



## SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the  
Archbishop of Southwark and Inspection of  
Denominational Education under Section 48  
of the Education Act 2005

URN 118781

St Augustine's Catholic Primary School  
Wilman Road  
Tunbridge Wells, Kent  
TN4 9AL

Inspection date: 9 February 2015

Chair of Governors:	Mr Mark Dennison
Headteacher:	Mrs Jackie Warren
Inspectors:	Mrs Angela O'Connor OBE
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### EDUCATION COMMISSION

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# SECTION 48

# Introduction

## Description of the school

The school is voluntary aided. It is in the Tunbridge Wells Deanery of the Archdiocese of Southwark. It is maintained by Kent Local Authority. The principal parishes which the school serves are St Augustine's, Tunbridge Wells and St Dunstan, Southborough. The proportion of pupils who are baptised Catholics is 88%. The average weekly proportion of time given to Religious Education is 10% in all Key Stages.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 311. The attainment of the majority of pupils entering the school is broadly average. The proportion of pupils eligible for free school meals is below average. A large proportion of pupils speak English as an additional language. Some of these arrive in school with little or no English. The proportion of pupils known to be eligible for the pupil premium is low.

Date of previous inspection:

09/02/2010

Overall Grade:

2

## Key for inspection grades

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

# Overall effectiveness of the school in providing Catholic Education

GRADE  
2

St Augustine's is a good school where the Mission Statement of 'Growing Together' is lived out on a daily basis and can be seen in the close home, school, parish links. It has been through a difficult time, but with strong leadership, hard work and commitment of all the staff and governors it is continuing to move forward.

The spiritual life of the school is strong and at the heart of all it does. The many varied displays in the main areas of the school are indicative of the Catholic ethos of the school.

It is a warm and welcoming school and has some good features such as the excellent behaviour of the pupils. They are polite and considerate of each other. They are proud of their school. They feel safe and well cared for and enjoy coming to school. As one pupil said, "This school is very special and loving. If anything happened I can tell the teachers and I know they will sort it out."

The Headteacher and Deputy Headteacher know the school very well and the areas that need developing and they are constantly striving to improve. All members of the school community, both teaching and non-teaching staff, work hard as a team and take great pride in seeing the school move forward.

The governors are now very proactive and are fully involved in the life and development of the school.

Parents are very supportive and appreciative of the Catholic ethos of the school. As one parent said, "The school has a strong community and inclusive feel. The children feel welcomed and part of a wider Catholic family. The links between school and church are strong."

Good progress has been made on the issues from the last Inspection.

The strong leadership, support of the governors and supportive staff ensure that the school has a good capacity to improve.

## What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Develop teacher subject knowledge so that they are confident in delivering the Religious Education curriculum. This can be achieved by holding a staff meeting before each new topic and inviting the parish priest to attend and explain the relevant points of doctrine.
- Improve the quality of teaching so that each lesson observed is at least 'Good'. The best practice observed should be shared with all the staff.
- Ensure the curriculum is more creative and stimulating to engage and challenge pupils further.
- Appoint a new coordinator and ensure that the role is developed through a scheduled monitoring timetable that includes book scrutiny, lesson observations and developing an accurate portfolio of pupils' work.

## **The extent to which pupils contribute to and benefit from the Catholic life of the school**

The pupils live out the Mission Statement of the school of "Growing Together." This is prominently displayed throughout the school, and the pupils know it is in their classrooms and key areas of the school. The pupils understand that God is at the heart of the community.

The pupils participate well in the Catholic life of the school. Mass is celebrated in school at the beginning and end of each term, holy days of obligation and special events.

The pupils are always ready to read at Mass and lead and contribute to assemblies.

Parents are invited to Masses and assemblies with their children. As one parent said "Excellent opportunities exist for us and our children to practice our Catholic faith while respecting and learning about others."

There is an act of Collective Worship every day and prayers are said at the beginning and end of each day. Significant events for the school community, such as Mothers' Day and the Harvest, are celebrated through Mass and liturgy

There is a strong focus on supporting local and wider communities through fundraising and there is a detailed programme of charities to be supported during the year. These include the Shoebox Appeal, the Hospice in the Weald and the NSPCC among others. The Harvest Mass is an opportunity for the pupils to work with the local community. CAFOD is well supported by the school. Through fund raising for CAFOD, the pupils have good opportunities to consider the needs of the wider and global community, and are able to respond to major crisis such as the typhoon in the Philippines.

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

The majority of the pupils come into school with broadly average ability. They settle well into school and make very good progress in the Early Years. They progress across the school and by the end of Key Stage 2 reach standards in line with their literacy and numeracy standards.

Pupils are attentive and cooperate well with each other. They are very well behaved and show reverence in their Religious Education lessons. They are able to work for an extended period of time.

Pupils spoke with confidence about the work they had completed. They respond well to questioning and were able to answer open ended questions.

They know how to make connections with previous learning. For example in a Key Stage 2 class the pupils had to create their own Learning Intention for the lesson based on their starter activity and what they had learnt so far. This generated a great deal of relevant

discussion and showed their understanding of the topic.

### **How well pupils respond to and participate in Collective Worship**

Pupils respond with interest, reverence and respect. There was a calm and peaceful atmosphere in the school. The pupils are very respectful and considerate towards each other.

