



DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on
behalf of the Archbishop of Southwark

URN 118779

St Augustine of Canterbury Catholic Primary School

Deanwood Drive

Rainham, Kent

ME8 9NP

Inspection date: 28 November 2019

Chair of Governors: Mr. Clive Mailing

Headteacher: Mrs. Louise Prestidge

Inspectors: Mrs. Rufina Ebenebe

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EDUCATION COMMISSION

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Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

FULL REPORT

St Augustine of Canterbury primary school is voluntary aided. It is situated in the Chatham Deanery of the Archdiocese of Southwark. It is maintained by Medway LA. The principal parish which the school serves is St Augustine of Canterbury, Parkwood and Wigmore. The proportion of pupils who are baptised Catholics is 38%. 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 204.

The attainment of pupils on entering the school is broadly average. The proportion of pupils for whom Pupil Premium funding is received is below the national average. The proportion of pupils who have special educational needs (SEN) and / or disabilities is below the national average. Most pupils are of White British heritage and pupils with African backgrounds form the next largest groups.



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Augustine of Canterbury is a good Catholic school because:

- It is welcoming and inclusive with a strong Catholic ethos which underpins the school community. Pupils, staff, parents and governors enjoy being part of this happy, 'close-knit family', community. Senior leaders and governors have a shared vision for the school in upholding Catholic education. They are committed to continued school improvement and to ensuring that the Catholic ethos of the school permeates all areas of school life. Pupils feel safe and happy and take delight in their school. The majority of parents feel part of the school community and are appreciative of the Catholic education it offers.
- The Catholic life of the school embraces all members of its school community. It is evident in the programme of events related to prayer and worship and the relationships between staff, pupils, governors, parents and members of the parish community. Effective systems of pastoral care support pupils and their families. The school upholds Catholic social teaching in caring for others in need and is active in supporting a range of charities. The school has excellent links with its local parish. This is evident in the fact that the school leads the First Holy Communion preparation in the parish for pupils of the school and for children from the other neighbouring parishes. The parish priest and parishioners are very supportive of the school. The pupils are active members of the wider Catholic family, shown by pupils serving the parish as altar servers.
- Teachers employ a range of appropriate strategies, including individual, partners and group work. Consequently, most pupils are motivated and concentrate in lessons, evident in the good behaviour for learning in lessons observed. Teachers use questioning during lessons in order to adapt tasks and explanations, improving learning for most pupils. Pupils are given the opportunity to respond to feedback in their books. This improves their understanding of what they need to do to improve. The quality of pupils' current work, both in class and in written work, is good. Pupils reflect on their Religious Education lessons and can recognise the relevance of their learning.
- A variety of opportunities for collective worship celebrate the liturgical year, Religious Education themes and school events. Parents are usually invited, and they enjoy being part of a worshipping Catholic community. Collective worship is reverent and respectful, with a clear message for pupils to take out into their own lives. The use of guided meditation and reflection ensures that pupils and staff are given time to connect with their spirituality. Prayer is central to school life. Pupils compose their own prayers in class and can contribute their prayers during collective worship.



WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Develop the chaplaincy with the GIFT (Growing in Faith Together) team so that pupils take the initiative in leading worship and strengthen their understanding of the Church's liturgical year, seasons and feasts.
- Develop a system of reporting to governors regarding pupil tracking, progress and attainment in Religious Education.
- Review the school's mission statement to provide a child-friendly version.



Overall Effectiveness

How effective the school is in providing Catholic Education.

2

Catholic Life

2

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

2

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

2

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

2

Religious Education

2

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

2

The quality of teaching, learning and assessment in Religious Education.

2

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

2

Collective Worship

2

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

2

The quality of provision for Collective Worship.

