

# St Augustine Webster Catholic Primary School

URN: 138017

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

16–17 October 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

#### Religious education (p.5)

The quality of curriculum religious education

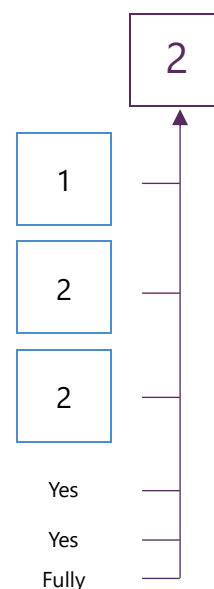
#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



## Compliance statement

- St Augustine Webster Catholic Primary School is compliant with the general norms for religious education as laid down by the bishops' conference.
- The school upholds the diocesan bishop's vision for Catholic schools.
- The areas for improvement from the last inspection have been met.

## What the school does well

- There is a lived sense of community at St Augustine Webster, where there exists a profound culture of welcome and inclusivity.
- Leadership at St Augustine Webster is a strength, particularly in the support given to the induction and continued development of new members of staff.
- Pupil behaviour at St Augustine Webster is excellent. Pupils show high levels of respect towards adults and each other.
- Pupils benefit from supportive structures in their religious education lessons with particular emphasis on helping pupils to acquire and understand religious vocabulary.
- Prayer and liturgy at St Augustine Webster are well established and valued by the whole school community. Pupils prepare and lead worship with support from skilled and knowledgeable members of staff.

## What the school needs to improve

- Develop greater individuality and creativity within religious education.
- Ensure that leaders and governors are strategic in the monitoring and analysis of teaching and learning in religious education.
- Enhance prayer and liturgy by offering greater engaging and creative experiences.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

### Catholic life and mission key judgement grade

#### Pupil outcomes

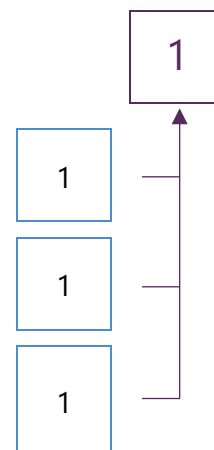
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### Provision

The quality of provision for the Catholic life and mission of the school

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



The Catholic life and mission of St Augustine Webster is very well established and underpins every aspect of school life. The mission statement, 'Happy in his loving care', reflects the calm, inclusive and welcoming nature of the school. This is a vibrant Catholic community where all are valued. Pupils show high levels of respect to each other and to the adults: as a result, behaviour in lessons and around school is excellent. Pupils thrive at St Augustine Webster. They talk enthusiastically about the many leadership opportunities they have. Parents who responded to the survey report that their child is happy at school, and they are overwhelmingly supportive of what the school is doing. This is summed up by one parent's comment: 'a fantastic school where they teach good morals, have good discipline and they teach my children very well'. Pupils have a very clear understanding of virtues and Catholic Social Teaching principles, and they also have some choice about which charitable causes the school supports.

Pastoral care at St Augustine Webster is excellent. The school has an 'open-door' policy which encourages parents to seek support at an early stage. There is a skilled inclusion team, including an emotional literacy support assistant (ELSA) who provides bespoke support for individual pupils including those who have special educational needs or disabilities. The environment at St Augustine Webster celebrates the Catholic life and mission of the school with high quality resources. Areas of the school are thoughtfully used, and plans are in place to develop these even further. Displays are of high quality and are consistent in quality and theme across the school: as well as being an outward expression of the school's Catholic life and mission, they also serve to support and remind pupils and teachers as they explain and exemplify its ethos. Chaplaincy provision is supported by the Our Lady of Lourdes Catholic Multi-Academy Trust's lead lay chaplain who works with the school each week. She is supported by senior leaders who

have developed pupil chaplaincy provision over time to be a highly valued part of the school community. Staff are excellent role models for pupils: they work collaboratively, and all members of staff are included in the school's Catholic life. The curriculum for relationships, sex and health education is well structured and follows diocesan guidelines, celebrating the whole of the human person with links to religious education, science and personal, social and emotional education.

