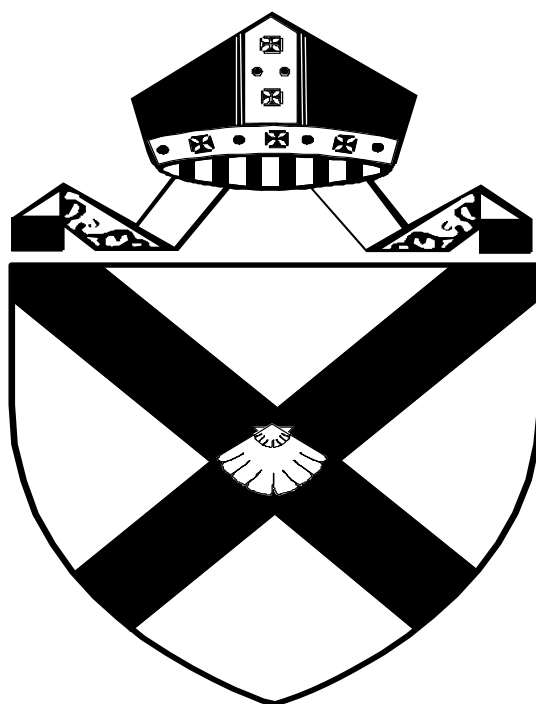


# STATUTORY INSPECTION of ANGLICAN SCHOOLS

## ROCHESTER DIOCESE

2010



**St. Augustine's of Canterbury  
Church of England Primary School**

St. Augustine's Road, Belvedere  
Kent DA17 5HP

**Voluntary Aided**

Bexley LA

Unique Reference No: 134357

Head Teacher: Mrs. Elizabeth Stevens

Chairman of Governors & Incumbent:

Fr. Clive Jones

Inspector: Ms Jan Thompson N.S.92

Inspection: 30<sup>th</sup> March 2010

## Summary judgment

### **How distinctive and effective is the school as a Church of England School?**

#### **Overall Grade 2: Good**

St. Augustine's of Canterbury Voluntary Aided Church of England Primary School in Belvedere is a good and improving Church school.

#### **School Context**

St. Augustine's of Canterbury opened as a church school on 1<sup>st</sup> September 2003, as a new start for a school in 'special measures'. Despite having a much higher than average proportion of pupils with special needs and pupils with English as an additional language, the school now provides a satisfactory standard of education. The school serves a local area of social and economic deprivation. The admissions policy gives preference to local children and about three quarters of these come from church families. The current head teacher has been in post for less than two years.

#### **Established strengths**

- The Christian leadership of the headteacher
- Pupils' spiritual development
- The very good support of the parish church, particularly in the person of the Vicar, who serves as chair of governors

#### **Focus for development**

- The whole governing body should manage the school's self-evaluation as a church school.
- Religious Education (RE) should be improved through better monitoring and use of the level descriptions.

### **How well does the school, through its distinctive Christian character, meet the needs of all its learners? Grade 2: Good**

The school's Mission Statement has been revised, as recommended at the last inspection. It now states clearly that the school sees itself as being guided by God in all that it does. The school's strong Christian ethos is built on the Christian values of respect, kindness and honesty. This results in generally good behaviour throughout the school and caring relationships at all levels. Pupils praise the role models of the adults in the school because they say they listen to them and "don't shout at you." Pupils are helped to relate the teachings of Jesus to their own lives and spoke about trying to behave in a Christian way. For example, they understand the Christian motivation for helping people in need by raising money for charities. Pupils' spiritual development is very good and is particularly well supported by Religious Education and Collective Worship. Key Stage 2 pupils are also enthusiastic about a weekly Bible Club, run by CRIBS (Christian Resources in Bexley Schools), which is attended by over twenty pupils. There are now many excellent Christian displays around the school, which has improved since the last inspection. However, those in the classrooms are not all equally effective in encouraging pupils to be prayerful.

## **What is the impact of Christian Worship on the school community?**

### **Grade 2: Good**

Pupils have a very positive attitude to Collective Worship, which makes good use of music and is of a good standard. They like opportunities to pray and, as one pupil described it, to “sing our hearts out.” They particularly enjoy the whole-school weekly Mass, celebrated by the Vicar, and join in with it well. Pupils take an active part in Collective Worship. For example, a young girl led the hymn at the worship during the inspection by singing solo. There is also a Children’s Worship Committee that chooses some of the themes for the school’s daily worship. This group also prepared a drama for the Easter service in the church. Pupils have a good understanding of the main purpose of worship as directed towards God and they derive personal inspiration from worship. One pupil wrote “When I pray and sing I feel my heart has opened and is full of joy.” There is more opportunity for quiet reflection than at the last inspection. Collective Worship develops pupils’ understanding of Anglican traditions and practices, particularly in the Mass and other services held at the church. Worship is well planned around the Church’s year and well co-ordinated by the headteacher in consultation with the Vicar and others in the small Worship Committee.

## **How effective is Religious Education? Grade 3: Satisfactory**

RE is a very popular subject in the school. Many pupils come from church backgrounds and are well disposed to learning about religion. They particularly like to develop their knowledge and understanding of Christianity, for their own spiritual development. Pupils are less enthusiastic about studying other religions and do not readily appreciate the value of understanding our neighbours’ religions. Progress in RE is inconsistent in the school, with some classes having little work recorded. This suggests that insufficient time is still a problem for RE, as it was at the last inspection. The introduction of the new Diocesan syllabus is helping to support teachers better. Standards of attainment are generally average, compared to national levels, with some pupils performing well. The best teaching is creative and engages pupils’ interest with variety and pace. However, despite in-service training on the use of levels in RE, lesson planning makes no mention of levels or ‘I can’ statements and marking rarely helps pupils to know how they can improve. The RE training has, however, ensured a good balance between learning about religion and applying it to pupils’ lives. The latter enables RE to have a good impact on pupils’ spiritual and moral development.

## **How effective are the leadership and management of the school as a Church school? Grade 2: Good**

The headteacher, who is a Christian, has achieved a great deal in the relatively short time that she has been at the school and she has been well supported in this by the Diocese. The RE subject leader has also been very supportive in developing the school’s distinctive Christian character, but has not yet had time to do all that she wants to do in monitoring and improving RE. A wide representation of stakeholders were involved in the revision of the school’s Mission Statement; and the school improvement plan includes a good agenda to strengthen the school as a church school. However, the governing body is not yet managing the school’s self-evaluation process as a church school and is leaving it to a few individuals. The dedicated and hard-working Vicar is the chair of governors and the spiritual leader of the school. The parents know him and value the church status of the school. The school is also developing helpful links with Trinity CE Secondary School nearby.

