



DIOCESE OF
SHREWSBURY

SECTION 48 INSPECTION REPORT:

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

School:	St Augustine's Catholic Primary School
Address:	Conwy Court Castlefields Runcorn WA7 2JJ
Tel No:	01928 568936
URN:	111359
Headteacher:	Mrs E Richardson
Chair of Governors:	Mrs D Penny
Date of Inspection:	14 January 2013
Inspectors:	Mrs S Lyonette Mrs J Johnson

Mission Statement

- 1. We belong to God's family in the Parish of St. Augustine, Castlefields**
- 2. Welcome! Is the word we say to all who belong in our school today.**
- 3. We care – We share
We join in Prayer**
- 4. We listen to others, we value what they say,
We speak with only gentle words in all our work and play.**
- 5. We do our best 'till day is done, and say "well done" to everyone.**

'To share with the children the richness and depth of the Catholic Family and provide every opportunity to enhance the development of a sense of belonging to the family of God, where each person is valued for who they are and treated with love and dignity.

To offer a welcoming, friendly and loving environment which provides the best possible education and pastoral care for each of our pupils.

We aim to develop Christian working relationships based upon loyalty, co-operation and mutual respect.

To serve the families and parishioners of St. Augustine's and the wider community, welcoming the support which they in turn are able to offer the school.'

'Conquer yourself and the world lies at your feet' (St. Augustine of Hippo)

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		17	9	12	14	14	8	11	85
Catholics on roll		9	3	6	8	9	5	9	49
Other Christian denomination		8	6	6	6	5	3	2	36
Other faith background		0	0	0	0	0	0	0	0
No stated religious affiliation		0	0	0	0	0	0	0	0
Number of learners from ethnic groups		1					1		2
Total on SEN Register		3	2	2	8	3	2	3	23
Total with Statements of SEN		0	0	0	0	0	0	0	0
FSM		10	7	6	9	4	3	6	45

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL		With reference to Year 6 – the Catholic schools to which your pupils transferred	
Name of Parish	No of Pupils	PUPILS TRANSFER	
St. Augustine's	85	Name of School	No of Pupils
		St. Chad's Catholic and C o E High School	8

TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total teaching time (Hours)	0	22.5	22.5	22.5	25	25	25	25	167.5

STAFFING	
Full-time teachers	4
Part-time teachers	2
Total full-time equivalent	5
Support assistants	5
Percentage of Catholic teachers f.t.e.	66
How many teachers teach RE (P) f.t.e.	5
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	2

Published admission number	85
Number of classes	4
Average class size KS1	20
Average class size KS2	25

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2011/12	Current financial year 2012/13	Next financial year 2013/14
RE	£1069.94	£1146.74	£1000
English	£1590.00	£2167.00	£1500
Mathematics	£153.00	£344.00	£150
Science	£120.00	£174.00	£300.00

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	3
<p><u>How effective the school is in providing Catholic Education</u></p> <p>The staff and governors at St Augustine's Catholic Primary School are committed to their Mission of providing "the best possible education and pastoral care for each of their pupils, where each person is valued for who they are and treated with love and dignity".</p> <p>The school community has been through a difficult time during the past year, but their commitment "to develop Christian working relationships based on loyalty, co-operation and mutual respect" means that they are in a strong position to develop further the Religious Education and Catholic life of the school. The recently appointed Religious Education leader has been proactive in supporting staff during the introduction of the new Religious Education scheme "The Way, The Truth and The Life" and, with the support of the Headteacher, procedures to assess and evaluate teaching and learning have been planned.</p> <p><u>What the school could do to improve further</u></p> <ul style="list-style-type: none"> • With support from governors, develop a detailed strategic plan to ensure senior leaders have in place effective procedures for <ul style="list-style-type: none"> Monitoring and evaluating teaching and learning <ul style="list-style-type: none"> ➢ Accurate assessment of pupil progress in Religious Education ➢ Moderation of pupils' work so all staff gain an accurate understanding of levels of attainment linked to "The Way the Truth and The Life" Religious Education scheme. • Develop teachers' expertise in leading Collective Worship • Enable pupils to take more responsibility to lead a variety of Collective Worship. 	

PUPILS	3
<p><u>How good outcomes are for pupils, taking account of variations between different groups.</u></p> <p>The pupils enjoy their Religious Education lessons. Their behaviour and participation observed during lessons and the work they have produced in their books supports this. Pupils learn through a variety of activities, ranging from role play in Class 1; writing letters in Class 2; talking partners in Class 3; and in Class 4, free choice activities to express their responses to a task, for example through song, prayer, poster or action plans.</p> <p>The pupils worked quietly when working alone, with partners or in groups and this ensured that no time was wasted when moving from one activity to another.</p> <p>Pupils told inspectors that they enjoy the Religious Education scheme "The Way, The Truth and The Life" and are responding well to the activities teachers are setting. When teachers are more familiar with assessment procedures recently introduced, more accurate evaluations can be made about pupils' progress and attainment.</p> <p>Pupils are keen to take on responsibilities and staff should continue to explore ways of encouraging this. School councillors told us they like the new House system, and as this becomes established; more opportunities for widening pupils' responsibilities will develop. Initiatives suggested by the School Council include improved equipment for wet playtimes and opportunities to celebrate good work during assemblies.</p> <p>Pupils believe staff are kind and fair to them. They also told inspectors that boys and girls play well together and welcome new pupils to school so that they feel safe and happy. Pupils also enjoy raising funds for school, and for those in need, and have taken part in a range of activities including a Monsters' Ball, Cancer run, and Christmas Fairs.</p> <p>Pupils enjoy a variety of opportunities for Collective Worship. The Religious Education Leader has provided guidance for staff so that pupils experience quality times for reflection. At present this is mainly led by teachers, but staff are aware that developing pupils' confidence and ability to prepare prayer and scripture readings will help to nurture a deeper spirituality. One pupil told inspectors, "I love R.E. lessons because it's a time to reflect and be with Jesus."</p>	



PROVISION	3
<u>How effective the provision is for Catholic Education.</u>	
<p>Teachers are developing their subject knowledge through the Religious Education scheme and the good quality training that has been led by the senior leaders at St Augustine's; as well as staff meetings and training days led by the diocese. Lessons observed by inspectors had elements of satisfactory and good teaching. Pupils showed interest in the activities set and in most classes responded enthusiastically to questions. However all teachers should ensure they allow an appropriate amount of time for pupils to discuss and reflect on the topics being taught. This will further enhance individual progress and enjoyment of learning.</p> <p>ICT was seen being used effectively in some lessons. In Class 1 the children experienced a quiet reflection time with the aid of images of the world and a sung response, which they all knew and joined in with. Older pupils learnt about how others cope with difficulties by watching a short CAFOD film, with appropriate interaction by the teacher. Teaching Assistants actively supported the learning taking place in all classes and interacted well with the pupils.</p> <p>To further improve teaching and learning, teachers are starting to implement more rigorous assessment and moderating procedures, so that they can more accurately monitor the progress of individual pupils.</p> <p>The Religious Education and Catholic life of the school provide a solid foundation for the pupils' spiritual and moral development. Pupils understand the importance of respecting others; and they are acknowledging the significance of following in Jesus' way of living, to promote peace and care for others. Pupils experience a range of Collective Worship including class and whole school occasions and during the year they have opportunities to celebrate Mass in church. Parents are always invited to the Masses and special celebrations at Easter, Christmas and Harvest time. The preparation for receiving the sacraments of Forgiveness and Holy Communion are well planned and involve both school and parish community.</p> <p>The Headteacher and one other member of staff have been trained by the Diocesan Chrysalis Bereavement Support Service and offer effective support to pupils experiencing loss in their lives. This has been well received by parents and carers whose children have been involved. A multi-sensory room has been developed in school, which provides excellent opportunities for pupils to have some peaceful time when needed. At present two pupils from another school also benefit from using this room once each week.</p>	
LEADERSHIP	3
<u>How effective leaders and managers are in developing the Catholic Life of the school</u>	
<p>The senior leaders have identified the school's strengths and areas for development. They are, with staff and governors, committed to developing the education of the pupils through the gospel values of love, forgiveness and respect for all. They realise that they need to continue to develop and review carefully their plans for assessing teaching and learning in Religious Education and, with the support of the newly appointed governors, they have strengthened their expertise to successfully deliver these plans. The Parish Priest is very supportive of the Headteacher and the recently appointed Religious Education leader. He and the governors are committed to working in partnership with all staff to support and promote the Catholic life and Religious Education at St Augustine's. The staff indicated that they appreciate the pastoral care and guidance offered during the recent initiatives in Religious Education. The Chair of Governors visits the school regularly and told inspectors that all governors are invited to take part in school celebrations and Masses in church.</p> <p>Although only three parents/carers returned the questionnaires to school, responses were all positive and the Headteacher and Parish Priest believe they have the support of parents, who respond well to school initiatives and invitations to attend school activities.</p>	

Senior Leaders have arranged a variety of training for staff during the past year, including Sir John Jones "Weaving the Dream"; familiarisation with the content of the new Religious Education scheme and ways of assessing and evaluating pupils' learning. Pupils have benefitted from visitors including the Diocesan Youth Team in 2011 and recently John Hardwick who led a successful day called "Nobody's a Nobody." Senior leaders and staff encourage pupils and their families to support those in need and have therefore had speakers from CAFOD, and Mission Together. They arrange Fair Trade weeks and enable the Fair Trade group to hold fund raising events at the school. They also support the work of the Catholic Children's Society by raising funds for the Good Shepherd appeal.

