

DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School



School: St Augustine's RC Primary School

Address: Gunnergate Lane
Coulby Newham
Middlesbrough
TS8 0TE

URN: 142368

Head of School: Mr Martin Macaulay
Chair: Mr Peter Hawkins

Date: 10th and 11th July 2017

Inspectors: Karen Siedle
Anna Coulson

Date & Grade of Last Inspection: 19 & 20 March 2012 - Outstanding
Overall Grade for this Inspection: Outstanding

INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

© 2009 copyright – Diocese of Middlesbrough. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated. Further copies of this report are obtainable from the school.

INFORMATION ABOUT THE SCHOOL

St Augustine's Primary School has 208 pupils on roll, with 41 part time Nursery pupils. The school serves the local community of Coulby Newham and the parish of St Mary's Cathedral.

The school is a partner school of the Middlesbrough Catholic Teaching School Alliance. As of 1st November 2015 the school converted to an academy as part of a St. Hilda's Catholic Academy Trust (SHCAT) with nine other Catholic primary schools and one Catholic secondary / sixth form.

The Deputy Head Teacher, who is the Religious Education (RE) Co-ordinator has secured promotion, as a Head of School elsewhere in the Diocese and will leave the school in the Autumn Term 2017.

INFORMATION ABOUT THE INSPECTION

The following evidence was used during the inspection:

- The inspectors observed eight lessons
- Meetings were held with the parish priest, the chair of governors who is also a director of the St Hilda's Multi-Academy Trust.
- A group of parents
- Religious Education subject leader
- Scrutiny of work and discussions with the year six, year four and year two teachers
- The inspectors spoke to the Mini Vinnies, school council members, Anti-Bullying Ambassadors and members of the school choir.
- Observation of pupil led Worship
- Observation of key stage two Collective Worship
- Observation of whole school Collective Worship
- Observation of nursery Collective Worship
- Meeting with the headteacher
- Scrutiny of a range of documentation including the school's plan for improvement documents, monitoring information, previous inspection reports, pupil progress and tracking data
- RE subject leader files including continuous professional development (CPD) records, variety of planning and many other sources of information
- Further discussions took place with pupils throughout the day
- The inspectors observed displays and sacred spaces.

Pupil Catchment:

Number of pupils on roll: 249, plus 41 Nursery

Planned Admission Number of Pupils: 30

Percentage of pupils baptised RC: 71%

Percentage of pupils from other Christian Denominations: 10%

Percentage of pupils from other World Faiths: 1%

Percentage of pupils with no religious affiliation: 18%

Percentage of pupils with special needs: 6.4%

Teaching Staff:

Full-time Teachers: 9

Part-time Teachers: 3

Percentage of Catholic Teachers: 67%

Support Staff:

Full-time Classroom Support Staff: 5

Part-time Classroom Support Staff: 8

Percentage of Catholic Classroom Support Staff: 77%

Percentage of teachers with CCRS: 33%

Percentage of learning time given to R.E: 10%

Parishes served by the School:

St Mary's Cathedral, Coulby Newham

1 OVERALL EFFECTIVENESS

1

MAIN FINDINGS

St Augustine's is an outstanding school. It is a caring, nurturing, Catholic community that embraces pupils of abilities and backgrounds.

The school's mission statement "Serve the Lord in gladness" is central to all that school does and this is lived out in the daily life of the school. As soon as you enter the school the strong Catholic ethos is clearly evident and the school is welcoming from the point of first contact. It has a coherent sense of mission and purpose. The drive to develop the whole child and to nurture individual worth is embedded in the school culture. Very strong home, school and parish partnerships is a strength of the school and the school strives to further nourish this by continuing to build and improve on the effectiveness of these links.

Outcomes for pupils are outstanding. Pupils enjoy and understand the value of Religious Education, demonstrating passion and commitment in their learning. Behaviour in lessons is exemplary with pupils concentrating very well and displaying very positive attitudes to their learning. Standards of engagement, progress and attainment for all pupils within year groups and across key stages are good in RE.

The provision for the Catholic Life is outstanding. The provision of RE is secure and focused. Teachers have high expectations; they plan interesting and imaginative lessons and use a good range of high quality resources. Prayer life is a strong feature of the school. It engages all pupils to participate, pray and reflect, which they do with reverence and enthusiasm. It supports and enriches the faith life of all.

