



Catholic Schools Inspectorate inspection report for St Augustine's Catholic Primary School, Gateshead

URN: 148605

Carried out on behalf of Canon Peter Leighton V.G., Diocesan Administrator of Hexham and Newcastle on:

Date: 19-20 January 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓	
The school is fully compliant with all requirements of the diocesan bishop	✓	
The school has responded to the areas for improvement from the last inspection	Fully	

Summary of key findings

What the school does well

- St Augustine's nurtures its pupils, their families and staff and lives out its mission to 'serve'. The commitment of staff to their roles and to the pupils in their care is exemplary.
- Every area of school reflects and celebrates its Catholic character with vibrant displays, resources, and spaces to pray.
- The school has made a significant investment to provide staff with quality professional development. As a result, staff have strong subject knowledge.
- In the pursuit of true inclusion, the school works proactively and collaboratively with other specialist providers. This ensures all of its pupils are well supported to achieve.

What the school needs to improve:

- To provide opportunities for pupils to deepen their religious literacy and knowledge of scripture relative to their age and capacity so that they can speak fluently and confidently about what they have learned.
- To provide opportunities for the children to become more independent learners.
- Ensure that all pupils know what progress they are making in religious education and what they need to do to improve their work and deepen their understanding.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

Pupils at St Augustine's know that they are valued and loved as children of God. From their first days in nursery, they know that they are unique and special in God's eyes. Their school mission to 'Go, do not be afraid and serve' is displayed in every classroom, corridor and on their books. As a result, pupils know that they are called to follow in the footsteps of Jesus and act out this mission. Pupils know that their school is a special and safe place and that their teachers will do all in their power to help them. They are rightly proud of their Catholic school environment which is rich and inspiring. They show respect for people of other faiths and have enjoyed learning about the celebrations that families of other faiths share. Pupils understand that Catholic Social Teaching calls them to help others, not only in their local community, but also nationally and globally, and so they are keen to respond to this call. The Mini Vinnies lead in the charitable work of the school and are proud of their achievements. Examples of this are making 'holy toast' to raise money to buy a Christmas treat for the housebound members of the parish and food collections for Joe's Place which provides meals for the vulnerable. The school enjoys strong ties with the parish and pupils benefit from regular visits to church for Mass. Therefore, they feel part of this parish community.

All staff embrace the Catholic identity of the school. They exemplify the mission statement to serve pupils, their families and each other by being ever-present role models for their classes. Relationships between staff and their pupils reflect how much pupils and their families are valued. Staff provide the highest levels of pastoral care for pupils, ensuring they always make time for the most vulnerable. A strong sense of community and welcome fills the school. There is a range of groups which allow pupils to bear witness to their Catholic life and mission of the

school such as Mini Vinnies, Eco Warriors and playground buddies. All around the school environment, in places such as the 'holy corridor', sacred spaces and displays offer opportunities for pupils to celebrate their faith and to reflect. The RSE curriculum through Ten:Ten has been fully embedded and is contributing towards a strong moral and social education.

Leaders have a passionate commitment to the Catholic life and mission of St Augustine's. They embrace the call to be guardians of it within their school. They ensure that Christ is at the very heart of all they do and at the forefront of policies and procedures. All leaders and governors show huge respect for the staff and their commitment to its pupils and families. They seek out opportunities for pupils to serve others and children show their compassion for the wider community in doing so. Support networks are strong. Teams of adults support each other in providing exemplary care. They nurture and encourage the most vulnerable pupils and those with additional challenges. During lockdowns, the school was described as a 'beacon in the community'. It helped its pupils and their families through the most difficult of times. Governors speak of the 'great sense of love in this school' which focuses on the well-being of all. They are active and frequent visitors to school, supporting senior leaders and staff. Detailed induction of new teachers as well as quality professional development for all staff mean that the Catholic life of the school is always high on the agenda.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1



Pupils are developing the knowledge, understanding and skills which reflect the learning required by the *Religious Education Curriculum Directory 2012*. Teachers ensure that lessons are well-resourced and learning styles are considered when planning outcomes. Pupils are engaged in religious education lessons; they often know more and remember more. Behaviour shows that pupils participate in listening activities positively. They respond to their teachers with respect and concentrate well. They demonstrate that they can remain focused on the teacher for long periods. Some Year 6 pupils are beginning to show that they can link scripture to their learning. The curriculum is tightly planned to consider the mixed-age classes. Pupils take pride in their work and there are examples across the school displaying and celebrating pupils' work. Pupils would benefit from having a greater understanding of how well they are doing and of what they need to do next to improve.

