



DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on
behalf of the Archbishop of Southwark

URN 144836

St Augustine's RC Primary

Wilman Road

Tunbridge Wells

TN4 9AL

Inspection date: 21st October 2022

Chair of Governors: Colin Ricketts (Acting)

Headteacher: Jon Crozier

**Inspectors: Hilary Blake
John Bonnici**

EDUCATION COMMISSION

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Key for inspection grades

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

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Augustine's Catholic Primary is an academy within the Kent Catholic Schools Partnership (KCSP). It is situated in the Archdiocese of Southwark and within the deanery of Tunbridge Wells.

St Augustine's currently has 278 learners on roll. Catholic pupils are drawn principally from three parishes: St Augustine's in Tunbridge Wells, St Dunstan's in Southborough and St Anselm's in Pembury, with 46% of pupils baptised Catholic.

Pupils come from a wide variety of social and economic backgrounds. The school has a high proportion of pupils with EAL (60%) and notes an increasing trend of EAL pupils over the last two years entering Early Years Foundation Stage and Key Stage 1.

Attainment on entry is varied but includes pupils from the full attainment range as measured by the baseline assessment.

There are 6 pupils with an EHCP and pupils identified with SEND is 16% as is the percentage of pupils in receipt of Pupil Premium funding. Uptake of Free School meals is 19%.

The proportion of the curriculum given to religious education is 10% in both key stages.



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Augustine's is a good Catholic school because:

- The school leadership team, in partnership with KCSP, is determined to offer all pupils and their families a tangible experience of what it means to be part of a Catholic community, in the light of gospel values and Catholic Social Teaching and in accordance with the stated aims of the school mission statement, 'Growing Together'.
- Beautiful displays throughout the school provide visual reminders to every member of the school community of their vocation to live the Catholic faith every day. Pupils embrace opportunities to show kindness to each other in small ways and to those in need through prayer and their contribution to charities work.
- Pupils say they feel included whatever their faith background. The school celebrates the diversity of its pupils and families through focus months. This contributes to the sense of belonging and inclusion enjoyed by all pupils.
- Teachers work hard to plan and deliver engaging and inspiring lessons. Pupils enjoy a range of creative activities and make good progress in religious literacy and knowledge of Scripture.
- The prayer life of the school is established and celebrated every day in a variety of settings and circumstances. Pupils are eager to support and contribute to collective worship within the school and within the KCSP community of schools.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- The monitoring schedule should be embedded to support consistently high expectations and outcomes in all classes.
- Leaders should ensure that work in all pupils books is sufficient to evidence expected levels of attainment.
- Develop and disseminate pupil leadership skills throughout the school to give all pupils greater ownership in contributing to collective worship and influencing the Catholic life of the school.



Overall Effectiveness

How effective the school is in providing Catholic Education.	2
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Catholic Life

	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
The quality of provision for the Catholic Life of the school.	2
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.	2

Religious Education

	2
How well pupils achieve and enjoy their learning in Religious Education.	2
The quality of teaching, learning and assessment in Religious Education.	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	2

Collective Worship

	2
How well pupils respond to and participate in the schools' Collective Worship.	2
The quality of provision for Collective Worship.	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	2

CATHOLIC LIFE

2

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

- Pupils are familiar with their mission statement, and speak with conviction of the kindness shown throughout the school, and their role in reflecting that kindness, for example by inviting children who are lonely to play, or by helping a friend who is hurt in the playground. They were eager to explain how they can be kind even to those they don't know, talking with great enthusiasm of their recent Harvest Mass to which they brought donations of food for those in need locally, as well as raising funds for CAFOD.
- Just as pupils respect and value the Catholic tradition of the school, they are interested in and appreciative of the 'language of the month' focus which is effective in contributing to inclusive relationships.
- Pupils are respectful of the environment, themselves and each other, one of the aims of the mission statement. They are polite and welcoming to visitors. In discussion, pupils were overwhelmingly positive about being part of a Catholic school where they feel well cared for. One child spoke of the tangible difference experienced as a St Augustine's child, compared to a previous school, explaining simply that 'people here are nicer'.
- At School Council level pupils propose fundraising events and they identify CAFOD as the chief beneficiary of funds raised. Most pupils respond positively to the opportunities the school provides for their personal growth and development, including extra-curricular activities. Some opportunities and positions of responsibility are reserved for the oldest pupils; extending this to all year groups appropriate to pupils' age and capabilities would encourage more pupils to take a greater leadership role in suggesting and promoting charities that could benefit from the activities they propose.
- Pupils' understanding of vocation and mission is heightened by the recent focus week on Catholic Social Teaching. The impact of this learning is clear in the displays throughout the school and is frequently referred to by teachers and pupils.

