



## **DIOCESE OF BRENTWOOD**



### **Inspection Report**

**Name of School: St. Augustine's Catholic Primary School**

**Unique Reference Number: 102842**

**Inspection Date: October 7, 2013**

**Reporting Inspectors: Dr. Michael Sutherland-Harper and  
Mrs. Penny Rickard**

**This Inspection was carried out under Section 48 of the Education Act 2005.**

**Type of School: Primary  
School Category: Voluntary Aided  
Age range of pupils: 3-11  
Gender of pupils: Mixed  
Number on roll: 476  
Appropriate Authority: The Governing Body  
Date of previous inspection:**

**School Address: Cranbrook Road  
Gants Hill  
Ilford, Essex  
IG2 6RG.  
Tel. No. 020 8554 1919  
Fax No. 020 8554 8858  
Chair of Governors: Brenda McEwan  
Headteacher: Delia Doyle**

## **Introduction:**

The Inspection was carried out under Section 48 of the Education (Schools) Act 2005 by two inspectors appointed by the Diocesan Bishop at the request of the Governing Body of the School.

The Inspectors acknowledge and are appreciative of the full support, co-operation and courtesy they enjoyed from the Governors, Headteacher, Staff and Pupils of the School both before and during the Inspection. The Inspectors wish to express their gratitude to all concerned.

## **The focus of the Section 48 Inspection was:**

- Classroom Religious Education
- The Catholic nature of the School through:
  1. Worship
  2. Links with the Catholic and wider community
- Spiritual, Moral, Social and Cultural development

## **The Section 48 Report**

**St Augustine's Catholic Primary School  
Cranbrook Road  
Gants Hill  
Ilford, Essex  
IG2 6RG.**

**Head Teacher: Delia Doyle**

**Date of Inspection: October 7, 2013**

## **Description of the School:**

**St Augustine's Catholic Primary School is a voluntary aided Catholic primary school situated in Redbridge in the borough of Redbridge and in the diocese of Brentwood. The school is a larger than average-sized primary school. The school serves the Catholic parishes of the Assumption, St. Augustine's, St. John Vianney and St. John the Baptist.**

### **Record of Evidence Base:**

Two Diocesan Inspectors were in the school for the equivalent of two inspection days.

- The study of pre-inspection documentation including the Self-Evaluation Form/ Denominational Provision (SEF/DP).
- The observation of 12 lessons.
- Participation in an assembly.
- Scrutiny of pupils' written work.
- Meetings with the Headteacher, the Head of Religious Education (R.E.), one of the priests linked to the school, the Chair of Governors and the School Council.
- Observations of R.E. displays in the classrooms and around the school.

### **What the School does well:**

St. Augustine's Catholic Primary School provides its pupils with a good Catholic education.

Thanks to the combined efforts of staff, pupils, governors and parish priests, under the careful guidance of its experienced headteacher, the school lives up to its mission statement to 'work hard' and to 'pray and care for everyone as Jesus taught us'. Parents are very supportive of the work of the school.

Pupils are very familiar with the school's mission statement and respond by looking out for each other in class and as they move around the school. The school prides itself on being a community where everyone is included and has equal opportunities. It shares its concern for each other with a close attention to the needs of the wider community, raising money for charity and contributing to good causes like a local food bank. Pupils regularly attend Mass before school or during the school year and have good, and growing, opportunities to contribute in assemblies and in leading prayers. For example, in class assemblies and worship, they can choose readings and hymns. They can also attend the school's Rosary Club or take time to reflect in the grotto set up in the playground area. Pupils' spiritual, moral, social and cultural development is a strength of the school because the school encourages its pupils to think about the wider world and their responsibilities. Links with other local faith schools give pupils an increasing understanding of world religions.

The headteacher provides clear and effective leadership. The Head of Religious Education (R.E.) is relatively new to the post but already has clear ideas about how she wants to proceed with further development of the subject. She works closely with the headteacher. Governors are relatively new and recognize that they would benefit from some further training but are supportive of the school and have accurately identified those areas which need to improve. Parish priests offer considerable experience of the school

and local areas which helps to guide the school in its deliberations and actions. Parents receive a termly R.E. newsletter.

The R.E. curriculum is based on the 'Come and See' Religious Education programme of study, recommended by the Bishop of the Diocese, and is fully implemented. The school meets both the national and diocesan requirements for the allocation of curriculum time for taught R.E.

Teachers have secure subject knowledge and have quickly undergone training to help with the introduction of the new Come and See scheme of work. R.E. lessons make good links with other subjects across the curriculum. For example, several lessons linked the subject with art and history; all used information technology and reinforced literacy skills. Most teaching seen was good, with some outstanding, but some also requires improvement. In the best lessons, teachers used questioning well, insisted on pupils giving reasons for their answers, timed activities to provide extra challenge and got pupils involved as quickly as possible. In lessons requiring improvement, these aspects were not as prominent and teachers took longer to hand over the lesson so that pupils could explore the subject independently. Tracking and assessment procedures are developing in order to provide staff with a quicker idea of how well pupils are doing. The school is looking at ways to make lesson plans less complicated and in a child-friendly version. Teaching assistants are generally well used to further pupils' skills. Sharing of best practice in classroom skills by all staff is a work in progress.

Pupils are well behaved in lessons. They are attentive and keen to develop their knowledge and understanding. Whenever they are given the opportunities, pupils take an active role in learning and work closely with each other as 'talk partners' or on assignments at their tables. Activities are grouped by general ability levels. Pupils know that there is always someone to turn to if they have a problem of any kind. Staff are trained wherever possible in dealing with problems. For example, all staff recently received training from the Rainbow Bereavement Support Programme.

Marking and assessment are regular with a careful blend of praise and forward guidance in most classes. Pupils respond in writing to the guidance given in most classes but not in all. They have embraced the traffic light system which allows them to assess their own progress but the school rightly feels that there is further work to be done in this area. At present, a number of pupils are highlighting the green light when it is clear from their work that there are areas on which they are still working. Pupils' needs are identified and well supported in class but not all know their long term targets so as to be able to clearly assess the progress they are making.

#### **What needs to be improved?**

- **Adjust planning whenever necessary to best meet the learning needs of all pupils and deliver all lesson objectives in a child-friendly format**
- **Ensure consistency of practice in teaching and marking by providing further opportunities for staff to share what they do best in the classroom**

- **Develop pupils' understanding of how to self-assess their work**
- **Continue work with governors to increase their understanding of data and progress rates.**

The Inspectors endorse the areas identified by the school for improvement in the Section 48 Self-Evaluation Form.