



DIOCESAN CANONICAL INSPECTION REPORT

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

St Augustine's Catholic Primary School, a Voluntary Academy

Park Avenue, Nottingham, NG3 4JS

School URN:	138508
Inspection Date:	12 December 2017
Inspectors:	Dr Eilis Field 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's Catholic Primary School, a Voluntary Academy is an outstanding Catholic school.

- The headteacher, driven by a strong sense of mission and personal faith and well supported by a committed senior leadership team (of whom the assistant head is also subject leader for Religious Education) and a dedicated team of teaching and non-teaching staff, has made the school an oasis of care and belonging within the community. Pupils and their families from all faith backgrounds and none, are welcomed and cherished. The school is rightly held in high esteem by the parents and pupils alike. One parent described the school as 'My second home. The school takes care of me as well as my children.'
- The Catholic Life of the school is outstanding. All aspects of the school's life are firmly grounded in Gospel values and the teachings of the Church. Pupils, regardless of their own faith backgrounds, are proud of the school's Catholic heritage. Following the example of their teachers and supporting adults, they develop a strong sense of vocation and are enthusiastic in following their mission 'to strive to love and serve him in all that we do'.
- Collective Worship is outstanding. Prayer and liturgy play a central role in the life of the school. Pupils value the impact it has on their lives and are proud of the role they play in preparing and leading Acts of Worship. Pupil Chaplains are held in high esteem by their peers. Well planned and creative Acts of Worship engage the pupils and deepen their understanding of their faith and its influence on their daily lives. One pupil commented 'No-one is lonely at this school. We pray throughout the day and we learn to serve and show kindness to others.'
- The teaching and learning of Religious Education is securely good and some is outstanding. From starting points well below average due to the social context of the school, pupils make good progress over time and outcomes are close to diocesan averages by the end of Key Stage 2. In the vast majority of classes, lessons are suitably pitched to pupils' ability. Behaviour for learning is good and pupils genuinely enjoy their Religious Education lessons. Teachers are now well placed to further develop their ability to deepen pupils' understanding through extending pupils' responses and providing creative opportunities for pupil dialogue where they can further explore the concepts being taught and apply their religious vocabulary.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Saint Augustine is a larger than average size primary school. There are currently 348 pupils on roll.
- The parishes served by the school are: St Augustine's and St Barnabas Cathedral.
- The school is an academy currently sponsored by the Nottingham Diocesan Education Service (NRCDES).
- 65% of the pupils are baptised Catholics, 20% are from other Christian denominations, 6% are from faith backgrounds other than Catholic and the remaining 6 % have no religious affiliation.
- 9% of pupils have special education needs and/or a disability (SEND) at 'school support stage', 6% of whom have an education, health care plan (EHCP).
- 38% of pupils are eligible for the pupil premium funding.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further Improve the Catholic Life of the school by:
 - Sharing their good practice with other schools across the Diocese.
 - Ensuring the school's RSE programme, 'A Journey in Love' is consistently well taught throughout the school.
- Sustain and further develop Collective Worship by:
 - Exploring ways in which to develop the pupil chaplaincy in the younger year groups.
 - Considering ways to further enhance the status of the pupil chaplaincy team by making them more visible.
- Improve the quality of Religious Education by:
 - Providing greater clarity, either within or alongside the school's marking policy, for using oral and written feedback to develop pupils' knowledge and understanding in Religious Education.
 - Ensuring the school's marking policy is consistently applied, in particular, with regards to developmental marking and self and peer assessment.
 - Disseminating the outstanding practice observed in Year 6 in providing creative opportunities for collaborative independent work that promotes pupil dialogue and provides additional challenge for more able pupils.
 - Further developing teachers' skills in questioning, therefore deepening pupils' understanding through extending their responses to questions.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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<ul style="list-style-type: none"> • The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> • The quality of provision for the Catholic Life of the school. 	1
<ul style="list-style-type: none"> • How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school. 	1

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

- The challenge of the school’s Mission Statement, to ‘strive to love and serve Him in all we do,’ is one that the pupils are keen to accept. Pupils are proud of their school and value the contribution they make to it.
- The charitable works undertaken by the pupils is indicative of a strong sense of social justice and at the same time they are joyful and creative. As well as regular fundraising for CAFOD, pupils also assist in selecting other charities they feel deserve their support; many pupils, for example, were happy to donate their shoes to an orphanage.
- Pupils have a strong sense of vocation; 17 pupils successfully completed their ‘Faith in Action Award’. In addition, one pupil was awarded Young Black Achievers Awards 2017 by the council as a result of the way she had served her school community during her time at St Augustine’s.
- The excellent behaviour of the pupils belies the social context of the school.
- The high quality and depth of pupils’ contributions to displays throughout the school bear witness to the strong Catholic ethos on which the work of the school is founded.
- Opportunities to serve the school and the wider parish and local community are relished by the pupils. Parishioners welcome the invitation to Masses and liturgies held in the school and pupils and parents enjoy attending a school led Sunday Mass each term.

