



DIOCESAN INSPECTION REPORT

St Augustine’s Catholic School

Part of St Margaret Clitherow Catholic Academy Trust, Sandybed Lane, Scarborough, North Yorkshire, YO12 5LH

School Unique Reference Number: **147212**

Inspection dates:	09 – 10 December 2019
Lead inspector:	Sara Crawshaw
Team inspector:	Rosa Flanagan. Trainee Inspectors: Alison Bentley and Stephen McNicholas

Overall effectiveness	Previous inspection:	Select Previous OE Judgement	2
	This inspection:	Select OE Judgement	1
Catholic Life:		Select CL Judgement	1
Collective Worship:		Select CW Judgement	2
Religious Education:		Select RE Judgement	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Augustine’s Catholic School is an outstanding Catholic school because:

- The quality of leadership, outcomes and provision for the Catholic life of the school is outstanding. The mission statement “to love and serve through Christ’ energises all policy and practice; it touches all staff, pupils and parents and permeates into the wider school community.
- Staff and pupils have excellent relationships. Pupils are willing to fully engage in activities in lessons and to take risks with their learning. Pupils are keen to praise each other and teachers reward effort and progress with genuine words of warm encouragement and celebration.
- The overall outstanding grade reflects the depth and consistency of strengths across Religious Education and Catholic Life. Collective Worship has excellent practice and prayer and Collective Worship are central to the life of St Augustine’s school community.
- Plans to address the areas of development are already identified by leaders. Leaders know the school well.
- All pupil groups are making progress and have a trend of progress which compares well to National data.
- Attainment for all groups is strong. All pupils are challenged and supported well to secure strong outcomes. Religious Education attainment trend is better than the National trend.
- Staff “love coming to work” and value the strength of community, family and fellowship that they recognise as result of the strong Catholic ethos.
- Without exception, all Religious Education teachers demonstrate an authentic passion for the subject, expert subject knowledge and pedagogy.
- The deeply committed and faith filled leadership of the school inspires excellence, service and integrity. Pupils said that their teachers “modelled relationships and behaviours that inspired them as human beings”.



FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Augustine's is a mixed 11-16 Catholic secondary school with a distinctive religious character and ethos. Currently there are 601 pupils on roll. The school mission is the spiritual, moral, intellectual and physical development of all pupils, putting Christ at the centre.
- In June 2019 the school became a member of the St Margaret Clitherow Catholic Academy Trust. (SMCCAT). There are now 17 schools in the Trust, 2 secondary schools and 15 primary schools, with another secondary school being an associate member.
- Feeder primary schools are: St Peter's Scarborough; St George's Scarborough; Our Lady & St Peter's Bridlington; St Hilda's Whitby; St Joseph's Pickering; St Mary's Malton and St Benedict's Ampleforth.
- St Augustine's is a non-selective school. 47.9% of pupils are baptised Catholic and a further 46% of pupils are from other Christian denominations. 0.7% are Muslim and 5.5% have no religious affiliation.
- The number of pupils with Special Educational Needs and Disability (SEND) is in line with national data. However the number of pupils with Education Health Care Plans (EHCP) has risen over recent years. There is also a growing number of Looked After Children (LAC) in the school.
- Pupils who are Pupil Premium and the percentage who are disadvantaged are in line with national figures.
- A large number of pupils within school are identified as having English as an additional language (EAL). School figures are 25% compared to 16% nationally.
- Pupil attainment on entry to the school is largely in line with national figures.
- Progress data at key stage 4 show positive value added, and has done for the past 4 years.
- The school is popular and heavily oversubscribed. There were over 3 applications for every place in year 7 for 2019.
- The school was rated Good in June 2016 by Ofsted.
- The school is currently without a chaplaincy co-ordinator due to illness.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Ensure that morning Collective Worship is a distinct part of form time; distinguishing clearly between the necessary morning routines and the spiritual atmosphere conducive for prayer and reflection.
- Further develop the quality of Collective Worship in the school, particularly pupil leadership in Acts of Collective Worship, so that more pupils regularly initiate and lead prayers and liturgies.
- To secure a space for a permanent Chapel.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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

