

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL
St Wilfrid's Circus
Leeds
LS8 3PF

School URN

108022

School DfE Number

383/3368

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Chair of Governors

Mr. T. Lyons

Headteacher

Mr. M Teggart

RE Subject Leader

Mrs. J Botham

Date of Inspection

29th - 30th November

Section 48 Inspector

Mrs. Christine Rothwell

INTRODUCTION

The Inspection of St Augustine's Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows criteria set by the National Board of Advisers and Inspectors (2010).

The inspector observed eight Religious Education (RE) lessons across the key stages (KS), one circle/PSHE sessions and three Collective Worship, one key stage assembly and one Advent service. She held meetings with the headteacher, RE subject leader, Parish Priest, Governors, the school council and parents. She examined school documentation including the RE subject leader's file, planning and assessment files, monitoring and evaluation records, meeting minutes and a sample of pupils' workbooks from each year group.

The inspector reviewed many aspects of the school's work, looking in detail at the following:

- the effectiveness of the monitoring and evaluation strategies in RE;
- the planning and provision for Collective Worship;
- the attainment of pupils in each key stage.

INFORMATION ABOUT THE SCHOOL

St Augustine's Catholic Primary is larger than average and serves St Augustine's parish. There are 429 pupils on role including 64 children availing of part time nursery provision with an average class size of 25 pupils. Seventy per cent of pupils are baptized Catholic. The school is situated in an area of high deprivation with 71% of pupils in the top 10% of the Index of Multiple Deprivation. 26% of pupils are eligible for free school meals, higher than the national average. The proportion with learning difficulties and/or disabilities is 22% which is higher than average with four pupils in receipt of a statement. Those with special need enter the school with language and communication, behavioural, emotional and social difficulties. These needs, which form a barrier to learning, are met through the provision of support. There is a high proportion of pupils who speak English as an additional language with 22 different ethnic backgrounds creating a diverse school population. Pupils mainly transfer to Corpus Christi, Cardinal Heenan or Mount St Mary's High Schools.

There are 21 full time equivalent teachers, 10 of whom hold the Catholic Certificate for Religious Studies (CCRS) or equivalent. The school has achieved many awards including Inclusion Chartermark, Investors in Pupils, Investors in People, Stephen Lawrence, Artsmark Silver and has Healthy School status.

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

2

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

2

CAPACITY FOR SUSTAINED IMPROVEMENT

2

Main findings

St Augustine's is a good school with some outstanding features. The strength of the school lies in the outstanding leaders and managers and their effectiveness in developing the Catholic life of the school. The outcomes for pupils, the provision for Catholic education and the school's capacity for sustained improvement are all good. Morale is high and belief in the school's success runs through all levels of staff, governors, pupils and their parents.

The community at St Augustine's Catholic Primary school lives out the Gospel in their everyday lives with staff providing an excellent example of their faith to the pupils. The Mission Statement, reviewed in 2008, truly drives every aspect of school life creating a loving, caring ethos where everybody is valued and nurtured. Pupils' behaviour is excellent both in the classroom and around the school. Parents are supportive and speak highly of the school referring to it as, 'A loving family,' a place where their children, 'were happy and cared for.' Parents are particularly happy with the range of extra curricular activities and the time willingly given by staff to develop the whole child.

All areas identified for improvement during their last inspection have been achieved with further steps for improvement acknowledged in the school development plan.

Liturgical and spiritual participation in the parish are vital in the Catholic life of the school. The parish community actively supports life in the school and the school community in turn is active in the parish. The Parish Priest, who has only been at St Augustine's for a short time, was impressed by the commitment to Catholic life by the wider school community.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- Governors need to continue their support of the school by being a 'critical friend' and challenging the performance where appropriate.
- To further embed monitoring and assessment and ensure that it drives planning and improves attainment especially for the more able pupils.
- To include more pupils' work in displays.

PUPILS

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

2

The social, moral and spiritual development is a strength of the school and a result of the dedication and commitment of all staff to the Mission of the school. Adults are excellent role models and share their own faith and values with the pupils in this supportive and caring school.

The teaching is a least good. In an outstanding lesson, the pupils were actively involved, the pace was brisk with varied and challenging questions and there was effective use of ICT. The activities and tasks were differentiated to meet the needs of all pupils. One lesson used visualization to recreate feelings, which were recorded quickly as a form of planning prior to the main task of the lesson. The low background music and the quietly spoken running commentary encouraged pupils to experience feelings powerfully using all their senses.

Learning could be accelerated by using 'next step' statements alongside the use of positive marking strategies enabling pupils to assess their own work more efficiently. Most pupils took pride in the presentation of their work and were happy to discuss this, sharing their opinions with maturity. They recalled with enthusiasm previous topics they have covered in RE finding the new scheme of work both interesting and challenging.

The quality and progress of learning for pupils with particular learning needs and/or disabilities is good. This is due to the support given by dedicated staff in ensuring pupils access to learning regardless of the barriers to learning experienced.

From a starting point of well below national average on entry the pupils make good progress throughout the school with attainment in RE reaching a satisfactory level. This is improving annually with high expectations for future attainment.

