



26th June 2015

Diocesan Education Service,
Don Bosco House,
Coventry Road,
Coleshill,
B46 3EA

Mrs A. Scull
Headteacher
St Augustine's Catholic Primary School
Hollis Lane
Kenilworth
CV8 2JY

Dear Mrs Scull

Section 48 Monitoring Inspection: 23 June 2015

Thank you for the welcome you, your staff and pupils gave to me when I inspected your school on Tuesday 23 June 2015 and for the information you provided both before and during the inspection. I am grateful for the time given by all including the 4 governors and Father Kevin in speaking with me.

The inspection was a "light touch" monitoring inspection because your school was judged at the last section 48 inspection to be an outstanding school and because it is now five years or more since you were last inspected.

The purpose of the inspection was to assess the quality of the school's self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I read school documents, including a summative self-evaluation, interviewed you as headteacher and RE subject leader, 4 governor representatives together with Father Kevin as parish priest, members of the school council, observed two lessons, and looked at a sample of pupils' written work.

Catholic Life

In the self-evaluation the school judges all aspects of its Catholic life to be outstanding. This judgement is securely founded on rigorous processes for regular review, monitoring and evaluation, in which governors are fully involved. The outcomes are in turn analysed closely and incorporated into development planning. This ensures that there is a continuing drive for school improvement. There is a strong, collaborative approach to leadership, with effective working between the head, the parish priest and governing body. At each of these levels of leadership, there is evidence of strong contributions to analysis and future planning that maintain a consistency of purpose. The governing body provides evidence, documented and spoken, of its sustained support and challenge for the headteacher and the school. This is done both during scheduled meetings to monitor and evaluate the Catholic life of the school and less formally, when governors visit the school for a range of purposes. Father Kevin, for example, plays a significant role in sacramental preparation for the children, but also contributes significantly to the planning and delivery of the whole school curriculum, including collective worship. Governors conduct an annual, themed learning walk, which produces a detailed written report by year group and key questions for leadership in respect of school improvement. These have included the ethos and environment of the school and prayer life. They also meet with staff and children to ensure their involvement. There is evidence of a range of opportunities for all stakeholders to be updated about, and to contribute to, the Catholic life. There are daily opportunities for collective worship and prayer, all of which are of a high order and demonstrate clear links with the liturgical calendar and contemporary concerns. Children are always encouraged and given opportunities to be



involved in the planning and leadership of a rich range of celebrations of their faith; opportunities which they clearly value. Parents, parishioners and governors respond in good numbers to the open invitation to attend Masses and bear witness to the inclusive strength of Catholic life within and beyond the school. As stated earlier, the collaboration with Father Kevin is close and very effective. He supports the school in all celebrations, and collaborates with leadership in reviewing the school's faith life, which ensures its richness, breadth and inclusivity. The mission statement, to which so much of the school's life and routines are directly linked, is prominent everywhere on site, as are the many areas dedicated to prayer and reflection. Its significance in their daily lives is readily acknowledged and understood by the children, who speak comfortably about their faith, their school and its extensive involvement in charitable work.

Religious Education

The school's self-evaluation of religious education is graded as good in most areas, which is again broadly accurate; however, there are two areas where judgements of outstanding cannot be fully validated: the quality of pupils' learning, and how well teaching promotes purposeful learning, enjoyment, progress and attainment. A judgement of outstanding for learning would demand more evidence of appropriate challenge and independent learning, especially for older pupils. In relation to teaching, there are some inconsistencies of marking, feedback and follow-up between year groups, and little recording of assessment outcomes for the increased importance placed on discussion for older pupils. There is a secure database which feeds into planning at every level. It indicates that baseline attainment outcomes have declined over the past few years, as a result of fewer Catholic children entering the school. However, progress and attainment throughout Reception and subsequent years is good and broadly in line with diocesan expectations. Planning, review and evaluation are addressed collaboratively. There is a regular programme of lesson observations, book trawls, learning walks and discussions with pupils that ensure continuing oversight of progress and attainment. Governors are fully involved with these procedures, and outcomes are regularly interrogated, formally during scheduled meetings, and less formally as opportunity allows. The focus of their themed learning walk for summer 2014 was teaching and learning in RE. Class teachers are involved appropriately in these evaluations, and in annual performance review and target setting. Teaching over time is at least good across the school with much being outstanding. The two lessons observed validated the school's records of observations. They indicated both consolidated and new learning for most pupils. There is evidence of ongoing support for new or non-Catholic colleagues and encouragement to undertake professional development, which they value. The classrooms are excellent spaces for learning, with displays to support the children and celebrate their work and faith. The children clearly enjoy their work in RE and gain significantly from it. They are able to talk with increasing confidence about stories from scripture and the importance of prayer.

In order to drive standards forward, there are two recommendations, both developments of which the school has been made aware:

- review marking procedures to ensure greater consistency, including feedback, follow-up and exemplification;
- review and enhance opportunities for extended writing, especially for older pupils.

Yours sincerely

Paul Nutt
Diocesan Inspector