



# **DENOMINATIONAL INSPECTION REPORT**

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

**URN 100725**

**St Augustine's Catholic Primary School & Nursery**

**Dunfield Road**

**London, SE6 3RD**

**Inspection date: 04 July 2018**

**Chair of Governors: Mr Nick O'Shea**

**Co - Headteachers: Mrs Hillary Jarvis  
Miss Angela Maat**

**Inspectors: Mr Stephen Beck  
Mrs Frances Hawkes**

## **EDUCATION COMMISSION**

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR  
Tel 01689 829331

**Director of Education: Dr Simon Hughes**



## Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

# FULL REPORT

## INFORMATION ABOUT THE SCHOOL

St Augustine's Catholic Primary School is voluntary aided. It is situated in the Lewisham Deanery of the Archdiocese of Southwark and maintained by Lewisham Local Authority. The principal parish, which the school serves is Our Lady of the Annunciation and St Augustine, Beckenham Hill. 86% of pupils are baptised Catholics. The average weekly proportion of curriculum time given to teaching Religious Education is 10% in all Key Stages.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll in this one form entry school is 216, 18 of whom attend the nursery part time. The school is situated in an area of considerable deprivation with data placing it on almost double the national index. The attainment of pupils on entering the school is below average. The percentage of pupils eligible for free school meals (FSM) is low at 8.3% although the school is situated in an area of high levels of deprivation. The school serves a diverse community with the majority of pupils, 91%, being from ethnically diverse backgrounds. The highest proportion of pupils, 59%, come from Black African and Black Caribbean backgrounds. The proportion of pupils supported by the pupil premium is below the national average at 16%. The proportion of pupils who receive special educational needs (SEN) support is 16%, which has doubled since the last inspection.



## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Augustine's is a good Catholic school because:

- it is a community of faith, firmly embedded in Gospel values, recognising, "God is at the heart of the school and in the heart of each person." The personal faith, leadership and dedication of the co-headteachers and senior staff provides both capacity and vision, that will continue to take the school forward as it moves into a federation with another local Catholic school in September this year. Staff, governors, parents and the parish community respect each other and show a commitment to assisting and joining the pupils in their faith and academic journeys;
- pupils are understandably proud of their school. Behaviour and attitudes are underpinned by their living out of the school's mission statement, which the pupils all know well. The behaviour of pupils and their care for others is very good and this contributes much to the spirituality and ethos of the school. Their behaviour for learning is very positive, they make good progress over time and enjoy their Religious Education lessons;
- a focus on the more rigorous planning of work is beginning to secure more consistent progress and attainment;
- the school's Catholic life and mission is the first concern of the governors and school leaders. This has been successfully maintained through periods of change.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to work towards securing a greater consistency in the teaching of Religious Education so that all teaching is outstanding so that all pupils' particularly the more able, are given challenging goals, achieve appropriately and are provided with a wider range of activities and increasing opportunities for independent learning.
- Ensure that the subject leader for Religious Education receives high quality ongoing professional development.



## Overall Effectiveness

How effective the school is in providing Catholic Education: 2

**Catholic life** 1

The extent to which pupils contribute to and benefit from the Catholic life of the school. 1

The quality of provision for the Catholic life of the school. 1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school. 1

**Religious Education** 2

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

**Collective Worship** 2

How well pupils respond to and participate in the school's collective worship. 2

The quality of provision for collective worship. 2

How well leaders and governors promote, monitor and evaluate the provision for collective worship. 2



