

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION  
ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL  
ST. WIFRID'S CIRCUS, LEEDS, LS8 3PF.

School URN	108022
School DfE Number	383/3368
E-mail address	Obries01@leedslearning.net
Chair of Governors	MR. TERRY LYONS
Headteacher	MRS. SUSAN O'BRIEN
RE Subject Leader	MRS. LUCIA McPARTLAN
Date of Inspection	12 <sup>TH</sup> - 13 <sup>TH</sup> NOVEMBER 2013
Section 48 Inspector	MRS. JANET HUTTON

# INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

1

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

**OUTCOMES FOR PUPILS**

1

**THE PROVISION FOR CATHOLIC EDUCATION**

1

**LEADERS AND MANAGERS**

1

## Summary of key findings:

### **This is an outstanding school**

- St Augustine's is an outstanding school, which provides a haven of tranquillity for all of the pupils living in the culturally diverse local community. The school's hymn to St Augustine recognises this and is sung with gusto by everyone at assembly, "From so many places we come, to share and to learn as one."
- The school's Mission Statement, "to walk in the light of the Lord" is prominent around the school and is firmly embedded within the deep rooted traditions of the Catholic Life of the school.
- The school provides extremely high quality teaching and learning in a safe learning environment whilst providing stability and support to enable all pupils to overcome any barriers to their learning and achieve their best.
- Pupils have a strong sense of self-worth and they know that each one of them is a unique gift from God.
- The Headteacher (HT), Parish Priest (PP) and Governors share a clear vision for securing further improvement. They have worked very hard at all levels during a period of transition to ensure that St. Augustine's is an outstanding school.
- The RE Co-ordinator is an outstanding role model who leads by example in her determination to ensure that the school is able to provide the best possible Catholic Education for the pupils at St. Augustine's.
- Behaviour is exemplary. Pupils are very enthusiastic and show very good levels of behaviour for learning within a classroom situation. They are polite and well behaved around the school and eager to please.
- Children are proud of their different faith backgrounds and firmly live out the Catholic ethos of the school by their deep understanding of the gospel values, particularly in the way in which they follow the words of Jesus by "loving one another as Jesus loves us".
- The school has very strong home-school, parish links which firmly support the diverse

- The school has an excellent range of displays depicting the Catholic Life of the school, the RE curriculum and the many ways in which the pupils support and participate in the local community.

### **What the school needs to do to improve further.**

- Continue to further embed the assessment of the , “The Way, the Truth and The Life” to ensure that all staff are confident in using cross curricular opportunities in assessing levels of pupil attainment in RE and setting appropriate tasks to challenge and support their learning.
- To share the good practice already existing within the school to ensure that more lessons are outstanding in all areas.
- To build on the outstanding provision for outdoor opportunities for cross curricular activities and quiet reflection by creating a prayer garden.

### **Information about this inspection**

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 Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school’s own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous S48 RE Inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic life of the school.
- The quality of teaching and learning in RE.
- How well pupils achieve and enjoy their learning in RE
- How good outcomes are for individuals and groups of pupils in RE, particularly those with specific barriers to their learning.
- The quality of CW provided by the school and how well pupils plan, respond to and participate in all acts of worship.
- The effectiveness of leaders, governors and managers in promoting, monitoring, evaluating and developing Catholic Education at St. Augustine’s by establishing the accuracy of the school’s self-evaluation systems.

The inspection was carried out by one inspector and took place over two days.

- Throughout the inspection all teachers were observed during 10 RE lessons and 5 acts of Collective Worship.
- Meetings were held with the HT, 2 Assistant Headteachers (AHT), the RE subject Co-ordinator, teaching and support staff, PP, Catholic Care, learning mentors, Governors, parents, school council and pupils.
- A comprehensive sample of evidence depicting the RE/Catholic life of the school was made available to the inspector.
- The school’s monitoring and tracking system was demonstrated to show pupil progress and attainment data.

- RE work portfolios, samples of pupils' work, examples of marking, pupil evaluation sheets and intervention strategies for RE were scrutinised.
- Displays in classrooms and around the school were also noted along with photographic evidence of activities throughout the liturgical calendar year to show special themed work which has taken place in school and in the local community.
- A lunchtime visit was made to the school's Nurture Unit.

### **Information about this school**

- St Augustine's is a large, 2 form entry, inner city Catholic Primary School with 470 pupils on roll, including the 76 pupil nursery.
- The school serves an area of significant social and economic deprivation.
- The school's RE budget is comparable to other core subjects.
- 61% of the pupils are baptised Catholics.
- The school has 29 dedicated and committed teachers of whom 23 are Catholic. 4 teachers hold the CCRS.
- The school employs 22 support staff which includes 2 learning mentors and an EAL T/A.
- The number of Black and Minority Ethnic (BME) pupils is well above the national average and this group is continually increasing and remains significantly above its statistical neighbours' throughout Leeds.
- The number of pupils with Special Educational Needs (SEN) including children at school action or plus is well above the national average..
- Pupil mobility is currently high and increasing.
- The number of pupils eligible for Free School Meals (FSM) is well above the national average.
- The school provides a breakfast club and after school care
- A substantive HT has been in post since September 2012 and the substantive DH took up post in September 2013 along with two AHTs
- Extensive remodelling and refurbishment has been undertaken this year to provide classrooms that are more adequate in size for the number on roll and more appropriate to the age groups taught.
- The school works in productive partnership with others e.g. Diocese of Leeds, Catholic Schools Cluster(s).
- The school has achieved many awards including: Investors in Pupils, Healthy Schools, Activemark, The Inclusion Chartermark, A School Achievement Award and The Stephen Lawrence Award.

## Full report - inspection judgements.

### Outcomes for individuals and groups of pupils are outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	1
How well pupils respond to and participate in the school's Collective Worship.	1

- Outcomes for individuals and all groups of pupils at St. Augustine's are outstanding. Pupils actively contribute to, and significantly benefit from, the vibrant Catholic Life of the school as they live out their school's mission statement "to walk in the light of the Lord".
- St Augustine's School provides a safe and harmonious environment, with a strong focus on pupils' spiritual, moral, social and cultural development. It is a very inclusive school within a rich and diverse community and from the very beginning, pupils learn that they are a special and unique part of the school and that they have something very valuable to contribute to the school community.
- Pupil's knowledge of the Gospel message gives them a clear understanding that they have a responsibility for themselves and for each other. They show high levels of respect for one another and they value each other for who they are.
- All pupils show that they are able to articulate that St Augustine's is distinctive and that together they have a particular mission to fulfil by walking in the light of the Lord and following the gospel values.
- Pupils have a strong sense of belonging to the school community by participating in activities that develop the Catholic Life of the school through charity fundraising, positions of responsibility, taking part in community based events and Diocesan celebrations.
- The pupils at St. Augustine's are enthusiastic in playing a vital part in the life of the parish and the parish within the school. This long established partnership brings strength to both. The Parish Priest is a frequent visitor to the school and has formed good relationships with all staff and pupils. The Chair of Governors and RE Governor are familiar faces to all and welcomed into school by everyone
- All age groups participate in the wide and varied aspects of prayer, and willingly engage in discussions around moral and ethical issues and generously support those less fortunate than themselves.
- The pupils display an excellent capacity to recognise and celebrate each other's successes and to support each other in difficult times.
- As a result of teaching being judged as outstanding overall and none less than good, standards achieved by pupils by the end of Year 6 are in line with the national average, and, taking into account their very low starting points the quality of pupils' progress is good and in some cases is moving rapidly towards outstanding.
- In order to give pupils further opportunities to reflect upon their beliefs and experience, a wider range of cross-curricular links across the school needs to be developed using the outstanding practice observed in Year 1 during an outdoor role play session. The pupils thoroughly enjoyed this activity and were able to experience first-hand the conditions Mary endured on her way to visit her cousin Elizabeth to announce the birth of her baby.

- On entry, pupils' skills and understanding of RE are well below national expectations but by the time they leave the FS they make good progress because of the outstanding quality of provision provided by the very able staff.
- Pupils continue to make good progress and this is particularly evident at the top of KS2 as recorded in the comprehensive school tracking system.
- Pupils enjoy their learning in RE. This is particularly evidenced in the wide range of cross curricular activities pupils are engaged in to enhance the quality of their learning. A Year 3 pupil depicted the story of the 'Annunciation' through a drawing of Mary's face to illustrate her feelings and then translated the picture into a diary entry to explain how Mary felt when she was told that she was going to be the Mother of God. "She was shocked, puzzled, excited ...." An outstanding piece of written work was produced as a result of the way in which the teacher presented the lesson.
- Collective Worship is a particular strength at St Augustine's. Pupil response and participation in Collective Worship is outstanding. Acts of worship engage all pupils. From their very earliest days, the children are actively engaged in worship. They are inspired to participate and respond with the utmost respect and reverence. This was evidenced in the appropriately timed end of morning worship in the FS unit, expertly orchestrated by the Nursery teacher.
- Pupils have acquired new skills in planning and leading prayer and worship. They plan with confidence and enthusiasm in a variety of gatherings at whole school, class and times for individual reflection. They select and prepare materials and resources with knowledge, understanding and insight.

## The provision for Catholic Education is outstanding

The quality of teaching and how purposeful learning is in Religious Education.	1
The extent to which the Religious Education curriculum promotes pupils' learning.	1
The quality of Collective Worship provided by the school.	1

- The provision for Catholic Education is outstanding at St Augustine's. All members of the school community are passionate in their mission to provide purposeful learning and enjoyment for all groups of pupils through their inspirational delivery of "The Way, the Truth and the Life" by their own strong commitment to the traditions of the Catholic faith.
- The quality of teaching and learning is mainly outstanding, and all other lessons are at least good with some outstanding elements. The school now needs to share this outstanding practice in all classes to further drive up standards and ensure that all teaching has significant elements of outstanding qualities.
- One outstanding lesson in FS used Godly Play to tell the story of the Good Samaritan, by allowing the children to reflect upon the current situation in the Philippines where some of them have relatives and friends who need help and support.
- In the best lessons, teaching is inspirational and draws upon the personal experiences and deep spiritual commitment of the teacher. In a Year 6 lesson, this was particularly apparent as the teacher drew on her adolescent experiences to promote and challenge the pupils to enter into a meaningful discussion about the injustice in the world today and the work of Dorothy Day to improve the unfair world in which we live.

- Assessment and marking is outstanding in some year groups. This needs to be extended throughout the school in order to ensure that all pupils are challenged and are given opportunities to improve their work and shown how to progress to the next level. Excellent examples of constructive feedback are having a big impact on pupil progress in Years 4 and 5. An example of an outstanding plenary in Year 5 demonstrated how pupils are given opportunities to evaluate their own work and how they can assist their peers to further improve their work.
- Teachers are innovative in the way in which they present the RE curriculum. In the Year 2 lessons, the teachers used a "Wonder Box" to demonstrate the Trinity in a variety of ways and went on to encourage the pupils to wonder about how three can be one. Pupils were then encouraged to think about the Trinity and to record their ideas on a post-it note before placing it on a cross to be displayed on the wall. One child wondered, "Is God taller than Jesus or is Jesus taller than God."
- The activities in this lesson and the way in which they were presented made it outstanding.
- The monitoring of teaching and learning within the school seems to be showing that a significant improvement is taking place and that achievement is also improving due to effective lesson observations and support given by the Senior Leadership Team. The subject is very well resourced and outstanding use is made of cross curricular links.
- The RE Co-ordinator closely monitors the quality of provision in RE through an awareness of pupil's spiritual and ethical development and the increasing commitment they to make to their faith on a daily basis.
- A programme of Continuing Professional Development is in place to ensure that staff are fully skilled to deliver exceptionally high quality provision of Catholic Education at St. Augustine's.
- A comprehensive monitoring system is in place. The HT, DHT and RE Co-ordinator, carry out observations throughout the school.
- Assessment procedures are thorough and robust, ensuring systematic monitoring and evaluation of teaching and learning resulting in good continuity and progression.
- TAs are used effectively to support pupils with learning and behavioural difficulties, ensuring full access and inclusion to all aspects of Religious Education.
- SMSC is a real strength of the school and pupils are given access to a very comprehensive SRE programme which is a combination of RE, Science, PSHCE, SEAL and 'In the Beginning'.
- Pupils from all faith backgrounds and cultures are included in the school and parish community and they fully understand their role in their local, national and global communities.
- The outstanding quality of Collective Worship is central to the life of the school and plays a key part in every celebration. Pupils are actively involved in the preparation, planning and delivery of a wide range of opportunities for quiet prayer and reflection as well as taking part in whole school celebrations of achievement and success.
- The celebration of the Eucharist is integral to school life. The children have many opportunities to celebrate Mass throughout the year. The Parish Priest is extremely willing and supportive.
- The lunchtime Nurture Unit which is known by the pupils as, "The red porta-cabin" is a hive of activity and provides respite for those pupils who find it difficult to form new friendships. They commented that, "It's good to have somewhere to go when you are lonely and to be able make new friends, it's great fun, it's amazing, it gives you a really good feeling inside when you get invited to go." The unit is managed by very committed and experienced staff who provide outstanding support for those pupils who have specific barriers to their learning.

- Staff provide high quality opportunities for prayer and worship on a daily basis through themes which reflect a deep understanding of the mission of the Catholic Faith.
- Staff enable the children to develop their knowledge and understanding of the liturgical year and support the children in their spiritual formation.
- Staff are highly skilled and knowledgeable in planning and leading worship to deliver high quality experiences throughout the Church's liturgical year.
- Parents, friends and parishioners regularly attend school based acts of worship, particularly class based assemblies and celebrations at key points in the liturgical year.
- The governors are committed to all Year 6 pupils being given the opportunity to attend an annual residential retreat to Myddelton Grange.

## The Leadership and Management are outstanding

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>1</b>
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- Leaders, governors and managers at St Augustine's are very experienced and highly effective in developing Catholic Education. They demonstrate a clear vision and understanding of what the school needs to do to move continually forward.
- The Governing Body are actively involved in the life of the school and have a clear picture of the current strengths and areas of development. They share a collective responsibility with the school managers and the impact of this is a strong drive for continuous improvement within RE as a core subject
- They are passionate about the quality of the teaching and learning of RE within the school and have a very rigorous recruitment programme to ensure a robust selection process when appointing new staff. This has been borne out in the number of Catholic teachers employed at the school and the outstanding subject knowledge displayed by the teachers in their delivery of their RE lessons. The high levels of subject knowledge displayed by the staff has a huge impact on the quality of teaching and learning at St. Augustine's
- The Governors show that they have the capacity to challenge whilst also supporting the future development of Catholic Education at St. Augustine's through the strong relationship between themselves and the excellent leadership of the Headteacher.
- The appointed RE governor meets with the subject leader on a regular basis to discuss and review teaching and learning, the curriculum and the celebrations calendar. She is a regular visitor to the school and is highly committed to the Catholic nature of the school. Her strong commitment to the Catholic nature of the school is encapsulated by her strong belief that the Mass, "is the rock on which our faith is built".
- RE subject leadership is given a very high priority within the management structure of the school and has proved to be very effective.
- The RE Co-ordinator has excellent subject knowledge and is highly respected by all members of the school community. She uses this in a very effective way to offer support and guidance to the staff. This enables them to deliver high quality Catholic Education for all groups of pupils at St. Augustine's.
- The GB ensures that the school fulfils all statutory and canonical responsibilities. They work tirelessly to ensure that the Catholic identity of the school is given the highest priority and profile within the local community.

- The Parish Priest is an active member of the Governing Body and is involved in a number of committees. He is actively involved in the Catholic Life of the school by working closely with the school to deliver good quality worship and celebration whilst also playing a major role in the preparation of pupils for the 'First Sacraments'.
- The Chair of Governors is a paragon of support and inspiration for the school. He attends all relevant meetings and works tirelessly to maintain the future of Catholic Education in the area.
- Governors and staff work together seamlessly in supporting the school in its Mission. They are strongly committed to the Catholic ethos of the school and hold the HT and SLT to account for attainment in RE and the Catholic Life of the school. The Chair and Head meet regularly to discuss key aspects of the SIP and self-evaluation. These meetings are very productive as they ensure that formal channels of communication are maintained and provide opportunity for frank discussions about the school.
- Governors are vigilant through a system of committees and delegated responsibilities to effectively gather information about the work of the school, to know its strengths and areas for development. They use this information as a tool for setting performance management targets as one of the 3 key objectives for staff appraisal. They question and challenge this work, holding the school to account and helping to shape its future by setting targets and priorities for the future.
- In the relatively short period of time that the very experienced HT has been at St. Augustine's, she has set extremely high expectations for both pupils and staff and has ensured that RE is given a very high profile as the main core subject in school. She sets an outstanding example within the whole school community by promoting and providing the drive for continuous improvement in RE and in all other aspects of school life.