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DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION
ST AUSTIN'S CATHOLIC PRIMARY SCHOOL,
A Voluntary Academy
Back Duke of York Street, Wakefield WF1 3PF

School URN	142155
Date of Inspection and OE grade	11 th & 12 th November 2015 Grade 2
E-mail address	headteacher@sa.bkcat.co.uk
Chair of Governors	Mrs Olivia Rowley
Headteacher	Mr Kevin Flood
RE Subject Leader	Mrs Veronica Ward
Date and grade of last S48 inspection	25 th & 26 th November 2010 Grade 1
Section 48 Inspector/s	Diane Todd and Kath Spillane

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.

2

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

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a Good Catholic Primary School

- St Austin's is a good school which is representative and inclusive of the local community. The 'family feel' and traditions are appreciated by pupils, parents and staff. All members of the school community live out the school motto 'Living, Learning, Loving in Faith'.
- St Austin's is a school committed to its Catholic tradition and ethos. Its Catholic character is reflected in the environment. Sacred spaces both inside and outside exemplify the commitment of governors and leaders to the faith life of the whole community.
- Although undergoing a period of change, including internal appointments of a head teacher and RE Co-ordinator, and the external recruitment of a deputy head teacher, there is a strong Catholic ethos embedded throughout the school.
- Pupils' behaviour is excellent and they have a good understanding of right and wrong and treat others with a high level of respect. They are confident and ready to express their own views.
- Mixed age classes require tasks to be more thoughtfully planned, to ensure progression throughout a key stage and a topic. The older year group need tasks differentiating so that pupils can show learning at a higher level than the younger pupils in the same class.
- Relationships are strong between staff, staff and pupils, and pupil to pupil. There is also a strong relationship between the school and the highly regarded local Parish Priests.
- Pupils' liturgical formation is well planned and is highly regarded by parents. Parish links are particularly strong.
- Systems of monitoring and evaluation of teaching are not fully developed.

- High quality Collective Worship (CW) is central to the life of this school and a key part of every school celebration.
- Very strong partnerships exist between the Bishop Konstant Catholic Academy Trust (BKCAT), Leeds diocese and support agencies. However, more use should be made of diocesan training in the use of creative teaching techniques.
- Pupils are proud of their school, polite, and well behaved. They know they are in a safe and secure environment where their voices are heard.
- Leadership and Management is not yet outstanding as not enough progress against the previous inspection has been made. Detailed and focused action planning is now required.
- The school's RE Curriculum meets Bishops' Conference requirements.
- Governors have ensured that all canonical and statutory responsibilities are fulfilled. The school's capacity for sustained improvement is now good. Detailed and focused action planning should lead to rapid progress in areas identified for improvement.

What the school needs to do to improve further.

- To ensure that all pupils make appropriate progress, leaders should develop a rigorous and robust system of monitoring, analysing and evaluating the impact of teaching and learning in RE.
- To develop pupils as independent learners by using more creative teaching techniques in RE, which encourage investigation and reflection.
- To implement formative assessments that accurately measure pupil progress and inform future planning.

Information about this inspection

The Inspection of St Austin's 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 2013).

The inspector reviewed in detail the following aspects:

- The extent to which any key issues for action identified in the previous section 48 Inspection have been addressed;
- The extent to which pupils contribute to and benefit from the Catholic Life of the school;
- How well pupils achieve and enjoy their learning in RE;
- How well pupils respond to and participate in the school's CW;
- The quality of teaching and how purposeful learning is in RE;
- The extent to which the RE Curriculum promotes pupils' learning;
- The quality of CW;
- The accuracy of the school's self-evaluation system;
- The school's partnership activities – including home/school/parish links

The inspection was carried out by 2 inspectors over a 1 ½ day period. A sample of 4 RE lessons and 3 acts of CW, were observed in full, including, a whole school CW and 2 periods of meditation. Meetings were held with the Headteacher, staff, governors, priest, parents, pupils and the school council. A range of the school’s monitoring and assessment documentation was scrutinized, including workbooks.

