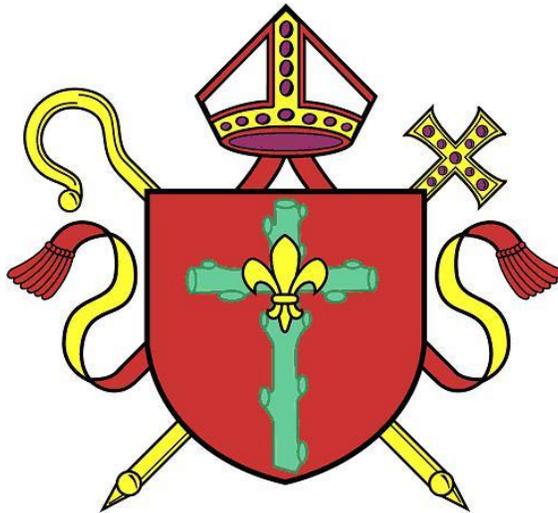


# DIOCESE OF NOTTINGHAM INSPECTION SERVICE



## SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Augustine's Catholic Voluntary Academy  
Park Avenue  
Mapperley Road  
Nottingham  
NG3 4JS

19 September 2012  
(Autumn Term 2012)

**URN: 138508**

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>School:</b>	<b>Saint Augustine's Catholic Voluntary Academy</b>
<b>Headteacher:</b>	<b>Mrs Caroline Caille</b>
<b>Chair of Governors:</b>	<b>Rev Andrew Cole</b>
<b>Date of Inspection:</b>	<b>19 September 2012</b>
<b>Inspection Team:</b>	<b>Mrs Anne Recchia &amp; Mr Peter Giorgio</b>
<b>URN:</b>	<b>138508</b>
<b>Overall Grade Awarded:</b>	<b>2</b>

### Description of the school

Saint Augustine's is a larger than average primary school situated in the city centre of Nottingham and is in an area of high deprivation. There are 359 pupils on roll. The population is very diverse with 77% of pupils from black and minority ethnic groups. 22% of pupils are of mixed race origin and 49% are at varying stages of acquiring English as an additional language. 28% of pupils have special educational needs and/or disabilities and 25% of pupils are eligible for free school meals.

Pupils are drawn from the parishes of Saint Augustine's and Saint Barnabas Cathedral. 62% of pupils are baptised in the Catholic faith and a further 27% are baptised in other Christian denominations. A small percentage of pupils are from other faith backgrounds or have no religious affiliation.

The school has the following awards: International Schools Award (2010), Quality Inclusion Mark (2010), Investors in People Award (2010), Healthy schools award (Renewed 2012), Artsmark Silver Award (2010) and ECO Schools Bronze Award (2010).

## Overall effectiveness

Saint Augustine's is a good school with some outstanding features. It has undergone a period of change since the last inspection; it became a Voluntary Academy in September 2012 and is sponsored by the Nottingham Roman Catholic Diocesan Education Service. A new headteacher was appointed in April 2010 after the previous headteacher of 20 years left to take up another post. Since her appointment, the headteacher has taken the lead in developing Religious Education over the last two years but has now established a strong team around her who can take on this leadership role. She has implemented effective programmes to raise attainment in Literacy and Religious Education which have had a significant impact on standards. Pupils' attainment in Religious Education is now good and improving.

Leadership and management are good. Accurate self-evaluation through thorough monitoring and evaluation ensures that training and support are well targeted. The Catholic mission of the school is central to its life. Leaders and managers ensure pupils contribute and benefit from this, developing spiritually, morally and socially.

Saint Augustine's is an inclusive school; leaders and managers respond to and provide effectively for its rich and diverse population. The curriculum is well differentiated to ensure all groups of learners make progress and enjoy their learning. Teaching is generally good. Teachers use the assessment strategies recommended by the diocese to judge attainment levels confidently. Further embedding of assessment for learning would ensure that all pupils are aware of steps needed to improve their work.

<b>Overall effectiveness</b>	<b>Grade: 2</b>
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### What does the school need to do to improve further?

- Continue to refine assessment for learning, ensuring that pupils know how to improve their work in Religious Education.
- Continue to refine summative assessment in order to more accurately track pupils' progress in Religious Education.
- Develop the skills of pupils from an early age so that they are able to plan and lead acts of collective worship.

### The school's capacity for sustained improvement

The school has a good capacity for sustained improvement and is very well placed to embrace the exciting developments that lie ahead as part of a multi academy trust. Good systems are in place to monitor and evaluate both the Catholic life of the school and Religious Education. These have been used very successfully to raise standards in the past. Plans to refine these and more accurately track the progress of pupils in Religious Education will enhance provision and add momentum to improvements already made. The Governors, headteacher and senior leaders are passionate about striving for excellence whilst maintaining the highest level of care and support for its pupils. This is a major factor in the school's capacity to improve further.

