

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon Law 806 on behalf of the
Archbishop of Southwark and inspection of
Denominational Education under Section 48

St Augustine's Catholic Primary School
Wilman Road
Tunbridge Wells
Kent TN4 9AL

Chair of Governors Mrs M Palmer
Headteacher Mrs J Mann
Inspectors Mrs A Ireland
Mr S Beck

Inspection dates 22 February 2007

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**
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Introduction

Description of the school

The school is voluntary aided. It is situated in the Tunbridge Wells Deanery of the Archdiocese of Southwark. It is maintained by Kent Local Authority. The principal parishes which the school serves are St Augustine's, Tunbridge Wells, St Dunstan's, Southborough and St Justin's, Paddock Wood. The proportion of pupils who are baptised Catholics is 92.4%. The average weekly proportion of curriculum time given to religious education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 307. The attainment of pupils on entering the school is broadly average. The proportion of pupils eligible for free schools meals is below average. Around 27% of the pupils receive extra support in class. Pupils come from a wide area and from a variety of backgrounds. There are a growing number of pupils from minority ethnic groups, with the majority coming from the Philippines. The proportion of pupils from homes where English is an additional language is above average for the area.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Satisfactory
Grade 2	Good	Grade 4	Inadequate

Overall effectiveness as a Catholic school

St Augustine's is a good school. It is an inclusive community which lives out its mission, encapsulated in the phrase 'Growing together'. It is strengthened by a strong sense of teamwork and a commitment to future development. Pupils enjoy coming to school and make good progress. Under the guidance of the newly appointed headteacher and with the support of the senior management and curriculum teams, the school has an accurate view of its strengths and has clear strategies in place to tackle areas for development. It is therefore well placed to improve further.

Grade 2

What steps need to be taken to improve further?

Further develop assessment strategies and procedures to include pupil self assessment, pupil tracking and moderation of pupils' work in order to inform planning and raise levels of attainment.

Plan a range of activities which challenge the more able pupils.

The Catholic life of the school

Leadership and management

Under the strong direction of the newly appointed headteacher, the school is moving purposely forward. The headteacher has a clear vision of Catholic education which she successfully shares with the whole school community. Together with the newly established senior management team and the governing body, she ensures that the Catholic life of the school is maintained and continues to develop. The mission statement, which is prominently displayed throughout the school, is to be reviewed. This will involve all members of the school community, including pupils and parents. When the review is completed, the mission statement should be incorporated into school policies and other documentation, in order to emphasise its importance in driving the work of the school. Governors, many of whom are recent appointments give strong support. They are developing a good knowledge of school policy and practice, including religious education, through the work of the curriculum committee, the governor responsible for religious education, and focussed visits.

Grade 2

Quality of Catholic life of the school

The quality of Catholic life of the school is good with a number of outstanding elements. The many artefacts and displays, such as the icon of St Augustine in the school entrance and the display on reconciliation, mark the school as distinctively Catholic. The care given to pupils, including those with special educational needs is very good. The faith commitment of staff is very strong. It results in excellent relationships based on Gospel values of care support and respect. This has a very positive impact on the life and work of the school community. Staff provide very good role models for pupils, and this together with a code of behaviour based on affirmation which is clearly understood by pupils, results in good pupil behaviour. Pupils are given good opportunities to take responsibility in a variety of ways, such as the 'Playground Friends' initiative and the enthusiastic school council. Pupils show care for the wider community through the various charities they support, including Cafod and the local St Vincent de Paul society. Events such as the multicultural, art and dance weeks bring the whole school community, including parents, together to celebrate the richness and diversity of God's people. Parents have very positive attitudes towards the school. They are kept well informed about the life and work of the school, including religious education, through the weekly newsletter and the termly curriculum information. The partnership between the school and the three parishes it serves is outstanding. This is because of the very strong involvement of staff and families in all aspects of parish life, including Children's Liturgy and Baptismal preparation. Welfare teams in the parish liaise regularly with the school. The school participates in parish based Masses and other liturgies. News is exchanged in parish and school newsletters and parishioners are invited to school events. Preparation for the sacraments is very well supported by the school. Classes are held in school and run by a member of staff, who works closely with the parish catechists. The priests have very good contact with the school. One of the parish priests visits classes on a weekly basis and two priests are on the governing body. All five priests celebrate Masses in school. The school has developed an excellent relationship with the local secondary school. For example, secondary pupils run or help with some of the after school clubs.

