



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St. Augustine's Catholic Primary
School, Preston**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:	St. Augustine's Catholic Primary School
Address:	St. Austin's Place Avenham Preston Lancashire PR1 3YJ
Telephone Number:	01772 253851
Email Address:	head@st-augustines-pri.lancs.sch.uk
School URN:	119607
Headteacher:	Mr John Entwistle
Chair of Governors:	Mr David Cox
Lead Inspector:	Mrs Jacqueline Hampson
Team Inspector:	Mrs Helen Moreton
Date of Inspection:	16th November 2015

INFORMATION ABOUT THE SCHOOL

St Augustine's Catholic Primary School is a larger than average sized primary school with 286 pupils on roll. The school is situated in Preston in the Diocese of Lancaster and serves the parish of St John XXIII in Preston.

The majority of pupils are of Asian heritage. A significant minority are of white British heritage. There is an increasing number of pupils from a growing Polish community. Pupils speak 8 different home languages.

The proportion of pupils eligible for free school meals is below the national average, as is the proportion of pupils with special educational needs.

Just over one third of pupils are Catholic, although in the lower year groups, the number of Catholic children entering school is increasing.

PUPILS	Y Rec	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6	Total
Number on roll	43	40	43	38	38	45	39	286
Catholics on roll	16	16	21	12	12	11	11	99
Other Christian denomination	3	5	2	1	1	3	1	16
Other faith background	19	18	18	18	24	27	25	147
No religious affiliation	2	1	0	1	0	1	0	5
No of learners from ethnic groups	37	35	33	31	29	38	34	237
Total with Statements of SEN			1				1	2
Total on SEN Register			3	7	7	12	7	36

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

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St John XXIII	99

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2	2	2	2.5	2.5	2.5	2.5	16
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	8.3	8.3	8.3	6.65	6.65	6.65	6.65	51.50
% of teaching time	31%	31%	31%	24%	24%	24%	24%	27%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	19%	19%	19%	18%	18%	18%	18%	18%

STAFFING		ORGANISATION	
Full-time teachers	11	Published admission number	38
Part-time teachers	2	Number of classes	9
Total full-time equivalent (FTE)	12	Average class size KS1	27
Classroom Support assistants	22	Average class size KS2	32
Percentage of Catholic teachers FTE	50%		
Number of teachers teaching RE	9		
Number of teachers with CCRS or equivalent	5		
Number of teachers currently undertaking CCRS	3		
Chaplaincy staffing	1		

EXPENDITURE (£)	Last financial year 2015	Current financial year 2016	Next financial year 2017
Total expenditure on teaching and learning resources	£17063	£13690	Not allocated yet
RE Curriculum allowance from above	£2500	£2300	
English Curriculum allowance from above	£1900	£2200	
Total CPD budget	£9736	£9600	
RE allocation for CPD	£800	£1700	

How the school has developed since the last inspection

Since the previous inspection, a new Headteacher has been appointed. He also has responsibility for leading RE in school. Along with the governors, he has worked tirelessly to maintain parish links, through a period of change to parishes in the Preston area.

Leaders have used this time of change to reflect on current practice and have actively worked with diocesan advisors and staff in the cluster schools.

The work of the Inclusion Team in school ensures all are welcomed into this vibrant Catholic school and the most vulnerable are fully supported.

The school has successfully addressed all priorities for improvement from the last inspection.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

OVERALL EFFECTIVENESS

St Augustine's is an outstanding Catholic school, which successfully guides pupils in their own, personal faith journey. The dedication and drive of the headteacher, staff and governors leads to continuous improvement and excellent outcomes for all pupils.

From the moment visitors enter the school, they are aware of its Catholic identity through display where scripture, prayers and the mission statement are displayed on a large screen. Display around the school is a celebration of the learning experiences and achievements of the pupils, as well as providing evidence of their learning in and enjoyment of curriculum RE.

Pupil behaviour and attitudes to learning are outstanding. Pupils enjoy coming to school and are very proud to be part of this Catholic school which serves a very diverse community. They benefit greatly from the opportunity to contribute to many aspects of the Catholic life of the school. For example, pupils recently wrote the lyrics for the school hymn which is based upon the mission statement and motto, and they sing it with pride. Pupil participation in, and leadership of, the prayer and liturgical life of the school are excellent.