<b>The school's capacity for sustained improvement</b>	<b>Grade: 2</b>
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## **PUPILS**

### **How good outcomes are for pupils, taking particular account of variations between different groups**

Outcomes for pupils, taking particular account of variations between different groups are good. Pupils' level of knowledge and understanding of the Catholic faith on entry to the school is limited and generally below national expectations. Low levels of Literacy and language acquisition contribute to this low starting point and are an additional barrier to learning at this early stage. Pupils however, make rapid progress in the Foundation Stage as a result of well targeted support and well planned, appropriate and relevant activities. Over the last two years, attainment in Religious Education at the end of Key Stage 1 has been consistently good with the majority of pupils attaining levels above expectations in all strands of each attainment target. By the end of Key stage 2, attainment has improved rapidly over the last two years with assessments for the last academic year showing that most pupils are reaching levels above expectations. Pupils in the current Year 6 are on track to achieve at comparable levels this academic year. Pupils with particular needs and/or disabilities are very well supported and make similar levels of progress to their peers. The quality of pupils' current work is good showing progress both within lessons and over time. The content of the work in books is good but presentation is sometimes inconsistent.

Pupils are able to work independently and cooperatively in groups and pairs from an early age. They are keen to learn and show interest and perseverance during lessons. For example in a Year 2 lesson, pupils were observed discussing different forms of bravery, using mature language and making links with their own experiences. They rose to the challenge offered by the class teacher, extending their thinking and listening well to the contributions from group members.

Pupils benefit and contribute to the Catholic life of the school to an outstanding level. Pupils are proud of their school, their heritage and their community and feel confident in expressing their views and acting in a way that reflects the teachings of the Church. Behaviour both in the classroom and around the school is good. Pupils are aware of and take responsibilities for their actions and understand that these have consequences. As a result, the school is a harmonious unit where pupils and staff show respect and care for one another.

The chaplaincy team are good ambassadors; they are able to articulate the distinctive Catholic nature of the school and also its inclusivity. One pupil said that they strive to 'make it the best school' and that they try to 'share their faiths'. Pupils take on varied roles throughout the school including, playground buddies, librarians, ECO councillors and school councillors. Some pupils also worked voluntarily with children in the Foundation Stage to help with language acquisition. The chaplaincy team are beginning to become more involved in the planning and leading of worship. They currently take responsibility for some spiritual reflections and displays and have contributed ideas for class prayer books.

Pupils engage well with a varied menu of extra curricular and enrichment activities including residential trips to the Briars Residential Centre, visits to local Catholic churches and other places of worship. This serves to strengthen the Catholic character

of the school and encourages pupils to develop an understanding of their place and role in the Catholic life of the school. Pupils contribute generously of their time and skills to raise money for charities and show a good appreciation of the needs of others.

Pupils actively participate in the school's collective worship showing reverence and ease when praying as a school community. They understand what is taking place and can make links with their own lives and relationships with others. In this way, collective worship is having a positive impact on their lives and contributes well to their spiritual and moral development. Pupils have a good understanding of religious seasons and feasts. They use scripture, religious artefacts and prayers in their class worship and are beginning to acquire skills in planning and leading worship. This, however, is at an early stage and needs to be developed further to ensure pupils from an early age are making choices and contributing to prayer and worship throughout the school.

**How good outcomes are for pupils, taking account of variations between different groups**

**Grade: 2**

## **LEADERS AND MANAGERS**

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils**

Leaders and managers at all levels promote, monitor and evaluate the provision for the Catholic life of the school and plan improvements to outcomes for pupils to a good level. They are highly committed to the mission of the Church and demonstrate this through the provision of a well-balanced curriculum which has spiritual and moral development at its heart. Self-evaluation is both accurate and incisive and has resulted in precise diagnosis of the school's strengths and areas for development. School improvement plans are informed by regular monitoring and evaluation, careful data collection and analysis which has resulted in well targeted support for teachers and pupils. As a consequence, outcomes for pupils have improved rapidly over the last two years.

The Catholic life of the school is monitored to a good standard both by the headteacher and governors. It ensures that the underlying Catholic ethos of the school is strong and that the diverse community in which the school is situated is well served. The inclusive nature of the school and its Catholic nature are well regarded by the whole school community including the parents.

Community cohesion is a strength of the school, where inclusion is a central goal and shared vision for all. Leadership at all levels promote this aspect of the school to an outstanding level, ensuring diversity is both understood and celebrated. There is a tangible sense of belonging and welcome in the school. Leaders and managers work hard to ensure even the most hard to reach pupils feel valued and make progress. Their record in supporting previously excluded pupils is testament to this. Bullying and racial harassment are not tolerated in the school and as a result, pupils feel secure and safe in an environment where they can develop strong friendship bonds across cultural, faith, social and economic boundaries.

The school works well with other schools in the area sharing expertise, training and good practice. Diocesan training and support has been used effectively to improve

assessment and levelling which has led to more accurate information being used to inform teachers' planning.