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

- The centrality of the Mission Statement is reflected visibly in every area of the school.
- The relationships and attitudes of staff and pupils exude a genuine sense of joyful service.
- The school has a strong sense of mission and service to the community. It is particularly sensitive to the needs of its most vulnerable families and ensures that the pastoral care of these pupils is a priority for all staff. A significant proportion of the school's budget is deployed to enhance this support, including employing the services of 'Faith in Families'.
- The strong caring ethos includes the well-being of the staff who are able to turn to the chaplaincy and senior leadership teams for support during times of personal challenges such as illness or bereavement.
- The school's policies, including its behaviour policy, are firmly rooted in the schools 'Catholic values and principles of love, care, forgiveness and respect for one another.'
- Without seeking to judge and sensitive to various family units that make up the school community, the school has adopted the Relationships and Sex Education (RSE) programme, 'A Journey in Love', as a way of presenting pupils with alternative values to those encountered by many of them outside of school. The school has identified that ensuring this is taught consistently and effectively across the school is an area for further development.

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

- The school's leadership team unapologetically makes the Catholic Life of the school its main priority; as a result, the determination that every pupil will come to know their unique value as a child of God and aspire to use their God-given gifts to fulfil their own potential and to serve others, is evident in every aspect of the school's life.
- Developing Catholic Life, Collective Worship and Religious Education form an integral part of the school improvement plan.
- The headteacher and assistant headteacher, themselves held to account by a committed team of governors, have established robust systems for monitoring and evaluating all aspect of the Catholic Life of the school. They make clear their expectations and provide the good balance of challenge and support to the staff. The staff, in turn, are committed to preserving and developing the Catholic traditions of the school.
- The school's leadership takes every opportunity to develop pupils' understanding of joyful service. For example, some pupils who had been selected to attend an event at John Lewis to learn how to make Christmas decorations understood that they would then model what they had learned to the younger pupils.
- The leadership of the Catholic Life of the school is genuinely extended to the pupils. Through House meetings, questionnaires and ongoing dialogue with the staff, pupils are given the opportunity to comment on things such as behaviour within the school and how the Catholic Life of the school can be further improved.
- The school's leadership team is committed to involving parents in the life of the school. There are regular invitations for parents to attend events and to express their views about the school. With the headteacher, deputy headteacher and assistant headteacher providing strong leadership in this respect, staff are constantly exploring ways in which to engage parents whose personal circumstances make them more reticent about fully engaging with the school.

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.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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

- Pupils value the rich variety of prayer and liturgy in the school. In both Acts of Worship observed, pupils showed respect and reverence. They engaged in moments of silent reflection and joined in role play and singing with a genuine sense of joy and enthusiasm.
- Pupils play a leading role in preparing and delivering Acts of Worship. The depth of their understanding is particularly notable in Class Worship. Some Year 5 and 6 pupils were able to prepare an impromptu Act of Worship during their lunchtime and the demand by their peers to attend this liturgy exceeded the available places.
- Pupils value the prayer life of the school; they feel that it is what 'makes this a happy school.' And teaches them 'that we can serve others.'
- Pupils have a good understanding of scripture. They are able to talk with confidence about how they select appropriate readings for the theme and liturgical season when preparing Acts of Worship.
- Pupils are able to select appropriate artefacts and resources for Acts of Worship. They also enjoy applying their ICT skills to make their own PowerPoint presentations and select suitable online resources to engage their peers and promote the view that prayer is relevant to their lives.
- The 'Faith in Action' group has a good balance of boys and girls and represents a wide cross-section of pupils. They are proud of the important role they play in the school and the esteem in which they are held by their peers is palpable. This status might be further enhanced by giving them a more visible presence.