- The Catholic Life of St Augustine’s is outstanding. The mission statement “to love and serve through Christ’ energises all policy and practice; it touches all staff, pupils and parents and permeates into the wider school community. The pupil –led ‘Faith in Action’ group and the Catholic Life team are active in the school. Pupils lead charitable work, social action and support Christian fellowship. Pupils speak of the ‘good vibe’ that they get from being involved in the Catholic Life of the school. Pupils enjoy the responsibility, the reward of leadership and the sense of ‘making a difference’. Their work has included forming a ‘Peace and Justice’ group, visiting local care-homes and fundraising. Pupils lead liturgy and worship in school and within the parish. The schools strong community and parish involvement supports the liturgical calendar and days of remembrance beautifully. Parents and pupils talk of the confidence that this fosters in young people who are growing in faith and how this energises the school and wider community.
- The ‘Faith in Action’ group model generosity, kindness and fellowship. Pupils have worked with local primary schools, helped organise a ‘Family Fun’ day and craft and art activities for a local care-home. Their work has enabled pupils to experience great personal reward and to bring positivity and joy to others. Pupils talk passionately and joyfully about the sense of vocation that they feel when they are able to enact their faith in all areas of school life. School generously supports many local and international causes, including the work of Catholic Aid for Oversees Development (CAFOD) and the local Food Bank. Pupils make clear links that charitable work is based on social justice and the command to ‘Love Your Neighbour’.
- The deeply committed and faith filled leadership of the school inspires excellence, service and integrity and pupils recognise and respond to this. Pupils said that their teachers “modelled relationships and behaviours that inspired them as human beings”.

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

- Pupils and staff clearly articulate the charism of the school, which is one of lived Gospel values. Individuals are nurtured on their own faith journey, held in prayer during difficult times and are valued as part of the school community. The way in which each individual is cherished for his or her sanctity and personhood fosters a community where equality and diversity is promoted and forgiveness, reconciliation and inclusion is practised.

- The school offers a broad and accessible range of retreats and pilgrimages to support pupils' spirituality. Lourdes, 'Flame and Day' retreats help pupils to reflect and journey together spiritually.
- Staff "love coming to work" and value the strength of community, family and fellowship that they recognise as result of the strong Catholic ethos. Teachers, support staff and all who work in St Augustine's feel valued and recognised as individuals. Consequently they bring their full-selves to work and their vocation is enabled. Staff are willing to go the 'extra-mile' and are clearly happy and dignified in their work. Pupils and parents recognise how teachers care for each other and co-operate for the common good.
- Many subjects across the curriculum use their discipline to reflect and develop Catholic Life. For example Art make hand-crafted clay Christmas decorations for a local care home with a message of "Joy". The Music department contributes significantly to community festivals and Church services. The talented Chamber Choir bring spirituality and wonder as they support and enhance Worship within and beyond the school.
- Staff have had Continuous Professional Development (CPD) to help them deliver quality Acts of Collective Worship. As a result they are confident about the purpose of liturgy, worship, prayer and reflection and are used well.
- Tutors are well and sensitively supported in delivering Worship by the chaplain and the RE department. Staff who are new to Catholic education are well inducted.

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

- The school is blessed by a charismatic, sensitive and hardworking chaplaincy co-ordinator whose work has created multiple opportunities for pupils and staff to grow spiritually. Her vocation and personality were consistently mentioned throughout the inspection as a source of enormous strength and influence.
- Governors know the school well and bring expert support and challenge to senior leaders. The headteacher welcomes this constant review and quickly brings about any changes. The professional collaboration between school leaders and governors and their honest dialogue focusing on constant improvement is a real strength of the school.
- The headteacher models servant leadership and is highly regarded by all staff, pupils and parents. His humble dedication to the school community is extraordinary. Staff, pupils and parents consistently refer to the high standards modelled and demanded by all leaders in the school and especially from the headteacher. His leadership is driven by a moral compulsion to ensure that all pupils receive the very best academically, socially, spiritually and culturally from St Augustine's. The headteacher is overwhelmingly cited as a source of great inspiration. Colleagues refer to his courageous and fair leadership; parents value his honesty and integrity and pupils benefit from his presence and genuine interest in their lives.
- As the current headteacher prepares to semi-retire, governors have carefully secured clear succession planning to maintain leadership excellence.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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