## CATHOLIC LIFE

### **The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.**

- In this small school every child is known and the "strong family ethos" ensures that links are fostered across classes and groups of pupils; they look out for each other and are proactive in helping others. A parent responded on their questionnaire return, "The teachers are kind, welcoming, and informative. I feel my child is in very safe hands."
- Pupils and staff have a deep sense of belonging to this Catholic school community. They flourish in an atmosphere where everyone is valued and there is a strong desire for them to do well.
- Pupils have a good understanding of their place in the school, in society and their duties as active, responsible citizens. They understand that their beliefs should underpin their attitudes to each other and their behaviour. They have a strong sense of right and wrong and fully understand the value of forgiving and being forgiven. Pupils are confident to think and reflect on ideas presented to them. They answer with confidence and enthusiasm.
- Pupils are very proud of their school and its religious identity and they eagerly take part in school, community, parish and diocesan celebrations and activities. They talk with pride about the activities they have been involved in through which they serve others; particularly their support for a broad range of local, national and international charities. For example, Silver Cross, Cafod, The Mizen Foundation, and the NSPCC. Parents commented on how their children spoke at home of charity speakers presenting at assemblies and how pupils may help their causes. They have a strong sense of social justice for all and, in this way, live out their mission.
- The behaviour of pupils is exemplary at all times. Pupils are alert to the needs of others. They are ready to support each other and celebrate each other's qualities and successes.
- All stakeholders have been involved in the shaping of the school's mission statements which are lived out each day in school. Each class develops their own version of the mission statement. As a result, the pupils know and understand its importance to daily school life. The School Council meets regularly and makes real decisions about school life.
- The School Council provides a formal way for pupils to discuss ideas related to the Behaviour Policy and Mission Statement throughout the year. The leadership of the School Council representatives are key features in providing pupils with a firm platform for change and development across the school.



- There are numerous pictures of iconic individuals around the building to serve as role-models. They are well chosen and include quotations and information about their lives and reflect gender and culture very appropriately.
- Pupils are given frequent opportunities to contribute to the school community, first and foremost by fulfilling their duties to others. Older pupils are good role-models and help the younger ones to resolve minor conflicts, in addition to providing support in house meetings for both Infants and Juniors. Year 6 are Playground Buddies, which enhance their social and negotiation skills and provide the younger pupils with better playtimes. Year 5 and 6 pupils support the younger ones when at church.

### **The quality of provision of the Catholic life of the school is outstanding.**

- Governors, teachers and support staff share the vision and passion for the Catholic life of the school promoted by the headteacher and senior leadership team. This is actively fostered and disseminated to the pupils.
- The school promotes the highest standards of ethical behaviour based on Gospel values; pupils are aware of these and understand that they are non-negotiable. This has led to a happy, secure and inclusive environment for pupils to learn and thrive. A parent commented, "We are very pleased with the way the school is run and especially for (the) Catholic Education provided."
- The subject leader for Religious Education leads staff meetings throughout the year. The school plays a part in the, recently established, Catholic Cluster of schools. The cluster is currently working together to develop opportunities which allow for greater pupil and staff involvement in the wider Catholic community.
- A curriculum newsletter is issued at the start of each term containing information about the Religious Education topics to be covered, including guidance as to how families can become more involved in the topics, supporting the work done in school. Termly 'Liturgy and Religious Education' letters inform parents of the Church Year, the prayers, the Gospel Values and devotions by month so they can observe and reflect on what is going on in the parish and the school. The school's website contains Mass, Liturgy and Assembly dates to encourage attendance by family members.
- A large number of parents, staff and governors play practical and active roles in the life of the parish as catechists, children's liturgy leaders, readers and as Eucharistic Ministers. They serve as valuable role models for the pupils.
- The school has a clear policy for Relationships and Sex Education (RSE). They use the programme "A Journey in Love," supplemented with resources which have been approved by the diocese.



**How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school is outstanding.**

- St Augustine's believes in the phrase, "it takes a village to raise a child." In reflecting this view, they place high importance on the home/school/parish partnership and explicitly recognise that the parents are the first educators of the child.
- The co-headteachers and governors evaluate and monitor all aspects of school life through parent questionnaires, workshops, open meetings and discussions with the immediate and local community. The governors and senior leaders have a pivotal role in this. All staff have a shared Religious Education target for Performance Management, thus ensuring clear focus for development throughout school. Religious Education is given a lead status amongst the core subjects.
- The school improvement process is ongoing and involves the whole community. The current Religious Education action plan shows where key priorities have been identified.
- The school has a committed and dedicated governing body with expertise and experience that is of significant value to the school. They have an established system of link governors who carry out informal curriculum monitoring by learning walks and progress updates throughout the year. They are fully involved in the Catholic life of the school making regular visits so that they can see the pupils grow and develop, building a lasting relationship with the school. Governors also attend Masses, liturgies, assemblies, workshops, plays and performances. They also accompany classes on trips.
- The co-headteachers, working closely with the parish priest and the chair of governors, ensure that the school's mission is kept at the forefront of people's minds as they go about their daily duties. The co-headteachers and all the staff are held to account by the governors through reports presented at governing body meetings and monitoring exercises. In line with all aspects of school management and governance there are clear and effective systems in place to monitor the Religious Education curriculum and evaluate the findings to inform future planning.
- The subject leader is developing her strengths in guiding Religious Education and shows great commitment to her role and is keen to drive the subject forward.



