

St Augustine's Catholic Primary School

Disbrowe Road London W6 8QE

Date of inspection by Westminster Diocese: 7 December 2017



Summary of key findings for parents and pupils

A. Classroom religious education is good

- The leadership and management of classroom religious education are judged to be good over time.
- The school aims for creativity in its curriculum. Good cross-curricular links are being made in such areas as art, modern foreign languages and in homework opportunities. The school uses Spanish effectively to enhance pupils' experience of both religious education and learning another language.
- Children enter the school with a wide range of abilities and from a wide variety of early years settings. By the time they leave the school in Year 6 attainment is judged to be good therefore progress overall is good.
- The quality of teaching seen in the school is judged to be typically good overall. Pupils have achieved well over time and do make good progress in some classes. Planning of lessons is thorough.
- Pupils who have special educational needs and/or disabilities are being very well supported in this school. The school has a strong commitment to inclusion and this is reflected in daily classroom practice.
- Pupils are given the opportunity to bring prayer books home and together with their parents compose prayers which reflect their own cultural backgrounds.

Classroom religious education is not yet outstanding because

- Current scrutiny of books and of work produced during lessons shows weaknesses in both coverage and content of the religious education curriculum in several classes. Attainment in religious education is not currently comparable to attainment in other core subjects. This is judged to require improvement.

B. The Catholic life of the school is outstanding

- Leadership and management of the Catholic life of the school are judged to be outstanding. The commitment of the head and her senior leadership team to promote the Catholic life of the school is evident in all aspects of school life.
- Catholic worship is outstanding in this school. The children get an extensive introduction to the prayer life of the Church. They are given very good opportunities to compose their own liturgies, prayers and intentions and record them in a variety of formats.
- Displays all over the school are of a high standard and are often used to aid prayer and worship. Displays in Spanish were a noteworthy feature of this school. Prayer and Catholic worship are a major strength of the school.
- St Augustine's is a strong Catholic community. Relationships between home, school and parish are all highly developed. Support from parents is a key feature of this school. Links with the parish are equally strong and the chaplain is a frequent and welcome visitor to the school.
- The website contains information about the religious education curriculum and life of the school that is out of date and should be refreshed, so that these areas of school life can be celebrated publically.
- The governors share the vision of the staff of the school and are supportive of current practice and committed to continuous improvement. The leadership team have equally devised some good plans for further developing the Catholic life of the school.

A. Classroom Religious Education

What has improved since the last inspection?

Since the last inspection the school has introduced a new religious education (RE) scheme of work and this has been fully implemented across the school. Teaching of other faiths has been developed and pupils now learn about Judaism and Hinduism in an appropriate way.

The content of classroom religious education is good

The school has an RE curriculum that meets all the requirements of the *Religious Education Curriculum Directory* (RECD). This scheme is in place across all ages and key stages. The school has been keen in the last few years to develop a creative approach to the teaching of RE. Good cross curricular links are being made in such areas as art, modern foreign languages and in homework opportunities. The school uses Spanish effectively to enhance pupils experience of both RE and another language. The curriculum also now includes projects on learning about Judaism and also makes links to Hindu festivals such as Diwali.

Pupil achievement in religious education requires improvement

Children's attainment on entry to the school in the Reception class is judged to be broadly average overall. Children enter the school with a wide range of abilities and from a wide variety of early years settings. By the time they leave the school in Year 6 attainment is judged to be good therefore progress overall is good. However, current scrutiny of books and of work produced during lessons shows significant weaknesses in both coverage and content of the RE curriculum in several classes. Attainment in RE is not currently comparable to attainment in other core subjects such as English. Work of a consistently high standard is not being seen in RE at the moment apart from in some classes in Key Stage 2. This is because many pupils are not being given appropriate tasks in line with their overall abilities and aptitudes. This is evident when one hears the response of pupils to questions and their highly articulate language. There is an insufficient level of challenge being given in some classes to allow pupils to progress further. This is particularly the case for the higher ability pupils. Coverage and content of the curriculum in some classes requires immediate action to be taken. Pupil's attitudes to learning are good and they clearly display a desire to deepen their knowledge and understanding of the subject. This is evident when pupils are spoken to in class and during discussions. Behaviour in classes and around the school is of a high order. Pupils are polite and respectful during lessons. Pupils do demonstrate a good level of religious literacy when spoken with but are often missing opportunities to record their thoughts and deepen their knowledge. This is especially true in their work around scripture and the Bible where opportunities provided for them are limited.

