



St Augustine's Catholic Primary School

URN: 100725

Catholic Schools Inspectorate report on behalf of the Most Rev. John Wilson, the Archbishop of Southwark

17–18 October 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education

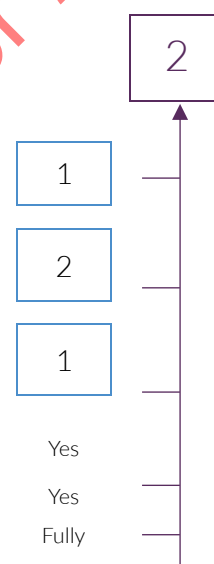
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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



Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school has responded to the areas for improvement from the last inspection.

What the school does well

- St Augustine's provides deep pastoral care which supports every pupil's journey of learning throughout their time at the school.
- There is an embedded culture of welcome with a strong moral purpose, due to the very strong and positive adult role models.
- Prayer is firmly rooted at the heart of St Augustine's school.
- Pupils are enabled to achieve well in religious education and make good progress.
- Leaders and governors have created a strong vision for a purposeful and precious encounter with the Catholic faith.

What the school needs to improve

- Make full use of the pupils' confidence and positive attitudes to provide a wider range of opportunities for them to plan and lead liturgies and other forms of worship.
- Develop assessment approaches in religious education, building more closely upon pupils' prior knowledge and understanding, enabling them to know how well they are progressing and what they need to do to improve.
- Build upon the school's strengths, by developing the analytical skills and knowledge to ensure more systematic monitoring and evaluation of the impact of school development activity.

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

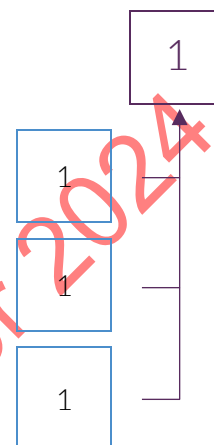
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils are proud to be members of St Augustine's Catholic Primary School. They celebrate and embrace the school's mission through their energetic and enthusiastic approach to school, understanding that they are following the example of St. Oscar Romero. They draw upon the social teachings of the Church within their work and their discussions. An older pupil in the school said, 'I should teach the younger people how to be God's child.' Pupils respond to the needs of others both locally, as seen not only in the support for each other in the playground or in their exemplary behaviour elsewhere, but also in choosing to support local charities such as the Lewisham food bank. Leadership groups such as the Mini Vinnies, Head Pupils and Faith Leaders also make the decisions about which national and global charities to support. One child said, 'We help little charities to grow bigger.' The school's Equality Council members ensure that there is equity and fairness for all pupils. These pupil leaders value their roles demonstrating a desire to take the lead in these and other activities.

All pupils and staff understand the mission of the school. The staff are committed to the school and demonstrate a strong understanding of their role within the school and wider parish community, and as such, are exemplary role models for pupils. Relationships in the school are strong, with clear indications of Christ being at the centre of what the school does. St Augustine's is an inclusive community with a clear welcome to all. This is clear from the greeting at the school gate, how the school's administration staff support parents and pupils, and how classroom staff care for each pupil. This deep care is appreciated by parents – as seen in the overwhelmingly positive feedback from the questionnaires and one parent's comment about the school providing 'a very heart-warming environment ... not only for the children but for the adults.' The environment reflects the Catholic ethos through displays, prayer tables and larger pieces such as the mosaic cross in the reception area.

The relationships, sex and health education programme meets all statutory and diocesan requirements.

Leaders and governors clearly understand their role as guardians of the Catholic life and mission of the school. Governors are fully involved in the life of the school, undertaking learning walks, attending a range of events and delivering learning workshops for pupils, on topics such as immigration. There is full engagement with the diocese as demonstrated through the school's achievement of the participator level of the St. Oscar Romero award, and also through the executive headteacher being a mentor to a number of headteachers in the diocese. The partnership with the parish is very strong – the parish priest is invited to join the school for many and varied occasions, and pupils regularly visit the church to support their learning and also to attend Mass. The school's governors ensure that resources are well allocated and targeted to support those pupils in the greatest need. School leaders do monitor the Catholic life and mission of the school, although at times this is less rigorous than it could be. There is a need to ensure that all evaluative activity, including that of pupils, is accurately documented so as to lead to pinpoint improvements. The staff know they are valued and that there is support for their wellbeing. The staff questionnaire responses were wholly positive. One member of staff said, 'I'm not alone if I need help; someone is always there.' Staff speak highly of the induction process to support them working in a Catholic school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

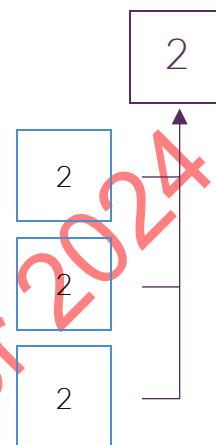
How well pupils achieve and enjoy their learning in religious education

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



Pupils at St Augustine's enjoy religious education and they know that lessons are special and sacred. They are developing their knowledge, skills and understanding in accordance with the learning required by the *Religious Education Curriculum Directory*. They make good progress during their time studying religious education, attaining well and in line with other core subjects. Behaviour is exemplary due to pupils being fully engaged and interested during lessons. Approaches to lessons include making use of a range of fruits and vegetables, exploring feelings and emotions, interpreting masterpieces from the arts, and examining controversial wider-world issues such as fair trade. Pupils are confident and articulate in expressing their thinking, as they build their sense of curiosity, awe and wonder. They are religiously literate and are able to use their skills and knowledge to think deeply about the impact of religious commitment in their daily lives. However, pupils are not always clear in articulating how well they are progressing and what they need to do to improve. The work that they produce in their books is of a good standard, with many pieces of extended written work, and some indications of being encouraged to take the lead in how they organise and present their work.