The Headteacher is proactive in developing partnership with other schools and attends the termly meeting at St Chad's High School for headteachers of local faith schools.

There are no pupils from other faith backgrounds within the school, so governors and senior leaders are aware of the need to teach pupils about other faiths and cultures. Consequently they are in the process of making links with schools in other parts of the country, where there is a more diverse range of faiths and cultures.

Although the school has encountered difficulties in recent times because of staff changes and absences, a committed leadership team is now in place. They together with the dedicated staff and governors can continue to provide a safe, loving Christian atmosphere, in which the pupils can improve their learning and understanding.

PARENTS QUESTIONNAIRE

For each of the statements below, please tick the box which best reflects your views in relation to the school.

67 given out - returned 3

	please tick	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	100%				
2	I am happy with the values and attitudes that the school teaches	100%				
3	I am made to feel welcome in school	100%				
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	66%	34%			
5	The school gives me a clear understanding of what is taught in Religious Education	34%	66%			
6	The school enables my child/ren to achieve a good standard of work in Religious Education	100%				
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	66%	34%			

QUESTIONNAIRE FOR YEAR 2

29 pupils completed questionnaire

		Yes	Sometimes	No
1	I like being at this school.	45%	55%	
2	I learn new things in RE lessons.	66%	34%	
3	I enjoy learning about Jesus and how to live as His friend.	76%	24%	
4	I have to work hard.	84%	14%	
5	My teacher helps me when I get stuck so I can make my work better.	80%	20%	
6	My teacher listens to me.	90%	10%	
7	When I am unhappy there is always an adult I can talk to.	73%	24%	3%
8	I get praise when I do my best.	69%	24%	7%
9	Other children are kind and behave well	38%	59%	3%
10	I am happy on the playground.	66%	31%	3%
11	I am allowed to help in class and around school.	59%	41%	
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	83%	17%	

QUESTIONNAIRE FOR YEAR 6 PUPILS

8 Pupils completed questionnaire

		Yes	Mostly	Sometimes	No
1	Do you like being at this school? (only 3 responses)	37%			
2	Do you find out new things in Religious Education lessons? (only 6 responses)	38%	25%	13%	
3	Are your Religious Education lessons interesting?	50%	50%	25%	
4	Do you get help when you are stuck?	50%	37%	13%	
5	Do you have to work hard?	100%			
6	Do teachers show you how to make your work better?	100%			
7	Do other children behave well?	37%	37%	25%	
8	Are teachers fair to you?	62%	25%		13%
9	Do teachers listen to your ideas?	74%	13%	13%	
10	Are you given responsibility?	74%	13%	13%	
11	Do you enjoy your times of prayer together?	62%	25%	13%	

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	
How effective the school is in providing Catholic Education	3
How good outcomes are for pupils, taking particular account of variations between different groups	3
How effective the provision is in promoting Catholic education	3
How effective leaders and managers are in developing the Catholic life of the school	3
The school's capacity for sustained improvement	3

PUPILS	
How good outcomes are for pupils, taking into account of variations between different groups	3
How well pupils achieve and enjoy their learning in Religious Education	3
<ul style="list-style-type: none"> <i>The quality of pupils' learning and their progress</i> 	3
<ul style="list-style-type: none"> <i>The quality of learning for pupils with particular learning needs and/or disabilities</i> 	3
<ul style="list-style-type: none"> <i>Pupils standards of attainment in Religious Education</i> 	3
The extent to which pupils contribute to and benefit from the Catholic life of the school	3
How well pupils respond to and participate in the school's collective worship	2

PROVISION	
How effective the provision is for Catholic Education	3
The quality of teaching and how purposeful learning is in Religious Education	3
The effectiveness of assessment and academic guidance in Religious Education	4
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	3
The quality of Collective Worship provided by the school	3

LEADERS AND MANAGERS	
How effective leaders and managers are in developing the Catholic life of the school	3
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils.	3
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	3
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	3
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	2
How effectively leaders and managers promote community cohesion	3