2

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

1



CATHOLIC LIFE

2

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

- Pupils appreciate, value and actively participate in the Catholic Life and mission of the school. The school council regularly decides upon charitable events and fundraising opportunities including CAFOD, Catholic Children's Society, Kent Air Ambulance, Children in Need and Mission Together. This includes planning activities for Little Way week - an annual event to think about children all around the world and helping one another.
- Pupils show respect for themselves and others. The overall behaviour of pupils is very good. They are considerate to others and show love and care to anyone in need. Pupils show an awareness of being part of God's family. A child commented, 'Because we are part of God's family, we have to behave as Jesus wants us to behave'. Pupils can communicate opinions and feelings either in class or by using 'worry boxes' and know that their concerns will be listened to and addressed.
- Pupils are given opportunities to take responsibility and are encouraged to look after each other and show God's love. They are conscientious in these roles, seeing them as an opportunity to serve their school community. Examples include School Council, sports leaders, reading buddies, new children mentors, playground friends and a recently constituted GIFT team. During this inspection, sports leaders were observed organising lunch time activities for the other pupils and the GIFT team read prayers during collective worship.
- Pupils value and respect the Catholic tradition of the school. They benefit from a programme of collective worship and prayer opportunities. They know they are part of the wider Catholic family and enjoy participating in parish activities, providing excellent singing in school, parish and other events. They regularly participate in diocesan events such as Picnic and Praise at Aylesford Priory. The school choir sing carols at Hempsted Valley every Christmas to support Demelza House Children's Charity. This inspection witnessed the pupils' passionate and enthusiastic singing of 'King of my soul' and 'There is someone who knows me' during collective worship.
- The school is valued by parents and pupils, who appreciate the Catholic education it offers. One parent commented, 'Our child has been in St. Augustine since Year R. In that time, they have grown in confidence tremendously which has enabled them to build strong personal relationships'. The school is a place of Gospel values in action. Another parent stated, 'The teachers and headteacher along with whole school community show and offer wonderful pastoral care'.

The quality of provision of the Catholic Life of the school is good

- The mission statement is evident in all parts of the school. It is clearly displayed in the classrooms, key areas within the school and on the school website. It forms the front cover of all school policies to ensure it is highlighted as being integral to school life.



However, pupils interviewed were unable to state or explain the mission statement of the school.

- The Catholic life of the school is evident in the school's learning environment. There are prayer areas in every classroom and the hall. Displays on themes in Religious Education and key religious vocabulary show pupils' understanding and enable them to make links with their learning and increase their knowledge of religious terminology.
- The classroom environment also illustrates the school's Catholic life, with 'My Word' charts, big question books, and class prayer books around the prayer focal areas, creating opportunities for pupils to reflect and apply their 'My word' in discussions. Pupils write their 'awe and wonder' questions and their individual reflective prayers in the big question and class prayer books.
- The uniqueness of the individual is recognised and celebrated with the awards of 'Dojos' or House points. Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) are well established in the school and are in line with diocesan guidance and the teachings of the Church. The school is in the process of changing from the programme 'A Journey in Love' to a new RSE programme, Ten Ten Resource 'Life to the Full'.
- The school provides opportunities for pupils to encounter God and deepen their relationship with Him as a loving, compassionate Father. This includes regular opportunities for the sacrament of reconciliation with the parish priest and other visiting priests. Through good relationships and support for each other, pupils, staff and parents see themselves as part of this family community and are helped to come to know and love God. A parent commented, 'everything is done with love and compassion'.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is good

- Leaders and governors demonstrate a public commitment to the mission of the Church. To its credit, in its last short Ofsted inspection, the inspector noted 'St Augustine of Canterbury Catholic Primary School remains an engaging, purposeful place in which to learn, and where the education provided is underpinned by its distinctive Catholic ethos'.
- School leaders and governors are committed to Catholic education and have a clear vision of the school's mission. They are committed to promoting the academic, spiritual, moral, social and cultural provision at St. Augustine, always ensuring that this reflects its Catholic mission. A parent said, 'A child needs balancing not just academics; this school provides that balance for my child'.
- Governors are frequent visitors to the school and play an important role in its Catholic life. Governor visits incorporate the Catholic life of the school, including pupil behaviour and personal development. Governors are actively involved in promoting the Catholic life of the school and monitor and evaluate outcomes through their visits and meetings. One of the governors is also a volunteer in school and sometimes leads quiet reflections in the school's Holy Garden and the Chapel at lunch times.
- The school engages well with parents and families. Parents are kept informed of the school's Catholic life through newsletters and on the school's website. They are regularly invited to school events. Due to the current building work around the school,



invitations to parents for events within the school are currently limited for health and safety reasons. Parents describe the school as friendly and approachable. One wrote, 'St. Augustine's has always stood out for its caring and compassionate nature'. Another commented, 'We are so happy we chose St. Augustine's for our child's Catholic education'. Parental questionnaires distributed as part of this inspection showed a good rate of return and were generally supportive of the school.



RELIGIOUS EDUCATION

2

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

- Most pupils, from their varied starting points, make good progress in each key stage. The majority attain age-related expectations by the end of Key Stage 2, with a good number of pupils working at greater depth. This has been sustained during recent years.
- Pupils interviewed as part of this inspection were enthusiastic regarding their Religious Education lessons and recognised the relevance of these to their own lives. One pupil said, 'You learn to treat others as you like to be treated'. Pupils actively participate in lessons. They are thoughtful and responsive and keen to do their best. Behaviour for learning was very good in all the lessons observed. Consequently, pupils were engaged, enjoyed their learning and made progress.
- Most pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills. This was evident in their responses to questions during the lessons observed and their responses to feedback in their books.
- Pupils use a wide range of religious vocabulary appropriately. This was evident in pupils' written work, their response to teachers' questioning and in pupil interviews. Key religious vocabulary was displayed in each classroom enabling pupils to make links to this during the lessons observed.
- Pupils are aware of the need to respect the beliefs and faith practices of others. They enjoy the opportunity to learn about other faiths and to celebrate and share their learning with their peers. This was evident in pupils' work on Judaism considered as part of this inspection. A pupil in Year 6 explained that the study of Judaism had helped him to know more about it and to respect people who belong to it.
- Pupils are fully attentive and engaged in lessons. They can reflect spiritually and make connections between their lessons, other areas of the curriculum and events in the wider world. In a lesson on 'To understand how all are called to live in love and service', observed in this inspection, a pupil said, 'I would volunteer in a hospital to visit people because there are some people in hospital who do not get visitors'.
- Work in pupils' books is good in both presentation and content. Pupils are proud of their work and confident in describing their learning. A pupil said, 'I enjoyed writing this class prayer at the beginning of the year because it helps me to remember that God is always with me'.

The quality of teaching and assessment in Religious Education is good

- Teachers employ a range of appropriate strategies, including individual and collaborative work. Consequently, most pupils are motivated and concentrate in lessons, evident in the good behaviour for learning in lessons observed.
- Religious Education lessons are planned to provide for the needs of each pupil to ensure good progress. Appropriate support and challenge are provided in terms of questioning, tasks and activities and effective support from other adults.



- Teachers demonstrate good subject knowledge. They build on previous learning and use a range of strategies to interest and motivate pupils. These include paired and extended group discussions.
- Teachers' questioning encourages pupils to reflect on and explore their learning. It is used effectively to check pupils' understanding and assess progress within the lesson. In line with the school's policy of encouraging RICH (Resourceful, Independent, Creative and Happy) learners, teachers should incorporate use of the Bible in lessons where appropriate.
- Four lessons, across the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 were observed as part of this inspection. In all lessons, pupils were attentive and engaged. Teachers showed good subject knowledge and had good relationships with their pupils. In the lessons observed, prayer or reflection was included, creating the opportunity to enhance the spiritual dimension of the lesson.
- Marking in pupils' books is regular and affirmative. Developmental marking using teachers' questioning is evident although pupils do not always respond. Therefore opportunities to deepen their learning are missed. School leaders should now ensure consistency in this aspect of teaching and learning and may wish to use focused monitoring to achieve this.
- Pupils' work and achievements are recognised and celebrated in class and throughout the school. Achievement and effort in Religious Education are celebrated in displays, assemblies and awards. Individual pupils are recognised and celebrated as part of a weekly work share with the headteacher and deputy. The work share assembly shows work they have completed throughout the week. Pupils' achievements in the wider community are celebrated during Friday's whole school assemblies to which parents are invited, although due to the current building works in the school, parents are not able to attend such assemblies at present.
- In line with current practice, assessment in Religious Education now uses descriptors to assess pupils in terms of age-related expectations. As this becomes embedded, it will enable more accurate tracking of pupil progress and allow year on year comparisons to be made.
- Moderation to validate teachers' judgements takes place at deanery and diocesan level.
- School monitoring indicates that teaching and learning in Religious Education is good and this is in line with the findings of this inspection.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good.

- Religious Education is led by a highly committed and able deputy headteacher who provides excellent support for the many non-Catholic teachers in the school. She has a clear vision for teaching and learning and a good level of expertise to secure this. These are used effectively to improve teaching and learning in Religious Education, resulting in teachers' good subject knowledge and good teaching in the lessons observed.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage. They have chosen the 'Come and See' programme of Religious Education. Curriculum time



allocation is in line with the requirements of the Bishops Conference of 10% and is evident in the amount and standard of work in pupils' books.