The quality of provision for Collective Worship – outstanding

- Prayer and Collective Worship are central to the life of the school and are valued by staff and pupils alike; they weave a thread through the daily life of the school which binds the community together.
- The school day is punctuated by prayer and throughout the school, displays and prayer areas invite pupils and other members of the community to join in the prayer life of the school.
- Acts of Worship are well planned with clear messages and an awareness of the Church's liturgical seasons which inspire and raise the aspirations of the pupils.
- Staff run a weekly prayer meeting each Monday where staff have the opportunity to come together and pray. Staff are supported and sustained in their mission to serve the pupils in a challenging social context by the strong prayer life which unites them as a team.
- The high priority given to Collective Worship is reflected in the allocation of resources. Expenditure on Collective Worship and other areas of the Catholic Life of the school compares very favourably to that allocated to other core subjects.
- Key staff are skilled in leading Acts of Worship and in promoting pupil led Collective Worship.

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

- By modelling the importance they place on prayer and Collective Worship, the headteacher and assistant headteacher have successfully established a culture where prayer and worship are valued at all levels of school life.
- The school chaplain is a strength of the school; she is valued and held in high esteem by both pupils and staff. Her input has meant that both staff and pupils have developed a confidence in creating engaging Acts of Worship and recognise the value of it to all areas of school life.
- The school's leadership ensure ongoing professional development for leading and developing pupil leadership for Collective Worship. Full advantage is taken of CPD opportunities provided by the Diocese: two staff members have completed the Catholic Leaders Certificate and another has completed the Bishop's Certificate.
- Each class keeps a prayer journal for planning and evaluating its Collective Worship. The meticulous way in which these are kept and presented reflect the high priority afforded to Collective Worship.
- There are regular opportunities for parents, staff and pupils to share their views through evaluation forms, questionnaires and conversations and these form part of a genuine dialogue in shaping the prayer life and Collective Worship of the school.
- The prominence of prayer and Collective Worship is clearly evidenced and celebrated on the school's website.

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 show high levels of interest and engagement in lessons; they are enthusiastic about Religious Education and can talk about its importance in their own lives.
- Pupils demonstrate good levels of concentration and commitment to their learning and this is evident in both adult led and independent tasks.
- Good behaviour for learning was strongly evidenced in the vast majority of classes observed.
- From demonstrably low starting points, the progress of all groups of pupils within lessons and over time is at least good.
- Pupils are able to use the ‘driver words’ to talk about their level of attainment in Religious Education and what they need to do to make further improvements.
- From significantly low starting points, standards of attainment in Religious Education by the end of Key Stage Two are close to Diocesan averages.

The quality of teaching and assessment in Religious Education – good

- The vast majority of teaching is at least good and some was judged to be outstanding.
- Where teaching was judged to be outstanding there was a high level of pupil ownership and open-ended tasks enabled pupils to challenge themselves to work at a higher level.
- In strongly good and outstanding lessons teachers were adept at timely astute questioning which moved pupils' learning on at an accelerated pace. However, there is a need to further develop teachers' skills in questioning, therefore deepening pupils' understanding through extending their responses to questions.
- Effective use of written feedback to inform pupils of their next steps in learning was clearly evident in the majority of books. Some teachers, however, would benefit from further clarification in using oral and written feedback to develop pupils' knowledge and understanding in Religious Education.
- Where marking is effective pupils regularly respond to feedback and reflect upon their learning but this is not yet a consistent picture across the school.
- In all classes pupils' efforts and achievements are recognised and celebrated.

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

- The school fulfils its obligation to devote at least 10% of the curriculum time to Religious Education.
- The assistant headteacher, who is also the subject leader for Religious Education, and the headteacher are deeply committed to providing high quality Religious Education. They keep abreast of current expectations in Religious Education and ensure new developments are communicated to the staff.
- The monitoring and evaluating of Religious Education by school leaders is robust, systematic and accurate.
- There is a clear link between the support and advice given to staff by the leadership team and the good practice taking place in the vast majority of lessons. As a result, almost all teachers teach Religious Education at least to the standard expected of their level of experience and strong support is in place to address the very small minority of teaching that does not meet the high expectations of the school leaders.
- The school works in effective partnership with the St Barnabas Multi Academy Trust schools.
- Governors are well informed, skilled practitioners who are very supportive of the school but are also confident and questioning in their approach. They visit the school often and are keen to challenge and hold leaders to account.

SCHOOL DETAILS

School Name	St Augustine's Catholic Primary School, a Voluntary Academy
Unique Reference Number	138508
Local Authority	Nottinghamshire

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 12 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, one 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 information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

Chair of Governors:	Mr Ken Daly
Headteacher:	Mrs Caroline Caille
Date of Previous School Inspection:	19 September 2012
Telephone Number:	0115 915 6995
Email Address:	headteacher@st-augustines.nottingham.sch.uk

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.

In addition to the information above, if any one aspect of the evaluation schedule is found to 'require improvement', the school will receive a monitoring visit within one year of the publication of the report.