

## DIOCESAN INSPECTION REPORT

# St. Augustine's Catholic Primary School

(Part of Nicholas Postgate Catholic Academy Trust), Gunnergate Lane, Coulby Newham, Middlesbrough, TS8 0TE

School Unique Reference Number: **142368**

<b>Inspection dates:</b>	07 – 08 July 2022
<b>Lead inspector:</b>	Mrs Angela Spencer
<b>Team inspector:</b>	Mrs Katie Whitehead

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Augustine's is an outstanding Catholic school because:

- St Augustine's is a true Catholic community that lives out its mission statement: 'Serve the Lord in gladness'. All appreciate the family feel of the school. Both staff and pupils offer a warm welcome and are very proud of their school.
- There is a genuine authenticity to the Catholic life of the school which is fully embraced by all. Relationships across the school are a real strength and they work together to fulfil the school mission statement which is understood by everyone. Leaders, at every level, rigorously monitor their school and as a result know their school very well and therefore recognise the need to further dev parental involvement.
- Religious Education (RE) at St Augustine's is given the highest priority. It is led by a dedicated and enthusiastic RE Leader, who is fully supported by the wider leadership team. Teachers strive to provide engaging RE lessons where children enjoy their learning, however, time is not always used to maximise pupils' learning opportunities.
- Religious Education is outstanding because pupils achieve well and enjoy their learning. Pupil's behaviour and attitude to learning is outstanding. Teaching is always consistently good across the school with many examples of outstanding teaching witnessed during the inspection.
- The Chapel at the 'Heart of the School' is an integral part of St Augustine's, all the classes branch from this focal point which enables the chapel to provide the foundations to everything that is St Augustine's.
- Collective Worship is central to school life. Pupils in the Early Years Foundation Stage have an excellent introduction to worship, where the youngest children gather and pray together with joy and reverence. As pupils progress through school, they confidently take a leading role in planning and leading liturgy. Innovative practice by staff and pupils is developing well, although pupils' involvement in evaluation and shaping Collective Worship is not yet consistent'

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Augustine's is an average size Catholic Primary school situated in Coulby Newham and serves the parish of St Mary's Cathedral.
- St Augustine's is part of the Nicholas Postgate Catholic Academy Trust (NPCAT) which was established in 2018. It is one of 27 schools in the Trust.
- There have been a significant number of changes to staff since the last denominational inspection of July 2017 including the headteacher being appointed executive headteacher over St Gerard's Catholic Primary school alongside St Augustine Catholic primary school and a new head of school appointed at the same time in September 2020 which led to a newly established senior leadership team
- An established mission statement: 'Serve the Lord in gladness' runs through everything the school does.
- There are 235 pupils on roll 79% of whom are baptised Catholics, 8% from other Christian denominations and 0% from other world faiths. 14% have no religious affiliation.
- 8% of pupils have additional needs and approximately 11% of pupils are from minority ethnic groups.
- There are 8 full time teachers, including the Head of School and the Executive headteacher. There are 3 part-time teachers. 64% of teachers are baptised Catholics and 9% have CCRS.
- The school dedicates 10% of curriculum time to Religious Education (RE).

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

- Further improve the Catholic Life of the school by:
  - Continuing to build on strategies for engaging parents to participate more widely in the Catholic Life of the school
- Further improve Collective Worship by:
  - Continuing to develop innovative practice by staff and pupils
  - Further involve the pupils in evaluating and shaping Collective Worship throughout the school
- To improve the quality of teaching, learning and assessment in Religious Education by:
  - Ensuring teachers consistently use time effectively to maximise learning opportunities.
  - Making greater use of the teaching assistants especially during the teaching input

## CATHOLIC LIFE

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

1
---

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

1
---

1
---

1
---

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

- All members of St Augustine's Primary School have a strong sense of belonging to an excellent Catholic school. The pupils are exemplary ambassadors for the school at all levels. They are proud to come to the school and say that they are all part of one family.
- Pupils enthusiastically talk about the Catholic Life of the school. They are happy to share in what makes their school a special place. The quality of the Chaplaincy and Mission groups are outstanding. Pupils take their leadership very seriously and thrive on the opportunities given to help and support others both in their community and globally. Pupils live out the school's 'Attitudes of Being' and this impacts greatly on the school's ethos and sense of service to others.
- Pupils highly value the chaplaincy provision that the school offers. Innovative practice shines through the school. The RE leader enables pupils to have a voice and decide what could really make a difference to the school, the wider community and the world. Pupils are starting to really evaluate and shape the Catholic Life of the school.
- Almost all pupils, including those who are not baptised, have a strong sense of their religious identity, respecting the beliefs of others.
- Almost all pupils benefit greatly from the holistic approach that the school has developed. The personal support and development that the school offers through a range of strategies such as the use of the Elsa support, Rainbows, Mind and The Bungalow enable pupils to be happy and secure in their own stage of personal, emotional and spiritual growth.
- Staff lead by example and have very high expectations for pupil's behaviour. As a result, the pupil's behaviour is exemplary, they are polite, happy, with impeccable manners and share their love for the school at every level.