## RELIGIOUS EDUCATION

2

### How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils' achievements and enjoyment in Religious Education are good. In general, their attainment in Religious Education is in line with expectations. Most pupils make good progress in relation to their starting points and capabilities.
- Analysis of assessments undertaken provides evidence of pupils generally attaining at least an appropriate level for their age and stage of development in each key stage with some exceeding this expectation.
- Pupils enter the school with lower than average attainment, particularly in language skills and socialisation skills. Pupils make good progress throughout the key stages. Parents appreciate that the children receive an excellent start at Foundation Stage as one wrote, "My child has made great progress in the early years and loves school."
- Pupils indicated to inspectors that they enjoyed their Religious Education lessons. The school confirmed that in a recent pupil questionnaire they commented on their love of Religious Education and writing prayers for collective worship.
- Pupils become increasingly aware of religious vocabulary as they progress through the school. They are developing the skills that enable them to reflect spiritually, think ethically and theologically, and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils are very well mannered and are encouraged to work independently and collaboratively. Throughout their group work, they co-operate extremely well and treat each other kindly in paired or shared discussions. They willingly consider and respect the views and opinions of each other. They are anxious to learn, improve their knowledge, understanding and skills.



**The quality of teaching and assessment in Religious Education is good.**

- The Religious Education curriculum is taught through the “Come and See” scheme. This is supplemented with Bible stories and scriptural study. There is an ongoing emphasis on the development of religious vocabulary, as a result pupils demonstrate an appropriate level of religious literacy from the early years through to Year 6.
- Teaching is good across the school. In lessons observed, teachers demonstrated good classroom management. They have developed a good rapport with pupils through the use of effective praise and provide a comfortable and secure learning environment for pupils. Teachers drew pupils together, at the start of lessons, by providing time for reflection, thereby establishing a special learning environment for Religious Education lessons.
- Teachers’ questioning in most of the lessons seen was good. It enabled pupils to extend their learning, think more deeply and develop their knowledge.
- Formal assessment for Religious Education is carried out in all classes. Teachers are generally confident in using the levels of attainment as presented in the Religious Education Curriculum Directory (2012) and are aware of how well their pupils are doing in Religious Education. Teachers assess pieces of work with adjacent year groups to allow a consistency in the levelling process. Staff meetings provide an opportunity for all teachers to moderate a sample of work from each year group. This allows teachers to see progression through the school where assessment pieces of work are moderated and agreed.
- Assessment information is tracked and shared with senior leaders. As a result, school leaders have an informed understanding of how pupils are progressing.
- Work in pupils’ books showed evidence of marking being used effectively to support learning and develop pupils’ understanding of the topics. However, in some cases, pupils were set targets that were more about improving their fluency in English than their knowledge and skills in Religious Education.
- Pupils’ workbooks also showed evidence of a wide variety of tasks which demonstrate strong links to the scriptures and sacraments in both key stages 1 and 2.



**How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good.**

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is good. The self-evaluation form identifies targets, timescales and lines of accountability, but would benefit from being more focused on impact.
- There is a regular schedule of monitoring of teaching and learning in the subject and assessment information is shared with senior leaders on a regular basis.
- The school is striving towards providing a Religious Education curriculum which is consistently designed to match the range of pupils' needs and ensure effective continuity and progression in their learning. School leaders are aware this is an area which needs to be developed and work is ongoing to secure consistency in delivery of the curriculum across the school. Currently the school is working towards developing a new assessment process, in line with diocesan guidelines, to take account of moving to assessment without levels.
- Excellent links are forged with the wider community and local parishes to provide a good range of enrichment activities to promote pupils' learning and engagement. The curriculum enables pupils to gain first hand experiences of the liturgical life of the Catholic Church and of a wide diversity of religious belief communities, through their studying of other faiths.
- Religious Education has a high profile in the life of the school. Leaders ensure that it is taken into account when planning new initiatives. and is actively involved in initiatives within the school. This leads to enhancements to pupils' spiritual and moral development. It also contributes to pupils' discernment of their own unique vocations.
- Religious Education is well resourced in terms of staffing, physical resources, capitation and curriculum time when compared with other core subjects within the school. It meets the requirements of the Bishops' Conference fully.