Two assemblies were observed. The Key Stage 2 assembly was led by the pupils from a mixed Year 3/4 class. All the pupils leading the assembly were given the opportunity to speak or take part in the role play. They spoke clearly and with confidence. They engaged the interest of the other pupils through the use of art, music, asking questions and inviting answers. They sung joyfully and all were able to join in with the prayers.

There was good attendance from parents and carers who had been invited to the assembly.

The Key Stage 1 assembly was led by the teacher. The pupils recognised that the lit candle was a symbol that Jesus was the light of the world. The pupils were able to read aloud the prayers they had previously written and which linked to the Assembly. Prayers such as, "I can shine like Jesus by helping my friends" showed their understanding.

There are many opportunities for the pupils to write their own prayers. For example, in a Reception class the pupils were making their own spontaneous prayers with music. Pupils also write prayers and then read them out in assembly.

They know the traditional prayers of the Church and lessons generally start with a quiet reflection. Each class has a prayer corner decorated with liturgical colours and examples of the pupils' work and their prayers are displayed.

At lunchtime at times of the year dedicated to Our Lady, some of the pupils accompanied by an adult will say a decade of the Rosary.

## **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils**

The Headteacher, senior leadership team and governors are committed to and closely involved in the life of the school. Governors are now fully aware of the strengths of the school and areas to develop. They have sufficient information to challenge and support the Headteacher. They hold the school to account and work in collaboration with school leaders. They are very supportive of the whole school/parish community.

The Headteacher has a clear vision for the school and is ambitious to improve and develop further. She is ably supported by the Deputy Headteacher. They work hard to maintain and promote the Catholic ethos of the school.

The school/parish relationship is very strong and the priests are frequent visitors to the school, regularly working with the teachers and pupils. They have a high profile in the school.

The relationship with the parents is good right from the Early Years when there is a detailed induction programme. They are very supportive of the school and are regularly involved in the life of the school.

There are many beautiful and relevant displays around the school aimed at deepening the pupils' spirituality and proclaiming the Catholicity of the school. In the entrance hall there were several excellent displays such as the beautiful poppies in remembrance of the war. These were accompanied by the pupils' prayers. One had written "Please help us to remember all the brave soldiers who have died in the war and pray for all the loved ones who have been left behind." All around the hall was a stunning portrayal of the Stations of the Cross which had been drawn and painted by a member of staff with the pupils.

## **How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils**

Since January 2015, Religious Education is managed jointly by the Headteacher and the Deputy Headteacher as a result of the previous coordinator leaving in December. The school has plans to appoint a new coordinator in the near future. The interim managers of the subject are working hard to ensure that standards are maintained. However they recognise that this is an area that need to be developed. Monitoring of Religious Education through lesson observations, book scrutiny and providing support for teachers to develop their subject knowledge is a priority. Regular monitoring of the teaching and learning needs to be scheduled as part of a whole school monitoring programme.

The school has worked hard to develop an electronic tracking system which will ensure pupil progress is monitored and gaps can be identified and addressed.

Governors are now kept well informed of the progress and development of Religious Education through meetings with the link governors and agenda items at governor meetings.

**The quality of teaching and how purposeful learning is in Religious Education**

The quality of teaching is inconsistent and overall requires improvement. The quality ranges from 'Outstanding' in Early Years to 'Requires Improvement' in some classes observed.

Where teaching is good or better pupils were actively engaged in their learning, and their behaviour was excellent. Teachers were secure in their subject knowledge and confident in their delivery of the lesson. They had good questioning skills. Teaching assistants were purposefully deployed to support the inclusion of all learners.

Where teaching requires improvement there needs to be more challenging tasks for pupils of all abilities and in particular tasks to stretch and enthuse the more able pupils. Teacher's subject knowledge needs to be developed so that they are more confident and correct in their delivery. A staff meeting before each new topic is started with support from the clergy would highlight the doctrine and correct terminology to be used. Lessons would benefit from a more creative approach so that pupils are actively engaged. The good and outstanding teaching observed should be shared with all staff as best practice to raise standards.

All teachers were confident in the use of technology to support their teaching.

There is a good system to support marking of the pupils' work. The books are marked regularly and there were many examples of interactive marking.

**The extent to which the Religious Education curriculum promotes pupils' learning**

The curriculum meets the requirements of the Bishops' Conference with 10% of the timetable allocated to the teaching of Religious Education.

The school uses the 'Come and See' programme which is now in its second year of use.

Teachers plan together so that there is a consistency of approach across the year groups. There are some cross curricular links but the curriculum needs a more creative approach to stimulate and engage pupils further. The use of drama, art, dance and pupils' use of technology would make lessons more interesting for the pupils.

There are strong links with the PSHE curriculum which provide good opportunities for personal, spiritual and moral development.

The teaching of other faiths is a planned part of the 'Come and See' curriculum and there is evidence in their Religious Education workbooks to support this.

There are sufficient books and resources available.

## **The quality of Collective Worship provided by the school**

Collective Worship is central to the life of the school and reflects the Catholic nature of the school.

There are a variety of celebrations and liturgies and the pupils have opportunities to lead and to take part.

Assemblies, which are either whole school, Key Stage or year group, are planned each week.

Collective Worship promotes and celebrates many aspects of the spiritual, moral, social and cultural development of the pupils. This also includes charity fundraising where they are very active.

Parents are invited to class led assemblies and Masses in school.

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