- Policies for PHSE and RSE are in place. These are in line with diocesan guidance and the teachings of the Church. Parents are to be invited to view the new RSE materials 'Life to the Full'.
- Assessment in Religious Education is established and takes place on a regular basis to validate teachers' judgements. It is being adapted in line with the current diocesan standards in Religious Education. External moderation has been undertaken with other schools in the deanery.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing and staffing. They encourage all pupils to be RICH (Resourceful, Independent, Creative and Happy) across all subjects, including Religious Education. This is evident in the very good standard of work in pupils' books, which shows reflective learners.
- Leaders' and governors' self-evaluation of Religious Education is a good reflection of frequent monitoring, analysis and self-challenge. However, from the minutes of governing body meetings, there was no evidence of a regular system of reporting on pupils' tracking, progress and attainment in Religious Education. The role of link governor for Religious Education needs to be fully developed to ensure that information on Religious Education is a regular agenda item at governing body meetings.



COLLECTIVE WORSHIP

2

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is good

- Pupils act with reverence and are keen to participate in collective worship. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Whole school collective worship is led by the head teacher or the deputy and mainly focuses on Ten Ten Resources in connection with the Sunday Gospel. Infant and Junior assemblies are led by teachers on a rota. Prayers and reflections are integral part of these assemblies. However, the school needs to develop the chaplaincy with the GIFT (Growing in Faith Together) team so that pupils take the initiative in leading worship and strengthen their understanding of the Church's liturgical year, seasons and feasts.
- The act of worship observed as part of this inspection was a whole school liturgy on Belonging. Pupils were reverent and respectful throughout. They sang passionately, with vigour and enthusiasm. They were able to use moments of stillness during the guided meditation, they offered body shape prayers and read their own prayers.
- Most pupils have a good understanding of the Church's liturgical year, its seasons and feasts. They are confident in expressing their own views and beliefs and demonstrated this during pupil conferencing held as part of this inspection.
- Pupils know that prayer brings them closer to God and that through prayer they can help other people. Opportunities for voluntary prayer include individual quiet moments for reflection in the Holy Garden and the chapel.
- Develop the chaplaincy with the GIFT (Growing in Faith Together) team so that pupils take the initiative in leading worship and strengthen their understanding of the Church's liturgical year, seasons and feasts.

The quality of provision for Collective Worship and Prayer Life is good.

- Collective worship has a clear purpose, message and direction. It is linked to the liturgical year, topics in Religious Education and school events. It is well planned and resourced.
- Praying together is part of the daily experience for pupils and staff. Guided meditation and reflection within collective worship ensures that pupils and staff are given time to connect with their spirituality.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have good experiences of the Church's liturgical life.
- A programme of monthly class Masses in the parish and other liturgical celebration such as the harvest celebration service, provide a variety of experiences to foster pupils' spiritual development and their sense of being part of a worshipping community. In the parent interview conducted as part of this inspection, a parent stated, 'This school gives children the opportunity to develop their beliefs'.
- Class prayer focus areas reflect the liturgical year and themes studied in Religious Education. They provide a focus for class prayer with the provision of class prayer books where individual pupils can write their prayers for any intention. 'Big question'



books give pupils the opportunity to reflect on questions they wonder about and to share these with others.

- Music, art and digital images are effectively used to enhance prayer and worship and to engage and inspire pupils.

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

- Leaders and governors recognise the value and importance of collective worship to the life of the school and are committed to delivering high quality provision to the school community.
- School leaders actively promote the school's provision for collective worship. Parents are informed and invited using the school website and newsletters. The Wednesday Word is distributed to all families, so that Sunday's Gospel can be discussed at home by pupils and their families.
- Governors attend school collective worship as part of their monitoring role and as members of the school community. Monitoring informs school self-evaluation and development planning.
- Leaders have extensive understanding of the Church's liturgical year, seasons and feasts and benefit from the very strong link with parish and the support of the parish priest, deacon and parish sister. School leaders' involvement with sacramental preparation in the parish was highly commended by the parish priest during this inspection.
- School leaders model good practice and support other staff in planning and leading worship. They provide school-based training to increase staff confidence and expertise.