



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

St Augustine Webster Catholic Voluntary Academy

Baildon Road, Scunthorpe, DN15 8BU

School URN:	118042
Inspection Date:	6 March 2017
Inspectors:	Mrs Fionuala Boucher and Mrs Patricia Hurd

Overall Effectiveness	Previous Inspection:	Good	2
	This Inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Augustine Webster Catholic Voluntary Academy is an Outstanding Catholic school.

- St Augustine Webster is a place of community and joy. All members of the school family are fully committed to the mission of the Church and contribute to this by living out the school's vision so that all can be 'happy in His loving care'. The environment is a stunning example of how Catholic Life, Collective Worship and Religious Education can be reflected and celebrated.
- The quality of Catholic Life is outstanding: it is given the highest priority within the school. There is a strong sense of community, which is reflected in the ethos, atmosphere, relationships and physical environment. Pupils are supported and encouraged to see beyond their own needs and make a positive contribution to the school, society and the world.
- The quality of Collective Worship is outstanding. Worship is central to the life of the school and is highly prized by all stakeholders. Pupils are engaged and enthusiastic, showing reverence and a depth of thought. Staff are skilled in supporting pupils to plan and lead prayer, which they undertake with relish. Acts of Worship are carefully planned to incorporate a range of elements to sustain interest, spiritual growth and a sense of belonging.
- The quality of Religious Education is good. Pupils enjoy their lessons and good learning is promoted by all. This area is not yet outstanding due to some inconsistencies in teaching and the quality of work within Religious Education workbooks. However, the school is well placed to tackle these development points and has a strong capacity for improvement.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Augustine Webster is a larger than average, two-form entry primary school within the Northern Lincolnshire Catholic Academy Trust. The school serves the parish of Holy Souls in Scunthorpe.
- There are currently 439 pupils on roll. 72% of pupils are baptised Catholics, which is a significant rise since the last inspection; 13% belong to other Christian faiths; 10% identify with other world faiths and 5% have no religious affiliation.
- Just under 18% of the school population has special educational needs and/or a disability (SEND). 16% of pupils receive 'School Support' for their SEND and 1% of pupils have an Educational Health and Care Plan or Statement.
- 11% of pupils on roll are in receipt of the additional Pupil Premium funding, which supports the needs of disadvantaged pupils.
- Since the last inspection, there has been an increase in the number of pupils entering the school who have a first language other than English; most of these children speak another European language. 79.8% of pupils currently in the Early Years Foundation Stage unit do not speak English at home.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To involve governors more deeply in the evaluation of Collective Worship and Religious Education and alongside other leaders and managers so that they have a firmer understanding of:
 - the quality and significance of Collective Worship;
 - the school's provision for Religious Education;
 - the school's targets for Religious Education.
- To improve the quality of pupils' written work in Religious Education so that there is no variation in the quality of work throughout the school by:
 - further developing teachers' ability to differentiate tasks and ensure that there is a consistent challenge in lessons, particularly for the more able learners ;
 - further supporting pupils with age-related presentation skills;
 - ensuring that teaching incorporates a faster pace, including a relevant balance of teacher and pupil talk.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school – outstanding

- Pupils at St Augustine Webster are active members of the school community, willingly engaging in the development of its ethos and shaping the school's Catholic character through their contributions. They demonstrate a strong sense of belonging, reflecting this through their positive relationships and desire to work cooperatively within and beyond the school community saying, 'We are dedicated to being in this school'.
- Behaviour is exemplary and this is a strength of the school. Pupils are respectful of those around them and talk with understanding about the importance of listening, sharing, caring and forgiveness.
- Pupils recognise the many opportunities they have to develop personally and spiritually. They are keen to serve and support others, and themselves, through activities such as participating in the local Peace Day, Holocaust Memorial Day and undertaking a pilgrimage during the Year of Mercy.
- Almost all pupils, including those who are not Catholic, are proud of their religious identity and how this is highly valued within the school; pupils promote diversity and acceptance of others, commenting that 'when you sing, we are all together in one voice'.
- The Catholic traditions within the school are deeply respected: pupils talk freely about their positive experiences and prized links with the parish, community and wider projects. Charity work, such as gathering gifts for the underprivileged in shoeboxes, or contributing to Lenten collections, is highly valued.
- Pupils' spiritual, moral, social and cultural development helps them to live out their faith. They share their thoughts about striving to show others 'a heart which sees' and reflect upon 'why you love the people you love'. Pupils are equipped to deal with altercation; they know that 'when someone bullies you, we say: Stop! I don't like it'.

