



# St Augustine's Church of England Primary School



## Statutory Inspection of Anglican Schools

### Inspection Report

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School address                      Kilburn Park Road  
   London  
   NW6 5XA

Headteacher                              Ms Suzanne Parry

Type of School                              Primary  
Status    Voluntary Aided  
Unique Reference Number              101125  
Diocese    London  
Local Authority                              Westminster  
Date of last inspection                      27th April 2009

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Inspection date                              26th January 2012  
National Society Inspector              John Viner (NS 144)

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The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

### **Context**

St Augustine's is a popular and over-subscribed primary school with a single form of entry. It is housed mainly in a substantial Victorian building and serves the parish of St Augustine, Kilburn. Its 257 pupils are drawn from the immediate vicinity and reflect the rich diversity of the area. The majority speak English as an additional language, with many of these in the early stages of acquisition. There is a greater than average proportion with disabilities and special educational needs and a much higher than average proportion of pupils in receipt of free school meals. Approximately an eighth of pupils attend St Augustine's or another church. Standards at the end of Key Stage 2 are average. Ofsted has recently judged the school's overall effectiveness to be satisfactory.

### **The distinctiveness and effectiveness of CE School as a Church of England school are good**

St Augustine's Primary School is a good church school and many aspects of it are outstanding. Christian values underpin the school and motivate the excellent relationships between adults and learners. Collective worship and Religious Education make a significant contribution to the spiritual development of pupils of all faiths. The strong partnership with the parish church enables the school to occupy a key role in serving the local community.

### **Established strengths**

- The highly inclusive nature of the school that promotes the spiritual and moral development of learners of all faiths and none.
- The supportive, trusting relationships between and among adults and learners.
- Religious Education that excites and motivates learners.
- The effective partnership with the parish church.

### **Focus for development**

- Ensure that, where an assembly is focused on another faith, there is at least a brief separate act of Christian worship.
- Develop the evaluation of collective worship so that it is systematic and informs future planning.

### **The school through its distinctive Christian character is outstanding at meeting the needs of all learners.**

This is a school that is grounded in Christian values, which are expressed through its inclusiveness and the way that faith and belief are nurtured in children of all faiths. It is this characteristic of the school that ensures that each pupil feels safe, valued and special. It is summed up by the pupil who said, 'I like this school because we are all treated the same, even though we are of different faiths and we all look very different from each other'. Parents agree that, whatever their faith, the school supports and nurtures their children and that, as a result, they learn the language of faith and a respect for religion. The school identifies the specific Christian values it promotes and condenses them as 'underpinned and summarised by love'. This is evident in the quality of the relationships between and among adults and learners, captured by the pupil who said, 'it is a family. You can say things from the heart because it is a very good family'. Although standards attained by learners are around the national average, the evidence demonstrates that adults know each learner well, accurately identify barriers to their learning and work hard to overcome them. As a result learners from the most challenging backgrounds are becoming confident and independent. This focus on the individual is a strength of the school and can be seen in the way that learners demonstrate their appreciation of diversity and develop the skills that prepare them for life. The school environment promotes spiritual development well. There are many good displays that show that this is a Christian school and, in each classroom, there is a focus for quiet reflection and prayer, while a sense of respect and compassion is evident in every aspect of the school's life.

### **The impact of collective worship on the school community is good.**

Collective worship is an important part of daily school life. It plays a dual role with Religious Education in confirming and sustaining the school's Christian identity within its multi-faith context. The vast majority of learners say that they like to attend collective worship. Whether they are Christian, another faith or no faith, both adults and learners agree that they are affirmed and encouraged by worship. Learners especially enjoy the acts of worship that are led by members of the parish clergy; they remember the stories they have heard and understand the deeper meanings. Many Muslim learners say that sharing in a Christian act of worship can help them to think about their own faith. Learners say that they especially like it when they have opportunities to take part in aspects of worship, but these opportunities are limited. Because the school refers to 'assembly' rather than 'worship' it is not always clear that, in a Church school, it should be distinctively Christian. Collective worship is planned around the Church's year and is led by the school leaders and members of the clergy. Learners gain good experience of Anglican tradition and practice, both through worship and the termly School Mass, held in the parish church. Parents of all faiths value these times and many attend the mass. Several parents remark how much they are learning from their children and they appreciate the respect for faith that their children develop. Worship is informally evaluated and learners' views are sought and listened to. However, there is no formal system for using this information to plan further improvement.

### **The effectiveness of Religious Education is outstanding.**

Because Religious Education (RE) is well-taught by skilled teachers, learners say that it is fun and one of the lessons that they enjoy most. As a result, they make as good or better progress in RE than they do in the core subjects. It is remarkable that learners comment that, 'RE is easier to understand than maths!' This can be seen in their mature responses and deepening understanding. Learners agree that they enjoy the freedom that RE gives them to speak openly about their own faith and to explore the faiths of others. The RE curriculum covers the key faiths of Christianity, Judaism and Islam but learners also have opportunities to learn about other faiths that are represented in the local community. The curriculum is enriched by visits to places of worship, including the parish church, the mosque and a Hindu temple. It makes an excellent contribution to community cohesion, and this is recognised and valued by parents. RE is well used to promote learners' spiritual and moral development. Many lessons are underpinned by a focus on the 'golden rule' of reciprocity and mutual respect, which reflects the school's foundational Christian values. RE is strongly led by the deputy head whose skilled practice is an excellent model for the teachers who now share responsibility for it. She has ensured that there is robust assessment in place and this confirms the good progress made by the learners.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher, key staff and governors share an ambitious and sustaining Christian vision for the school. This vision has embedded the many Christian values on which it is grounded and ensured that they are made known to all stakeholders. Foundation governors play an active role in monitoring and promoting the school's Christian character. Parents are very clear that this is a Christian school where all faiths are welcomed and most explain that this is why they choose to send their child here. Christian parents value the strong foundation of faith that the school provides and Muslim parents are happy that this is a school where God is honoured. Almost all parents say that their child develops an appreciation of and respect for religion and beliefs. Parents report that the headteacher and staff are readily accessible. They trust the school and say that they can raise any concerns in confidence that they will be addressed. Leaders and governors know the school well and understand its future leadership needs. There is a strong and effective partnership with the parish church, which has been sustained, partly thanks to neighbouring churches, despite a lengthy interregnum, where there was no parish priest. Foundation governors report to the parochial church council and the church is rightly proud of its school. Parents and staff of all faiths value this link; they recognise the clergy and know that they can ask them for help, if they need it. Good links have been made with other faith leaders. The school plays an active role in and makes an excellent contribution to its local community.



## Judgement Recording Form (NSJRF)



**Name of School:** St Augustine's Church of England Primary School  
Kilburn Park Road, London, NW6 5XA

**Date of inspection:** 26th January 2012  
**Type of Church school:** Voluntary Aided  
**Phase of education:** Primary  
**Number of pupils:** 257  
**URN Number:** 101125  
**NS Inspector's Number:** 144

Rating 1-4

How distinctive and effective is the school as a Church school?	2
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	2
How effective is the religious education?	1
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

\* *Voluntary Aided Schools*