The headteacher ensures that there is a clear, shared vision for this fully inclusive school, which is understood by all. Staff, governors and pupils speak of a strong sense of belonging to this Catholic school in a multi faith community. One pupil told inspectors, 'we all get along together, no matter what faith we are.' Governors and school leaders are totally committed to the Church's mission in education.

Due to the commitment and drive of the governing body, all staff who teach RE have completed, or are studying for the Catholic Certificate in Religious Studies (CCRS). As a result, staff are confident in teaching curriculum RE and are authentic witnesses to the Catholic Faith.

Outcomes for pupils are excellent in curriculum RE, with no significant variation between any major groups. All pupils make excellent progress from low starting points and attainment is high. Pupils speak confidently about their RE lessons and can reflect on their learning.

Staff are held to account and pupil progress in curriculum RE is measured termly alongside other core subjects.

All teaching is good and often outstanding and is effective in engaging and enthusing pupils and ensuring that they learn extremely well. Teachers' planning is excellent and is focused on meeting the needs of all pupils and on raising standards. Marking is exemplary throughout the school and helps pupils understand in detail how to improve their work.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Further develop the role of the school chaplain so that leaders and managers have a clear strategy to ensure that pupils continue to take part in liturgical celebrations including the Mass.

CAPACITY FOR SUSTAINED IMPROVEMENT

1

All priorities for improvement since the last inspection have been successfully addressed. The Headteacher, senior staff and governors demonstrate total commitment to the ethos and mission of Catholic education where continuous improvement in every aspect of school life is a priority. The school's capacity for sustained improvement in all areas is outstanding because of rigorous and accurate self-evaluation leading to clear, challenging targets and appropriate priorities.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

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

1

1

1

Inspection confirms the school's judgement that pupils make an outstanding contribution to the Catholic life of the school.

Pupils of all faiths regularly lead and take responsibility for shaping activities with a religious character. They do this together in mixed faith groups, so that no-one is excluded and their participation is appropriate to their individual faith needs. Pupils show a good understanding of the liturgical year and understand the importance of key celebrations throughout the liturgical year.

During inspection, pupils in upper Key Stage 2 planned and led a collective act of worship in class, on the theme of light and love. They chose scripture, a prayer and led a guided reflection on darkness and light, love and hate, which enabled their peers to celebrate and reflect on God's love and forgiveness. They involved their peers, by asking them to think about times they had done wrong and how they had sought forgiveness. In all three key stages during inspection, pupils showed great reverence and respect during times of prayer and reflection.

Pupils confidently share their beliefs and understanding of their own and others' faith. They are able to give examples of staff living out their faith and can discuss the impact of this on themselves and on the school community.

The school's self-evaluation of the leadership and management of its' Catholic life are outstanding and inspection confirms this.

Governors and other leaders ensure the Catholic mission of the school is at the heart of all school life. Gospel values underpin all the work of the governing body and guide them in appointing staff, evaluating the work of the school and in ensuring the best possible outcomes for pupils. For example, when evaluating the impact of parish changes to the school, governors recently appointed a chaplain to promote Catholic values through prayer, singing, supporting staff with the 'One World' group and preparing liturgies in school and with the other Catholic cluster schools.

Governors responded to the recommendations in the previous inspection by reviewing the Personal Relationships and Sex Education policy, ensuring it fully

reflects the diocesan guidelines.

The headteacher leads by example and inspires the staff and pupils, by making his beliefs and values known to all in school, through every personal interaction. Working with the governors, he ensures an authentic, vibrant experience of belonging to a faith community for pupils and staff.

Leaders, including governors, are committed to ensuring high quality professional development for all staff. This includes support from the Local Leaders in Diocesan Education (LLDE) as well as promotion of the Catholic Certificate in Religious Studies (CCRS) for those teaching curriculum RE.

Staff speak positively about how leaders and managers enable them to contribute to the Catholic life of the school. They feel their contributions are recognised and they value the support they are given. For example, a recent day of reflection at Tabor contributed to their personal spiritual development.

Inspection confirms the school's judgement that the quality of provision for the Catholic life of the school is outstanding.

Staff are authentic witnesses to their faith and this is recognised by pupils, who use their example to learn about and reflect upon their own faith with enthusiasm and confidence. For example, one child spoke of the need for reconciliation to promote harmony in our world.

The appointment of staff to the inclusion team has proved invaluable in supporting vulnerable pupils of the school. The care and respect shown for these children and their families is outstanding.

