

# DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education  
Collective Worship  
and  
The Catholic Life of the School



**School:** St Augustine's, Scarborough

**Address:** Sandybed Lane,  
Scarborough,  
North Yorkshire  
YO12 5LH

**URN:** 121714

**Headteacher:** Mr M Taylor

**Chair:** Dr D Swiers

**Date:** 10<sup>th</sup> - 11<sup>th</sup> November 2014

**Inspectors:** Mr P Martin / Mr P Welford

**Date & Grade of Last Inspection:** 26th – 27th April 2012 Grade 3

**Overall Grade for this Inspection:** Good (2)

A Report from:  
The Diocese of Middlesbrough Schools' Service  
Section 48 Inspection Team  
50a The Avenue  
Linthorpe  
Middlesbrough TS5 6QT

## INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

### What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

© 2009 copyright – Diocese of Middlesbrough. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated. Further copies of this report are obtainable from the school.

### INFORMATION ABOUT THE SCHOOL

The school has a roll of 527 and is a much smaller school than average. The number on roll has increased over the last two years and the school is now oversubscribed.

There are slightly fewer girls than boys and the percentage of disadvantaged pupils is 18% which, although increasing, is below the national average.

The percentage of pupils who are from minority ethnic groups or whose first language is not English is less than the national average. The percentage of pupils who are from a minority ethnic group is increasing (currently 15.4%) and is above the national average. The Minority Ethnic Achievement Network hub for the area is based on site and the team works with the school in supporting pupils who speak little or no English.

The proportion of pupils who have special educational needs or disabilities is higher than the national average. The school deprivation indicator is in line with the national average.

The attendance rate at the school is good, the figure for 2012 was 94.7% and in the year 2013 the figure was 94.3%.

The school attracts pupils from a very wide catchment area – including out of county pupils. 67% of the pupils are baptised Catholic. 46% of the teaching staff and 43% school support staff are Catholic.

**Pupil Catchment:**

Number of pupils on roll: 527

Planned Admission Number of Pupils: 96

Percentage of pupils baptised RC: 67%

Percentage of pupils from other Christian Denominations: 26%

Percentage of pupils from other World Faiths: 3%

Percentage of pupils with no religious affiliation: 4%

Percentage of pupils with special needs: 11%

**Teaching Staff:**

Full-time Teachers: 31

Part-time Teachers: 4

Percentage of Catholic Teachers: 46%

**Support Staff:**

Full-time Classroom Support Staff: 0

Part-time Classroom Support Staff: 7

Percentage of Catholic Classroom Support Staff: 43%

Percentage of teachers with CCRS:

**Secondary School R.E. Dept. Staffing:**

Number of Full-time R.E. Teachers: 3

Number of Part-time R.E. Teachers: 1

Percentage of Catholic R.E. Teachers: 75%

Percentage of R.E. teachers with CCRS: 25%

**Percentage of learning time given to R.E:** 10% in all year groups.

**Parishes served by the School:**

Our Lady and St Peter, Bridlington  
St Edward's, Scarborough  
St George's, Scarborough  
St Hilda's, Whitby  
St Joseph's, Scarborough  
St Peter's, Scarborough

# 1. OVERALL EFFECTIVENESS

2

## MAIN FINDINGS

St Augustine's is a good school with capacity for further improvement towards being outstanding. There is much to celebrate with pupils, staff, governors and parents all working together in a caring and supportive community. The Catholic Life of the school is in strong hands being clearly and demonstrably a priority.

Since the last S48 inspection there have been changes of personnel at senior and faculty level including the appointment of a new headteacher in September 2013. The Chaplaincy Co-ordinator has recently become a full time post and a new Head of Religious Education (RE) was appointed in October 2014. Leadership roles are now beginning to become embedded and leading to improvement across all areas of the school. These changes are beginning to show an improvement in quality of provision and pupil progress, both presently judged to be good.

