



# DIOCESE OF Arundel and Brighton

## DENOMINATIONAL (S48) INSPECTION REPORT

St Augustine's Catholic Primary School

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**School Unique Reference Number:** 131071

<b>Headteacher:</b>	Mrs A. Walsh
<b>Chair of Governors:</b>	Mrs S. Davison
<b>Lead Inspector:</b>	Mrs A. Oddy
<b>Associate Inspector:</b>	Mrs A. Ireland
<b>Inspection date:</b>	23 <sup>rd</sup> March 2017

	Previous Inspection:	2
<b>Overall Effectiveness</b>	This inspection:	1

<b>Catholic Life:</b>	1
<b>Collective Worship:</b>	1
<b>Religious Education:</b>	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Augustine's is an outstanding Catholic school because:

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| <ul style="list-style-type: none"> <li>▪ It is a warm and welcoming community providing a high standard of Catholic education. Its inclusive nature embraces all cultures and abilities and ensures everyone is a valued member of the school family.</li> <li>▪ The mission statement is at the heart of school life and is evident in the caring and considerate relationships that exist between all members of the school community.</li> <li>▪ Inspirational leadership communicates a clear vision of Catholic education and ensures that the strong Catholic ethos permeates all areas of school life.</li> <li>▪ Pupils feel safe and happy and enjoy coming to school. They are given many opportunities to develop independence and responsibility and are keen to rise to the challenge. They have a strong sense of moral purpose and an awareness of the needs of others.</li> </ul> | <ul style="list-style-type: none"> <li>▪ High quality collective worship is a well established part of school life. The school community celebrates events linked to the liturgical year as well as a rich programme of school liturgies and assemblies.</li> <li>▪ Collective worship is reverent and meaningful. It has a clear purpose, message and direction and provides a memorable spiritual experience for the school community.</li> <li>▪ Prayer is woven into the fabric of school life. Pupils know that prayer deepens their relationship with God. They are familiar with traditional prayers and also confident in composing and contributing their own prayers.</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ The school has a strong Catholic ethos which inspires the many events in its rich and varied Catholic life and is evident in its excellent pastoral care for pupils, families and staff.</li> <li>▪ It is committed to nurturing the spiritual development of all pupils and to including all members of the school community in its Catholic life.</li> <li>▪ Governors, leaders and staff show passion and dedication to ensuring high standards for all pupils and to working together as a team to achieve this.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Pupils enjoy their religious education lessons. They can relate their religious education lessons to their daily lives both at school and at home. They have a high standard of religious literacy and can reflect on their learning.</li> <li>▪ The school provides an attractive and well resourced environment to enhance and celebrate pupils' learning in religious education.</li> <li>▪ Pupils demonstrate excellent behaviour for learning. Work in books is well presented and reflects the pride pupils take in their work.</li> </ul>  |

<ul style="list-style-type: none"> <li>▪ The school maintains good links with the Diocese and with other Catholic schools. Links with its local parishes and priests are excellent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recommendations made by the last inspection have been addressed.</li> </ul>
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## **FULL REPORT**

### **INFORMATION ABOUT THE SCHOOL**

- St Augustine’s Catholic primary school is a two form entry, voluntary aided school. In September 2016 the school converted to academy status within the Xavier Catholic Education Multi Academy Trust (MAT).
- The principal parishes which the school serves are Our Lady Queen of Heaven, Frimley and the parish of Camberley and Bagshot.
- The proportion of pupils who are baptised Catholics is 96.5%.
- The average proportion of time given to religious education is 10% in Key Stage 1 and 10% in Key Stage 2.
- The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 430.
- The proportion of pupils for whom pupil premium funding is received is 2.6%. This is well below the national average.
- The proportion of pupils with special educational needs or disabilities (SEND) is below the national average. Five pupils have a statement of special educational need.
- The number of pupils who speak English as an additional language (EAL) has risen significantly since the last inspection. 41.8% of pupils were classified as EAL in 2016 compared with 14.1% in 2010. This is significantly higher than the national average.
- The number of pupils of minority ethnic heritage has increased from 20.3% in 2010 to 43.9% in 2016. This is significantly higher than the national average.
- Recommendations made by the last inspection have been fully addressed.