Leaders have worked tirelessly to create a welcoming Catholic community where children feel happy and secure. They have a clear vision of the school which has Christ at the centre of every aspect of school life. They promote and embrace the bishop's vision for the diocese and ensure that his spiritual themes are prominent. Despite the many challenges associated with a high staff turnover over a number of years, leaders have developed a very effective strategy for staff support and development so that all members of staff understand and appreciate the rich life and mission at St Augustine Webster. Both teaching and support staff say that they value highly the leadership given by the headteacher and deputy headteacher. This is particularly evident in the support given to teachers new to teaching and staff new to working in a Catholic school. As a result, all adults in school can exemplify the Catholic life and mission of the school with confidence. The governing body is relatively new, but effective: school leaders are working closely with governors to develop their understanding so that they can be integrated fully into the leadership of Catholic life and mission and can take a full role in formal monitoring and evaluating.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

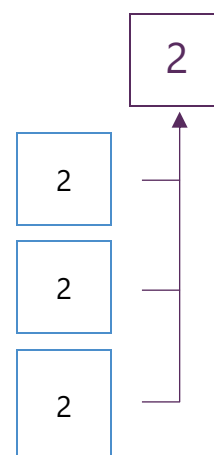
How well pupils achieve and enjoy their learning in religious education

#### Provision

The quality of teaching, learning, and assessment in religious education

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing secure knowledge and understanding of the religious education curriculum. Pupils make good progress from their starting points, including disadvantaged pupils and those with special educational needs or disabilities (SEND). The youngest children in the school are developing their religious knowledge as appropriate to their age and can share their learning, for example, about baptism. Clearly, pupils are engaged in their learning, and many are able to use this knowledge to think ethically and theologically, making links with their own lives and the lives of others. They are able to link some Catholic Social Teaching to their work in religious education lessons. The behaviour of pupils in lessons is excellent and, as a result, they can sustain concentration and engage in discussion within the whole class and with other pupils. One pupil in upper Key Stage 2, in response to what it means to have a happier life, suggested 'unity with God'. Pupils can use some religious language and vocabulary in their lessons, and this can be seen in their written work. Pupils, especially those with an additional language, are encouraged to develop their religious vocabulary through lesson interactions, displays, knowledge organisers and individual word banks. As a result, all pupils are engaged in the learning and enthusiastic during lessons, though there is limited evidence of individuality and creativity. Pupils generally know how well they are doing in religious education lessons, and many can talk about what they need to do to improve.

Many teachers are confident in their subject knowledge and teachers early in their career are very well supported which positively impacts their levels of confidence. Teachers and support staff value religious education and give it the highest priority. Teachers plan collaboratively, which supports less experienced teachers as they are paired with those who have more experience. Teachers and support staff use questioning to further pupils' understanding and, in the most successful lessons, this is seen to help all pupils to begin to deepen their thinking and

understanding. Where there are misconceptions, these are not consistently addressed as a matter of course. However, in other lessons teachers are quick to tackle errors so that the pace of the lesson is not slowed nor the thread of learning lost. At St Augustine Webster there is a sharp focus on pupils' understanding of vocabulary, as the majority of pupils have English as an additional language. Teachers across the school are consistent in using agreed strategies, such as ensuring that learning is scaffolded, and no pupil is left behind in the lesson.

Leaders and governors ensure that the school's curriculum for religious education is a faithful expression of the Religious Education Directory. They ensure that religious education has at least parity with other core subjects and that sufficient time is given to the teaching of religious education. The subject leader for religious education is highly skilled and provides on-going support for all members of staff: she has made a comprehensive bank of resources which is highly valued by staff, who are appreciative of leaders' support and on-going commitment to developing their skills and confidence. Staff say that any gap in their knowledge is empathetically supported. Leaders recognise that the school uses limited enrichment or creative opportunities in religious education. Governors regularly look at workbooks and are becoming more knowledgeable about the whole of the religious education curriculum. Leaders have recognised that, because most of the governors are new to the role, there is need for more strategic analysis and self-evaluation. Therefore, this year they have planned opportunities for more formal monitoring of religious education.