The quality of teaching is good

The quality of teaching seen in the school is judged to be typically good overall. Pupils have achieved well over time and do make good progress in some classes. Planning of lessons is thorough and always aims to enhance the creative aspects of RE. Teachers are enthusiastic about the subject and mutual respect between teachers and pupils is evident in all lessons seen. There is a positive climate for learning in all classrooms and in many classes teachers do use effective questioning to further learning. The school's feedback and assessment systems are developing well and there was evidence of teacher's comments and marking helping pupils deepen their knowledge and understanding in RE. Teachers do use information and communication technology (ICT) well in classes. Pupils are keen and confident users of iPads and enjoy doing research on them. Teaching assistants are not being effectively deployed in some classes to support pupils in their learning. However, pupils who have special educational needs and /or disabilities are being very well supported in this school. The school

has a strong commitment to inclusion and this is reflected in daily classroom practice. Homework in RE is a strength of this school. Pupils are given the opportunity to bring prayer books home and together with their parents write and compose prayers which reflect their own ethnic cultural backgrounds. Teachers encourage pupils to use a wide variety of styles and approaches in homework using art, photography and ICT. Some of the work seen was of a high quality and this shows the potential of these pupils.

The effectiveness of leadership and management in promoting religious education is good

The leadership and management of RE are judged to be good over time. The head has a long standing commitment to high standards in RE. She has high expectations of her staff and is well supported by a new RE leadership team. Governors are experienced and are equally keen to promote standards within the school and are being kept informed of developments around the subject. The educational mission of the Church is evident in all aspects of the school's work. This is reflected in some of the RE displays, artefacts and artwork around the school. It is very evident that this is a Catholic school when one enters the building. There are systems and structures in place to ensure quality teaching and that staff are being well supported. Current systems of monitoring are not robust or rigorous enough to ensure that all classes are achieving as well as they should be. The school needs to review how it monitors its teaching and learning and how it can best support all staff in the delivery and content of RE lessons.

What should the school do to develop further in classroom religious education?

- Improve the coverage and content of the RE curriculum in key classes across the school. Make sure that work is matched to pupil's needs and abilities.
- Provide sufficient challenge in lessons for all pupils especially higher ability pupils. Make sure that pupils are given more opportunities to write at length.
- Review its monitoring system to ensure that coverage of work and age expected standards are being met in all classes and by all teachers.

B. The Catholic life of the school

What has improved since the last inspection?

All areas mentioned in the previous report have been fully addressed by the school. The school has worked closely with Cafod to raise issues around global development and supports a wide range of charities. Pupils speak with great pride about their work in this area. They have also set up a Mini Vinnies Club with the St Vincent de Paul Society to further enhance its charity and outreach work.

The place of religious education as the core of the curriculum

is outstanding

10% of curriculum time is devoted to the teaching of religious education across all key stages every week. Teachers have good subject knowledge of religious education in accordance with the Religious Education Curriculum Directory for England and Wales. Other faiths, especially Judaism, are studied in appropriate detail for the correct amount of time. The school allocates a generous budget to teaching about the Catholic faith and resources are plentiful and carefully chosen to cover all areas of the curriculum. In service training is planned for and is extensive in this school. Newly qualified teachers are being supported in learning about the teaching of religious education.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

Catholic worship is outstanding in this school. The children get an extensive introduction to the prayer life of the Church. They are given very good opportunities to compose their own liturgies, prayers and intentions and record them in a variety of formats. This includes homework and in class prayer books. This is a strength of the school. Children are quickly introduced to the prayer life of the school in the Reception class. The chaplain is a regular and welcome visitor and helps with prayer, liturgy and worship. Assemblies provide opportunities for the children to reflect and pray in a meaningful way and many of these liturgies are composed by the children themselves. The whole school begins and ends the day with prayers and also uses prayer effectively at lunch times. All classes have at least one prayer corner set aside with contemporary liturgical colours and appropriate words. During the course of this inspection we had just entered the season of Advent; in the Early Years Foundation Stage a delightful RE / prayer area had been set up to reflect this. Mass is celebrated regularly by the school in the local church, and pupils play a lead role in organising its celebration. Displays all over the school are of a high standard and are often used to aid prayer and worship. Displays in Spanish were a noteworthy feature of St Augustine's and prayer and Catholic worship are a major strength.