### **WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?**

- a) Continue the identified focus on more able pupils by continuing to develop challenge and opportunities to enable them to access and achieve the higher levels in religious education.
- b) Further develop the use of next steps marking in religious education, ensuring consistency across the school.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of 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 is outstanding because:**

- Pupils know that the school mission statement is at the heart of their school. They appreciate its importance to school life and to themselves. It is featured on the first page of pupils' religious education books. Pupils are encouraged to reflect on it and how it relates to the school community.
- Pupils are proud to belong to their school community and understand that they have a responsibility to make it a happy and harmonious one. They know that the first rule of the school is, 'We follow Jesus' ways, love one another as I have loved you'.
- Pupils understand the importance of caring for all, irrespective of race or religious belief. They are aware of the need to help others less fortunate than themselves raising money for local, national and international charities. Pupils from the school have worked with pupils from other local schools to form links with the disabled and elderly in the community.
- Pupils are kind and considerate to each other. Pupils with SEND are affirmed and supported by their peers. During this inspection, pupil behaviour was excellent at all times, both in lessons and around the school. Pupils appreciate the need for forgiveness and can relate this to the teachings of Jesus.
- They know that they will be supported if they have any anxieties and are confident that any problems are speedily resolved. Strong pastoral care systems, including provision of a counsellor. Home School Workers and the Rainbows bereavement programme are a feature of the school. The school was awarded the Silver Antibullying Mark in September 2015.
- Pupils are given many opportunities to take responsibility. They are happy to serve their school, for example as peer mediators and members of the religious education council.
- Pupils value and respect the Catholic tradition of the school and its links with the parishes. The parish priests are frequent visitors to the school. A parent wrote, 'The children get to know them personally and can ask them any questions, which are explained in a way they can relate to.'
- Pupils have benefited from the opportunity to discuss vocation with local priests and parishioners as well as in religious education lessons.
- The school has good links with other Catholic schools. These are likely to be developed further as the MAT becomes established.
- Participation in deanery and diocesan events help to create pupils' sense of being part of a wider Catholic family. Representatives attend the Good Shepherd celebration and Year 6 pupils take part in a deanery Year 6 Leavers Mass.

- Pupils participate in the school's evaluation of its Catholic life. Responses to pupil surveys and suggestions from the religious education council feed into school improvement planning.
- Parents value the school's Catholic life and sense of community which nurtures and embraces their children. One commented on how well her child had settled into school life, due to 'the strong sense of belonging that the headteacher and staff create through the Catholic faith'.

**The quality of provision for the Catholic Life of the school is outstanding because:**

- The school mission statement reflects the educational mission of the Church. It inspires the school community to celebrate their love for God and for each other as they play, learn and pray together. School leaders and staff are fully committed to its implementation across all areas of school life. It forms part of all school policies and practice.
- The school is a happy community with strong supportive relationships between those within it. Parents commented that they are welcome in school and that any concerns they may have are always listened to and addressed.
- The attractive learning environment of the school reflects its Catholic identity. Beautiful displays relating to aspects of Catholic life are a feature of the school together with high quality religious artefacts. Of particular note is the school entrance area, which proclaims its Catholic identity and celebrates the liturgical year.
- The school's pastoral care systems extend to staff and families as well as pupils. Staff receive peer support from their year groups, mentors and team leaders. They also have access to the parish priests and a staff employee assistance programme. Effective induction ensures that newly qualified teachers (NQTs) and new staff are welcomed and supported to become members of the cohesive staff team. Families are supported by the Home School Link Workers (HSLW) and signposted to additional services where appropriate.
- The school behaviour policy is rooted in Gospel values and reflects the importance of understanding and forgiveness. Staff have had training on the Restorative Justice approach.
- Relationships and Sex Education (RSE) is well established in the school. The school follows the 'Journey in Love' programme, which is in line with the teachings of the Catholic Church. Parent workshops have been provided to familiarise parents with the programme. Parental response to the programme has been very positive.
- Parents are very appreciative of the school and the Catholic education it offers. A parent wrote, 'The school is providing my child with an excellent Catholic education, a strong moral code and a love for others.' The large number of parental questionnaires returned as part of this inspection were overwhelmingly positive regarding the Catholic life of the school.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding because:**

- Leaders and managers at all levels are deeply committed to the Church's mission in education and to the Catholic ethos of the school.
- The Catholic ethos of the school is clearly proclaimed on the school website, which gives not only the mission statement, but also the values arising from this and their importance in school life.
- Governors, senior leaders and staff are closely involved in monitoring and evaluating the Catholic life of the school. Results are discussed at staff meetings and governing body meetings and inform school development planning.
- The views of parents and pupils are sought and contribute to school development. Surveys indicate that parents recognise and value the school's Catholic life and feel part of the school community.
- Governors are conscientious in their role. They regularly attend events in the school's Catholic life as part of their monitoring role. Attendance at deanery and diocesan training courses ensures that they are well informed and have up to date knowledge to assist them in their drive towards constant school improvement. They effectively challenge and support where necessary and are passionate about the school's mission.
- The school's Catholic life is an integral part of the school improvement plan. Progress is regularly monitored and evaluated.

## COLLECTIVE WORSHIP AND PRAYER LIFE

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- How well pupils respond to and participate in the school's Collective Worship and Prayer Life.
- The quality of provision for Collective Worship and Prayer Life.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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### **How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding because:**

- The school offers pupils a wide variety of collective worship opportunities. Pupils enjoy coming together as a worshipping community and speak appreciatively of the celebrations that mark the Church's feasts and seasons and school events.
- In the act of collective worship observed as part of this inspection, pupils were active participants. In the assembly observed all pupils were reverent and respectful throughout. It was a memorable spiritual experience for all present. It was entirely pupil led despite the very young age of the pupils concerned. It contained all the elements of a high quality act of worship and was appreciated by all the pupils, parents and governors present.
- Pupils are involved in preparing and leading collective worship and see this as an important role within the school. Pupils also act as prayer leaders, creating an atmosphere conducive to prayer and leading their classes in traditional prayers and their own prayers. The school has identified further developing the role of pupils in leading worship as an area for development.
- Pupils know that prayer is an important part of their lives. They are familiar with the traditional prayers of the Church and are happy to compose and contribute their own prayers. They participate in a lunchtime prayer group and enjoy praying the Rosary in October.
- Throughout the school, class prayer focus areas are well resourced and well looked after. They are very much a focus for prayer and form an integral part of the prayer life of the class. They feature examples of pupils' own prayers, which are used as part of class worship. Children welcome the opportunity to offer spontaneous prayers.
- The prayer life of the school is outstanding. This was summed up by a pupil who said, 'This is a school of prayer.'

### **The quality of provision for Collective Worship and Prayer Life is outstanding because:**

- Prayer and worship are central to the life of the school. Prayer is woven throughout the school day. Staff and governor meetings begin with prayer and staff meetings have also included Lectio Divina.
- Collective worship is well planned to reflect the Church's liturgical year, school and diocesan or Church events and the religious education curriculum. Worship has a scriptural basis and a clear message for pupils to use in their daily lives.
- Parents and carers are welcomed to school masses and liturgies. High rates of attendance indicate the value they place on being included in the school's collective worship. This was illustrated by the number of parents attending the assembly observed as part of this inspection.
- A wide range of prayer styles, including prayer sculptures, allows pupils to explore different ways of deepening their relationship with God.
- Pupils are increasingly involved in planning and leading worship and enjoy serving their school community in this way.
- Staff have received training in delivering collective worship and are encouraged and supported to do so.
- Pupils are taught to respect the beliefs and practices of others. They learn about celebrations in Judaism and Islam. This is enriched by visits from a Rabbi who leads assemblies for both key stages in the school.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding because:**

- Senior leaders are skilled in leading collective worship and committed to ensuring high quality provision. They recognise its importance in the life of the school and in nurturing the spiritual development of the pupils.
- The school has a liturgical calendar of worship for the school year so that the Church's feasts and seasons are appropriately celebrated, together with the school's own feast days.
- Leaders and managers actively promote the school's provision for collective worship. Parents are informed and invited using the school website and newsletters. Parent surveys include seeking parents' views on collective worship in school.
- Governors regularly attend collective worship in school as role models and active participants in school life. They include this in their monitoring role.
- Collective worship is regularly discussed and evaluated as part of school development planning. This includes pupil suggestions made by the religious education council who conducted pupil surveys which were then fed back to the headteacher.
- Monitoring of collective worship is frequent but largely informal. The school may wish to consider including it in the formal monitoring schedule. This would provide evidence to include affirmation and celebration of the many strengths of collective worship in the school as well as providing a sharper focus on any areas for improvement.

# RELIGIOUS EDUCATION

## THE QUALITY OF RELIGIOUS EDUCATION

- 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 is outstanding because:**

- Standards achieved in religious education are high, with the great majority of pupils reaching or exceeding age related expectations by the end of Key Stage 2. This has been sustained over the past three years.
- All groups of pupils make good progress and achieve well in religious education. Disadvantaged pupils and those with special educational needs are very well supported to achieve their full potential.
- Pupils are interested and enthusiastic regarding their religious education lessons and keen to do their best. Behaviour for learning was excellent in all the lessons observed as part of this inspection. In consequence, pupils make very good progress and enjoy their learning.
- Pupils know that religious education is a special time. Creating a prayerful atmosphere and giving pupils time for quiet reflection enhances their spiritual experience.
- Work in books is of a very high standard and shows understanding of the themes and topics studied. Presentation is excellent and reflects the pride pupils take in their work.
- Pupils show high standards of religious literacy. They talk confidently about their learning and the importance of religious education to their lives. They are enthusiastic in their responses and demonstrate very thoughtful questioning.
- Activities involving art, music, drama and literacy enhance pupils' experience and enjoyment of religious education and contribute to raising standards. This is illustrated by the work on 'Fruits of the Holy Spirit' which was the result of a curriculum day and created the beautiful displays and mobiles currently displayed in the school entrance.