Grade 2

Quality of provision for personal and collective worship

The school more than fulfils its statutory obligation with regards to collective worship. Pupils are given good opportunities to participate in a range of Masses, liturgies, and class, phase group, key stage and whole school assemblies. For example, for a Key Stage 2 class assembly, pupils planned, organised and delivered a thoughtful assembly on the theme of memories both good and bad. Poetry, music and pupils' own prayers were used to enhance the quality of worship. In an Early Years class assembly introducing Lent, the story of the Rainbow Fish was used to help pupils to think about Lenten promises. Excellent use was made of music and actions including an African hymn, to encourage active and joyful participation.

In both assemblies, pupils were prayerful and attentive. Prayer is central to the life of the school. Pupils are encouraged to compose their own prayers. They are introduced to a variety of prayer forms, including reflective and spontaneous prayer. Guided meditation forms an integral part of the prayer life of the school and helps pupils to deepen their understanding and love of Jesus. For example, a Key Stage 2 pupil spoke movingly about the feelings and thoughts she experienced when she was guided through the story of the last supper. Each class has a focus for prayer. These are regularly used as part of the prayer life of the class. They should be further developed to reflect the liturgical year and the 'Here I Am' topics and themes.

Grade 2

Religious education

Achievement and standards

Pupils' attainment is broadly average and generally matches attainment in English. Pupils make good progress from Early Years to Year 6. Good empathetic skills enable pupils to deepen and develop their knowledge of scripture. For example, pupils in a Key Stage 2 class, writing about the thoughts of Jesus and the disciples at the Last Supper, did so with thoughtfulness and perception. Pupils have well developed oral skills and are developing a good religious vocabulary which helps them to progress. Most pupils are able to apply what they have learnt in lessons to their own lives. They make good use of skills gained in other curriculum areas. For example, in a Key Stage 2 class, pupils were preparing a Rejoice celebration for the 'Memories' topic. One group were using puppets they had made in CDT whilst another group were composing music for a hymn they had been taught. Evidence in work books suggests that more able pupils are not being sufficiently challenged to engage in sustained writing activities and independent research. Pupils enjoy their lessons and are generally very well behaved. They are eager to answer and share their ideas. They work well individually and collaboratively. They can organise themselves effectively and remain on task. Work in books is generally neat and well presented.

Grade 2

Quality of provision for religious education

Teaching is good. All teachers clearly identify and articulate learning objectives and refer to them throughout the lesson. Excellent classroom management skills ensure that pupils remain focussed and on task. Praise and affirmation are used to encourage pupils to do their best. Lessons are generally well paced. Good use is made of questioning to challenge pupils to progress. Teachers approach lessons with enthusiasm and demonstrate very good subject knowledge. They are able to build successfully on pupils' previous knowledge. Assessment is developing well. It is carried out in accordance with diocesan guidelines. In order for assessment to have a

greater impact, the school should develop strategies and procedures, including pupil self assessment, pupil tracking and moderation of pupils' work in order to achieve consistency and raise attainment. The school has already identified assessment as an issue and has set appropriate targets to address it. All teachers mark positively. A few teachers are using questions to challenge pupils. This good practice should be shared and a more developmental approach to marking should be introduced in order to encourage all pupils to progress further.

Grade 2

The religious education curriculum

Sufficient time is given to the teaching of religious education. The school follows the 'Here I Am' programme, which is recommended by the diocese. All aspects of the programme are taught, including the teaching of other faiths. Teachers plan in phase groups. Long term, medium and short term planning are well established. Planning now needs to be developed further to ensure that a range of differentiated tasks, which challenge the more able pupils, are clearly identified. Pupils with special needs and those with English as an additional language are well supported by adults and appropriate activities, thus ensuring that they have full access to the curriculum. The school has recently introduced a new sex education programme in accordance with diocesan guidelines. It is firmly rooted in Catholic teaching and is closely linked to the religious education curriculum.

Grade 2

Leadership and management

Leadership and management of religious education is satisfactory with many good features. The newly established religious education curriculum team is now in place and is already having a positive impact on the development of the subject. The co-ordinator, with the support of the team, ensures that religious education has a high status throughout the school. The co-ordinator is developing her monitoring role, which now includes classroom observation in addition to monitoring planning and pupils' work books. Targets are set for religious education but these now need to be more focussed on raising attainment and should be included in the school improvement plan. Time is allocated for in-service training and issues relating to religious education feature regularly on staff meeting agendas. Staff are very well qualified to teach the subject. The school is developing a good range of artefacts and other resources in order to support the 'Here I Am' programme, including some good resources for the teaching of other faiths.

Grade 3