The contribution to the Common Good – service and social justice –

is outstanding

The school actively seeks to promote the Common Good at all times. The school is fully committed to inclusion and has a wide range of children with complex needs. Through regular assemblies and fundraising initiatives, the children understand that as a Catholic, Christian community there is a collective responsibility to be of service to the local community and in the wider world. The Mini Vinnies have planned and implemented their own fundraising initiative during Lent for Mary's Meals. A group of pupils told inspectors with pride of their work in this area. The school has strong links with the local community and the Year 6 pupils visit a local care home every Advent to sing carols and talk with elderly residents. The school extended its overseas links recently with a visitor from Cafod. Pupils are being well taught about Judaism and every year host a visitor from the Jewish Museum to do workshops. The school equally teaches and promotes British values in its wider

curriculum. There are ample opportunities provided to be of service to others within the school and pupils eagerly avail of these chances to help others. Pupils are very proud of their school community and understand the theology that underpins their good works. Its work around the Common Good is outstanding.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is outstanding

St Augustine's is a strong Catholic community. Relationships between home, school and parish are all highly developed and are fruitful. Support from parents is a key feature of this school. One parent spoken with said 'I feel that this school is a blessing for my children' another spoke of it 'feels like a home from home'. These warm and positive comments are echoed by all parents and equally reflected in a recent survey. The home-school prayer book is an imaginative and clever idea to foster links with the home, school and parish. These prayer books were seen right across the school and are a noteworthy aspect of this particular school. Parents and pupils eagerly compose prayers and share ideas which then feed into liturgies in school. Further partnerships are being fostered by inviting parents in to attend assemblies and school celebrations. The website contains provision and information about the RE curriculum and life of the school that is well out of date and this needs to be addressed. Links with the parish are equally strong and the chaplain is a frequent and welcome visitor to the school. The school attends a wide variety of diocesan training and support. All diocesan procedures, policies and protocols are being fully implemented.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

Leadership and management of the Catholic life of the school are judged to be outstanding. The commitment of the head and her senior leadership team to promote the Catholic life of the school is evident in all aspects of school life. The school takes its mission statement seriously and this is at the heart of the school community. The governors share the vision of the staff of the school and are supportive of current practice and equally committed to continuous improvement. Parents are very pleased with this school and its Catholic life. The leadership team have devised some good plans for further developing the Catholic life of the school. It is also committed to learning from other schools, diocesan training and the wider community. There is an ambition to develop further in this school and therefore leadership and management in promoting the Catholic life of the school is deemed to be outstanding.

What should the school do to develop further the Catholic life of the school?

- Update and develop the website to reflect and celebrate the outstanding Catholic life and mission of the school.

Information about this school

- The school is a one form entry Catholic Voluntary Aided Primary school in the locality of Hammersmith.
- The school serves the parishes of St Augustine's Hammersmith and also admits pupils from St Thomas of Canterbury, Fulham.
- The proportion of pupils who are baptised Catholic is 98%.
- The proportion of pupils who are from other Christian denominations is 1% and from other faiths or no faith declared is 1%.
- The percentage of Catholic teachers in the school is 91%.
- The number of teachers with a Catholic qualification is 4.
- There are 10% of pupils in the school who have special educational needs and/or disabilities of whom 9 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is well above average
- There is an above average rate of families claiming free school meals.
- 70 pupils receive the Pupil Premium (33%).

Department for Education Number	205 / 3378
Unique Reference Number	100347
Local Authority	Hammersmith and Fulham

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on roll	210
The appropriate authority	The governing body
Chair	Mr Jamie Kelly
Headteacher	Miss Mary Kelliher
Telephone number	020 7385 4333
Website	www.staugustinesrc.lbhf.sch.uk
Email address	admin@staugustinesrc.lbhf.sch.uk
Date of previous inspection	11 June 2013
Grades from previous inspection:	
Classroom religious education	Grade 1 - Very Good
The Catholic life of the school	Grade 1* - Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 7 lessons or part lessons were observed.
- The inspectors attended 1 assembly and a number of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

Inspection Team

The inspectors are appointed by the Archbishop.

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