The headteacher is passionate about his role and through his skilful leadership has ensured that the school is clearly strengthening its mission as a Catholic community. Governors and all areas of school leadership are now working more effectively in driving the school in the right direction.

Pupils are proud to belong to the St Augustine's School community and contribute to the Catholic Life of the school with enthusiasm and a common belief of supporting one another as well as those in need beyond the school. The school is now oversubscribed and very popular with parents.

Attainment in RE at Key Stage 4 is broadly in line with national averages and the percentage achieving the top grades is above the national average. The school has introduced a more effective tracking system since the last S48 inspection and teaching and learning in Religious Education is now closely monitored with targeted intervention.

The school has come through a difficult period and is now in a position of stability to make sustained improvement.

What the school needs to do to improve further:

- Strengthen and widen the role of the Chaplaincy Team and School Council by involving pupils as leaders in the strategic planning and implementation of the Catholic Life of the school including Collective Worship.
- Strengthen systems of monitoring of all areas of Collective Worship in order to effectively evaluate its quality and plan for further improvements.
- Provide more opportunities within Religious Education for pupils to explore and develop religious themes using a wider range of teaching and learning styles.

## 2. PUPILS

### **How good outcomes are for pupils, taking into account variations between groups.**

Pupils contribute well to the Catholic Life of the school being particularly alert to the needs of others. Pupils take ownership for a range of initiatives, including bun sales for the McMillan Appeal and soup lunches for CAFOD. The soup lunch, started by older year groups has been extended, at the wish of younger pupils, to all year groups. Pupils are involved at all stages of this and show enthusiasm and understanding of the issues involved.

The School Council, composed of representatives from each form, has been set up over the last year and they have been instrumental in re-writing the school's Mission Statement. Pupil representatives act as form ambassadors, ensuring a two way communication link for all pupils to have their voice heard. Further extension of this will enable more pupils to become peer leaders on a regular basis, both within the School Council and the Chaplaincy Team. Many older pupils become mentors to pupils in Year 7, working with them on a weekly basis, supporting the work of the form tutor as well as assisting with a scheme to improve reading.

Some pupils are involved in their parishes, for example, by serving, reading or singing in the choir. A small number of pupils are part of the local youth group at St Edward's Church and have contributed to local charities by supporting, for example, a recent shoe box appeal for those in need.

They express their beliefs with confidence and have some awareness of other world religions. They show respect for the religious identity of the school and have some understanding of the importance of key celebrations throughout the liturgical year. A small group of older pupils produced an excellent document "Faith and Reason" each term in 2013/14 which challenged others to think more deeply about their faith and understanding of moral and social issues.

They have a good understanding of right and wrong and feel school is forgiving and supportive when difficulties arise. Many pupils commented that they really appreciate the work of all staff in supporting their learning and in developing them as young adults.

Pupils generally make good progress in RE. The levels of progress made by disadvantaged pupils have fluctuated over the last few years but predictions now indicate an upward trend. The school has introduced a more effective tracking system since the last S48 inspection and targeted intervention is now introduced and closely monitored when progress is identified as below expectation.

Attainment at the end of Key Stage 4 is broadly in line with national averages and the percentage achieving the highest grades is above the national average. Results are on par with English generally and above with respect to the higher grades. Attainment at the end of KS3 shows a rising trend with the larger majority achieving Level 6 or higher in 2014 with almost one half of the cohort achieving Level 7.

Religious Education is seen by pupils as an enjoyable and interesting subject. One pupil commented - "We study RE in depth compared with primary school, it is very challenging but also enjoyable". Pupils are aware of what level or grade they are at and can explain what they need to do to make further progress. The very large majority of pupils work diligently in lessons and any low level disruption is swiftly addressed. Pupils take a pride in their work and are well equipped for their RE lessons.