- Pupils act with reverence and are keen to participate in Acts of Collective Worship. They are able to reflect in silence and to join in with year and class prayer appropriately and with confidence.
- During the inspection, teachers led Acts of Collective Worship and pupils were keen to support. This was in both year and class Acts of Collective Worship. For example, teachers planned the Worship and took leading roles in the delivery. Some pupils were invited to read or to choose a prayer. The pupils involved read confidently in full year-group Acts of Collective Worship showing independence and enthusiasm; others listened showing respect and reverence. Pupils in St Augustine's have the energy, theology, spirituality and leadership skills to take the initiative in leading Acts of Collective Worship more fully. Pupils are not always given sufficient opportunities to plan and prepare their own Acts of Collective Worship, and therefore some of the pupils do not relate to some of the Acts of Worship as fully as they could.
- Pupils enjoy Worship and are keen to talk about their prayer life and beliefs. Class Acts of Worship are routinely valued and are part of form expectations and daily routines.
- Pupils involved in the Catholic Life, 'Faith in Action' team, and Chamber Choir enthusiastically shape Acts of Collective Worship opportunities within the school and in the parish. In doing so, pupils demonstrate enormous skill and confidence. This strong practice could be used to further develop pupil leadership of Worship, so that more pupils more frequently initiate and lead Acts of Collective Worship, prayers and liturgies.
- Not all pupils are given sufficient opportunities to use these skills to further develop pupil leadership within school and year-based Acts of Collective Worship and this is area for development.

The quality of provision for Collective Worship is good.

- Pupils respond well to the variety of Collective Worship opportunities provided at St Augustine's. In year group Collective Worship, pupils are encouraged to contribute to Acts of collective Worship by selecting readings, lighting the Advent candle and reading prayers. In form Worship, pupils are keen to read prayers from the class 'Prayer Jar' - a collection of prayers written by the class.
- All forms have daily Worship that follows the liturgical calendar and enables students to pray and reflect on the Gospel. The quality of the resources are very good and typically staff are confident in leading prayer and worship. Internal monitoring has already identified that staff should be mindful of creating an atmosphere conducive to prayer during form daily worship. This would ensure that

morning Collective Worship is a distinct part of form time; distinguishing clearly between the necessary morning routines and the spiritual atmosphere conducive for prayer and reflection.

- The school has a small and well-used prayer room. Pupils are confident and comfortable about accessing the room, especially when they want time in personal prayer. A chalkboard prayer wall encourages pupils to write prayers and share intentions in a creative and pupil-friendly way. There is insufficient space in this room for pupils to gather in larger groups for liturgies, to share the Mass and for reflective prayer, including Exposition of the Blessed Sacrament.
- Adoration of the Blessed Sacrament is planned every half term and monthly Mass is celebrated in the school. However, there is insufficient space in the prayer room for this to include class prayer or to celebrate Mass.
- The school supports the parish with Confirmation preparation and the parish priest is recognised in the school and talks about how pupils are eager to talk with him and how welcome he feels in St Augustine's.