Families are supported effectively by the school, ensuring that pupils are well prepared to begin school and to transfer to secondary education. The school has employed a specific worker to liaise with parents which has been effective in engaging with those who may feel insecure in an educational environment. The school is currently working with Faith in Families to continue this valuable work, since the Home School Support worker left in the Summer Term 2012. Parents are consulted regularly and their responses are evaluated in order to inform school planning.

Parish links are good. Parishioners are welcomed into school when Mass is celebrated, the school supports the sacramental programmes taking place in the parish and pupils visit the local parish church on a regular basis as part of the Religious Education curriculum and to celebrate Mass. The Parish Priest is also a regular visitor to the school.

The governing body has worked cooperatively with the school's leadership team to achieve academy status in September 2012. A new board of trustees has been established which includes some former members of the governing body. The board reflects the diversity of the school community and is comprised of skilled members with the ability to take the school forward. The chair of governors is aware of the importance of regular monitoring of both the Catholic life of the school and Religious Education. He meets weekly with the headteacher to discuss school improvement and issues arising from monitoring. The headteacher provides detailed reports to governors including levels of attainment in Religious Education. In this way, governors are able to keep the work of the school under constant review.

<b>How effective leaders and managers are in developing the Catholic life of the school</b>
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<b>Grade: 2</b>
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## **PROVISION**

### **How effective the provision is in promoting Catholic Education**

The quality of teaching at Saint Augustine's is good overall. There is a small proportion of satisfactory teaching however, there are also elements of outstanding practice in the teaching of Religious Education. Teachers use a common planning framework that ensures lessons are well differentiated and linked to current assessment information. Activities engage and interest learners, sustaining pupils' concentration and motivation. Information technology and other resources are used effectively to maximise learning. Good use is also made of talking partners to share ideas and support less confident pupils. In the best lessons observed, teachers used questioning techniques effectively to extend understanding and challenge pupils. Teachers are aware of pupils' capabilities and their prior learning and deploy other adults effectively to support groups and individuals. Teachers generally have high expectations for their pupils. During lessons, oral feedback is consistently very positive and encourages pupils to improve their work and focus on the objective of the lesson. Marking of pupils' work, however, is less consistent. Target cards are used well in some classes giving opportunities in some cases for pupils to assess their own work. Where good practice occurs, marking is

evaluative and supportive. Pupils have a clear idea of the level they have achieved and are given detailed steps to improve their learning. In some cases, pupils respond to the marking by additional work and comments. Annotated work in the Foundation Stage and lower Key Stage 1 is good showing teachers' clear focus on the pupils' response to the learning objective. This good practice now needs to be shared and more consistently applied across the whole school. Teachers are growing in confidence and accuracy in the levelling of pupils' work against assessment criteria. The school is aware that the system needs further refinement in order to track progress more accurately and to tackle underachievement even more swiftly. This would also aid more accurate target setting in the future.

Religious Education is well planned and meets the needs and interests of the pupils to a good standard. It is responsive to the needs of the pupils and adapted appropriately to their learning styles in order to ensure fair access for all. The curriculum is enriched through links with other subjects, extra-curricular activities, visits and visitors to the school. The new 'Come and See' Religious Education scheme of work has been welcomed by the teachers who have embraced the more creative and cross curricular approach it offers very enthusiastically.

The quality of collective worship provided by the school is good. There are good opportunities for staff and pupils to pray together. Adult led worship is well planned and encourages active participation, reverence and interest. The themes chosen by staff link closely to the liturgical year and the Religious Education programme. Pupils from other faith backgrounds are encouraged to share their experiences and forms of prayer and worship especially during key festivals and holy days. There are a wide range of formal and informal opportunities for daily prayer which pupils embrace enthusiastically. The chaplaincy team are keen to extend their role from participation and support for liturgy to the planning and preparation of their own acts of worship. This will enhance provision and ensure that pupils' liturgical formation is developed further. Collective worship and prayer contributes significantly to the spiritual, moral and social development of the pupils.

<b>How effective the provision is in promoting Catholic education</b>	<b>Grade: 2</b>
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<b>Common grading scale for all inspection judgements</b>	
<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

## Inspection Judgements Summary

<b>Overall effectiveness – How effective the school is in providing Catholic education.</b>	<b>2</b>
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	2
<b>How good OUTCOMES are for pupils, taking particular account of variations between different groups.</b>	<b>2</b>
<b>How well pupils progress and enjoy their learning in Religious Education.</b>	<b>2</b>
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	2
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	2
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>1</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>2</b>
<b>How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.</b>	<b>2</b>
<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.</b>	<b>2</b>
<b>How effectively leaders and managers promote community cohesion.</b>	<b>1</b>
<b>How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.</b>	<b>1</b>
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	<b>2</b>
<b>How effective the PROVISION is in promoting Catholic education.</b>	<b>2</b>
<b>The quality of teaching and how purposeful learning is in Religious Education.</b>	<b>2</b>
<b>The effectiveness of assessment and academic guidance in Religious Education.</b>	<b>2</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>2</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>2</b>