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

- The school and its staff are deeply committed to promoting Catholic traditions, ethos and Catholic Social Teaching. The entire curriculum reflects a commitment to Catholic social teaching, to care for our common home and to the dignity of every human person.
- The school's mission statement is understood and acted out by all within the school community and is the first thing visitors see when they enter the school.
- The school environment reflects the Catholic Life of the school beautifully. The hall has clear displays representing the Catholic life of the school and in particular pupil voice including displays linked to Global Goals, Laudato Si and Catholic Social Teachings. The creative displays around the school and in all the sacred spaces reflect work that the school has undertaken over the past few months including prayer stations within the chapel, prayers for refugees from refugee week and a whole school display on Fratelli Tutti.
- The Catholic tradition of the school and the open-door policy of the school is respected and valued by those who learn and work in the school, their families and the parish community.
- Outside there are prayer spaces which the pupils use appropriately.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to pupils. This care is evident in many ways and has helped the most vulnerable during the pandemic and their families. Parents comment on how nurturing and caring the school is and hold the school in high regard. They commented that 'All staff within the school are a team and go above what is expected all the time.'
- Pastoral programmes including Rainbows, sunbeams, support from MIND and the Bungalow and PSHE and RSE are thoughtfully designed, carefully planned, consistently well taught and celebrate Catholic teachings and principles.
- Parents and carers acknowledge that the pastoral care provided by the school is outstanding. Pupils are supported according to their needs in a sympathetic and effective manner that extends to families. One parent was so very impressed with the support her family received during COVID and the positive impact it had on her family and children. Parents could widely comment on the support the school has given to their pupils and to themselves.
- Further engagement with parents needs to continue.

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

- The Catholic life of the school is given the highest priority by leaders. This is a priority also shared by the wider Academy Trust and the work they complete with schools. Leaders have a clear direction for the school, and this is lived out in its actions. Leaders at all levels are ambitious for the Catholic life of the school and they lead by example.

- Leaders are passionate about the Catholic Life of the School, and this contributes to the effectiveness the school has to deliver wonderful experiences. Working alongside senior leaders, they ensure that it is the core responsibility of the school. Staff spoke incredibly highly of the leadership team within the school and the support they receive
- School self-evaluation reflects effective monitoring, analysis and self-challenge. Leaders know their school well and are enthusiastic in their approach to continuous improvement.
- Continuing professional development (CPD) focusing on the Catholic Life of the school occurs frequently and is engaging, well planned and effective. As a result, staff understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it. They work regularly with St Gerard's, their sister school on ensuring CPD for both schools is effective.
- The school is enthusiastic in its response to diocesan policies and initiatives and actively promotes the Bishop's vision for the diocese throughout the school
- Engagement with parents is excellent. They value deeply the Catholic life that the leaders promote and act out. They are keen to support the school in its pursuit of its mission statement.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

1
---

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

1
---

1
---

1
---

#### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- Collective Worship is central to the life of the school, and it has a clear purpose and direction. There is a genuine enthusiasm for Collective Worship, reflected in the quality of communal singing, the quality of prayerful silence and the depth of reverent participation in communal prayer.
- Pupils are engaged in Collective Worship. They are confident to deliver worship in a variety of ways using creative and appropriate resources. They value the prayer experiences shared by the school. However, involvement of pupils and the evaluation of the school's Catholic Life is not yet fully embedded.
- Pupils have an excellent understanding of the Liturgical year and religious seasons. The Displays around school testament to this understanding
- Staff are excellent role models for the pupils. They encourage a culture of prayer that supports pupils' confidence and enthusiasm.
- Pupils are keen to take part in staff-led prayer and worship which is well planned and reflective. Pupils display confidence in their use of a wide variety of traditional and contemporary approaches to prayer which uses scripture, religious artefacts, and liturgical music. The vast majority of pupils value and regularly participate in voluntary acts of worship and prayer.
- Older pupils are excellent role models for younger pupils to follow. They readily take the initiative in leading worship displaying confidence and enthusiasm. They are creative and resourceful in their planning of liturgy and want it to be the best it can be.
- Pupils are beginning to evaluate and shape Collective Worship across the school.

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- At all times during the inspection pupils engaged fully in Collective Worship. From the Early Years Foundation Stage (EYFS) to Year 6, pupils experienced prayer through organised adult-led worship,

child-led class worship, and prayer group activities and outside prayer with the chaplaincy and worship team.

