

# DIOCESE OF LEEDS



## 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  
Back Duke Street, Wakefield WF1 3PF

School URN

142155

Date of S48 inspection and  
OE grade

7<sup>th</sup>-8<sup>th</sup> July 2022  
Good

E-mail address

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Chair of Governors

Mrs. Michelle Selway

Headteacher

Mr. John Molyneux, Head of School  
Mr. Rob Barraclough, Executive Head

RE Subject Leader

Mr. John Molyneux

Date and grade of last S48  
Inspection

11<sup>th</sup>-12<sup>th</sup> November 2015  
Good

Section 48 Inspector

Mr. Christopher Devanny

## 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 is the school in providing Catholic Education.

2

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

**CATHOLIC LIFE**

2

**RELIGIOUS EDUCATION**

2

**COLLECTIVE WORSHIP**

2

### Summary of key findings:

#### **This is a Good Catholic Primary School**

- Pupils speak highly of their school and value its Catholic Life because its “like a family”, which is “full of friendly people who look after you.”
- Pupils’ behaviour is exemplary in class and around the school. Pupils accept and include all within the community whatever their background. Pupils are particularly appreciative of the Positive Behaviour Policy because it recognises and rewards those pupils who “are good all the time”.
- Relationships are very strong. This is because staff are exemplary role models of the virtues, particularly mutual respect and forgiveness.
- The school mission statement expresses the educational mission of the Church, but it is not a central statement of intent that aids the participation of all in the promotion and further strengthening of the Catholic character of the school.
- Pupils contribute to the school’s evaluation of the Catholic Life of the school, but most pupils do not take a lead in planning improvements to the school’s Catholic Life.
- Governors have plans in place to increase the school’s leadership capacity and explore the roles and responsibilities in the leadership of religious education (RE) and Collective Worship.
- Parents are extremely supportive of St. Austin’s.
- Most pupils make good progress in RE in each key stage.
- Progress in RE is enhanced by teachers who consistently use skillful questioning.
- Almost all teachers’ RE subject knowledge is good.
- Scrutiny of pupil work shows teachers rely heavily on worksheets to record learning. The worksheets restrict the learning pupils record, particularly from Year 2 onwards.
- The provision for the teaching of other religions is not sufficient.

- Acts of Collective Worship engage pupils' interest and provide opportunities for deep reflection, joyful singing and heartfelt response.
- Collective Worship is central to the life of the school and is given a high priority in terms of planning and resourcing.
- Pupils are learning the skills required to lead and plan acts of worship, but the pace required to ensure more pupils lead and plan acts of worship needs to accelerate.

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

- Increase the strategic and operational capacity of St. Austin's to ensure that the leadership of Catholic Life, RE and Collective Worship is effective and remains the priority of the school.
- Improve the monitoring and evaluation of RE to ensure:
  - the tracking system tracks progress in RE across all significant pupil groups
  - the regular teaching of other religions
  - differentiated activities are planned to meet the needs of individual pupils who require more support or challenge
- Improve the quality of Collective Worship across the school by:
  - increasing pupil leadership and planning of Collective Worship
  - continuing the effective training of staff

### **Information about this inspection**

The Inspection of St Austin 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 Bishop 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 2017). While following the inspection schedule as published, the inspector acknowledged the significant impact of the Coronavirus pandemic on schools over a sustained period and took this into consideration when reaching judgements.

The inspector reviewed in detail the following aspects:

- The extent to which the school has addressed the points for improvement from the previous Section 48 inspection and the latest Canonical Review.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision of Catholic Life of the school.
- How well pupils achieve and enjoy their learning in RE.
- The quality of teaching, learning and assessment in RE.
- How well leaders and governors promote, monitor and evaluate the provision for RE.

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of Collective Worship provided by the school.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

The inspection was carried out by one inspector over one and a half days. The inspector examined the school website prior to the inspection. A 'learning walk' through school was conducted. The inspector observed three acts of Collective Worship involving the whole school, and individual classes. The inspector observed seven RE lessons in each key stage, two of these alongside the Head of School. Discussions were held with the executive headteacher, head of school who is also RE leader, the leader of Relationships and Sex Education (RSE), the chair of the academy council, and a foundation and a parent governor. The school's self-evaluation documents, including the RE action plan and the school's attainment data were analysed. The school's monitoring of RE and Collective Worship was examined. A wide selection of pupil work including examples of moderated RE work were scrutinized. A comprehensive sample of evidence covering the Catholic Life of the school was made available. Displays in classrooms and around the school and photographic evidence of current activities and those from previous years, including residential visits, were noted.