## COLLECTIVE WORSHIP

2

### **How well pupils respond to and participate in the school's collective worship and prayer life is good.**

- Collective worship at St Augustine's school is central to the life of the school. Collective worship is led by teachers, pupils and the parish priest. In a very diverse community it is a vital part of school life and is shared with parents, parishioners and the wider community.
- Pupils act with reverence and are willing to participate in all aspects of worship; they are able to answer questions confidently in liturgies and demonstrate good religious vocabulary.
- With support, pupils are starting to prepare and lead worship with increasing confidence. The school has identified, in their own self-evaluation, as an area for development, the need to provide pupils with opportunities to take a more active role in preparing worship and to plan and lead their own prayers and liturgy. Almost all pupils have a good understanding of the Church's liturgical year.
- This year, the school introduced lunchtime 'Reflections' throughout the Advent and Lenten seasons. These allow the pupils to reflect on a theme or reading for the day in a quiet and purposeful atmosphere. Pupils help with the setting up and readings during these sessions.
- There is an understanding of and respect for other faiths. This is reflected in the inclusive manner in which pupils share and reflect on their knowledge of other faiths. The experience of living in a praying community has a strong and visible effect on the development of all pupils, irrespective of ability or faith background.
- A whole school assembly starts the week and focuses on the Sunday liturgy. This has a great impact on the pupils' knowledge about Jesus, His teachings and His Church. This was reflected in their ability to talk about what they had learnt in the assemblies and how it related to their own lives. Assemblies are led by one of the co-headteachers and are based on the Gospel reading from the previous Sunday. Collective worship may be interactive, using drama and role play or may be reflective according to the theme.
- Classroom focal points and displays are cared for and help pupils to understand the importance of prayer in their daily lives. St. Augustine's offers opportunities for all forms of prayer including spontaneous and traditional prayer.



- There are clear, visible signs of the importance of faith in the school. There are a number of statues and images around the school allowing pupils the opportunity to reflect on their faith.

### **The quality of provision for collective worship and prayer life is good.**

- Collective worship is central to the life of the school and forms the heart of every school celebration. Praying together is a natural part of the school day for all staff and pupils.
- There is a clear policy for collective worship and a well-planned programme of Masses, liturgies and other liturgical celebrations. It is given a high priority and is well resourced. Twice weekly whole school liturgies or assemblies are linked to the Church Year, monthly devotions, Gospel Values and wider world events. Weekly liturgies for infants and juniors are held separately. Daily prayers include morning prayer, grace before and after meals, and intercessory prayers for the sick and those who have died.
- Staff are working with pupils at class level to enable them to confidently plan, prepare and lead collective worship. As a result, they are developing a good understanding of the purpose of collective worship at an age-appropriate level. The school plans to develop this to enable older pupils to deliver collective worship to groups of pupils.
- Parents, parishioners and governors regularly take the opportunity to be present at assemblies, liturgies and acts of worship and comment with enthusiasm about the consistently high quality of celebrations.
- In an assembly attended by one of the inspectors, good use was made of the current interest in football to draw on similarities between football and the Ten Commandments by reflecting on the need for rules, faith and belief.

### **How well leaders and governors promote, monitor and evaluate the provision for collective worship and prayer life is good.**

- School leaders lead collective worship within the school and are appropriate models of practice for staff and pupils. They are promoting pupils' planning and leading of collective worship, which is developing well, particularly at a class level. They have a clear understanding of the Church's liturgical year, seasons and feasts and they are able make these accessible to the pupils in a contemporary context.



- There is a monitoring programme in place for collective worship that identifies areas for further development which will impact positively on the school's provision as they are implemented.
- The parish priest is very supportive of the school's collective worship and supports the school's use of the church as part of Religious Education. He is well known by staff, parents and pupils who all value the contributions he makes to the life of the school. Work is ongoing to further strengthen the school parish relationship.