Pupils are confident and willing to be involved in Collective Worship volunteering to read, altar serve or sing in the school choir. They lead the House Assemblies every other week with one form having the sole responsibility for its planning and

preparation. Generally though, they do not always join in with traditional prayers and are not encouraged sufficiently to do so. Pupils are very well behaved during Collective Worship but can be somewhat passive in form groups and in year group assembly. They indicate that they feel at ease when provided with opportunities to pray or reflect and no one is asked to do anything contrary to their beliefs. They are proud of their backgrounds and beliefs and can express themselves with confidence. Pupils have some opportunity to feedback and contribute to evaluating whole school liturgies and retreats. Other adults from outside the school attend the voluntary Friday lunchtime mass and pupils take on responsibilities for serving, reading and welcoming.

• The extent to which pupils contribute to and benefit from the Catholic life of the school	<b>2</b>
• How well pupils achieve and enjoy their learning in Religious Education	<b>2</b>
• How well do pupils respond to and participate in the school's Collective Worship	<b>3</b>

#### How effective the provision is for Catholic education

Teachers have good subject knowledge and deliver lessons with high expectations with respect to standards of behaviour and achievement. Lessons are interesting and generally well planned with adequate pace seen in most cases. Good use is made of technology which along with other resources, including other adults, is effectively deployed. Excellent peer assessment activities help pupils to understand the GCSE marking criteria and grading. Pupils are keen to contribute to activities and discussions but in some lessons are not given enough time to explain their thinking, either individually or in groups. Similarly teachers should consider allowing some reduction in pace to allow all pupils time to effectively consider their responses and enter answers as necessary. In the most effective lessons pupils contributed articulate and considered responses which helped to consolidate and extend their learning. Pupils know how well they are doing and can explain what they need to do to make further progress. Books are well marked, following the whole school marking policy with some examples of feedback to inform the next steps although this is not a consistently regular feature in pupils' work.

Since the last S48 inspection the school has ensured that pupils across all year groups have 10% timetabled curriculum time for RE and the programme of study at KS3 is in line with Diocesan guidelines. Teachers in RE ensure that there are many opportunities to support pupils' spiritual and moral development. In addition, Personal, Social and Economic Education (PSHEE) is timetabled at KS4 and taught by Catholic staff. At KS3 it is covered and mapped out across the curriculum with occasional stand down days. The link governor for RE supports those involved in leading and teaching PSHEE and ensures that it is taught according to the Church's teachings. The curriculum is enriched and varied through a range of extra-curriculum activities including annual retreats for each year group.

Class based Collective Worship is fairly routine and varies from minimal provision to full use being made of the time available for meaningful prayer and reflection. Staff accept responsibility for leading prayer and sometimes involve pupils in its delivery. One teacher effectively linked Remembrance Day (The Cenotaph), Feast of All Souls and Christ's resurrection. Pupils do not have regular opportunities to be fully involved in leading and preparing prayer on a *daily* basis as there is too much reliance on adults. They need further support in developing skills in leading prayer.

The school's prayer room is very limited by its inadequate size but pupils indicate that they do make use of the resource in very small groups or individually. Additional opportunities for Collective Worship are varied throughout the year and include the Rosary during the month of May and a weekly voluntary mass. The latter takes place in a classroom due to no other suitable space being available.

Displays in classrooms and around the school demonstrate a commitment to the school's mission. Relationships between all stakeholders are very good. Pupils talk very positively about the availability of staff and how they feel well supported. Pupils expressed the following views - "when we started here, older pupils and teachers made us feel very welcome", "there is a lovely atmosphere at this school" and "staff care about everyone" Pupils of all abilities and learning needs are cared for and a new nurture group provision is becoming established.

Parents speak very positively now about their children's progress, pastoral care and, more generally, the provision for Catholic Life at the school. They feel that

improvements in all areas have been made over the last 18 months since the appointment of the new headteacher. Some parents are involved in the Chaplaincy Team that meets once a term to discuss Catholic Life provision. Parents are happy with the school's provision for spiritual and moral development. They feel their children are effectively cared for by teachers, support staff and other pastoral staff at the school.