Through the commitment of all those in school to its Catholic mission, pupils are encouraged to know about, value and experience the call to, and action for, justice. They recognise that each of them has a call to Jesus, to do kind and charitable works, helping those in need. For example, children speak with pride about the fundraising activities they take part in, showing an awareness of the need to help others and linking it to Jesus' message in the Beatitudes. This work is being further developed through the work of the 'One World' group, who are using Pope Francis' encyclical 'Laudato Si' to guide their thinking and actions on climate change and social justice.

Leaders have developed many partnerships which make a positive contribution to the Catholic life of the school and broaden pupils' experiences. For example, the work with the cluster schools enables children to participate in many activities with a religious character. The newly appointed chaplain is developing this work further.

Parents are overwhelmingly supportive of the school and feel that Catholic values influence every part of school life.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

1

1

1

Inspection confirms the school's judgement that the extent to which pupils enjoy and achieve in Religious Education is outstanding.

Pupils enjoy RE and have extremely positive attitudes towards their learning. During inspection the behaviour and attitudes to learning shown by the pupils in their RE lessons was exemplary. Pupils are enthusiastic and are able to remain on task when working independently. During inspection pupils spoke of their enjoyment of learning about the Catholic faith and other world faiths.

During inspection, pupils in the Early Years made good progress in learning about what Catholics do in church. Teachers reinforced learning and key vocabulary throughout the lesson so that children were able to talk about kneeling, praying, going to Mass and remembering Jesus.

In Key Stage 1 children were able to use their knowledge of both Christianity and Judaism to distinguish between the Jewish kiddish cup and a chalice, showing a good knowledge and understanding of religious signs and artefacts.

Pupils in upper Key Stage 2 showed that they are able to use their knowledge of the parable of the lost sheep to reflect on and discuss Jesus' love for Zacchaeus and God's love for us all.

The school's baseline data shows that most children enter school with very limited knowledge of the Catholic faith although a few children have knowledge of Islam. Excellent teaching in the early years means that, by the end of the reception year, many pupils are working within the expected level of attainment. The vast majority of pupils make at least 2 levels progress from Key Stage 1 to Key Stage 2, with a high proportion making above average three levels progress. As a result, standards of attainment at the end of Key Stage 2 are high. There is some variation with attainment in one cohort, which has been identified by leaders and support has been put in place. However, across the whole school, all pupils including boys and girls, Catholics and those other than Catholic and pupils with special educational needs and/or disabilities (SEND), make excellent progress through all three key stages.

Monitoring and evaluation procedures of RE are outstanding. Leaders have successfully ensured that very effective monitoring, assessment and tracking systems are in place and are having a positive impact on pupils' learning, progress and standards. They accurately inform areas of both strength and development. Leaders and managers, including governors, use the schools' tracking system to monitor the progress of individuals as well as of different groups of pupils and effectively challenge any underperformance.

The head teacher, who is also the RE subject leader, provides very good support for staff in the delivery, resourcing and assessment of curriculum RE. Where necessary, he uses diocesan support. For example the LLDE has provided support for staff on using the Religious Education Curriculum Directory (RECD). As a result staff are skilled and confident in planning from this, using a range of stimulating resources to engage all pupils.

Staff value the support they are given from the head teacher and from their colleagues and say it gives them confidence in their teaching of RE. The RE subject leader maintains a portfolio of assessed pieces of work which have been moderated and agreed by Diocesan colleagues.

The quality of provision in Religious Education is outstanding. Teachers' planning for RE ensures that lessons build on prior learning and fully meet the needs of all pupils. Teachers start with the Religious Education Curriculum Directory (RECD) and seek to provide pupils with first hand activities and memorable learning experiences.

The school deploys support staff very effectively to assist pupils with additional needs and they make a significant contribution to the learning and progress of these pupils. This assistance includes individual and group support largely within classes.

Across the whole school excellent subject knowledge enables teachers to ask challenging questions and to aim for higher levels in curriculum RE. A good range of teaching styles, excellent questioning techniques, clear explanations and well-paced lessons ensure that most pupils maintain their enthusiasm about their learning and make good progress in attainment target one (learning about religion) and in attainment target two (learning from religion).

Marking in RE across the whole school is exemplary and ensures that pupils know how well they have done as well as what they need to do to improve further. Pupils are given time to respond to marking and this helps them move their learning on. They are clear about how their learning is assessed. They understand the assessment sheets in the front of their RE books, know which levels they are working at and are clear about what they need to do to move to the next level.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	1
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	1

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	1	1	1	1