Teachers can share their good subject knowledge with pupils in an age-appropriate way. They use active questioning to check previous learning and clarify misconceptions. All teachers demonstrate a commitment to religious teaching and learning and pupils are encouraged to learn in a variety of ways. The curriculum is age-appropriate in both its planning and delivery, and scaffolding is used extensively to support pupils in the recording of their work. Pupils could describe their outdoor learning day in the autumn term where the whole school had been outside taking part in a wide variety of spiritual activities. They really enjoyed this and talked excitedly about this experience. Pupils enjoy real-life learning experiences such as visiting church or having visitors at school. Technology is used creatively to enrich lessons. Teaching is good, and in the best lessons, pupils are actively engaged in their tasks. Pupils of all abilities and needs are supported to ensure that everyone can engage and take part in their lessons. Pupil effort is often celebrated and relationships with staff are positive; pupils want to do their best. Lesson feedback

is mostly given verbally. As a result, pupils are not always confident with what they need to do to improve and how to make progress.

The religious education lead is an enthusiastic advocate for religious education. She actively supports staff with the planning and preparation of lessons, ensuring that teaching is at least consistently good. Staff report that they feel well-supported by leaders, and there is a comprehensive plan in place to ensure all staff access quality professional development and training. Staff are always encouraged to share what they have learned through staff briefings and feedback. This ensures that everyone benefits from all the training provided. Leaders confirm that pupils are provided with many enriching opportunities, ensuring that they live out their mission to serve others through charitable causes. Leaders ensure that religious education is comparable to other core curriculum subjects, both in expectations and resourcing. Leaders place a great emphasis on the threading of their school mission statement throughout their planning of religious education. Serving others is of the utmost importance. Internal self-evaluation of religious education by leaders and governors ensures most pupils achieve good outcomes.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

Prayer and liturgy are central to school life at St Augustine's and pupils enjoy their planning and preparing experiences for their school community with their peers and their teachers. They undertake liturgical ministries with reverence, can make responses clearly, and reflect in silence and sing joyfully. They recognise that one of the reasons their school is special is because they pray together and that this prayer life helps them to follow in Jesus' footsteps. Pupils incorporate a wide variety of prayer styles into their pupil-led worship. They particularly enjoy creative prayer experiences that their peers and teachers plan for them. Pupils know the pattern of the liturgical year and the traditional prayer and liturgy associated with some of these times. Pupils were keen to speak about the stations of the cross during Lent and the Advent prayer and adventure days that they have recently taken part in. The Mini Vinnies feedback to the rest of the school community about the missions they have undertaken which have enabled the school to live out its mission statement.

St Augustine's provides a wide variety of prayer opportunities for pupils and staff to ensure that prayer is central to school life. The school plans prayer and liturgy in times of celebration but also to reflect during times of sadness. A recent example was the recent death of HM Queen Elizabeth. Pupils are offered a range of engaging and creative experiences, well planned and informed by the liturgical season. Staff, including senior leaders, are excellent role models in their example as prayer leaders and in their participation in liturgy. The school provides high-quality music for pupils to 'Lift their voice to the Lord' and consequently pupils have a wide range of hymns they can sing. Prayer spaces and reflective displays are all around the school building, allowing pupils the opportunity to reflect and pray. The religious education leader has planned a programme of opportunities for the year in which parents will join their

children in prayer. This promotes partnership with the local parish and planning many opportunities for pupils to attend Mass.

The religious education leader provides professional development throughout the year to support staff in their provision of prayer and liturgy. Senior leaders take it in turns to model the delivery of whole school prayer so that staff see a variety of ways prayer can be experienced. Governors often join the pupils for school celebrations and Mass. They speak of how the school had to work differently with the parish community through the pandemic but that opportunities to worship together are increasing all the time now and are welcomed by all. Leaders and governors ensure that resources for prayer and liturgy are prioritised to inspire and focus pupils in their prayer. The religious education leader provides a range of well-planned resources that she has made as examples for staff to use as a guide. As a result, staff are supported in developing consistently high-quality experiences of prayer and liturgy for pupils and their families. The religious education leader monitors collective worship and findings from this monitoring are then used to plan professional development in the terms ahead. Leaders and governors recognise that liturgical formation is key for staff as well as pupils. Therefore, a high priority is given to providing inspirational development opportunities for them to grow in their faith journey too.

Information about the school

Full name of school	St Augustine's Catholic Primary School
School unique reference number (URN)	148605
Full postal address of the school	Colegate, Leam Lane, Gateshead NE10 8PP
School phone number	01914692949
Name of head teacher or principal	Mrs Gabrielle Lynch
Chair of governing board	Mrs Mary Wilson
School Website	www.staugustinesprimary.org
Multi-academy trust or company (if applicable)	Bishop Wilkinson Catholic Education Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	Diocese
Gender of pupils	Mixed
Date of last denominational inspection	3 rd – 4 th November 2016
Previous denominational inspection grade	Outstanding

The inspection team

Jane Weatherall	Lead inspector
Allyson Thorpe	Team inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement