



Diocese of Westminster

St Augustine's Catholic Primary School
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DFE Number: 205 3378
URN Number: 100347

Headteacher: Miss M Kelliher
Chair of Governors: Mrs P O'Driscoll

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

Date of inspection: 11th June 2013
Date of previous inspection: 20th March 2007

Reporting Inspector: Mr Sean Flood

Introduction

The inspector would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspector spent 1 day in the school, visited 6 lessons, saw an assembly, and carried out 5 interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

The Inspection of St Augustine's Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Framework and Schedule for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

Description of School

The school is a one form entry in the LA of Hammersmith and Fulham and the locality of Hammersmith. The school serves the parish of St Augustine's, Hammersmith and also takes pupils from St Thomas of Canterbury, Fulham. The proportion of pupils who are baptised Catholic is 98.6%. The proportion of pupils who are from other Christian denominations is 1.4%. There are currently no pupils from other Faiths. There are 206 pupils on roll, with 8 pupils with statements of Special Educational Need. The proportion of pupils from ethnic minority groups is well above average. The number of pupils speaking English as an Additional Language is also well above average. There is an above average rate of families claiming free school meals and eligible for pupil premium. There are 8 full-time and 5 part-time teachers in the school 7 of whom are Catholic and 5 of these hold the CCRS or a higher Catholic qualification such as Theology. St Augustine's is a very friendly, warm and welcoming school. St Augustine's is an oversubscribed, Catholic school, which has a very inclusive ethos. The Mission Statement of the school states: "When God's love enters our hearts we grow in wisdom and understanding."

Key for inspection grades:

Grade 1: Outstanding;*
Grade 1: Very Good;
Grade 2: Good;
Grade 3: Requires improvement;
Grade 4: Causing Concern.

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade: [1]

The overall effectiveness of religious education in St Augustine's Catholic school is very good. The school has made very good progress in addressing all the key issues from its previous inspection in 2007. There is now a very creative and dynamic approach to RE, using a wide range of resources and cross curricular links to other subject areas. The school is currently using the "Here I Am" scheme of work and has supplemented this by using The Year of Faith units over the last year. The core scheme of "Here I am" is currently being phased out and the school is in the process of adopting a new core scheme and this is a key area of development for the year ahead. There is comprehensive coverage of the Curriculum Directory. The teaching of other faiths and visits to places of worship is a key future area for development and the school has recognised this. Pupils leave the school at Key Stage 2 achieving high standards of work in religious education. Achievement is at least good in all classes and in some cases is outstanding. There is clear evidence of good progress across both key stages. The school has developed a commendable policy of involving the children in assessing their own progress and also in target setting.

Behaviour is mostly very good or outstanding and pupils are very friendly and welcoming and eager to share their work. Standards of teaching seen in the school are at least good in all classes with some outstanding teaching seen right across the school. There is an ethos of high standards and a supportive environment for teachers to thrive. Where support staff are active in a lesson they make a really significant and laudable contribution to teaching and learning. They support a wide range of abilities and needs in a fully inclusive school. The clear reason that standards are high and the quality of teaching is very good is because of the highly effective and indeed quite outstanding leadership and management of religious education. The head leads by personal example and dedication to Catholic education. A highly effective and committed Governing Body led by a very experienced and knowledgeable Chair of Governors provides an excellent balance of challenge and support for the school.

What has improved in classroom religious education since the last inspection and what should the school do to further improve in classroom religious education?

The school has made very good progress in addressing the four key issues from its previous inspection. A key focus since the previous inspection has been the development of a creative approach to RE, using a wide range of resources and links to other subject areas. This has been achieved through staff development and shared planning as well as whole school projects e.g. the Rosary project, All Saints and Lenten Footsteps. Target setting and assessment is well developed and the school Pergola has been refurbished and recently a delightful "Garden of Tranquility" has been built. Work and tasks are also now being well differentiated across all phases.

To improve even further the school needs to implement a new scheme of work for religious education over the coming year. The school also needs to develop further the good work it is doing on Judaism to include the teaching about other faiths and also visits to sites of religious worship.

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?

