



# St Augustine's Catholic Primary School

URN: 150082

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

20–21 June 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

2

#### Religious education (p.5)

The quality of curriculum religious education

2

#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

## What the school does well

- Staff and pupils know and live their mission, which permeates the whole school.
- The pupil Catholic Life Ambassadors live out their faith and are a true strength of the school.
- Pupils are engaged and enthusiastic in their religious education learning.
- The religious education leader and leadership team are ambitious and dedicated to improving the Catholic identity, curriculum and ethos of the school.
- Pupil behaviour is excellent, with high levels of respect shown to each other and the adults who work with them.

## What the school needs to improve

- Plan opportunities throughout the wider curriculum to identify, understand, and reflect on the principles of Catholic Social Teaching
- Ensure consistency in teacher response so that pupils are provided with relevant and specific feedback, enabling them to clearly understand what they need to do to make progress in their learning.
- Enable pupils to experience more ways of praying that are part of the Catholic tradition, such as reflecting in silence and meditation.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

### Catholic life and mission key judgement grade

#### Pupil outcomes

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

2

#### Provision

The quality of provision for the Catholic life and mission of the school

2

#### Leadership

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

2

2

Pupils at St Augustine's are happy, confident and feel secure. They have a clear understanding of the school's Catholic identity and actively participate in the Catholic life and mission of the school. The school mission "When God's love enters our hearts, we grow in wisdom and understanding" is at the heart of the school's provision. Pupils can articulate that they are valued and cared for. Pupils know who to go to if they have any worries, and they appreciate having a space to go to if they require some time out of class. There is a clear understanding of the shared responsibility to care for the most vulnerable in our society, choosing charities to help them respond to those in need. These include local charities such as, The Passage and local food banks, national charities, including the Christmas Shoe Box Appeal and global charities such as, Cafod. Pupils are proud of their faith and have a well-developed sense of respect for pupils of other faiths.

The mission statement permeates the whole school. Staff and pupils know and live out their mission. The headteacher leads the Gospel worship at the start of the week, using resources, which assist pupils in understanding how to live as a disciple of Jesus. Christ is at the heart of this school and the clear sense of family and community is evident in the quality of relationships. The school is a supportive and joyful community where the Word of God shapes the school's life and mission. Leaders offer timely support to families experiencing difficulties. Staff, including ECT's, pupils and parents told us that they felt 'like a big family'. The school's environment reflects its mission and Catholic character. Pupils understand the importance of St Augustine as the patron saint of the school and the role he played in the Church. They were able to discuss the equality of human beings with reference to the 'Tolle Lege' display and cited St Augustine as someone who struggled with making the correct moral choices. Pupils clearly understand the

imperfect nature of human beings and the importance of forgiveness and reconciliation. The provision of RSHE is faithful to the teaching of the Church and pupils are able to articulate what they have learned in lessons.

Leaders, including governors, are committed, energetic and determined to ensure that the school's mission and the Gospel message are lived out. Policies and procedures demonstrate the school's Catholic identity and leaders understand that the development of the school mission is their core responsibility. Parents say that 'the headteacher lives and breathes the Catholic Life and mission of the school'. He has worked tirelessly with the local parish to establish strong links and now the parish priest is a weekly visitor. The school engages well with parents, seeking their views and welcoming them in regularly. Governors are ambitious for the Catholic life and mission of the school and emphasise it as a priority. The school's self-evaluation is accurate, leading to effective improvements. Leaders are committed to supporting staff new to the school, and the early career teachers feel well supported and inducted by all leaders and that 'staff are good role models'.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

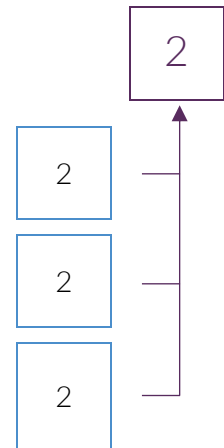
How well pupils achieve and enjoy their learning in religious education

**Provision**

The quality of teaching, learning, and assessment in religious education

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for religious education



Teaching is mapped against the religious education directory and almost all pupils demonstrate good progress, making the expected standard and beyond. They are given time to reflect on their learning, although this is not yet consistent across the school. Teaching is adapted for pupils with additional needs and other adults work well with pupils to scaffold their answers and aid inclusion. The leader of religious education ensures that planning is mapped across the school and is carefully linked to assessment. Pupils make good progress by knowing more, remembering more and doing more, when measured against the planned curriculum. They are religiously literate and engaged, speaking fluently about what they have learned in lessons. Pupils produce good work that is well presented and shows signs of emerging individually and creativity, especially in Early Years and Key Stage 1 where creativity is more consistently evident. Teachers have implemented structures for pupils to think for themselves and offer insights into their learning. The 'big question' is used consistently across the school, developing and enhancing pupils thinking over the course of a topic, culminating in the end of unit assessment. Pupils enjoy religious education and approach their lessons with enthusiasm. As a consequence, behaviour in lessons is good as pupils are interested and engaged.

