



Archdiocese of Birmingham

INSPECTION REPORT

ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL KENILWORTH

Inspection dates 25th - 26th May 2010
Reporting Inspector Teresa Quick

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Primary
Age range of pupils	4-11 years
Number on roll	198
Appropriate authority	The governing body
Chair of governors	Mrs Una Bennett
School address	Hollis Lane Kenilworth CV8 2JY
Telephone number	01926 852943
E-mail address	admin3541@we-learn.org.uk
Date of previous inspection	January 2007
DCSF School Number	937/3541
Unique Reference Number	125713

Headteacher Mrs Angela Scull

Introduction

This inspection was carried out by two Diocesan Inspectors. The inspectors visited 4 full religious education (RE) lessons and part of another lesson, to observe teaching and learning, students' behaviour, and held meetings with governors, staff, and groups of students. They observed the school's work, including Mass and looked at a range of evidence, including key documentation such as the school's development plan, monitoring and evaluation of teaching and learning in RE, and students' work.

Information about the school

St Augustine's is an average sized Catholic primary school that serves the parishes of St Augustine and St Francis, Kenilworth. There are 198 pupils on roll of whom 96% are baptised Catholic. The number of pupils eligible for free school meals is below the national average and the number of pupils with special educational needs is below the national average. The majority of pupils come from white British heritage, with 24% from minority ethnic groups, the largest percentage of other ethnicities being other white backgrounds with nearly all speaking English as their first language. As part of a pilot for the introduction of specialist status in primary schools, St. Augustine's has been designated as a centre for modern foreign languages.

Overall effectiveness of the school as a Catholic school

St Augustine's is an outstanding Catholic school. The headteacher leads the school with a clear inspiring, vision. The Catholic ethos permeates the whole school environment The Catholic faith is the thread that unites the school community. The quality of provision in RE means that all groups of pupils make good progress and generally reach standards that are above average. Pupils make excellent contributions to the Catholic life of the school. They understand the mission of the school where they "Live, love and learn together in the light of the life of Christ" They appreciate that we are all made in the likeness of God and we are loved equally by God. They are enthusiastic learners and are happy to take on roles and responsibilities around the school. Pupils participate well in collective worship and with the help of teachers take a lead in preparing and delivering some of these.

The quality of teaching is good with some that is outstanding. Planning is good and assessment is now more focused and has become embedded giving a clearer picture of pupil achievement and learning in RE. This ensures planning is better at meeting the needs of the pupils. The diocesan RE curriculum has been adapted to meet the needs of the learners. It is enriched with retreats, visits and a variety of outside speakers. Staff are committed to nurturing and developing each pupil's journey of faith. The school makes excellent provision for collective worship providing a variety of differing opportunities for prayer. Pupils are given the support to lead in whole school Masses, assemblies and other times of prayer, showing a maturity of faith.

The school's capacity for sustained improvement in its Catholic life is outstanding. High quality provision is provided in terms of the Catholic life and religious education. The parish priest with the headteacher supports and monitors the Catholic life of the school. This is done through the development of the liturgical calendar. Through the monitoring, they ensure that the Catholic life and the RE are of a high standard, meeting the needs of the pupils. The school has accurately identified the needs of the pupils and has monitored the impact of the change and developments. Provision for Catholic education is at the forefront of provision for the school. The school is evaluative and uses the Single Integrated Development Plan (SEF) to drive improvements. The whole school are involved in the formulation of the SEF. There is shared ownership and all are committed to it. The governors are well informed, through the formal processes of the headteacher's report and their active involvement in the school. The parish priest is the link governor for RE and takes an active role, meeting with the headteacher/subject leader and regularly leading many acts of collective worship. Governors work closely with the school and guide the school in its Catholic life and monitoring process for the Catholic life and RE.

What the school should do to improve further

- Develop the whole school curriculum for RE to include all elements of the RE curriculum and the links to other subjects.

How good outcomes are for individuals and groups of pupils

Generally pupils make good progress in RE. Most pupils arrive at school with knowledge and understanding of the faith that would be expected for their age. Behaviour at all times during the inspection was outstanding. Pupils respect their teachers and each others' needs and wish to do the right thing. The school is aware of how pupils achieve and enjoy religious education. Tracking and monitoring of the teaching and learning in RE held by the subject leader is accurate. Lesson observations show a wide, varied and exciting range of different activities to engage pupils' learning. Through the tracking and careful planning to meet the needs of individuals and groups of pupils, good progress is made by all groups of learners as they journey through the school. Pupils enjoy their RE lessons because of the wide, varied and exciting range of different activities to engage their learning. The good support from teachers and teaching assistants helps pupils understand their learning. Pupils are given an excellent start to their religious education in the Foundation Stage. In Key Stage 1 because of the high quality of the teaching pupils develop a very good understanding of prayer, why we pray and when we can pray and the differing ways of praying. They learn the traditional prayers of the Church and write their own prayers. Pupils can retell bible stories from both the Old and New Testaments and some of the pupils are able to tell the meaning behind the stories. During Key Stage 2 pupils' knowledge and understanding of the faith continues to develop well and they gain a greater maturity in their faith. They understand the importance of prayer and they have a good and developing understanding of the Mass and the sacraments.

The extent to which pupils contribute to and benefit from the Catholic life of the school is excellent. They know the mission statement which is clearly visible throughout the school. They understand that it encapsulates the whole of their life in this Catholic environment. The parish priest is a regular visitor to the school and pupils have close links with the parish. Together the school and the priest enable pupils to achieve outstanding spiritual and moral development. Pupils from an early stage develop an understanding of right and wrong and the high standards expected of them. Pupils enjoy their assemblies, Masses and their RE lessons. The school enables pupils to benefit from being active learners and participants in their journey of faith. The Window on the World team (WOW team) and the Bee Green team and the student council are involved in developing areas of the curriculum to enrich pupils' lives. The WOW team raises money for overseas concerns. Pupils talked with enthusiasm about their support for the street children in India and CAFOD projects. They gain an understanding of local needs at Harvest time, when they sing at the Methodist church at Christmas for senior citizens and when they raise money for the work of the St Vincent de Paul Society. Pupils are active within the community, within the parish and in the wider community.

The school's provision for collective worship and the pupils' response are outstanding. Prayer is a focus of the school. Pupils are involved in the preparation for Masses. At the Mass during the inspection they showed respect and reverence. They reacted with a maturity and dignity. Pupils answered the responses as clear participants in the celebration. The whole occasion was enhanced by the quality of the singing and the playing by the instrumentalists. Pupils can use prayer in other languages. Prayer takes differing forms within the school, traditional/formal, pupil led, meditation and prayer supported by the use of music. Prayer bags are being used in school and are proving to be very effective in Key Stage 1 and lower Key Stage 2. Collective worship gives pupils and staff the opportunity to pray together. Governors and members of the parish join the Mass making it a real community celebration.

How effective leaders and managers are in developing the Catholic life of the school

The leadership of the Catholic life is outstanding and is committed to improving the Catholicity of the school. The governing body is made up of parishioners who know the school well through their regular contact and are dedicated to improving outcomes for pupils. The headteacher leads the staff in close co-operation with the parish priest and governors to provide a place for pupils to learn in a distinctly Catholic school. The subject leader is the headteacher who is in a key role to support and develop the Catholic life. Each member of staff has a performance management target to help them to improve their support of the pupils' journey of faith and the Catholic life of the school.

There is a strong faith base to the school. The school evaluation form provides the staff and governors with the opportunity to evaluate and reflect on the work of the school and decide on the next stages of development. There is careful formal monitoring of the Catholic life by the headteacher and the parish priest who is also the link governor for RE. Staff lead by example and they act as excellent role models for the pupils. Catholic values and beliefs are lived out in the daily life of the school. This is an inclusive school where all pupils are appreciated, treated equally and their talents appreciated and developed. This positive environment motivates the pupils to work hard and to the best of their ability. The Catholic ethos promotes a shared vision where everyone is valued and pupils are encouraged to respect differences. The majority of pupils are Catholic (96%). The leadership make excellent provision to ensure that pupils gain an understanding and respect for other faiths and cultures. There is a wide range of visits to places of worship of other faiths and links with a number of different countries. The school's international co-ordinator has led a focus on "A day in the life of..." to discover how children across the world enjoy school and their faith life.

School and parish work in partnership to develop and improve the Catholic life. The school leads a Sunday Mass in St Francis Church once a month some of which are linked to the sacramental programme. Each class has the opportunity to lead this Mass. Pupils are confident in reading, singing and enhancing whole school, class and parish worship. Parental talks in preparation for the sacraments are provided in partnership with the priest and the school leadership. Times for the Sacrament of Reconciliation are held in Advent and Lent. A photographic display showed a moving and meaningful Easter meditation through movement based on the Stations of the Cross which was the work of Years 3 and 4. Year 5 extend their faith journey with a residential visit to Alton Castle and a visit to St. Chad's Cathedral in preparation for the sacrament of Confirmation. The governors have feedback on the developments within the Catholic life of the school each term through the headteacher's report and the report from the link governor for RE. The governors both challenge and support the school.

The school makes excellent provision for community cohesion. All pupils have the same opportunities. The school is an integral part of the parish. There are very good links with the schools in the Warwickshire RE cluster group, the other local schools and the town of Kenilworth. The school uses the international primary curriculum to develop global understanding and world faiths. They are part of a national project to promote languages and culture throughout the school. Staff, pupils and parents greet each other in a different language each week focusing on the sign of the cross. Pupils have a respect for other faiths and are given the opportunity to study different faiths and visit their place of worship locally. Pupils benefit from visitors to the school, their support for CAFOD and the work of the student WOW team and from the contacts the school has with a number of countries.

The quality of the school's work in providing Catholic education

The quality of teaching is good with evidence of outstanding teaching observed during the inspection. Planning is good and through assessment responds to the differing abilities of the pupils. Assessment is becoming embedded since the last inspection and is now becoming a powerful tool to assist teachers to identify underachievement and provide the right level of challenge for the pupils. This is a continuous process. Pupil self assessment is being developed. Teachers employ a good range of teaching styles and activities to engage with the different learners. The pace of the lessons ensured that pupils remained focused. Learning objectives are clear but success criteria can lack clarity. Staff have very good subject knowledge and there are positive relationships between staff and pupils where high expectations are set. Teaching assistants provide very good support in particular with group work. The interactive whiteboards are used very effectively to support teaching. Written work is generally suited to the individual pupil's needs. The work is marked positively, often with pointers for further development. There is an inconsistency in the way pupils respond to the feedback given to their work. Pupils have a greater knowledge and understanding of the faith than some of the books would suggest. There are cross-curricular links with literacy and developing links with other subjects.

The RE curriculum is very good and is in the process of becoming more cohesive. Planning is based on the *Curriculum Strategy for Religious Education* but adapted to meet the needs of the school. The school follows the diocesan sex and relationship programme *All that I am*. The SEAL (social and emotional aspects of learning) programme is used to support learning. The quality of multi-faith education is very good, supported by the use of a good range of artefacts in the school and visits to places of worship. Art is well used to develop the pupils' religious understanding. Expenditure on RE is high. Resources are regularly monitored to assess their usage and quality. They are very good and regularly updated to enhance learning. The church on the site is used for Mass and as an excellent resource for learning.

Collective worship is an area of excellence but the senior management team are not complacent. It makes an outstanding contribution to the pupils' spiritual and moral development. The collective worship calendar covers all major feasts. Mass is said in school or in the church on the school site most weeks. There is a full programme of sacramental preparation which involves home, school and parish. The school is fully involved in the parish life through the work of the parish priest, the headteacher and the liturgy leaders. Pupils have many opportunities for prayer with each pupil having their own prayer book. There is a lovely prayer garden for private prayer. Prayer in the school reflects the liturgical seasons and the very good quality reflects the focus that there has been on prayer.