The extent to which pupils contribute to and benefit from the Catholic life of the school is good. The Catholic life of the school is tangible and enhanced through the many activities and involvement locally, nationally and internationally. The school choir participates in the annual concert at Leeds Trinity University College plus singing for the elderly and special occasions. Every KS2 class attends regular class Masses in the parish each term plus whole school and Holy Day Masses.

Respect and care of others is a strength of the school as is demonstrated by older pupils being buddies to younger pupils especially when going to Mass and church services. Pupils are encouraged to take care of their school and grounds. The school garden gives pupils the opportunity to plant seeds, tend them through their growth and enjoy the result. Pupils are encouraged to maintain racial harmony through achieving the Stephen Lawrence award, helping the pupils to appreciate local needs as well as nationally. The Cafod group has been particularly active in organizing events and raising awareness of the needs of others.

Collective Worship at St Augustine's is good. Pupils are beginning to take responsibility by preparing their own worship. During Collective Worship, pupils reflect quietly and spiritually on the theme of the worship in an appropriate setting. The older pupils demonstrate an understanding of and a responsive attitude to the readings and prayers.

These are the grades for pupils' outcomes

How well pupils achieve and enjoy their learning in Religious Education.	2
Taking into account:	
• the quality of pupils' learning and their progress	2
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
• pupils' attainment in Religious Education	3
The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
How well pupils respond to and participate in the school's Collective Worship.	2

PROVISION

How effective the provision is for Catholic education.

2

No teaching observed was less than good with some having outstanding features. Staff showed good subject knowledge enhanced by continuing professional development focusing on RE. Better use could be made of ICT and artefacts to stimulate learners and improve learning outcomes. Most staff shared the learning objective and success criteria and have high expectations of pupils whilst modeling outstanding relationships. Pupils are attentive and participate in lessons. Classroom assistants are skilled and capably support the teaching of RE.

Assessment procedures are in place to ensure that progress has been made. Their attainment is levelled in knowledge and understanding (AT1) and an ability to reflect on meaning (AT2). Standards of attainment are satisfactory in all strands of each attainment target but taking into account the starting point for these pupils attainment is good. Regular moderation of work ensures there is consistency in the levels awarded. Parents are informed and appreciate the annual progress report and the half-termly information they are given which enables them to support their children throughout the year.

Pupil's spiritual, moral and cultural understanding is very good. The weekly ethos statement is displayed and shared in class and through assemblies. RE is a core subject and the school meets the designated 10% of curriculum time. The introduction of the new scheme, 'The Way, the Truth and the Life', includes the teaching of other world faiths and is supportive of the teaching and understanding of the Catholic faith. The PSHE/ circle time programme nurtures all pupils ensuring pupils are confident in themselves and with others. This is consolidated by the staff's high expectations of attitude and behaviour. Pupils are encouraged to make the best of their skills and talents given by God.

The quality of Collective Worship provide by the school is at least good and is central to the life at St Augustine's school with a prayer focal area in each classroom. Staff and pupils pray together and services are well attended by parents, relatives and parishioners. St Augustine's is truly inclusive where no pupil, regardless of faith is withdrawn from Collective Worship.

These are the grades for the quality of provision

The quality of teaching in Religious Education	2
The use of assessment to support learning in Religious Education	2
The extent to which the Religious Education curriculum meets pupils' needs	2
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

1

Leadership at St Augustine's has a clear vision and is committed to the Church's mission in education and is outstanding in its effectiveness. The Governing Body is dedicated in their support of the school community being influential in determining the direction of the Catholic life of the school. Their relationships with staff are supportive and they now need to show not only their pride in being associated with St Augustine's but a critical friend approach when appropriate to bring about further improvements. The Governors operate an effective recruitment and selection policy and monitor the continuing professional development of staff. The school is blessed with stable, dedicated, and committed staff who gives a great deal to the school and wider community.

The headteacher is inspirational, supporting staff and pupils alike. Morale is very high and members of the community are happy to be involved whether it is a social gathering or fund raising event. Leadership of RE is very good with a clear commitment to the Catholic life and education in the school. She has facilitated the introduction of the new RE scheme through in-service opportunities, direct guidance and regular discussion ensuring that all staff is equipped with the required planning, resources and assessment material.

Governors and the leadership team share a clear vision of how the school might improve further, setting out their aims in a comprehensive development plan. Leaders and managers have a clear programme for monitoring and assessment of RE and Catholic life in the school providing a firm basis for diagnosing the school's strengths and weaknesses.

The school participates fully and actively in developing and implementing a variety of partnership activities that make an excellent contribution to pupils' achievement and well-being. The school actively promotes pupils' initiative in learning about and supporting charities at local, national and global levels and the response is repeatedly generous.

St Augustine's is a good school with outstanding features. The respect, love and care that are present extend not only throughout the school but also to the parish community and it is truly an oasis of peace and haven for the community.

These are the grades for leadership and management

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	2
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.	2
How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.	1
How effectively leaders and managers promote Community Cohesion.	1