Leadership and management of the school is good. Leaders have a clear sense of direction and purpose and this vision is shared by committed staff. Aspects of leadership show limited understanding in the implementation of monitoring procedures in order to inform progress.

What the school needs to do to improve:

Ensure all leaders, governors and managers:

- ensure the highest outcomes are achieved by developing incisive and rigorous monitoring and assessment procedures to identify precise areas of development and hold staff to account
- disseminate the excellent practice in teaching and learning of RE in some classes across the school.

2. PUPILS

How good outcomes are for pupils, taking into account variations between groups.

Pupils and staff have a strong sense of belonging to this vibrant Catholic school community. They flourish in an atmosphere where everyone is valued and is expected to achieve. The school's mission statement, "Serve the Lord in gladness" is lived out daily in the school and is well known and understood by pupils as demonstrated in meetings with them.

Pupils have a strong sense of belonging to the school community. The school works hard to build on and further develop these links and pupils are eager to take on responsibility within school and the wider community. They are given a broad range of experiences as school councillors, Mini-Vinnie's, Anti-bullying ambassadors, and members of chaplaincy team and the Diocesan Youth choir. Through these roles pupils are very aware of the Catholic character of the school and what this means in terms of relationships with God. As one pupil expressed at St Augustine's, 'We serve the Lord in gladness, do good things and do what the Lord would want us to do.' Their behaviour in being ambassadors for the school and in caring for other pupils shows them living out the gospel. Parents stated that pupils are proud of their backgrounds and beliefs and have a strong sense of personal worth.

Pupils are articulate, thoughtful individuals. They are proud of their school and very thoughtful of their community and others. Pupils are very enthusiastic about gaining an understanding of other faiths and cultures. One parent commented that she felt the school family was extremely caring and nurturing. She also felt from personal experience that the transition arrangements from St Augustine's to the feeder Catholic secondary school had been exemplary.

Pupils confidently describe their school as 'A place where we like to pray, everyone is accepting and teachers encourage us.' They eagerly take part in school, community and parish activities, for example through the Justice and Peace Group, raising money for Bethlehem children's orphanage, St Vincent de Paul (SVP)/ Mini Vinnies and the "10p bowl" charities. The Parish Priest commented that the school just breathes Catholic ethos and wants you to feel their welcome. He, alongside the assistant Parish Priest, makes a significant contribution to the life of the school, giving pastoral support to staff, pupils and parents alike.

The behaviour of pupils is exemplary. Pupils are alert to the needs of others, they are ready to support each other and celebrate each other's qualities and successes. In every lesson observed pupils were encouraged to articulate their views and opinions; they listened to the views of others and responded well to each other's questions.

Standards of attainment in RE are outstanding overall at the end of Early Years Foundation Stage, end of Key Stage one and end of Key Stage two. Pupils enter into EYFS generally in line with age related expectations. All pupils make at least good progress. Pupils are keen to do well and are enthusiastic in their RE lessons. They work conscientiously and understand how to improve their work. Pupils are generally keen to produce their best work, are diligent and hardworking, generally working at a good pace. As they progress through the school, they are becoming more religiously literate and are increasingly aware of the impact their religious knowledge and understanding is having on their lives.

Pupils respond very well to times of prayer and Worship, they participate wholeheartedly in terms of quiet reflection and prayer and singing. All pupils from the very youngest participate in the school's inclusive Collective Worship programme by standing to greet the Gospel with appropriate art work and making the sign of the cross, on their heads, lips and heart.

The pupils are enthusiastic in leading aspects of Acts of Worship, reading, writing prayers and offering their thoughts. Their thoughts are respected and valued by both their peers and adults. This promotes spiritual development within the whole school community. The pupils' responses to questions in Worship showed an excellent understanding of different aspects of the Church's liturgical year. The pupils can talk about the liturgical wheel using it to recall the sections of the Church's year. Questions often involved pupils thinking about the feelings of people in a range of biblical and everyday stories. This helps the pupils to place themselves in certain situations and reflect on how they would react. This was observed in a key stage two pupil-led worship and where good use was made of Scripture and the focal point with the worship concluding with delightful singing in which all staff and pupils fully participated. An exceptional act of Worship was observed with nursery pupils and pupils were able to respond to questions such as "Why do we light candles?" and "What is special about God's world?" Each pupil left the Worship with a badge and a mission to go forth and take care of God's wonderful world.

• The extent to which pupils contribute to and benefit from the Catholic life of the school	1
• How well pupils achieve and enjoy their learning in Religious Education	1
• How well do pupils respond to and participate in the school's Collective Worship	1

3. PROVISION

Teaching is never less than good with a number of lessons observed having outstanding features, particularly in the areas of behaviour for learning and questioning. A year five lesson studied stewardship, using images from Catholic Action for Overseas Aid (CAFOD). Pupils can confidently talk about making wise choices to care for all that God created. Pupils were asked to choose a statement and discuss how they themselves could show good stewardship. One pupil said that he would save his pocket money and give it to CAFOD. Pupils were able to use an RE working wall. This empowered them to independently make links and show understanding using Scripture, sacraments, hymns, Christian belief, art work, experiences and feelings, traditions and appropriate prayers. This is an excellent example of the use of a RE working wall. However, this is not yet consistent across the school.

Teachers use a good range of resources which are of a high quality. This led to pupils being able to articulate why Christians should feel the need to take care of God's world. One pupil in year three commented that taking care of God's world is not just looking after material things but also includes taking care of people's feelings. He went on to explain that people should not bully each other because this was as hurtful as damaging something that God had created.

Teachers have strong subject knowledge, which inspires and promotes pupil confidence; this was most evident in year four where the pupils were making links between the life of St Teresa and St Paul's advice in his letter to the Colossians. The pupils had to pick out a key message, comment on how St Teresa and St Paul lived out the message and then articulate how they could live out the message in their lives. Year six pupils were exploring examples of acting justly towards others and making multiple links to 'real life' examples such as the Grenfell Tower tragedy.

In year one, pupils were talking about ways that they could be good neighbours to others. Pupils were shown images of people helping each other such as planting crops, building a water tank and a little boy receiving some medication. In year two, the teacher supported pupils well in describing how they could appreciate and value God's treasure of water and give reasons of why we need to treasure God's world.

Parents reported how they value the 'Come and See' newsletters, as these give them ideas to support discussion with their pupils at home.

All pupils displayed an excellent attitude to learning and are highly motivated. Pupils explore the beliefs and values of other faiths and religions. Work scrutiny and pupil discussions with staff showed a variety of experiences to develop an understanding of Judaism and Islam.

Collective Worship allows pupils and staff many opportunities to pray individually and in groups of varying sizes. Prayer is central to the life of the school and at the heart of every event and celebration. Staff prayers are a regular feature of school life.

Collective Worship is planned for and resourced effectively. The school's chapel is a strength. It is used regularly by all of the school community.

<ul style="list-style-type: none">• The quality of teaching and how purposeful learning is in Religious Education	2
<ul style="list-style-type: none">• The extent to which the Religious Education curriculum promotes pupils' learning	1
<ul style="list-style-type: none">• The quality of Collective Worship provided by the school	1

4. LEADERS, MANAGERS AND GOVERNORS

How effective leaders, managers and governors are in developing the Catholic life of the school

Governors are extremely committed to the Catholic ethos of the school. The chair of the Local Management Board (LMB) is also a director of St Hilda's Multi-Academy Trust (MAT). He, as well as a variety of other governors play an integral part in the regular monitoring of Catholic life and Collective Worship. They show a sound level of understanding about the school's strengths and areas for development.

Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and mission of the school. They make full use of the 'Come and See' RE programme. Pupils are able to articulate the school's distinctive mission with understanding and appreciation.

The Trust Board of St Hilda's is in its infancy and has many key priorities, therefore the LMB have continued to challenge and hold the school to account in matters of Catholic Life, Chaplaincy and Collective Worship through the RE committee. Governors along with leaders and managers are insufficiently involved in the religious strategic development of the school through incisive formal monitoring and evaluation of the Catholic Life of the school, Collective Worship and RE curriculum.

The school ensures that all staff avail themselves of effective induction and in service training to enable them to further understand the Church's mission in education and play their unique part in it. An on-going formation plan is in place.

Leadership is well informed by current developments in RE. The RE leader in school is enthusiastic and knowledgeable and she is a regional co-ordinator, who disseminates current policies and practices to co-ordinators in Middlesbrough and Thornaby.

Leaders conduct a range of monitoring activities relating to the provision and outcomes. Their analysis identifies some school strengths. However, the monitoring systems which are currently in place are not effective enough in allowing leaders to identify precise areas for development and hold staff to account to ensure that the highest outcomes and progress are achieved.

<ul style="list-style-type: none"> How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	2