### **Information about this school**

- St. Austin's Catholic Primary School serves the parishes of St. Austin and English Martyrs and Ss. Peter and Paul.
- St. Austin's is a feeder school for St. Thomas a Becket Catholic High School.
- St. Austin's became a member of the Bishop Konstant Catholic Academy Trust (BKCAT) in July 2015. There are 15 Catholic schools in the BKCAT.
- The school's admission number is 45 with 316 pupils on roll organized into 11 classes.
- 38% of pupils are baptised Catholic, with 16% from other Christian denominations and 22% from other faith backgrounds.
- 73.4% of pupils are from an ethnic minority and 66% of pupils have English as an additional language.
- The proportion of pupils with special educational needs and/or a disability is below the national average.
- The proportion of pupils who have an Education, Health and Care Plan is below the national average.
- The proportion of pupils eligible for free school meals is below the national average.
- The school has 14 teachers, 12 of whom are Catholic, and 10 teachers teach Religious Education.
- Attainment on entry into the Foundation Stage is well below national age-related expectations.
- Significant leadership and teaching staff changes have taken place since the last inspection.
- The current senior leadership team of executive headteacher and head of school took up their positions in January 2021.
- The head of school became RE leader in January 2021.
- The assistant priest of St Austin and English Martyrs is on the academy council. He has been at the parish since September 2021.

## Full report - inspection judgements

### CATHOLIC LIFE

#### The Catholic Life of the school is Good

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	2

- Pupils speak highly of their school and value its Catholic Life because its “like a family”, which is “full of friendly people who look after you.”
- Pupils’ behaviour is exemplary in class and around the school. Pupils accept and include all within the community whatever their background. Pupils are particularly appreciative of the Positive Behaviour Policy because it recognises and rewards those pupils who “are good all the time”.
- Pupils appreciate how living the virtues is recognised in the weekly celebration assembly and through the awarding of certificates.
- Pupils respond well to the opportunities the school provides for their personal support. They spoke readily about the people who help them in the school, with a particular gratitude shown to their Pastoral Team as people who “listen to what we say”.
- Pupils respond well to activities that promote and further the Catholic Life of the school. The Mini-Vinnies group organise charity involvement with a recent focus on collecting for food banks and supporting the work of CAFOD by raising funds for Sierra Leone. There is ample evidence of the Catholic Life of the school communicated through the school “dojo” and twitter account, RE newsletters, as well as activities engaged in before the pandemic. These activities continue to grow following the easing of pandemic restrictions e.g., visiting the Cathedral following the Good Shepherd Appeal for Catholic Care, wearing yellow and participating in workshops raising awareness of mental well-being, the ‘Big Sing’, ‘More than Dance’, Advent and Lent Art workshops and the BKCAT ‘Eco Summit’ to coincide with COP 26.
- Pupils contribute to the school’s evaluation of the Catholic Life of the school through questionnaires and through groups like Mini-Vinnies and the School Council. Several pupils commented that “staff include us and listen to us”, but most pupils do not take a lead in planning improvements to the school’s Catholic Life.
- The school mission statement expresses the educational mission of the Church, but it is not a central statement of intent that aids the participation of all in the promotion and further strengthening of the Catholic character of the school.
- Staff are given opportunities to develop spiritually and morally. All staff completed continuing professional development (CPD) in the Autumn term on the habits of effective people to aid their personal growth and professional practice. All staff new to the school attended a Trust induction event in the Autumn. The BKCAT provided spiritual support and well-being for staff in all its schools during the pandemic restrictions with the provision of online sessions with an inspirational Catholic adult educator. Before the pandemic, new-to-school staff took part in the BKCAT Catholic

Foundation Stones programme which builds knowledge and understanding of the Catholic faith.