## Collective worship

The quality and range of liturgy and prayer provided by the school

### Collective worship key judgement grade

#### Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

#### Provision

The quality of collective worship provided by the school

2

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils respond well to the many experiences of prayer and liturgy throughout the school. They are respectful and have opportunities for reflection and spontaneous prayer: however, the opportunity to pray the traditional prayers of the Church are more limited. Pupils have some understanding of the liturgical year and say that they use the 'Let Us Pray 2gether' resource to help them structure their own celebrations of the word; this helps them to choose appropriate scripture and symbols so that, by the time pupils are in upper Key Stage 2, they are more confident to plan and lead worship themselves. Pupil chaplains spend time supporting younger and less experienced pupils, for example by leading the rosary. Pupils can talk about how they reflect on and evaluate prayer and liturgy in order to identify how they can improve, which is usually completed together as a class. They say that they would like to include more music in their classroom-based prayer and liturgy. Pupils are able to recognise and talk about the ways in which prayer and liturgy are connected to the curriculum and the wider life of the school, for example to the school's virtues and their charitable giving.

Prayer and liturgy are central to life at St Augustine Webster. The daily patterns and rhythms of the Church's year are well established in all year groups. Although plenty of time is provided for reflection and personal prayer, less use is made of the full breadth of traditional prayers of the Church. Seasonally appropriate scripture is used and often linked with the school's virtues. Staff, including senior leaders, are models of good practice and all staff actively participate in prayer and liturgy. Staff are supported and given training so that they are confident in helping pupils plan and lead well-constructed prayer and liturgy, however creative and artistic skills are not as well developed and do not fully enhance the prayer experiences offered. The school has a number of different spaces which are dedicated to prayer and liturgy, including a chapel. The school had identified other spaces, both inside and outside, to develop further. This includes the

prayer labyrinth situated in a garden area. Families are welcomed into school to participate in the prayer life of the school and staff work hard to include them in regular prayer and liturgy opportunities.

The policy on prayer and liturgy is regularly reviewed. Leaders have significant understanding of the progression of skills and the different levels of understanding and participation of pupils. Leaders have planned the school calendar to reflect the Church's year and offer appropriate prayer and liturgy on significant days including holy days of obligation and services of reconciliation. Continuous professional development is a priority and is well-planned to meet the needs of the whole staff including those new to school and to Catholic education. As a result, staff recognise the importance of prayer and liturgy to the life of the school. Leaders work hard to create an inclusive environment and participation in whole school prayer and liturgy also includes support and administration staff. They recognise the positive impact of high-quality resources and of having a variety of different prayer and worship spaces. Leaders at St Augustine Webster have a sound knowledge of the quality of day-to-day prayer and liturgy that takes place in the school, taking into account the views of pupils in future developments. Leaders have plans in place to include governors in more formal monitoring as part of the school's evaluation process.



## Information about the school

Full name of school	St Augustine Webster Catholic Primary School
School unique reference number (URN)	138017
School DfE Number (LAESTAB)	8133326
Full postal address of the school	St Augustine Webster Catholic Primary School, Baildon Road, Scunthorpe, DN15 8BU
School phone number	01724843722
Headteacher	David Sidaway
Chair of local governing body	Laura Horton
School Website	<a href="http://www.staugustinewebster.com">http://www.staugustinewebster.com</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady Of Lourdes Catholic Multi-Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	06.03.17
Previous denominational inspection grade	1

## The inspection team

Catherine Murphy  
Lindsay Shaw

Lead  
Team

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement