



St Augustine's RC Primary School

Colegate, Leam Lane Estate, Tyne and Wear, NE10 8PP

School Unique Reference Number: **108399**

Inspection dates:	03 – 04 November 2016
Lead inspector:	Nora Hughes
Team inspector:	Mary Frain

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Augustine's RC Primary School is an outstanding Catholic school because:

- St Augustine's is a very warm, welcoming and exciting school where everyone works together in an extended family atmosphere. The mission and ethos of Catholic Education radiates in the whole school community.
- The quality of Religious Education is outstanding. Overall, teachers demonstrate outstanding teaching and subject knowledge, They make good use of assessment to ensure that all pupils make good or outstanding progress in lessons and over time. Pupils enjoy their Religious Education lessons and their behaviour is exemplary.
- The Catholic Life of the school is outstanding because the well-being, spiritual and personal development of staff, pupils and their families is at the heart of all the school does. Opportunities abound for pupils to become involved in charitable fund raising activities which support local, national and global initiatives, contributing significantly to their moral, social and emotional development.
- The quality of Collective Worship is truly outstanding. Worship is central to the life of the school. Staff are skilled in delivering high quality acts of worship and quickly endowing pupils with the skills necessary to lead worship for themselves

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Augustine's is a larger than average primary school with an annual admission number of 45, serving the Colegate area of Felling.
- 54% of pupils are baptised Catholics.
- The percentage of pupil premium children is 27%, broadly in line with the national average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further improve the provision for worship by:
 - Developing outside areas for personal prayer and reflection.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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 managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

1

1

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

- Three years ago all pupils, parents, staff and governors worked to create the school mission statement, 'Go, do not be afraid and serve'. They strive every day to live this out in their interactions with each other. They clearly articulate what this means for them.
- Numerous opportunities exist for pupils to become involved in leading the Catholic Life of the school through school council, eco warriors, Mini Vinnies and global gang. They enthusiastically embrace these opportunities to influence the work of the school.
- Pupils choose which charities to support and are generous in what they give. The school has supported many charities from being the largest fund raiser for Unicef last year to providing cows in Guatemala. Locally, they support food banks and arrange transport for housebound people in the community to attend celebrations in the school. Pupils are, 'passionate about helping their own, and those out in the world,' seeing it as their vocation to make a difference.
- The behaviour of the vast majority of pupils is exemplary with a strong emphasis on personal responsibility for their own actions. There exists a culture of mutual respect, reconciliation, praise, rewards and choices. Staff and pupils are keen to celebrate others' success leading to an environment where everyone feels valued.
- Almost all pupils are involved in actually supporting each other in school, acting as Talking Partners and Playground Buddies as well as running a designated 'Help' area in a recently installed hut where pupils can seek help from their peers at break times.
- Almost all pupils, including those of other faiths, are proud of their own religious identity and beliefs and have a strong sense of personal worth.
- Pupils engage enthusiastically in events at parish and diocesan level, irrespective of their own faith commitments.
- The school is a place of tolerance and acceptance of all faiths. This is promoted by leading on events such as the Holocaust Memorial Workshop: working with religious leaders from other faiths and inviting local schools to participate.

The quality of provision for the Catholic Life of the school is outstanding.

- The aims of St Augustine's as a Catholic school are enshrined in its mission statement: 'Go, do not be afraid and serve'. All staff are fully committed to its implementation in school life. Their role in its development gives them a sense of ownership and pride and a desire to be a Christ centred community.
- School is a harmonious place with a tangible sense of community at all levels. All colleagues and pupils demonstrate positivity and enthusiasm. Mutual respect and support are evident in all relationships.
- Staff enjoy high levels of support and are provided with quality continual professional development both at school and at Diocesan level.
- Displays around school and those shown on the school website are beautiful, they are an effective sign of the school's character. The outside area shows St Augustine beneath the wording, 'Begin to know God today'; an excellent example of the school's mission.
- Policies and procedures are in place providing the highest levels of pastoral care to all pupils. The school is committed to supporting the most vulnerable: all staff are trained to deliver the Rainbows programme; Minnie, the pets as therapy dog, comes to school weekly to work with groups of children in need of support; there is pupil to pupil support at all levels.
- The school is equally attentive to the pastoral needs of members of staff and ensures every member of staff's needs are catered for. Staff appreciated the opportunities provided for them such as residential courses and, more recently, visits to Auschwitz. Staff valued being part of, 'one big team.....where doors are always open for you'.
- The school sets high expectations for the behaviour of their pupils. The message is consistently applied by every member of staff and clearly understood by all pupils.
- Behaviour policies are firmly rooted in gospel values; there is a strong emphasis on justice and reconciliation – each day is a new start with no mistakes in it. Children can collect positive points and use them to buy rewards such as extra time with their playground buddies.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- Leaders throughout the school are instrumental in ensuring that the church's mission is held dear by all connected with the school. They have a very clear understanding of the vision of Catholic education and are inspirational in communicating this to others.
- Leaders are highly ambitious for the school and, more importantly, for all its pupils. The headteacher, Religious Education coordinator and parish priest are excellent role models. Leaders are highly successfully in motivating staff and pupils to be the best they can be.
- The Catholic Life of the school is given the highest possible priority by all leaders. The self-evaluation carried out is a true reflection of the school, based on rigorous monitoring and continual self-challenge.
- Leaders are creative in their thinking and committed to continual self-improvement, where everyone plays a part. Leaders have been highly successful in developing an atmosphere where staff and pupils regard themselves as one big, happy team.

- Highly successful strategies are adopted to engage all parents. Parents are regular visitors to the school for liturgies and celebrations. Parents appreciate the 'open door' approach; they can receive counselling or sound advice on how to access appropriate support. They believe there is nothing the school could do better.
- The governing body provides very effective challenge and support for the Catholic Life of the school. They are very well informed and take their responsibility to monitor and challenge very seriously; this partnership has led to a greater sense of accountability amongst all leaders.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

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

1
1
1

How well pupils respond to and participate in the school's Collective Worship is outstanding.

- St Augustine's is a deeply prayerful community. The beautiful sacred spaces created by staff and pupils give an atmosphere of calmness and peace which is reflected in excellent behaviour demonstrated by all pupils.
- There are many forms of Collective Worship – class, phase, whole school, quiet and active liturgies as well as opportunities for parents to participate. All pupils join in prayer and sing enthusiastically; they understand that this is a way of communicating with, and praising, God.
- Pupils take the initiative in leading prayer from the earliest age. They are creative in their planning of liturgy, demonstrating an excellent knowledge of traditional prayers and also make good use of information and communication technology PowerPoints to enhance worship. Records of these are kept by all staff in class liturgy books and available to view on the school website.
- Acts of Collective Worship reflect the Catholic character of the school and of the liturgical year but also take into account the different faith backgrounds of pupils and their community. Pupils learn from the events from different faiths over the course of the year. As a result of this, the children have a good understanding of, and respect for, other faith traditions.
- Adults act as excellent role models for pupils; this is evident in the reverence and respect shown when pupils lead their own liturgies.

The quality of provision for Collective Worship is outstanding.

- Opportunities for Collective Worship are varied, daily and are central to the life of the school. They are linked to the liturgical year, to the Religious Education programme with all staff and pupils actively involved. Themes are also chosen by the pupils to respond to stories in the news.
- Collective Worship boxes have been created for every class; these are extremely well and imaginatively resourced. Pupils are confident in accessing these resources when planning liturgies.

- Staff prayer is equally prominent in the school; it is an integral part of all meetings. Staff have enjoyed retreats such as a residential in Leeds.
- Collective Worship is given the highest possible priority in terms of planning and resourcing. It is funded extremely generously both for resources and staff training.
- Parents, family members and parishioners are regular visitors to formal Collective Worship gatherings over the course of the year. They also enjoy prayer at home with the travelling crib. Parents talk positively about the impact this has had on their children.
- The parish priest visits classes in the school on a regular basis to encourage pupils to discuss spiritual matters.
- Class teachers are highly skilled in helping pupils to plan and deliver quality worship. Staff are passionate about ensuring pupils have high quality experiences. They are supported in developing their skills through training offered by the Religious Education leader and the diocese.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- The headteacher and heads of school have set a very high standard for Collective Worship in the school. They are models of outstanding practice for staff and pupils.
- They lead by example, often working one to one with staff to ensure their skills are highly developed. They ensure that all staff have access to quality training in school and from the diocese. They are often joined in this training by members of the governing body.
- There is clear evidence of the quality of Collective Worship being monitored and evaluated. There is a regular timetable of observations and visits, followed by evaluation and discussion, to identify strengths and areas for development. It is given the highest possible priority by all leaders.
- The governors are actively involved and have an accurate understanding of the strengths and areas for further development in Collective Worship. They provide very effective challenge and support.
- Leaders are committed to ensuring that funding is available to provide staff with the best training and resources available.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

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

1
1
1

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

- All pupils obviously enjoy their Religious Education lessons and are passionate about their learning. They say it is one of their best and most important lessons. Observations of lessons indicate that pupils are keen to join in both discussions and practical activities.
- The vast majority of pupils concentrate well in lessons, behaviour for learning is outstanding.
- All pupils make good or outstanding progress in Religious Education both within lessons and over time. They make progress across a range of skills and are developing well in their knowledge and understanding. This is evidenced in books, in the school tracking system and through pupil discussions.
- All pupils talk articulately and consistently about how targets are shared for each topic and their role in self-assessment. All groups of pupils, including the most vulnerable, make comparable progress. They said, 'We learn about how God loves us, His unconditional love: no one gets left behind.'
- Outcomes for pupils are very good overall. From below average starting points in the early years foundation stage pupils make rapid progress, this continues through key stage one and two. The attainment of all learners is at least in line with the diocesan average with many above average.
- Parents appreciate the way the school encourages pupils to have high aspirations. One family travels for thirty minutes each way every day to attend the school

The quality of teaching and assessment in Religious Education is outstanding.

- The majority of teaching is outstanding and never less than consistently good. Pupils are enthused, ensuring that they learn extremely well. Teachers demonstrate high expectations for behaviour and pupils respond well.
- Teachers use a wide range of imaginative resources and teaching strategies; pupils see learning as 'fun' and make outstanding progress. Support staff are effective in reinforcing, supporting and extending learning for all pupils
- Assessments are regular and the school has developed a rigorous tracking system which ensures that underachievement can be quickly recognised and tackled. The levelling of pupils' work is consistently accurate as teachers are more confident with levels of attainment in Religious Education.

- Marking follows the whole school policy of using 'www – what went well' and 'ebi – even better if' and teachers are confident when linking this to objectives and further challenging pupils.
- All pupils were able to explain their role in assessing their own work; consistency of practice is a strength of the school.
- Success is celebrated throughout the school; pupils proudly explained how they earned and were able to spend their privilege points.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- Monitoring and evaluation of the provision for Religious Education is rigorous and robust. It enables Leaders to plan effectively and ensure outstanding outcomes
- Leaders are relentless in their desire to improve both teaching and learning across the school and in inspiring staff, pupils and parents to share in their vision. As a consequence, Religious Education has a very high profile in the life of the school. Clear steps for improvement are detailed in the school improvement plan.
- The Religious Education programme is delivered by staff imaginatively to give pupils quality experiences of the Catholic church and of other faiths. Their work with members of the Jewish faith is particularly inspiring.
- The Religious Education curriculum meets the requirements of the Bishops' Conference.
- Sacramental preparation is delivered well and in accordance with diocesan policy.
- Governors regularly visit the school and are actively involved in monitoring and evaluation activities; they demonstrated an excellent knowledge of the standards of Religious Education in the school. They were impressed by the amount of information they received in their weekly bulletins.
- Governors offer outstanding support and challenge to the school.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

1

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 managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

COLLECTIVE WORSHIP:

1

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:

1

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

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

SCHOOL DETAILS

School name	St Augustine's RC Primary School
Unique reference number	108399
Local authority	Gateshead
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
Chair of governors	Mrs Tina Gray
Choose School Leadership Type	Miss Carolyn Duffy
Date of previous school inspection	July 2012
Telephone number	01914692949
Email address	info@staugustinesprimary.org