The quality of provision for the Catholic Life of the school – outstanding

- The school's mission statement is lived out in the life of the school to ensure that pupils can work and play while remaining 'happy in His loving care'. Staff are fully committed to this purpose, which is evident in the atmosphere and tone created throughout the school.
- A strong sense of community permeates St Augustine Webster; relationships are highly valued at all levels. Pupils say that, because of the support they receive and the habits they have developed, 'when people are sad, others help'.
- The school recognises the importance of support for all pupils and extends this duty into all pastoral and educational aspects of school life. This commitment also extends to the staff team, where the needs of adults are considered both personally and professionally.
- Signs of the Catholic character of the school cannot be missed. High quality wall displays, creative arrangements of religious artefacts and thoughtful quotations from the Bible and key religious figures, such as Mother Teresa, abound to reinforce and celebrate the school's Catholic identity. Sections of the school's mission statement and aims are displayed all around the building, linking with displays and capturing aspects of the school's Catholic Life explicitly.
- The school's policies and practices in relation to behaviour are well planned and exercised; they fully reflect Catholic teachings and principles; staff are consistent and committed in their approach to supporting all, including the most vulnerable. As a result, pupils' behaviour is excellent; pupils rise to the highest standards expected of them.
- The school has revised its scheme of work since the last inspection to deliver an improved programme of Relationships and Sex Education (RSE) which remains in line with both Church teaching and diocesan advice. As a result, pupils are well catered for and prepared for the future.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – outstanding

- Leaders and managers are deeply committed to their mission in education; they undertake their roles with drive and authenticity, inspiring others around them. They are determined to keep the Catholic Life of the school at the forefront of their work, through which they endeavour to meet all their other responsibilities.
- Leaders and managers have increased and improved the level and quality of monitoring and evaluation of the school's Catholic Life since the last inspection. There is a clear picture of successes; systems are firmly in place; discussions with leaders and managers individually confirm that there is a united approach and a common understanding of self-evaluation of the Catholic Life of the school. However, leaders and managers sometimes underestimate their own effectiveness and are modest in self review.
- Leaders and managers have worked alongside staff to plan creatively and carefully for improvement, ensuring that Catholic Life continues to thrive and develop. As a result, staff are well placed to support initiatives to enable pupils to decipher their place in the world and their own vocations. Older children are encouraged to nurture those younger than themselves; there are structures in place to build and develop pupils' confidence.

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- Parents and carers feel welcomed and involved in this ‘friendly, family environment’. Parents and carers speak highly of the school and the staff; they say that the best thing about the school is ‘the children’, explaining that the pupils are very well cared for and supported, which makes them happy in their learning and their lives. This reflects an understanding of the school’s mission statement and ethos. Leaders and managers articulate that when they review a policy they do this ‘through the lens of Catholic Life, which should be reflected in the way we deal with parents’.
- The local governing body is proactive in its work to protect and develop Catholic Life at St Augustine Webster. Members are highly visible within the school and the parish, supporting links between the two, and showing pride in the school’s successes whilst recognising where support is required.
- New staff and governors are well supported. Systems for induction include specific new starter packs, personal support from a designated person and an assessment of training needs

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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• How well pupils respond to and participate in the school’s Collective Worship.	1
• The quality of provision for the Collective Worship.	1
• How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.	2

How well pupils respond to and participate in the school’s Collective Worship – outstanding

- Acts of Worship engage all pupils, who are inspired to participate fully and contribute thoughtfully, showing reverence and respect: prayerful silence is observed; questions are answered and ideas shared; communal prayer is shared with enthusiasm. Behaviour throughout, therefore, is excellent.
- Pupil-led worship is well established at St Augustine Webster. The content is appropriate and a range of styles are employed to sustain interest and elicit contributions; pupils can receive, repeat and affirm ideas from their peers with panache. The pupil chaplaincy team, who volunteer to be involved, explain that they are ‘honoured’ to have such an important role within the school. It is clear that this team is building good skills to lead worship in a range of contexts.
- Pupils are well versed in scripture. They make links, volunteering their understanding and insight with confidence; this is impressive.
- Attention is given to setting the mood and atmosphere for Collective Worship, resulting in times which are highly prized by all participants. Resources are carefully chosen to complement the theme of the occasion, adding to the success of times for prayer and worship.
- There is a deep sense of respect for those of different faiths. Pupils are proud to recognise and affirm the diversity within the school, for example by saying the Lord's Prayer in Polish.
- Within classrooms, pupils participate in special times for reflection and Collective Worship. These times are valued by pupils; they can talk about memories of such occasions; they record and give feedback, making recommendations for the future.

The quality of provision for Collective Worship – outstanding

- Collective Worship is central to school life at St Augustine Webster. Staff pray together as a team; pupils pray in class, in key stage groups and within whole school gatherings according to a clear and detailed plan.
- Frequent opportunities for sharing liturgy are provided during the liturgical year, inspiring all stakeholders. Pupils can receive the Sacrament of the Eucharist during school and class Masses; the Sacrament of Reconciliation is also available at key times.
- School staff and the school's chaplain (the parish priest) are skilled in helping their pupils to deliver quality worship experiences for the benefit of others as well as themselves.
- Creativity is embedded in Collective Worship within the school - even outdoors, as the grounds have been used on numerous occasions for services and liturgy. The attractive chapel has been decorated with pieces of religious artwork from the previous Year 6 pupils, saved as a legacy, in the style of modern stained-glass windows.
- A wealth of evidence from these times is recorded in attractive Collective Worship books, reflecting the pride and high priority of Collective Worship in the eyes of all. These records provide a glimpse into the heart of a school community which strives to continually update and revive its practices regarding Collective Worship.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship – good

- Leaders and managers promote, monitor and evaluate the provision for Collective Worship to good effect. This area is not yet outstanding; the subject leader currently drives this aspect, although governors have some knowledge and involvement, so this relatively new target is not yet fully embedded. There is further work to consolidate so that all leaders and managers are fully versed in and part of the monitoring and evaluation process over time.
- The liturgical year is well understood: an attractive chart shows members of the school community how the Church's year is arranged and followed. Provision is well matched to key times so that pupils' understanding is growing and developing well.
- Leaders and managers encourage teachers to be creative and adventurous in their approach to Collective Worship; good support is offered to teachers when necessary, such as those working in a temporary capacity, those new to the school and/or those who are not of the Catholic faith themselves.
- Professional development needs are identified and good use is made of diocesan links, training and advice; this includes the consideration of adult formation for staff.
- Leaders and managers are visible during Collective Worship, leading by example but enabling others, both staff and pupils, to grow and develop in a leadership capacity.
- The subject leaders regularly review Collective Worship as part of the self-evaluation process; however, all leaders and managers are not yet fully immersed in this work. They now need to become more deeply involved in reviewing the quality and significance of Collective Worship, as stated in the school's own judgements.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education – good

- Pupils enjoy their Religious Education lessons, showing good listening skills. They can work independently and with imagination.
- Pupils who enter the Foundation Stage with little knowledge and understanding of the Catholic faith make good progress across the year, as shown in creatively recorded baseline and progress information.
- Appropriate activities are provided to encourage younger pupils to verbalise scripture events, such as the last supper, which is created by the children using wooden figures and baskets to create a scene; teachers enable pupils to increase their religious vocabulary through their small world play. Open questions are asked in lessons so that pupils can use their religious vocabulary with understanding. Differentiation and engaging activities support children to consolidate their learning in Key Stage 1 and in most classes in Key Stage 2 so that by the end of Year 6, outcomes are in line with diocesan levels; this is reflected in most workbooks. The next step is to ensure that the best practice is evident in every year group.
- Behaviour for learning throughout the school is good. Pupils show a high level of respect to all adults. Teachers have a good level of knowledge, understanding and skills which are matched to age-related expectations.
- Pupils are becoming increasingly skilled at leading worship, sometimes planning for these opportunities in lessons; they can talk about and use what they have learned. They are proud of their achievements and express how much they enjoy using drama within Religious Education to further their understanding.
- The number of pieces of work recorded in Religious Education books has increased since the last inspection and is now in line with diocesan guidelines. Pupils now need to improve the presentation of their written work so that there is no variation in the quality of work throughout the school.

The quality of teaching and assessment in Religious Education – good

- The quality of teaching in Religious Education is mainly good, with some examples of outstanding practice. Some teachers effectively check pupils' understanding during lessons, anticipating where they need to intervene, and do so with a notable impact on learning.
- In the best lessons, time is well used and there are opportunities for pupils to lead discussions and interact with their peers. In less successful lessons, there is an over reliance on teacher talk, where pupils are passive and compliant. An area for improvement is therefore the pace and challenge of work set, so that the quality of lessons across the school rises to match the best practice; the school is well placed to address this target.
- Leaders and managers encourage links between other Catholic schools within the Multi Academy Trust to focus on the development of teaching and assessment of Religious Education. The Religious Education subject leader is an excellent role model for staff at St Augustine Webster and gives strong support to colleagues in the teaching and learning of this subject.
- Since the last inspection, improvements to assessment for learning in Religious Education have been made in line with recommendations. Most pupils, including those with special educational needs and/or a disability achieve expected levels of attainment in Religious Education. The Religious Education subject leader has introduced more effective monitoring and evaluation with better use of the tracking system to analyse pupil progress. Collection of data on attainment and analysis of this information is undertaken for all ability groups; support for vulnerable groups is discussed and these pupils are catered for well.
- It is clear that staff value Religious Education highly and engage fully in diocesan training and development: for example, a high number of teachers have completed, or are undertaking, the Bishop's Certificate in Religious Education.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – good

- Leaders and managers have placed great importance on the training and professional development of teachers since the last inspection. They have used diocesan training and support to develop teachers' subject knowledge and confidence in the delivery of the *Come and See* programme; this has had a positive impact on the attainment and progress of pupils.
- Senior leaders ensure that all pupils feel secure and are settled for learning. Monitoring and evaluation of pupil outcomes takes place and is recognised as important, although there is currently an over reliance on the subject leader. The next step is to involve governors in this evaluation so that they have a better understanding of the school's provision and targets. There has not yet been enough time to review the impact of the wider group of leaders and managers in this area, but the school is well placed to address this development point.
- The content of the curriculum for Religious Education meets the requirements of the Bishops' Conference of England and Wales fully. The *Come and See* programme provides the basis for curriculum lessons and this work is enriched with opportunities for pupils to visit other places of worship.

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- A considerable amount of funding is spent on developing and maintaining the school environment. Pupils mentioned how they often use the labyrinth garden in the school grounds for reflection and to enhance their learning. Evidence seen in the photo books shows a depth of provision and creative use of the outdoor environment around the school for both learning and worship.
- Curriculum provision for Relationships and Sex Education (RSE) has been revised since the last inspection and incorporates the use of good resources, such as *Journey in Love* and revised diocesan guidelines.

SCHOOL DETAILS

School Name	St Augustine Webster Catholic Voluntary Academy
Unique Reference Number	118042
Local Authority	North Lincolnshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 10 Religious Education lessons and an Act of Collective Worship as well as conducting learning walks into classrooms and around the school.

Meetings were held with the headteacher, the subject leader for Religious Education, a governor and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

Chair of Governors:	Mr David Lisle
Headteacher:	Mrs Andrea Morrisroe
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.