Grade [1]

The school is currently using the "Here I Am" scheme of work and has supplemented this by using The Year of Faith units over the last year. The core scheme of "Here I am" is currently being phased out and the school is in the process of adopting a new core scheme. The Curriculum Directory is being implemented across the school and coverage is very good in all areas. Staff have collaborated closely together to analyse how the 'Here I Am' curriculum can be used to ensure comprehensive coverage of the Curriculum Directory. This is evident in teachers' RE planning, which has been closely monitored. There is a whole school approach to the 'Here I Am' curriculum. The school has also tried to be creative in its curriculum and has used music, dance and drama very effectively to further enhance teaching. The area of study relating to other faiths is covered through a whole school project on Judaism, which is currently led by a visiting teacher from the Jewish Museum. The teaching of other faiths and visits to places of worship is a key future area for development and the school recognises this.

Pupil achievement (as well as attainment and progress) in religious education

Grade [1]

Pupils enter the school with skills broadly in line with national averages and leave at key stage two achieving high standards of work in religious education. Achievement is at least good in all classes and in some cases is outstanding. There is clear evidence of good progress across both key stages. The school has worked hard to evaluate its current levels of pupil attainment and is keen to further extend this work by accurately tracking, analysing and moderating pupil progress. The school has developed a commendable policy of involving the children in assessing their own progress and also in target setting. Behaviour is mostly very good or outstanding and pupils are very friendly and welcoming and eager to share their work. Where disruptive behaviour was seen teachers have good and effective strategies for calming situations and restoring good order.

Children get off to a very good start in the Reception class and produce work of a high standard in large and well maintained scrapbooks. Emergent writing is also very evident in these books and photographs and artwork is also being well used. In Key Stage 1 there was further evidence of good extended writing on the topic of Journeys. Again, both classes use photographs and digital images very effectively to record pupils' learning. The children, from a young age, learn about Judaism and the school needs to extend this work to include the teaching of other faiths and extend the range of visits it makes to places of worship. Work across Key Stage 2 is very good in all classes seen and many outstanding examples of work were seen in years 5 and 6. The pupils in this school have recently produced some very high quality work on Pentecost and spreading the Good News. Pupils were very articulate in relating what this meant, both in written form and also during interviews. Also, evidence of research was clear across this Key Stage, in work produced on the lives of Saints. ICT is also being used very well in this school to further enhance the teaching of religious education and some of the year 6 work seen is highly creative and quite outstanding.

The school has worked hard to enrich its religious education curriculum and has enjoyed much success in doing so. Some examples of this have been the work on making Rosary beads, the All Saints project and the Lenten Footsteps project. Pupils are very eager to show you some of the lovely items they have made and produced. Standards of work in Religious Education are of a high order in this school.

The quality of teaching

Grade [1]

Standards of teaching seen in the school are at least good in all classes, with some outstanding teaching seen right across the school. There is an ethos of high standards and a supportive environment for teachers in the school and this is evident in shared planning and collaboration among staff. The school's own monitoring of teaching and learning, and of children's work, indicates that teaching is stimulating, enthusiastic and challenging with most pupils on task. This inspection confirms the school's own judgement on standards. Teachers actively try to engage and encourage an informed response from the pupils. Expectations are set high and pupils are expected to be able to work independently and collaboratively. Teachers enjoy, mostly, very good relationships with their pupils. The teachers use a wide range of materials in teaching religious education. In Key Stage 1, a good lesson was seen using the story "A Quiet Night In" and two classes in years 3 and 4 used versions of Oscar Wilde's "The Selfish Giant" to very good effect.

In an outstanding lesson seen in year 5 the teacher used multi media and traditional scripture in a complex and demanding lesson on Forgiveness that really stretched pupils thinking. In year 6 the behaviour of pupils was exemplary during a highly creative lesson using ICT. In some lessons pupils were kept on the carpet for too long and this resulted in some pupils being restless and others being too passive. The school needs to monitor closely the delivery of lessons to ensure that high standards are being maintained. Where support staff are active in a lesson they make a really significant and laudable contribution to teaching and learning. They support a wide range of abilities and needs and are a great asset to the school. In some lessons seen however, their role was not sufficiently clear and was often too passive for too long and the school needs to monitor this issue for the future. Behaviour in lessons is mostly at least very good, and where disruption was seen, the teacher dealt with it effectively. Pupils are very keen to answer and their response to some very good teaching was outstanding. Teaching standards are judged to be very good across all phases in this school.

The effectiveness of the leadership and management of religious education

Grade [1*]

The clear reason that standards are high and the quality of teaching is very good is because of the highly effective and indeed, quite outstanding, leadership and management of religious education. The head leads by personal example and dedication and sets very high and challenging targets for the staff. The senior leadership team has a clear and shared vision and sense of Catholic purpose, with high aspirations for the school. A highly effective and committed Governing Body led by a very experienced and knowledgeable Chair of Governors, provides an excellent balance of challenge and support for the school. There is a well established leadership and management structure. Relationships between management and staff are very good and there is evidence of teamwork throughout the school. New staff receive excellent support and training which enables them to make rapid progress. The monitoring of standards is equally thorough and rigorous. There is a cycle of analysis of achievement and target setting in each year group, which has now also been extended to RE. The school aims to ensure that all pupils succeed to the best of their abilities. The whole school community is highly committed to inclusion and equality of opportunity for all. The quality of Catholic education is central in the process of self-review and judgements are mostly very accurate. The school itself is modest in its own self-evaluation of leadership and management which is judged to be outstanding by this inspection.

B. The Catholic life of the school

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade: [1*]

The overall effectiveness of The Catholic life of the school is judged to be outstanding in the following ways. The school places a very high priority on the teaching and content of RE. The head again leads by personal example to ensure that RE is at the centre of all school life. 10% of curriculum time is spent on RE and timetables show a good balance of lessons with age appropriate timings. Prayer and worship is outstanding in the school and the children get very good and regular opportunities to compose their own prayers and private intentions. The Reception classes provide an excellent start for the prayer life of young children in a sensitive and caring way. There are rich experiences of prayer and celebration on an ongoing basis, shared with parents. The parish priest is a regular and always very welcome visitor to the school and helps with prayer, liturgy and worship. The school supports many charities, local and national through regular assemblies and fundraising initiatives. The children do understand that as a Catholic Christian community there is a collective responsibility to our fellow brothers and sisters.

St Augustine's is a very strong Catholic community. Relationships between home, school and parish are excellent. The recently conducted RE parent survey showed quite overwhelming support and appreciation for all that the school does to support pupils. The headteacher provides outstanding leadership and direction of the Catholic life of the school. She leads by personal example and is a very good role model for all staff and children. She is well assisted in this task by her deputy and senior leadership team. The chair of governors is very experienced and committed and is well assisted by an active and equally well informed governing body.

What has improved since the last inspection and what should the school do to further develop the Catholic life of the school ?

The main area of improvement has been in resources for the school. The school now has its Mission Statement on prominent display all over the school. The school has also very imaginatively and creatively developed its outside areas of worship such as its new "Garden of Tranquility". To improve further the school needs to develop global links and raise awareness of overseas development issues and the Catholic charities that support these movements.

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget.

Grade [1*]

The school places a very high priority on the teaching and content of RE. The head, again, leads by personal example to ensure that RE is at the centre of all school life. 10% of curriculum time is spent on RE and timetables show a good balance of lessons with age appropriate timings. The subject is now well resourced with high quality artefacts and books. The school has developed its own prayer book, a high quality Mission Statement scroll and recently has made a quite beautiful mosaic to celebrate the Year of Faith.

The school ensures that subject areas are resourced appropriately, so that all staff have the necessary resources to implement the curriculum, and pupils can achieve their full potential. There are a wide and carefully chosen range of resources available, and a central location is maintained so that all staff have access. A generous budget is allocated to RE every year which indicates the high priority of the subject. Staff training takes place regularly in school, externally with Diocesan training and also at Deanery level. A key focus of internal staff training is how the Catholic ethos is developed within the school community.

The experience of Catholic worship – prayer and liturgy – for the whole school community.

Grade [1*]

Prayer and worship is outstanding in the school and the children get very good and regular opportunities to compose their own prayers and private intentions. The parish priest is a regular and always very welcome visitor to the school and helps with prayer, liturgy and worship. The Reception class assembly seen was of a very high standard. Children used a wide variety of approaches including music, art, mime and drama to enhance worship and liturgy. All classes have a prayer area set aside with appropriate liturgical colours and relevant vocabulary. Mass is celebrated regularly in the school and also during visits to the local church. The school has made commendable efforts to be creative in the teaching of religious education and uses many curriculum areas to enhance teaching. Displays all over the school are of a very high standard, including the schools outside areas. Prayer is central and well integrated into the Catholic life of the school. Prayer and worship are a major strength of this school. There are rich experiences of prayer and celebration on an ongoing basis, shared with parents and parishioners.

The commitment and contribution to the Common Good – service and social justice.

Grade [1]

The school supports many charities, local and national through regular assemblies and fundraising initiatives. The children do understand that as a Catholic Christian community there is a collective responsibility to our fellow brothers and sisters. For example, the School Council planned and implemented their own fundraising initiative during Advent for 'The Passage'. Year 6 pupils visit the local care home each Advent, to sing carols and talk to the elderly residents. There is clearly a very strong sense of service shared by all members of the school community, which is evident in how adults and children work together for the good of community members.

There are major opportunities being missed, however, to promote knowledge and understanding of the wider world and of global and development issues and this needs to be addressed. Pupils are unsure of any overseas links or Catholic charities being supported. Children are given opportunities for personal development via the School Council and playground friends initiatives. There is a strong and growing sense of service and responsibility from the pupils to work together for the good of the school and local community.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;

Grade [1*]

St Augustine's is a very strong Catholic community. Relationships between home, school and parish are excellent. The recently conducted RE parent survey showed quite overwhelming support and appreciation for all that the school does to support pupils. Parents are regularly invited to celebrate and pray together during assemblies, plays and Masses. Parishioners are invited to Open Days, PTA

events and also come together for parish Masses, which the school leads. There are very good links with other local Catholic schools, parishes and with the wider community. The school regularly attends the Christmas Carol Service at Westminster Cathedral. The school maintains strong links with the Diocese and is fully committed to working with the Diocese of Westminster. The school adopts and implements Diocesan policies including admissions and attends Diocesan training and Deanery moderation exercises. The governors regularly review the issue of academy status and are committed to maintaining their links with the Diocese as they proceed. The parish priest is a very frequent and welcome visitor to the school and plays a significant role in the spiritual life of the school. The school leadership has ensured outstanding communication between the home, school and parish via its excellent website and frequent newsletters.

The effectiveness of the leadership and management in promoting the Catholic life of the school.

Grade [1*]

The headteacher provides outstanding leadership and direction of the Catholic life of the school. She leads by personal example and is a very good role model for all staff and children. She is well assisted in this task by her deputy and senior leadership team. The RE co-ordinator is herself an outstanding teacher and ensures high standards of religious literacy throughout the school community. The chair of governors is very experienced and committed and is well assisted by an active and equally well informed governing body. Governors take a keen and very constructive approach to the running and Catholic life of the school. Links with the community are well developed and links with other faiths is another area for future school development. The school's Mission Statement is proudly and prominently displayed right across the school and a high quality banner is visible for all to see in the main hall. Leadership and management of the Catholic life of the school are judged to be outstanding.



Diocese of Westminster

[NAME OF SCHOOL]

Date of inspection: [date]

Reporting Inspector: [title, initial and surname]

Key for inspection grades:

Grade 1: Outstanding;*
Grade 1: Very Good;
Grade 2: Good;
Grade 3: Requires improvement;
Grade 4: Causing Concern.

A. Classroom Religious Education

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy? **Overall Grade [1]**

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?	Grade [1]
Pupil achievement (as well as attainment and progress) in religious education	Grade [1]
The quality of teaching	Grade [1]
The effectiveness of the leadership and management of religious education	Grade [1*]

B. The Catholic life of the school

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing? **Overall Grade [1*]**

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget	Grade [1*]
The experience of Catholic worship – prayer and liturgy – for the whole school community	Grade [1*]
The commitment and contribution to the Common Good – service and social justice.	Grade [1]
The partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf	Grade [1*]
The effectiveness of the leadership and management in promoting the Catholic life of the school.	Grade [1*]