- Voluntary daily prayer is offered, alongside prayer at the beginning of meetings, and some staff attend this daily prayer in the school's 'Sacred Space'.
- The 'Sacred Space' is also used by the pupil chaplaincy team for meetings, but the room is under-utilised, its décor tired, and its purpose is not clear.
- Displays across the school reflect the Catholic Life of the school. They have clear and appropriate Catholic signs and symbols, have a mix of staff and pupil contributions, and are changed regularly. The school has a monitoring file containing many examples of past and present displays. The school sends out weekly newsletters celebrating achievements and sharing school events with parents and the parish. However, the school website does not promote and showcase the Catholic Life of the school community.
- Relationships between all adults and adults and pupils are very strong. This is because staff are exemplary role models of the virtues, particularly mutual respect and forgiveness.
- The school has adopted the diocesan policy for RSE and uses the approved 'Ten Ten' programme entitled 'Life to the Full'. RSE is well led and well taught across the school. All parents have access to all resources and lessons through the parent portal and new parents are given induction training in the rationale and use of 'Life to the Full'.
- The leadership of the school is fully committed to the Church's mission in education. This is reflected in the priority given to the Catholic Life of the school in improvement planning.
- School leaders have enhanced positive relationships by making changes to the school's culture. In the staff survey, almost all teachers 'strongly agreed' that the school is 'well led' and focused on "meeting the needs of pupil and staff well-being", with one teacher commenting "there has never been a time when I have not known that I was supported and valued as a member of staff and as a colleague. There is something very special about our school and I feel very thankful that I get to be a part of it".
- The assistant priest from St. Austin's parish is a frequent and popular visitor to the school. He is an ardent supporter of the Catholic Life of the school and engages with school leaders in the planning of the school's liturgical celebrations.
- The recruitment by leaders of new pastoral staff and the creation of a 'Pastoral Team' has greatly improved the pastoral support available to pupils and their families. Parents, pupils and staff readily acknowledge the impact the 'Pastoral Team' has in supporting the needs of children and families and it greatly enhances the Catholic Life of the school.
- The academy council has the capacity to lead the school. Given existing vacancies and the end to the service of other governors, the school requires additional strategic capacity to safeguard the strong Catholic character of the school.
- Governors have plans in place to increase the school's leadership capacity. This will enable governors to explore the roles and responsibilities in the leadership of RE and Collective Worship to further enhance the Catholic Life of the school.
- Parents are extremely supportive of St. Austin's. Typical comments include, "We are delighted with the school and with how well prepared our children are for Catholic life", and "We are very happy to see how you nurture our children".

## RELIGIOUS EDUCATION

### Religious Education is Good

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

- Most pupils make good progress in each key stage. This is supported by the consistent use of 'I Cans' which state what pupils are required to learn and is linked to success criteria that tells pupils what they must do to achieve them.
- Progress is enhanced by teachers who consistently use skillful questioning enabling pupils to draw out their knowledge by making links with other concepts or another unit of work. In a lesson on the 'Transforming Spirit', the teacher enabled pupils to make links between Pentecost and Noah's Ark through carefully drawing out the symbolism of the dove and its link to the Holy Spirit. In another lesson on 'Faith in Action', pupils used their laptops to complete 'jam boards' that "helps, because it makes us think deeper". In Reception, the teacher enabled pupils to learn key religious words in context by the deliberate repetition of key words that pupils modelled. Such strategies support retrieval practice enabling pupils to demonstrate their progress. In Key Stage 2 pupils are offered opportunities for extended writing that also aids their progress.
- In conversations during the inspection, pupils made it clear that they like to be challenged in RE and want more challenge.
- Behaviour in lessons is very good and pupils enjoy their RE lessons, particularly when related to their own lives. In the Foundation Stage, pupils were encouraged to make links between the Sacrament of Baptism and photographs of their own baptism. In a key stage one lesson, pupils were challenged to relate the miraculous power of Jesus to their own lives enabling them to show that love and compassion is the purpose of the miracles: 'If I had power like Jesus, I'd close my eyes and it would be raining food'.
- Pupils commented that in RE they write most of the time and would like to do more creative activities. Pupil books are well presented showing pupils' pride in their work, but they support pupils' view that written work is the primary focus. Following staff training in the Spring term there is evidence of more creative approaches to learning. In key stage two pupils variously learned about the liturgical year through active learning and interpreted the symbolism of paintings about the Holy Spirit.
- Teachers plan sequential lessons collaboratively to ensure the curriculum is covered. Almost all teachers' subject knowledge is good and where there is a need the RE leader plans lessons alongside the teacher. RE lessons are taught in year groups rather than in mixed aged classes like other subjects.
- Most teachers manage time well, but during the inspection some lessons lacked pace with the pupils listening to the teacher's input for too long.
- All teachers use 'I Cans' and success criteria to guide their marking and feedback. Teachers use these to focus on pupils' next steps in learning. Sometimes pupils do not respond to feedback or feedback is too generic e.g., 'well done', without identifying any strengths or areas for development.
- Scrutiny of pupil work shows teachers rely heavily on worksheets to record learning. The worksheets restrict the learning pupils record, particularly from Year 2 onwards,

