foundation Stage through to Key Stage 1 so that by the end of this Key Stage, attainment is in line with national expectations with some children exceeding these. Pupils in Key Stage 1 work well together. They demonstrate their knowledge and understanding through their writing and drawings. When children are reluctant to share their ideas, adults encourage them with strategies such as the use of talk partners and additional support. Progress is maintained over Key Stage 2. Pupils are keen to do well and demonstrated concentration levels suitable to their age and maturity. Standards overall in Religious Education are good.

Teachers at the end of Key Stage 2 are aware of the need to address higher ability groups and provide the challenge required to do this. Where lessons demonstrated pace, rigour and challenge learning was enhanced. Teachers were keen to adopt creative approaches to the teaching of Religious Education and when this was successful, pupils were fully engaged and enthusiastic about their learning. Children were keen to do well and worked cooperatively in discussion groups and independently. In a Year 5 class, children used meditation techniques to prepare for the lesson and showed independence in their learning, asking challenging questions and instigating their own lines of enquiry. At the end of Key Stage 2, pupils worked collaboratively to

create a rap that explained their understanding of the Last Supper, the consecration and what this meant to them. Children's work is differentiated thereby ensuring progress for all groups either by task, outcome or support.

Assessment procedures at the school and systems for tracking of pupil progress in Religious Education continue to develop well and once the new system is embedded, this will assist the school in ensuring that all pupils are making appropriate progress and identifying those pupils or groups of pupils in need of further support. Pupils generally enjoy their Religious Education lessons and spoke highly of the use of drama to help with their understanding.

The extent to which the pupils benefit from and contribute to the Catholic life of the school is good. The Chaplaincy Team lead liturgical celebrations and whole school acts of worship. The Chaplaincy Team confidently led the whole school in a reflection on Lent and engaged all with the effective use of drama to interpret the Gospel. Children understand and appreciate the religious life of others and this aspect of the curriculum is enhanced by the manner in which the school supports pupils from World Faith backgrounds. All pupils at Saint Augustine Webster are encouraged to share their faith in an atmosphere of mutual respect. Pupils learn at first hand from each other. The school provides opportunities for the children to respond to local, national and world wide needs and the children demonstrate a caring, considerate nature towards others both in their community and beyond with special links with a school in Ndola, Zambia.

Pupils' behaviour is outstanding. They are polite and show genuine care and concern for one another. They spoke positively about the relationships they shared with others. They felt that any inappropriate behaviour was dealt with consistently. They feel safe at school and said that staff work hard to ensure that the school runs smoothly and that they do their very best. They felt that their school was a special place.

<b>How good outcomes are for pupils, taking account of variations between different groups</b>	<b>Grade: 2</b>
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## **LEADERS AND MANAGERS**

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils**

The school's leadership is deeply committed to the Church's mission in education. All children mix well across the school from the youngest to the oldest. Every child is valued and their rich and diverse cultures are celebrated. Families are invited to share their cultures; for example a special Polish day was organised with parents when costume, dancing and prayers were shared. The school is fully inclusive and the use of Christian and other faith prayers in acts of worship, spoken in native tongue, is highly poignant and effective.

Community cohesion is outstanding. The school has strong links with local schools through headteacher networking and links with the local Catholic secondary school are particularly strong. Internationally, the school is working to fundraise for a school in Zambia and also has links with another school in China. Links with the parish are very strong and children very clearly understand that they are part of a wider parish

community. The parish priest works closely with the school and leads worship on a regular basis.

Leaders regularly consult parents and pupils through questionnaires to seek views about the Catholic life of the school. Parents are given opportunities to comment on liturgies and acts of worship and their positive remarks demonstrate how much they value these occasions. There are also formal monitoring reports on liturgies and general school life by the Religious Education co-ordinator, the headteacher and the Religious Education governor. The school leadership's strong commitment to the Church's mission in education is manifested in the close contacts with the parish, displays around the school and in the fact that four members of staff have completed the Catholic Certificate in Religious Studies (CCRS). Self-evaluation and school development plans reflect a strong commitment to the monitoring of Religious Education. As a result of recent training provided by the diocese there have been improved outcomes, with children being stretched to reach higher levels of attainment. Generous funding allocated to Religious Education by the school has also supported this improvement.

The governing body is well placed to challenge and monitor both the Catholic life of the school and curriculum Religious Education. Foundation governors are involved at first hand in feeding back information to the full governing body and have a developing knowledge about the school's strengths and areas for development.

<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>Grade: 2</b>
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## **PROVISION**

### **How effective the provision is in promoting Catholic Education**

Teaching of Religious Education at Saint Augustine Webster School is effective in ensuring that pupils are consistently interested in their learning and that they are making progress. Teaching ranges from satisfactory to outstanding with the majority of teaching being of a good standard. Prior learning is built upon to extend pupils' learning. Differentiation is through outcome, support and task. The imaginative use of ICT enhances learning with examples of children 'tweeting' between time zones in order to develop empathy. Teaching Assistants support the learning of a wide range of pupils and are used to good effect, sympathetically helping those with specific needs and those with English as an additional language.

The Religious Education curriculum fulfils Episcopal requirements and is delivered for 10% of the teaching time available. However, not all groups of children are recording enough work in Religious Education based on Diocesan guidelines and this is an inconsistency which needs to be addressed. Curriculum Religious Education is enriched by the vibrant, multicultural background of the school population. Pupils learn in an environment of mutual respect and through the sensitive approach of staff, celebrate and understand people from different backgrounds. The Religious Education curriculum contributes well to the moral and spiritual development of pupils. The school provides excellent resources both in terms of accommodation and artefacts. There are wonderful focus areas for reflection and prayer which are used to promote spirituality. Learning is

also enhanced by the very latest technology and innovation. This, together with a committed, caring staff makes the children feel valued and cared for.

Staff at the school are working hard to develop good assessment strategies which inform tracking of pupils' attainment. Assessment procedures are in place with pupils' attainment in Religious Education being tracked throughout the year. However, this information now needs to be more closely monitored and analysed in order to ensure that it gives an accurate view of attainment and that it becomes a vehicle for challenging pupils to improve their work in Religious Education further. Regular marking of work in Religious Education provides some feedback for pupils. In order to develop this aspect further however, marking should state clearly how pupils can improve their work and where appropriate, opportunities should be provided for pupils to respond to their teacher's comments and demonstrate that their learning has moved on.

Teachers monitor pupils well in the classroom and give good verbal feedback. They are skilled in the use of a range of questioning styles to extend pupils' understanding and address any areas of misunderstanding.

The quality of collective worship provided by the school is outstanding. It has a high profile and is well planned, developing themes from the Religious Education curriculum and the liturgical calendar. Collective worship reflects the Catholic nature of the school and takes account of the variety of faith backgrounds among the pupils. The Chaplaincy Team takes a leading role and children from a young age are encouraged to participate and contribute to. Monitoring and evaluation includes feedback from pupils and adults. Parents are invited into the school on a regular basis. The school benefits from good resources and provision in this area. Religious symbols, artefacts and displays demonstrate the Catholic identity of the school and serve to stimulate learning and enhance the learning environment for pupils.

<b>How effective the provision is in promoting Catholic education</b>	<b>Grade: 2</b>
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## Inspection Judgements Summary

<b>Overall effectiveness – How effective the school is in providing Catholic education.</b>	<b>2</b>
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	2
<b>How good OUTCOMES are for pupils, taking particular account of variations between different groups.</b>	<b>2</b>
<b>How well pupils progress and enjoy their learning in Religious Education.</b>	<b>2</b>
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	2
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	2
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>2</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>2</b>
<b>How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.</b>	<b>2</b>
<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.</b>	<b>2</b>
<b>How effectively leaders and managers promote community cohesion.</b>	<b>1</b>
<b>How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.</b>	<b>2</b>
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	<b>2</b>
<b>How effective the PROVISION is in promoting Catholic education.</b>	<b>2</b>
<b>The quality of teaching and how purposeful learning is in Religious Education.</b>	<b>2</b>
<b>The effectiveness of assessment and academic guidance in Religious Education.</b>	<b>2</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>2</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>1</b>