Information about this school

- St Austin’s is a large Catholic Primary school drawing from a widespread geographical area serving the two parishes of St Martin de Porres and SS Peter and Paul. The school has a clearly stated Mission reinforced by the motto, *‘Living, Loving, Learning in Faith’*.
- The school has a Pupil Admission Number (PAN) of 45. There are 315 pupils on roll of whom 64% are of the Catholic faith. The school community is diverse and has changed rapidly in recent years.
- The percentage of pupils whose first language not believed to be English is 49%, which is significantly above the national average.
- The proportion of pupils with special educational needs and/or disabilities is above average. However the proportion supported with a statement of special educational needs or EHCP is below national.
- Since the previous S48 inspection (November 2010) a number of changes have taken place. The school has become a member of the BKCAT (July 2015). A new Headteacher, and RE subject leader have recently been appointed. At the time of inspection the school was in the process of appointing a Deputy Headteacher.
- There are 12.2 full-time equivalent teachers. One staff member has the CCRS and two teachers have partially completed CCRS. In total the school employs 15 teachers, 14 of whom are Catholic.
- The number of pupils joining the school at times other than in Reception varies significantly. Some of these pupils are new to speaking English
- The school has gained ‘International Schools’ (Intermediate) accreditation, the Sports Active Mark, Sainsbury’s School Games bronze award and achieved Healthy Schools status.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are GOOD

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
How well pupils achieve and enjoy their learning in Religious Education.	3
How well pupils respond to and participate in the school’s Collective Worship.	2

- Pupils appreciate their involvement in the Catholic Life of the school. They speak highly of the different types of worship and liturgy.
- There are many opportunities beyond routine activities for pupils to benefit from the Catholic Life of the school. Examples of this include the Monday lunchtime prayer group run by two parishioners, and access to the outside sacred spaces both inside and outside at lunchtime. Pupils talk enthusiastically about taking advantage of these activities.

- Pupils are able to articulate the school’s distinctive mission and speak with pride about the school.
- Pupils need to be more involved in evaluating the Catholic Life of the school and pupil questionnaires need to be analysed and disseminated in order to have impact on how pupils achieve and enjoy in RE.
- The pupils have a strong sense of right and wrong, and are confident when expressing their own views and belief.
- Standards pupils achieve are broadly average. At Key Stage 2 standards and progress do not compare favourably with those in English. Formative assessment needs to be used effectively to inform planning and drive up attainment in RE.
- Although pupils take pride in their work and RE books are well presented, some tasks lack challenge. Tasks would benefit from being more creative. This would enable pupils to develop as independent learners, encourage investigation and reflection: this would impact positively on progress and achievement.
- Older pupils plan and lead CW. They plan and confidently lead both CW and class meditation. Those at lower Key Stage 2 are beginning to lead and plan by dressing the altar and choosing readings or hymns.
- St Austin’s is a very inclusive school with a population which has changed considerably in the last few years. Respect is shown for all faiths and cultures and pupils are not expected to act in a manner contrary to their beliefs and in this inclusive school, respect is shown for all.
- Pupils enthusiastically join in community prayers and communal singing. The singing is of a high quality during CW and children enjoy the actions they put to words which exemplify their faith.
- The newly introduced prayerful meditation is highly regarded by the pupils who respond very well. Pupils said ‘It is a time to listen to God’.

The provision for Catholic Education is GOOD

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils’ learning.	2
The quality of Collective Worship provided by the school.	1

- Teaching is good and pupils concentrate well in lessons and enjoy RE. Teachers generally have strong subject knowledge.
- Pupils are provided with detailed feedback both orally and through marking, however this is not consistent across classes and pupils do not always revisit work to act upon teachers’ comments or questions.
- The school uses a diocesan recommended RE scheme, ‘The Way, the Truth and the Life’. When lessons are very good the scheme has been adapted and added to. A strong lesson in the Foundation Stage showed strong cross curricular links. Some wonderful family trees completed as homework were used by the teacher to talk about God’s Family.
- Excellent routines have been established in the Foundation Stage, it has a calm purposeful manner. Despite children coming from a wide range of settings or straight from home, they are able to show sustained concentration during RE lessons and CW. The children were extremely respectful during a two minute silence to honour those killed in war. One child was busy writing a prayer in the mark making area and was looking forward to putting it in the class prayer basket.

- Planning which gives more opportunities for independence and creativity would have a positive impact on pupil outcomes. This is particularly important at St Austin's where pupils are taught in mixed aged classes on a two year rolling programme.
- The enthusiastic and skilled Learning Mentor has a significant impact on promoting learning and engaging of all pupils and their families. She meets with parents, many who are new to English and is able to support them and signpost them to the agencies who will provide support for them in the community.
- Parish Links are particularly strong, examples of this are the popular Monday lunchtime prayer group lead by two members of the parish and the learning mentor involving pupils in flower arranging and church cleaning.
- Children in the school had prepared poppies for Remembrance Day and these were displayed in church on Remembrance Sunday.
- The governors have supported the development of a well-planned outstanding environment with sacred spaces of high quality. These have a very positive impact on the whole school community. Both staff and children appreciate and use these spaces regularly.
- High quality CW is central to the life of this school and a key part of school life.
- Pupil's liturgical formation is well planned and is highly regarded by parents.
- Staff are good role models. They take an active part in the many and varied acts of worships alongside the pupils. In addition to this staff have their own lunchtime prayer led by a Teaching Assistant. This well attended voluntary worship time in the school's 'sacred space' is appreciated by all those who attend.

The Leadership and Management are GOOD

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	2
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- St Austin's is a school committed to its Catholic tradition and ethos. Its Catholic character is well reflected in the environment. Sacred spaces both inside and outside exemplify the commitment of governors and leaders to the faith life of the whole community.
- The Senior Leadership Team is a very new team, and the school is currently seeking to appoint a new deputy head teacher. The newly appointed Head Teacher and RE Co-ordinator have an accurate view of the school and improvements that need to be made. This awareness of the school's strengths and weaknesses provides the school with a good capacity for improvement.
- The school needs to develop a rigorous and robust system of monitoring, analysing and evaluating the impact of teaching and learning in RE to improve pupil outcomes, particularly at the end of Key Stages.
- Parents and grandparents speak about the highly committed staff and give praise to the leadership of the school and the strong parish links.
- The school uses 'In the Beginning' for sex and relationships education (SRE). However some parents with younger children in the school were not aware that this work was part of the SRE curriculum. Those with older children were aware of its purpose and whilst appreciating the 'gentle' nature of the scheme, they had not been consulted on it for a long time.
- Members of the Academy Council are provided with some information regarding the Catholic Life and teaching in RE. However, the frequency and quality of this must improve if the school is to be outstanding.

- Excellent relationships should allow leaders to challenge any inconsistencies with rigour. School should build upon its strengths and plan appropriate actions to ensure pupil outcomes improve.
- The school's local partnerships are very strong. The school became a member of the BKCAT in July. The RE Co-ordinator should use these strong links for school to school review with regards to standards in teaching and learning of RE.
- This outward looking school, invites older citizens, through Age UK, to read with children in school. The pupils also talk well of the Global Goals, fundraising for CAFOD and the Good Shepherd.
- The Headteacher has been actively involved in developing the mission of the Academy Trust.
- The school has very successful strategies for engaging with parents and carers: they have a clear understanding of the school's mission and are highly supportive of it. However, some with younger children have expressed that they be notified of dates for liturgical events sooner as they are enthusiastic to attend.
- A very high proportion of parents and carers hold St Austin's in the highest regard. The most recent survey of parents and carers demonstrates that 95% of respondents agreed or strongly agreed that the school does a good job in terms of RE and Catholic Life.
- Parents and carers provide support for the school's promotion of the 'Wednesday Word' and for seasonal boxes taken home during Advent and Lent which provide opportunities for families to pray and reflect together.