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

- Leaders ensure Collective Worship has a high priority in the school and is valued as a source of being closer to God as a worshipping community.
- Collective Worship is monitored by leaders and has a dedicated link governor. Monitoring is incisive, recorded and shared with staff to drive new developments.
- Tutors are expertly supported in delivering daily Acts of Collective Worship in form groups by the chaplaincy co-ordinator and the RE department. Staff who are new to Catholic education are well inducted and feel confident in leading prayer and Worship.
- Monitoring is skilful, accurate and brings about improvement. The headteacher and the link governor for Collective Worship have significant expertise and experience. Leaders recognise and celebrate outstanding practice, building it into the Collective Worship programme and are swift to identify things that can be done better. For example, recent school monitoring shows that areas for improvement identified within this report have been already tabled for action.
- The overwhelming evidence seen during inspection identifies that: on-going self-improvement within Collective Worship (which will be enhanced further when the excellent chaplaincy co-ordinator returns after illness); the outstanding nature of Catholic Life within the school; the very positive impact St Augustine's has on the wider school community; the exemplary Religious Education offered to the pupils; excellent leadership at all levels; leads to the overall Outstanding judgement for St Augustine's school.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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

- Pupils enjoy RE. They feel challenged and supported to achieve their potential by staff whom they hold in high regard. Teachers secure a learning climate that is ambitious, rich with theological knowledge and skill. Teachers make the lesson content highly relatable by making links with prior learning and wider knowledge. Pedagogy is sharp; lesson tasks and activities bring pupils to a good understanding of subject and offer a real pleasure in learning. High quality questioning is used throughout to encourage and challenge pupils in their thinking and reasoning.
- Well-deployed teaching assistants and carefully differentiated tasks support pupils with SEND fully. Data at key stage 3 and 4 show that pupils with SEND are making strong progress as a result of well-tailored support, in class differentiation and high quality teaching.
- Staff and pupils have excellent relationships. Pupils are willing to fully engage in activities in lessons and to take risks with their learning. Pupils are keen to praise each other and teachers reward effort and progress with genuine words of warm encouragement and celebration.
- Pupils are highly invested in lessons, are willingly to ask searching questions, to reflect deeply and are open to the subtleties needed in mature evaluation.
- Pupils show great pride in their written work and meet the high expectations of teachers. Written work shows attention to detail, accuracy and knowledge development.
- All pupils attain well in RE at both key stage 3 and 4. RE is a high performing department within the school. High quality teaching, consistently high expectations, excellent subject knowledge and an ambitious climate for learning ensures all pupil groups achieve well and make strong progress.

The quality of teaching and assessment in Religious Education is outstanding.

- Assessment is well planned and thorough so that pupils' knowledge and skills are robustly tested and developed. Teachers use formative and summative assessment to ensure that pupils know and remember more. As a result, pupils are making progress and are confident learners. Teachers use feedback incisively so that pupils can see what they are doing well and how to improve. Pupils respond keenly and value the advice from teachers.
- Homework is purposeful and is used well to develop a fluency of knowledge and to help pupils to retrieve rich knowledge and important sources.
- Without exception all RE teachers demonstrate an authentic passion for subject, expert subject knowledge and pedagogy. As a team they bring their expertise together to create a dynamic and well-planned curriculum.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The head of RE leads the department with great care and recognises the skills and talents within her team. Excellent relationships within the department ensure a continuous dialogue of improvement and an honest self-evaluation of RE. Teachers learn from each other and good practice is shared both informally and through formal school monitoring.
- The quality of pupil's current work, both in class and written, is outstanding. This is a result of clear monitoring, standardisation and sharing of outstanding practice that happens routinely in the RE department.
- Leaders and governors ensure that the RE curriculum fully meets the requirements of the Bishops' Conference at both key stages.
- Leaders' and governors' self-evaluation is honest and strives for ambitious and constant improvement. On occasion leaders were too humble in their reflections and judgements. This is because of their unfailing high standards that focus on future efforts and actions to drive to develop rather than resting on their laurels.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

1

CATHOLIC LIFE:

1

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

1

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

1

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

1

COLLECTIVE WORSHIP:

2

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

2

The quality of provision for Collective Worship.

2

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

1

RELIGIOUS EDUCATION:

1

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

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

SCHOOL DETAILS

School name	St Augustine's Catholic School
Unique reference number	147212
Local authority	North Yorkshire
This Inspection Report is produced for the Rt Reverend Terence Patrick Draney the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
Chair of governors	Mrs Eilis Siddall
Head teacher	Mark Taylor
Date of previous school inspection	November 2014
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