- Collective Worship is planned to reflect the liturgical year and is both inclusive and reflective. Staff are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.
- Sacred spaces and RE displays are prominent around the school, these are used to stimulate reflective prayer experiences and are highly effective in provoking deep responses from the pupils.
- The highly effective RE leader ensures that staff are supported and become highly skilled to help pupils to plan and deliver quality worship. They enable pupils to experience a wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school and response to this invitation is outstanding. The school has created more opportunities this summer term to invite parents back into school after the pandemic and this is valued by parents.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- Leaders are dedicated and knowledgeable about Collective Worship. They have an extensive understanding of the Church's liturgical year, seasons and feasts. There is a planned cycle of Collective Worship using a range of forms and resources to engage all pupils.
- The executive head teacher, head of school, RE Leader are a source of strength for the school and provide excellent support to less experienced staff and work very well in collaboration with the leadership team at St Gerard's. They are visible as leaders of Collective Worship in the school and are models for outstanding practice for staff and pupils. Staff formation is a strength and the commitment to deliver varied experiences of prayer to the children is shared by all. The school in recent years has supported four members of staff through the Right of Initiation of Adults (RCIA) programme to be received into the Catholic Church.
- Leaders seek meaningful opportunities to promote the spiritual life of the school with parents/carers. Newsletters and social media promote the spiritual experiences of the children and the use of the school's Facebook page has helped parents to feel included and welcome.
- Evidence is clear that there are procedures for monitoring and evaluating Collective Worship across the school. This has a positive impact on the quality of the provision the school offers.
- Leaders and directors from the Trust board place the highest priority on the school's self-evaluation of Collective Worship. They regularly review where the school is and challenge and support the school in its effectiveness of Collective Worship. They value the work of the school and the commitment and impact of the leadership and Chaplaincy teams.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

1
---

- 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.

1
---

1
---

1
---

#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils display exemplary behaviour for learning in RE lessons where they are on task, focussed and motivated to learn. Almost all pupils enjoy Religious Education and are rarely off tasks even in periods without direction from an adult. This was seen in a year 1 class where children had been learning about the Parable of the Good Samaritan. Children were working in groups, together confidently completing their work, independently using the working wall and prayer table to support their learning.
- Pupils are confident in recalling learning from previous lessons in their rapid recall tasks at the beginning of each lesson. This was evident in Year 3 lesson where the children were recalling their recent learning on describing a pilgrim and pilgrimages and Year 2 on recall of Laudato Si and an example of God's treasures. Staff to be aware that this approach does not impede on the pace of the lesson. Staff do not consistently use lesson time to maximise learning opportunities
- Almost all pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners. Almost all pupils concentrate exceptionally well, have a clear understanding of how well they are doing, of what they need to do to improve, and can fully articulate how they have made progress.
- Pupils responded thoughtfully and confidently to teachers' questions, demonstrating a high standard of religious literacy. Pupils speak appreciatively of their lessons and recognise the importance of Religious Education to their own lives. They spoke highly of their class teachers recognising how teachers challenge and make their learning within RE "fun".
- Almost all pupils approach lessons with great interest, passion and enthusiasm. Pupils enjoy tackling challenging activities and respond exceptionally well to opportunities which extend their learning. Behaviour in lessons is outstanding because almost all pupils enjoy Religious Education and they are rarely off task even in extended periods without direction from an adult
- Big Books document classes' spiritual and Religious Education journeys throughout the school. This creative approach is valued and enjoyed by the pupils.



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

- Teachers are highly effective in consistently planning high-quality lessons linked to pupils' current assessment and their knowledge of the individual, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result of this, a majority of teaching is outstanding, and teaching is never less than consistently good. During lesson inputs teachers are to ensure that teaching assistants are deployed effectively to maximise progress.
- Good practice is shared across the school enabling pupils to access a breadth of expertise. Teachers have very good subject knowledge and employ a range of teaching styles and techniques to deliver fresh and inspiring lessons.
- Teachers use 'Big Questions' and other appropriate questioning to elicit answers which demonstrate pupils' knowledge and understanding of the topic. Evidence of progress was seen in lessons and in pupils' books across a period of time.
- Where the year six teacher used, for example, paired talk and group work, pupils were able to show an understanding of how religious belief in justice and the common good of all can shape lives with children recording their "Thought for the hour" for the whole school. Similarly, in a stimulating year two lesson, pupils were describing how Christians can appreciate and value God's treasure of water and how we can play our part in preserving it "the Pope in Laudato Si says we have to look after our common home" and how we can treasure water. In year 1, the children were learning about the parable of the Good Samaritan
- Teachers carefully observe and skilfully question during lessons in order to adapt tasks and explanations, thus maximising learning for every pupil. Pupils commented that R.E lessons are given the same level of challenge and support as other curriculum areas.
- Work in pupils' books is of high quality, with a range of activities to engage pupils. Pupils' work shows that they think deeply and can articulate their ideas competently and confidently. Progress is evident within all the RE books across the school.

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

- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in well targeted planning and strategic action taken by the school which lead to outstanding outcomes in Religious Education
- The curriculum leader for Religious Education has a clear vision of outstanding teaching and learning and works hard to secure this vision. She clearly monitors and evaluates teaching, this impacts results in outstanding teaching in most classes.

- Leaders and governors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage is creatively structured to build on and enhance prior learning

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****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:****1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

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

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

## School details

<b>School name</b>	St Augustine's Catholic Primary
<b>Unique reference number</b>	142368
<b>Local authority</b>	Middlesbrough/Nicholas Postgate catholic Academy Trust
This Inspection Report is produced for the Rt Reverend Terence Patrick Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mr Peter Hawkins
<b>Executive head teacher</b>	Mr Martin Macaulay
<b>Date of previous school inspection</b>	July 2017
<b>Telephone number</b>	01642 599001
<b>Email address</b>	Enquiries@staugustines.npcat.org.uk