The teaching staff at St Augustine's demonstrate their commitment to, and their value of, religious education to the pupils. They expressed confidence in their teaching of religious education, and possess the subject and pedagogical knowledge to ensure that lessons are designed to engage and enthuse their pupils well. In planning, lessons follow the planned curriculum sequence, rather than taking full account of the pupils' prior knowledge. There is frequent use of questioning during lessons, with the responses to pupils' answers being further developed by teachers themselves or being largely celebratory, rather than enabling pupils to further build upon their existing knowledge and conceptual understanding. The effective use of resources like artwork helps pupils to make connections, and deepen their understanding of concepts that can be challenging. They are routinely provided with scripture passages on printed sheets to read; using a Bible instead could enhance their skill in locating passages and give them the tangible experience of holding the book. Time is built into lessons in

order to enable pupils to reflect upon their learning and to consider its impact upon their daily lives and their moral development.

The school's leaders and governors have clear plans to move towards the requirements of the *Religious Education Directory* working closely across the federation. Religious education is clearly seen by pupils, staff and the school's leaders as being 'the core of the core' of subjects and is resourced well. There is evidence of regular professional development for religious education, which has impacted positively upon the teaching across the school. Moderation of standards has taken place across the federation, which has improved the consistency of expectations of pupils' work in books, but the monitoring of strengths and areas for development within religious education is an area for improvement. The governors are proactive and clearly involved in the life of the school. There are regular learning walks undertaken by the school's leaders and governors, but leaders were not entirely clear how the monitoring of religious education has led to improvements, such as in supporting pupils with a range of differing needs, or in how the curriculum sequence can be linked to pupils' prior learning. The school's leaders have ensured that there are many opportunities for pupils to enrich their learning, such as through visits to the local church, other religious buildings and through visiting speakers.

Date Published: 12th November 2024

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

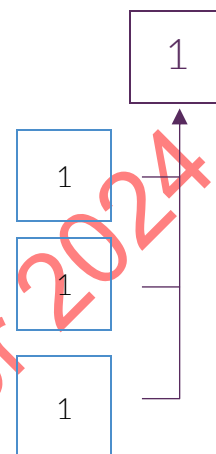
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Prayer is part of the daily, weekly and yearly rhythm of the school, echoing the liturgical calendar of the Church and enabling pupils to engage with different forms of prayer. All pupils actively participate in the prayer life of the school, with many opportunities being given to them to do so. A core feature of the school, all pupils show reverence and respect during liturgies and other times of prayer. They join in with responses, and there is great joy when they sing hymns. Pupils exercise their ministries of reading scripture passages and sharing their prayers confidently and are capable of planning, leading and evaluating their own liturgies. They are knowledgeable of, and confident to say, a range of prayers from the Catholic tradition, including the Hail Holy Queen prayer as part of the rosary. Pupils are also enabled to reflect upon how their prayers lead to action in their daily lives. They demonstrate a sincerity about spontaneous prayer or when sharing personal intercessions, and other pupils respond with care and respect. During the inspection, some of the prayer intentions that were shared demonstrated the challenges that some pupils were facing in their lives beyond the school.

Prayer is a distinguishing and daily feature of the school, with at least three occasions to pray each day, alongside other forms of liturgy throughout the year. During the inspection, a whole school assembly, a number of class collective worship sessions, a hymn practice and a morning rosary were held. These were based upon the previous Sunday's gospel reading or the theme of harvest, demonstrating consistency across the school. All prayer and worship sessions were planned and led by staff members, supported by pupils. The rosary is prayed for four days each week with parents being invited to attend. One parent reported, 'My child's prayer habit is very strong and it makes me proud that they love to share it with me.' Staff provide strong role models for pupils in how they engage in prayer. There is a wide-ranging use of published art works and music to support and enhance the prayerful atmosphere, making use of candles and reduced lighting. The school's spaces are well utilised to support the focus for prayer, along with the facilities in the church nearby. Parents

are wholly supportive of the school's approach to prayer and liturgy, and recognise the strong partnership with the parish in strengthening this.

The school's leaders and governors have carefully devised a school policy for prayer and liturgy, which is effectively put into action in order to create a positive impact upon all pupils. It is clearly prioritised by all leaders and governors. The school's inclusive focus for all families, regardless of their beliefs, ensures that they experience an encounter with the Catholic faith that is both welcomed and celebrated by them. There is a commitment to the development of the Sacrament of Reconciliation and that of first Holy Communion, in partnership with the parish. The school's leaders demonstrate a thorough understanding of the centrality and importance of prayer, and have used this to enable all staff to embed a culture of reverent worship at the school. Although leaders and governors know the school well, with governors regularly attending opportunities for collective worship a more robust and systematic approach to documenting self-evaluation, and including the views of pupils is needed, so that all staff know the expectations in enabling pupils to plan, lead and evaluate prayer and liturgy. This will ensure the further building upon the many strengths of collective worship at St Augustine's Catholic Primary School.

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Information about the school

Full name of school	St Augustine's Catholic Primary School
School unique reference number (URN)	100725
School DfE Number (LAESTAB)	2093416
Full postal address of the school	St Augustine's Catholic Primary School, Dunfield Road, London, SE6 3RD
School phone number	002086986083
Executive Headteacher/ Head of School	Miss Mary Collins / Mrs Denise Duffus
Chair of governors	Mrs T Nelson
School Website	http://www.staugustines.lewisham.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	04/07/2018
Previous denominational inspection grade	Good

The inspection team

David Hennessey
Catherine Quirke

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