The quality of provision of the Catholic Life of the school is good.

- The school mission statement clearly declares, 'God is the heart of our school'. This commitment is illustrated and brought to life from the first encounter with the school, whether online via the website and newsletter; through the welcome extended by the academy and executive principals and in the vibrant environment which proudly proclaims the Catholic ethos.



- Parents are overwhelmingly positive in their appreciation of the school and identify that the Catholic life is what sets St Augustine's apart from other schools locally. Parents of all faiths appreciate the moral code which is an integral part of the pupils' experience.
- Pastoral support is a strength of the school. The academy principal has an open-door policy and is available to pupils, staff, parents and carers. Parents find staff approachable and the academy principal highly visible. They appreciate his pastoral role in the school where he knows every pupil by name. Pupils say they feel safe in school.
- The personal, social and health education and relationships, sex and health education curriculum supports pupils' wellbeing and personal development and content is in line with diocesan guidelines.
- Parents say their children were well supported during periods of home learning; they valued the opportunity to participate as a family in online worship opportunities provided by the school.
- The weekly newsletter is a useful resource which unites families and school in supporting the pupils' experience of Catholic life. Weekly awards include recognition of pupils' faith in action, for example: for being a good friend, for excellent knowledge in RE, for persevering.

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

- Everyone involved in the leadership and management of the school are fully committed to promoting the Catholic life and ethos. They strive to provide a happy and safe environment for all children to grow and develop in the knowledge that they are children of God and empowered to do good in the world.
- Members of the academy committee are regular visitors to the school and are highly visible through attendance at welcome evenings for new parents as well as school Masses, liturgies and musical performances. This contributes to the strong sense of community as committee and school leaders work together to achieve a common goal of outstanding provision and experience for everyone in the school community.
- The academy committee meets four times a year and reviews the Catholic life of the school at every meeting. Members of the academy committee feel well prepared to support and challenge appropriately. The number one strategic priority for the whole academy trust is the Catholic ethos which is reflected in the school's objectives for further promotion and development of the Catholic life.

RELIGIOUS EDUCATION

2

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

- All pupils enjoy their learning and by upper Key Stage 2 demonstrate good progress, with some pupils achieving outstanding progress.
- Throughout the school, with very few exceptions, behaviour for learning is good and sometimes excellent. Most pupils are engaged and excited by their lessons, although occasionally some pupils lose focus.
- Developing pupils' religious literacy is a focus throughout the school. Progress is evident for many pupils in their ability to use religious vocabulary with intent and understanding. Teachers should take the opportunity consistently to clarify pupils' understanding.
- Most pupils in reception and Key Stage 1 can name many of the signs of Baptism and some can explain the symbolism: (the lighted candle is a sign that) 'Jesus is the light of the world'; 'Godparents could look after the child and help him to grow strong for Jesus'.
- Reference to Scripture is a strong theme in most lessons, reflecting the school's commitment to the 'Year of the Word'. Consequently, many pupils refer to Scripture, evidencing prior learning and familiarity with the texts in their oral and written work, including role play scenarios.
- In discussion pupils speak animatedly about their learning. One pupil was particularly inspired by the story of Maximilian Kolbe linking it to his understanding of Catholic Social Teaching and reflecting on the theme of sacrifice.
- Pupils are familiar with the use of talk partners and this device is used mostly to good effect. In the most successful outcomes, peer learning is a key factor in deepening pupils' learning and understanding.
- By upper Key Stage 2 most pupils can interpret and articulate their personal mission and make links to the church's teaching on Scripture or, for example, the words of St John Henry Newman. They can demonstrate through role play and prayer how to live life in school in accordance with these teachings, for example through respecting the environment, charitable giving, and befriending those who are in need.

The quality of teaching and assessment in Religious Education is good.

- Teachers throughout the school consistently plan good lessons, supported by the opportunity to collaborate across year groups and phases.
- Lessons are very well prepared and resourced. Teachers bring variety and creativity into their teaching to engage all pupils. Examples observed include role play, creating graffiti art and, very effectively, opportunities to work collaboratively.
- Almost all teachers are confident in the delivery of their lessons, managing time and pace effectively to maintain pupils' interest and engagement. Good subject knowledge allows them to challenge pupils through probing questioning and good quality feedback, contributing to high levels of interest and enthusiasm.
- Occasionally opportunities to challenge incorrect answers and redirect the learning were missed and the pace was too slow to maintain pupils' interest. In a minority of lessons, a sharper focus would have led to improved outcomes for the pupils. Similarly, in a small number of lessons recap of prior learning was laboured, instead of being used as a springboard to progress.
- Marking is mostly affirmative with a few examples of developmental marking. Teachers now need to develop the use of driver or key words to challenge all pupils to achieve the next steps in evidencing their learning and understanding.
- Although in some class's pupils are offered a choice of activities, differentiation is mostly achieved through outcome rather than the designing of tasks to meet the breadth of ability across the cohort.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good.

- School leaders and the academy committee ensure that the religious education curriculum meets the requirements of the Bishops' Conference. The school uses 'Come and See' as the main scheme for religious education.
- The academy committee ensures its members have the skills and knowledge to support and challenge the school through training days which focused most recently on the religious education curriculum, including relationships, sex, and health education.
- Members of the academy committee have a particular interest in supporting non-Catholic teachers and as a result the school has subscribed to the Ten:Ten materials for worship and RSE to further enable these staff and ensure consistent provision for all pupils.



- The Academy Committee regularly monitors religious education displays and prayer corners in the classrooms and shared areas of the school.
- The newly appointed subject lead has an established network of colleagues from across the partnership. Working together will be a positive step in validating judgements and will contribute to raising standards.
- While both teachers and parents value the use of online tools for capturing and sharing pupils' work, careful consideration must now be given as to how that will be captured for each child as a personal record of attainment and progress.

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COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is good.

- St Augustine's is a prayerful community. Collective worship takes place every day and throughout the week pupils experience worship in a variety of formats linked to the same gospel theme.
- All children are reverent and listen attentively to prayer and Scripture and transitions to and from whole school collective worship are calm and orderly.
- In Year 6 pupils are invited to join the Faith in Action group which gives them a prominent role in preparing and delivering aspects of worship including the liturgy focus, reading and writing prayers.
- Pupils clearly enjoy this leadership role. They contribute to the celebration of Mass in school and the parishes where they participate in readings, the offertory procession and altar serving. They spoke with enthusiasm about joining pupils from other schools within the academy trust at the KCSP celebration. During October, the Faith in Action group led prayers from the rosary in each class.
- Capturing this enthusiasm by modelling and teaching the developmental skills to enable even the youngest pupils to contribute towards preparing and participating in the liturgies is the next step.

The quality of provision for Collective Worship and Prayer Life is good.

- The school is very well resourced to promote prayer and reflect the liturgical season in the communal areas and individual classrooms. Every classroom has a prayer focus which is well cared for and includes religious artefacts. Pupils are confident in expressing their personal prayers which are often displayed on a prayer tree.
- A form of Lectio Divina was observed in an upper Key Stage 2 class where pupils were given the opportunity to reflect in writing their personal response to a piece of daily Scripture. This good practice could be cascaded to all classes in accordance with their age and abilities.
- Prayer is a key feature of the school modelled by all staff. From an early age pupils begin to learn the traditional prayers of the church supported through song and signing.



- Pupils know that they can pray anywhere. The provision for dedicated spaces will be enhanced by the realisation of a project funded by the parent teacher association to establish an outdoor prayer area dedicated to St Francis. The subject lead sees this as an opportunity to draw together aspects of the pupils' experience of themes in Laudato si' and Catholic Social Teaching.
- The school's self-evaluation shows that links with the parish priest are embedded. School leadership is proactive in ensuring continuity of the liturgical calendar.

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

- Staff are supported to participate in and lead acts of worship. Good practice is modelled through the inclusion of prayer at staff meetings. Further development of skills to support staff leadership of collective worship is planned for staff training during this year.
- School leaders have further identified pupil leadership of collective worship as a development point and accordingly have focused staff training in place.

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