Teachers' subject knowledge is strong. They are committed to the value of religious education and communicate this effectively. Lessons consistently highlight new vocabulary, and all teachers make links with prior learning. Teachers have high expectations of pupils and questioning is used effectively. Scripture is used consistently across the school, from EYFS through to Year 6, and pupils are adept at finding Bible references to support their understanding. Celebration of effort is clearly evident throughout the school. Teachers provide feedback which ensures that most pupils understand what they need to do to make progress in their learning. The school recognises that this is an area where greater consistency is needed.

Teachers understand the impact of learning in religious education on moral and spiritual development, and lessons relate to how pupils make sense of their world. Teachers help pupils present their work using a variety of forms of expression including art and drama.

Leaders and governors ensure that the religious education curriculum is faithful to the *Religious Education Directory*. Religious education has parity with other core subjects, and leaders are committed to ensuring that staff undertake high quality professional development. The leader of religious education is inspiring in her leadership. She is wholly committed and is a good advocate for her subject. Curriculum planning is strong, structured, and builds on prior learning. The religious education leader has introduced a concise planning format, which has been adopted by all staff. She is 'proactive in supporting all staff, driving the teaching and learning of this subject'. Since taking up post, the religious education leader has ensured that the staff team have both the subject knowledge and pedagogical skills to deliver the curriculum effectively. To move learning on further, a consistent approach to marking to ensure all pupils are clear about their next steps in learning is required. Leaders' and governors' self-evaluation of religious education is thorough and accurate. Governors demonstrate a secure knowledge of the school's strengths and areas for development. They offer challenge and support and are keenly aware of the next steps to improve religious education.

## Collective worship

The quality and range of liturgy and prayer provided by the school

### Collective worship key judgement grade

#### Pupil outcomes

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

2

#### Provision

The quality of collective worship provided by the school

2

#### Leadership

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

2

2

Pupils engage well in prayer and liturgy. They greatly enjoy their singing assembly and believe that when you are singing 'you are praying twice as hard'. The school prayer was devised by a Year 2 pupil last year. It is known by all and is said in both whole school and class liturgies. In an observed prayer and liturgy service, careful planning ensured that everyone participated, as pupils shared 'How they could show love to others?' They engaged in spreading love by blowing special bubbles of love. Appropriate to their age and capacity, pupils understand a variety of ways of praying that are part of the Catholic tradition. Traditional prayers and effective use of scripture are a feature of the prayer life in this school. Leaders at St Augustine's incorporate Spanish where possible, for example, pupils are able to sing the Our Father in Spanish and have written letters in Spanish to the Magi. Pupils can describe parts of the Church's liturgical year and articulate how it influences the prayer life of the school. 'We are in ordinary time, which means we can grow' (Catholic Life Ambassador). Parents are positive about the prayer and liturgy with one commenting, 'My daughter has a really positive relationship with prayer. She feels comfortable having a little chat with God. It makes her feel loved'.

Prayer is central to the life of the school. This is evident in the ways pupils use and value prayer space, in the school, the outdoor prayer garden and in the dedicated prayer spaces in each classroom. There is a daily pattern of prayer, that reflects the rhythm of the prayer life of the Church. Younger pupils enjoy participating in the lunch time liturgy led by the Catholic Life Ambassadors. They share God's word, explain the text and engage in spontaneous prayer. One of the younger pupils said, 'I like it because it is peaceful and relaxing'. On our tour of the school, the Catholic Life Ambassadors were keen to share their outdoor prayer garden, "where the fountain keeps on flowing, like God's everlasting love'. Relevant staff are skilled in helping pupils to plan and lead well-constructed prayer and liturgy. They have a good understanding of the

liturgical norms of the Church. Music is used to enhance prayer and liturgy in an effective way and pupils enjoy joining in hymns linked to the liturgical year.

The school's policy for prayer and liturgy has been carefully formulated to ensure that prayer and liturgy are central to the daily life at St Augustine's. It has recently been amended to include prayer progression from Reception to Year 6 and provides staff with clear guidance with regard to the various forms of prayer that pupils should experience. Mass and the Sacrament of Reconciliation are timetabled at key times of the year. Leaders understand a variety of ways of praying that are part of the Catholic tradition. Both the leader of religious education, and the headteacher offer support in leading prayer and liturgy and all staff understand the centrality of prayer. As a result, staff are skilled in supporting and leading prayer and liturgy. Budgets are significant and reflect the highest importance is placed on this area. Leaders, including governors ensure that the evaluation of prayer and liturgy by both pupils and adults is impactful, and focused on continuous improvement.



## Information about the school

Full name of school	St Augustine's Catholic Primary School
School unique reference number (URN)	150082
School DfE Number (LAESTAB)	2053378
Full postal address of the school	St Augustine's Catholic Primary School, Disbrowe Road, London, W6 8QE
School phone number	020 7385 4333
Headteacher	Martin Kincaid
Chair of Governors	John Creak
School Website	<a href="http://www.staugustinesrc.lbhf.sch.uk">www.staugustinesrc.lbhf.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St John Southworth Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	December 2017
Previous denominational inspection grade	Good

## The inspection team

Deirdre Finan  
Stephanie Gavin

Lead  
Team

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement