



DIOCESE OF  
SHREWSBURY

---

SECTION 48 INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

School: St Augustine's Catholic Primary School,  
a Voluntary Academy

Address: Conwy Court  
Castlefields  
Runcorn  
WA7 2JJ

Tel No: 01928 568936

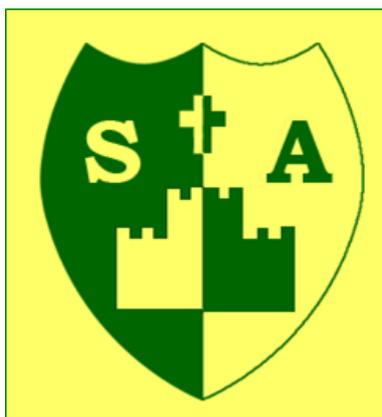
URN: 111359

Headteacher: Miss Nicola Turner (Acting Head of School)

Chair of Governors: Mrs Toni Woodhead

Date of Inspection: 21 March 2017

Inspectors: Mrs R Moores  
Mrs E Robb



## **Our Mission Statement**

**To share with the children the depth of the Catholic Family and provide every opportunity to enhance the development of a sense of belonging to the family of God, where each person is valued for who they are and treated with love and dignity. To offer a welcoming, friendly and loving environment which provides the best possible education and pastoral care for each of our pupils.**

**We aim to develop Christian working relationships based upon loyalty, co-operation and mutual respect. To serve families and parishioners of St Augustine's and the wider community, welcoming the support which they in turn are able to offer the school.**

**“Conquer yourself and the whole world lies at your feet”**

**St Augustine of Hippo**

**“Believe in yourself, you can do amazing things”  
The children of St Augustine's, September 2016**

## FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	1	8	11	17	11	16	11	11	86
Catholics on roll	1	4	8	10	9	13	8	8	61
Other Christian denomination		4	3	7	2	3	3	3	25
Other faith background									
No stated religious affiliation									
Number of learners from ethnic groups		0	2	1	1	1	1	2	8
Total on SEN Register	1			7		5	5	4	22
Total with Statements of SEN									
FSM		3	4	10	2	5	4	5	66

Exclusions in last academic year	Permanent		Fixed term	2
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Divine Saviour – St Augustine’s	50
Divine Saviour – Our Lady Mother of the Saviour	11

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
St Chad’s Church of England and Catholic High School	6
The Heath	3
Ormiston Bollingbrook Academy	1

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours) -- per week		1.75	2.2	2.2	2.5	2.5	2.5	2.5	

STAFFING	
Full-time teachers	4
Part-time teachers	1
Total full-time equivalent	5
Support assistants	8
Percentage of Catholic teachers f.t.e.	20%
How many teachers teach RE (P) f.t.e.	4
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	0

NAME OF SCHOOL	
Published admission number	15
Number of classes	4
Average class size KS1	19
Average class size KS2	24

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2015/2016	Current financial year 2016/2017	Next financial year 2017/2018
RE	£240	£1010	£180 (known commit)
English	£490	£270	
Mathematics	£3540	£1550	£767 (known commit)
Science			

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate</b>	<b>Judgement</b>
---	------------------

<b>OUTCOMES FOR PUPILS</b>	<b>2</b>
----------------------------	----------

St. Augustine's Catholic Primary School is a good school. It provides an oasis for children where they are valued, nurtured and feel safe; they are encouraged to be the best they can be as clearly articulated in the children's addition to the School's Mission Statement: 'Believe in yourself, you can do amazing things.' It is clearly evident that the school fully lives out the aims of its Mission Statement: 'To develop Christian working relationships based upon loyalty, co-operation and mutual respect; to share with the children the depth of the Catholic family.....'

The children of St. Augustine's Catholic Primary School take full advantage of the opportunities given to them which allow them to grow in faith and spirituality; a recent initiative has been the setting up of a Class 4 Faith in Action Group. The children are now more confidently leading and organising a range of Acts of Collective Worship, including 'Prayer Trails' and more formal Acts of Collective Worship, such as Stations of the Cross and a Service of Reconciliation. 'Prayer Spaces' are in use around the school and children participate reverently and thoughtfully whether they are at Parish Mass or leading prayers in School. The very supportive Parish Priest commented on the 'impeccable behaviour' of the children in Church and spoke proudly of how articulately the children discussed their faith and the impact this is having on bringing more families into the Church. The well-established Sacramental Preparation Programme is shared jointly between the school and the parish.

The majority of children enter St. Augustine's with a limited knowledge of the Catholic faith and so standards of attainment on entry are low. However, as the children move through the school they make at least good progress in all areas and achieve expected levels at the end of each phase. Attainment in Religious Education is showing a rising trend, in line with the attainment in other core subjects. The children are encouraged to develop appropriate religious language and to reflect on their learning and this enables them to articulate their thinking very confidently indeed. The children are helped to look deeply into topics, to consider what constitutes sin and the consequences of sin on their relationship with God. During the inspection the youngest children were encouraged to empathise by skilled questioning and excellent use of resources. It is clear that there is a good level of challenge for more able pupils and that all children enjoy the creative curriculum that is provided. Procedures for tracking and assessment are developing and a clear system for the monitoring of Religious Education is now in place.

The children 'look out for one another'; as one pupil said: 'If I am walking alone on the playground, someone will come and walk with me.' St. Augustine's is a very happy school and the children are welcoming to all; positive relationships are a real strength of the school. The children show empathy and acceptance of all other cultures, faiths and beliefs and there is a real sense of living out the Gospel values in the school as a whole – they certainly demonstrate faith in action. The children are very prayerful and they are able to speak articulately about their Religious Education lessons.

Pupil Voice is becoming more significant in the school and the School Council spoke enthusiastically about the school and how they help to make it a better place. They spoke clearly about the systems that are in place to support good behaviour and they were very clear about the sanctions for unacceptable behaviour. They understood what constitutes bullying and felt there were no such issues in their school.

Pupils enjoy being in school and there is a growing range of activities on offer for the children to attend beyond the school day. Good staffing levels ensure that all children are supported no matter what their particular needs are.

The children demonstrate a keen awareness of personal, local and global issues and regularly raise funds for CAFOD and other charities through a wide range of activities such as a Walk for Water, Cake Stalls, Easter Egg Sales, non-uniform days and collections for the Foodbank.

<b>LEADERS AND MANAGERS</b>	<b>2</b>
-----------------------------	----------

Leadership and management of St. Augustine's Catholic Primary School is good. All leaders, governors and managers are deeply committed to the vision and mission of St. Augustine's Catholic Primary School. The school has come through a very turbulent period and much has been accomplished in the last 18 months to bring about stability, through the generous support of a neighbouring Catholic School and its Head Teacher and Deputy Head Teacher. The current Acting Head Teacher and the newly strengthened Governing Body, led by a very effective and hard-working Chair of Governors, have worked tirelessly to restore confidence in the school and to nurture all those within its community. Leaders and Managers have established a clear action plan for the school's improvement and have ensured there is capacity for its sustained improvement. A long-serving Governor expressed the view that the current academic year has been 'the best year that we've had'. The Catholic life of the school is given appropriate priority and everyone works hard to develop the Catholic ethos of the school and improve the standards in Religious Education.

The school's self-evaluation processes are becoming more rigorous and the school's leaders, managers and governors have effectively identified the strengths and weaknesses of the school and are determined to make the school the best it can be. The self-evaluation form is regularly updated and communication between leaders, managers and governors is frequent. Leaders, governors and managers have addressed all the issues raised at the last inspection so that monitoring and evaluation of teaching and learning is strategically planned for; teachers and children are now more confident in preparing and leading Collective Worship; assessment practices are now more accurate and moderation of work to support assessment practices is now in place. All leaders, managers and staff are to be congratulated on the improvements that have been brought about since the last inspection.

The Acting Head Teacher, who is the Religious Education Leader, reports on progress and standards at each full Governors' meeting and her leadership of the subject is very good indeed. The Acting Head Teacher, together with the Chair of Governors and Parish Priest, inspire the whole school community in its Catholic vision and mission. They are clearly committed to the spiritual and moral development of all within the school community.

Assessment practices are becoming more embedded in the life of the school and teachers now feel more confident in using the assessment tasks and materials provided by the Diocese. Marking has also been thoroughly reviewed and the use of pink and green marking enables teachers to be more targeted in their feedback to pupils. This new Marking Policy is very thorough and is an exemplar of good practice. Through regular work scrutinies the school now knows that marking and feedback is helping to raise standards.

<b>PROVISION</b>	<b>2</b>
------------------	----------

The Religious Education curriculum provided by the school fully meets Diocesan requirements. The standard of Collective Worship is good and it is noteworthy that all staff members are encouraged and supported to lead Collective Worship. Preparation for First Sacraments takes place both in school and in the parish, and parents are engaging more proactively in such preparations.

All teaching observed was effective, with some being highly effective. Pupils were enthusiastic about their learning and most made good progress. Teaching was purposeful and well planned and excellent subject knowledge was evident, particularly in the teaching of the younger children where children responded confidently and achieved high standards. In all lessons observed, the children

were generally given appropriate challenge, and a wide variety of resources and strategies were in evidence. In the best teaching, questioning was particularly skillful and enabled pupils to reflect carefully on their learning.

All lessons were creative and engaging and used a range of teaching styles, with technology being used effectively in some lessons. Teachers had high expectations of all pupils in terms of standards of work and of behaviour and they ensured that pupils were respectful and responsive in lessons. Prayer focus areas are creative and inviting and, generally, good quality resources were in evidence. Teaching assistants were appropriately involved in the delivery of lessons and contributed well to the quality of teaching and learning observed. Good staffing levels ensured that all pupils' needs were met appropriately.

Staff training has been very effective in ensuring that all staff have confidence in the delivery of the Religious Education curriculum.

There is a growing range of extra-curricular activities on offer and the children were enthusiastic about such activities. Pastoral care is effective in supporting the children's needs and the children said they know who to go to if they have any difficulties or concerns and they know they will be given the help they need.

The school engages very well with the parish and community and children's artwork is regularly displayed in the Church. The school is developing good links with other Faith Schools in the local community and is becoming more effective in its engagement with parents and carers such as sending home Prayer Bags.

<b>OVERALL EFFECTIVENESS</b>	<b>2</b>
------------------------------	----------

St. Augustine's Catholic Primary is a good school.

Following a period of significant difficulty the school is now back on track and all involved in teaching, leading and supporting are working together very effectively as a team. The school has moved on significantly since its last inspection and with continued stability it has the potential to improve even further. Leaders and Managers have remained steadfast in their drive to bring about school improvement - improvements that have been made since the last inspection are laudable. Relationships are excellent and there is a real sense of purpose about all that goes on in the school. The whole school team has faced, and continues to face, many challenges but they have grown stronger and staff and governors are united in their clear and shared vision for the school. The pupils are happy, confident and thoughtful and their behaviour is outstanding.

The Acting Head Teacher, Staff and Governors are to be commended for their hard work and dedication, helped by a very supportive Parish community.

**What the school could do to improve further**

- Fully embed assessment procedures including applying the newly adopted Marking Policy more consistently throughout the school
- Build on links already established with other schools and develop more collaborative working practices

**Parents' Questionnaires**  
**12 Parents returned questionnaires**

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	4	7		1	
2	I am happy with the values and attitudes that the school teaches	7	5			
3	I am made to feel welcome in school	8	3	1		
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	3	9			
5	The school gives me a clear understanding of what is taught in Religious Education	3	5	4		
6	The school enables my children to achieve a good standard of work in Religious Education	4	6	2		
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	5	3	4		

**Pupil Questionnaires (Year 2)**

		Yes	Sometimes	No
1	I like being at this school.	11	4	1
2	I learn new things in Religious Education lessons.	8	6	2
3	I enjoy learning about Jesus and how to live as His friend.	12	3	1
4	I have to work hard.	11	5	
5	My teacher helps me when I get stuck so I can make my work better.	15	1	
6	My teacher listens to me.	12	3	1
7	When I am unhappy there is always an adult I can talk to.	12	2	2
8	I get praise when I do my best.	10	6	
9	Other children are kind and behave well	10	6	
10	I am happy on the playground.	12	3	1
11	I am allowed to help in class and around school.	9	4	3
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	13	3	

**Pupil Questionnaires (Year 6)**

		Yes	Sometimes	No
1	Do you like being at this school?	5	4	
2	Do you find out new things in Religious Education lessons?	6	3	
3	Are your Religious Education lessons interesting?	2	6	1
4	Do you get help when you are stuck?	8	1	
5	Do you have to work hard?	8	1	
6	Do teachers show you how to make your work better?	8	1	
7	Do other children behave well?		9	
8	Are teachers fair to you?	8	1	
9	Do teachers listen to your ideas?	9		
10	Are you given responsibility?	5	3	1
11	Do you enjoy your times of prayer together?	5	2	2