because the lack of space limits the length of responses. Overuse of worksheets stifles the ability of teachers to differentiate activities to meet the needs of individual pupils who require more support or challenge.

- Work scrutiny demonstrates that pupils have not had sufficient opportunities to learn about other religions during this academic year.
- Teachers celebrate the effort and achievement of pupils in lessons, in class displays, ‘dojo points’ and in the weekly celebration assembly, ensuring pupils show good levels of motivation.
- Leaders and governors ensure that the RE curriculum meets the requirements of the Bishops’ Conference, and that a minimum of 10% of the teaching timetable is given to the subject. In all classes, excepting Year 6, RE is taught in one afternoon.
- Governors ensure that RE is a key priority with regular meetings between the Chair of the Academy Council and RE leader and the discussion of RE in meetings of the full governing body and standards sub-committee. RE is also an annual priority on the School Development Plan.
- The RE leader, who is head of school, has a strong vision for the subject, knows the strengths and improvements needed and is clear on what is required to sustain what is good and improve further to make it outstanding. Governors have plans in place to increase the school’s leadership capacity to support this vision. This will enable governors to explore the roles and responsibilities in the leadership of RE.
- Following the pandemic, the RE monitoring cycle is not in full operation.
- The RE leader has planned one curriculum day on other religions this academic year.
- Leaders and governors have knowledge of key stage outcomes for RE, but the tracking system does not track the progress of all significant pupil groups at key intervals during the school year.
- The RE leader has led one moderation session on pupils’ RE work and staff have moderated in key phases to secure the accuracy of teacher assessment judgements.

## COLLECTIVE WORSHIP

### Collective Worship is Good

How well pupils respond to and participate in the school’s Collective Worship	<b>2</b>
The quality of provision for Collective Worship	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	<b>2</b>

- Acts of Collective Worship engage pupils’ interest and provide opportunities for deep reflection, joyful singing and heartfelt response. Pupils show an enthusiasm for acts of worship and behave with appropriate reverence which creates inclusive, calm and reflective experiences.
- Following the difficulties of the prolonged pandemic which prohibited authentic communal engagement, pupils are now learning the skills required to lead and plan acts of worship, but the pace required to ensure more pupils lead and plan acts of worship needs to accelerate.

- Most pupils have a good understanding of the Liturgical Year and can name the major seasons. They have participated in acts of worship during Advent, Lent and Eastertide and marked significant occasions like Harvest and Remembrance.
- Collective Worship is central to the life of the school and is given a high priority in terms of planning and resourcing. This was also the case during the pandemic restrictions, when daily acts of worship were delivered by leaders virtually and families were provided with prayer resources to use at home.
- Leaders and teachers use a range of resources to deliver acts of worship. These include, 'The Wednesday Word', 'Ten Ten', 'Virtues to Live By' and 'Mark 10 Mission'. The use of a variety of effective resources by leaders and teachers has a positive impact on the spiritual and moral development of many pupils, irrespective of ability, faith background or circumstance. Almost all members of the community speak very positively about the Collective Worship provided by the school.
- The executive headteacher and head of school have expert knowledge in how to lead and plan quality Collective Worship. Both model excellent practice and the head of school has used his expertise to successfully support staff to plan good quality acts of worship.
- The head of school, who is responsible for the leadership of Collective Worship, has delivered CPD opportunities in the Spring and Summer terms. The CPD is effective and has increased the quality of Collective Worship.
- Leaders and governors have monitored the quality of Collective Worship and reviewed its effectiveness as part of their self-evaluation processes.