## **The quality of teaching and assessment in Religious Education is outstanding because:**

- The school uses the 'Come and See' programme of religious education enriched by cross curricular links where appropriate. Curriculum time allocation is in line with the requirements of the Bishops' Conference. Work in pupils' books and teachers' planning show coverage of AT1 and AT2.
- Four lessons, across three key stages, were observed as part of this inspection. All were at least securely good or better and some contained outstanding features. This is in line with the school's own assessments. In all lessons, religious education was clearly a special time during which the teacher and pupils explored aspects of the Catholic faith. Teaching was of high quality. Teachers had good subject knowledge and communicated high expectations, together with passion and enthusiasm for religious education to pupils. Pace was good, effective use was made of technology and interesting activities were provided.
- Lessons interest and enthuse pupils. Pupil surveys indicate that religious education is a valued and enjoyable part of pupils' learning. Pupils know that their teachers have high expectations of them and respond accordingly. Pupils are attentive and fully engaged by their tasks. Behaviour in lessons is excellent.
- Assessment takes place during lessons, so that teachers can check understanding and build on previous knowledge, as well as in formal assessment tasks.
- Formal assessment takes place at the end of each topic. Moderation is done internally and at deanery level to validate the accuracy of teacher judgements. A portfolio of levelled work provides evidence of work samples and school assessments. Pupil progress in religious education is monitored using the school data entry system with support for pupils put in place where appropriate.
- Assessment recommendation made by the last inspection have been fully addressed.
- Marking in pupils' books is in line with the school marking policy for all subjects. Marking is regular and affirmative. There is evidence of a productive dialogue between teacher and pupil as well as some guidance regarding how pupils can improve their work. The school should now ensure that next steps marking is established consistently across the school.
- Planning is detailed and takes into account the differing needs of pupils. Pupils with SEND are very well supported and included. The school has high expectations in religious education and has now identified a focus on more able pupils, offering them increased opportunities to access and achieve the higher levels.
- Staff and governors take full advantage of diocesan and deanery training and support in order to raise standards in religious education.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding because:**

- School leaders and managers are committed to provision of high quality religious education and are conscientious in their monitoring role. They are well informed regarding best practice through attending training at diocesan and deanery level as well as sharing and evaluating good practice with other schools.
- A comprehensive system of monitoring includes lesson observations, book scrutiny and planning scrutiny, learning walks and feedback from pupils. Monitoring has been effectively used to ensure consistency across the school, for example in marking and presentation of pupils' work. The results of school monitoring inform school development planning.
- School self evaluation is reflective, evaluative and strongly evidence based. It accurately identifies school strengths and areas for development. Priorities set out in the school development plan include clear timescales and lines of responsibility. Progress towards achieving these is monitored regularly by governors and senior leaders.
- Religious education is very well led and managed. Provision includes high quality resources and support and training for staff.
- The school enriches provision for the religious education curriculum with a wealth of extra curricular visits and visitors. These have included visits to the 'Life of Christ' at Wintershall, a pilgrimage to the Holy Door at Arundel Cathedral and Ten Ten Theatre Group presentations.
- Governors know their school well. They are conversant with school data in religious education and regularly meet with school staff to discuss provision and pupil progress. Religious education is a regular feature of governing body minutes, reflecting monitoring visits and religious education reports.

## Summary of Inspection Judgements

**How effective the school is in providing Catholic Education.**

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### **Catholic Life**

**1**

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

**1**

The quality of provision for the Catholic Life of the school.

**1**

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

**1**

### **Collective Worship and Prayer Life**

**1**

How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

**1**

The quality of provision for Collective Worship and Prayer Life.

**1**

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

**1**

### **Religious Education**

**1**

How well pupils achieve and enjoy their learning in Religious Education.

**1**

The quality of teaching and assessment in Religious Education.

**1**

How well leaders and managers monitor and evaluate the provision for Religious Education.

**1**