The School Council is beginning to increase opportunities for pupil leadership in a more structured way and would benefit from being a more regular feature, co-ordinated by the pupils themselves. This would equally apply to and extend the pupils' role within the Chaplaincy Team.

• The quality of teaching and how purposeful learning is in Religious Education	<b>2</b>
• The extent to which the Religious Education curriculum promotes pupils' learning	<b>2</b>
• The quality of Collective Worship provided by the school	<b>3</b>
• The quality of provision for the Catholic life of the school	<b>2</b>



## 4. LEADERS, MANAGERS AND GOVERNORS

### How effective leaders, managers and governors are in developing the Catholic life of the school

Since the last S48 inspection, steps have been taken to strengthen the provision for the Catholic Life of the school. The Headteacher has ensured that this is *the* priority for all connected with St Augustine's School. The Chaplaincy Team, composed of representatives from all stakeholders, now produces a programme for the Catholic Life of the School. The programme details a wide range of events and collective worship/assembly themes for each week of the school year and is followed up through monitoring and evaluation of each event at regular termly meetings. Effective monitoring of both the quality of collective worship and the involvement of pupils on a daily basis needs to be further developed.

The school provides induction for new staff on working in a Catholic school at the beginning of the school year. Non-Catholic staff are comfortable, knowing that they can seek the support of the Chaplaincy Coordinator and the senior leadership team in helping them understand their role in a Catholic school. One teacher remarked that "We do a lot here as a family, supporting one another and those less fortunate than ourselves". Staff feel that pupils talk freely about their beliefs, but that they also understand the expectations of being in a Catholic school.

Governors are fully committed to and passionate about the school. They contribute effectively and are aware of the school's strengths and areas for development. They have undergone training covering areas such as school self-evaluation and data analysis. A small group of governors, led by the Chairperson have wisely overseen improvements since April 2013 and have worked tirelessly for the benefit of all stakeholders. The headteacher, since his appointment, has worked with the feeder primary schools and parishes to redevelop strong links and successfully raise the profile of the school.

Since the last inspection, changes in staffing at senior leadership level and within RE are starting to have impact across the Catholic Life of the school. Senior leaders are confident that further progress will be made following further changes at faculty level. The school has welcomed the help of Diocesan officers in supporting them with monitoring and evaluation of the Catholic Life of the school, especially with respect to seeking pupils' views and in setting up the School Council.

Pastoral staff work closely with faculty leaders and class teachers in monitoring pupil behaviour and academic progress on a regular basis using the school's new tracking system. Intervention, where used, is now having a positive effect. There is a link Governor (Parish Priest) for both the RE Department and the Catholic Life of the school. This arrangement ensures that the RE curriculum, along with PSHEE and the Catholic Life of the school is closely monitored and that school leaders and the Governing Body have accurate information to analyse the school's strengths and areas for development.

The Headteacher works closely with the RE Faculty, monitoring and evaluating progress on a half term basis using the school's tracking system, with planned action and intervention strategies. Regular learning walks with a clear focus are used on a fortnightly basis to good effect. Faculty performance reviews and line management meetings are beginning to ensure that systems for monitoring and evaluation of teaching and learning are becoming embedded. The RE Faculty is now working effectively as a team to monitor and evaluate the progress of all pupils, address underachievement, as well as developing teaching and learning strategies. The KS3

schemes of work have been reviewed and assessments are now written by the team ensuring more objective marking. A review of the KS4 curriculum has been undertaken and following discussions with the governing body, a change to the units covered (Units 3 and 8) was introduced. Initial monitoring suggests that this is having the desired impact in the level of enjoyment and pupil progress made. Regular standardisation of RE work is an improved feature of faculty practice with representatives also attending the Diocesan Moderators' meetings.

<ul style="list-style-type: none"> <li>How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils</li> </ul>	<b>2</b>