



St Augustine's Catholic Primary School

URN: 103431

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

20–21 November 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

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

1

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

Yes

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

Yes

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

Fully

2

Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

What the school does well

- The school's mission is actively lived out in daily practices, with pupils and staff consistently demonstrating compassion, service, and community values. This commitment reflects an embedded Catholic ethos, fostering a strong sense of identity and purpose, permeating all school community members.
- Staff are inspirational role models and demonstrate a dedication to pastoral care, particularly for the most vulnerable. Through individualised support and a nurturing environment, they ensure that every pupil feels valued and secure, which significantly enhances the overall well-being and academic success of all, rooted in Christ's image and likeness.
- Teachers effectively utilise pupils' prior learning, ensuring that lessons are relevant and accessible to all. This approach fosters a deeper understanding and encourages pupils to build on their existing knowledge, promoting confidence and engagement in their learning journey.
- The prayer and liturgy policy is highly effective, with leaders ensuring that it supports both teacher-led and pupil-led worship. It encourages active participation from the entire school community, allowing staff and pupils to take ownership of their spiritual development while ensuring that liturgical practices are meaningful and in communion with the school's Catholic identity.
- The leaders and governors are highly effective. Their strategic vision and collaborative approach empowers the entire school community to embrace its Catholic identity, ultimately leading to a transformative impact on the spiritual and educational growth of all pupils.

What the school needs to improve

- Ensure pupils can articulate the theological reasons which underpin their charitable work.
- Ensure pupils receive feedback in religious education, clarifying what they have done well and what they need to improve.
- Provide pupils with opportunities to ask questions in religious education lessons which enable them to develop their understanding of and make connections with the Catholic faith.

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

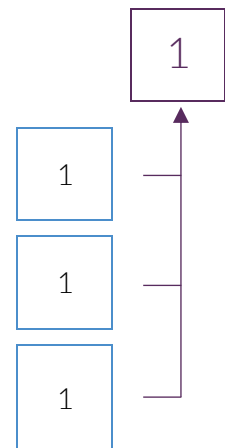
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 highly aware of the school's Catholic identity and mission and actively engage with it. They clearly express that they feel valued and safe and are confident in articulating the school's mission. They demonstrate a profound understanding of their role within the community, understanding that they are contributing to various initiatives helping to fulfil the school mission. Pupils say, 'We try to live out our mission every day to be more like Jesus.' Pupils participate in social action, addressing local needs such as charitable work for local charity 'The Hub', Mary's Meals and Cafod, embodying Catholic social teaching principles. This active involvement fosters a deep sense of belonging and purpose, significantly enhancing personal development and moral growth. The impact of this engagement is evident in the pupils' ability to articulate their faith and values, showing a solid commitment to living out the teachings of Christ in their daily lives. Pupils speak confidently about their own and other religions and have a real sense of respect and tolerance for everyone. They are justifiably proud of their school and talk confidently about how the unique nature of each pupil is celebrated within the school. Pupils are actively involved in the school's chaplaincy provision. In particular, the spiritual council takes a lead role in supporting and promoting Catholic life and mission.

Staff fully embrace the mission of the school and are committed to supporting pupils and their families, particularly those in most need. Staff and pupils openly reflect on Christ being at the centre of all that they do and go the extra mile to provide an exceptional and joyful community. Staff are outstanding role models for their pupils, and relationships are secure. The school offers a rich array of spiritual development opportunities, including liturgical celebrations. These experiences are thoughtfully planned and executed, allowing pupils and staff to engage deeply with their faith. The school provides a wide range of well-planned chaplaincy activities, many of which are developed by the spiritual council. The impact of this provision is profound. This

comprehensive support system nurtures their growth as compassionate and responsible individuals. The school environment effectively reflects its Catholic identity and ethos. Relationships, sex, and health education (RSHE) is carefully planned to reflect Catholic teachings and principles.

Leadership is characterised by a clear vision and unwavering commitment to the school's Catholic life and mission. Leaders and governors actively promote the school's mission through strategic planning and effective governance. They ensure that policies enshrine the school's Catholic ethos and that all staff are equipped to deliver this vision in their teaching and interactions with pupils. Regular, robust evaluations of the school's Catholic life and mission are conducted, incorporating pupils, parents, and staff feedback. This reflective practice allows for continuous improvements to be made which meet the community's needs. The impact of this leadership is evident in the cohesive and vibrant school culture, in which everyone feels valued and empowered to contribute. The school promotes parental engagement; consequently, families are highly supportive of developing their child's vocation. They say, 'The school community is close-knit, and children are supported in their journey of education and prayer,' and 'I feel proud and fortunate that my children attend this supportive school.' There is an open-door policy from leaders, meaning staff feel confident they are supported with their professional and personal well-being. Staff induction is robust and offers support to staff that are new to the school. Staff commented that leaders are always on hand to listen and offer support. The headteacher is inspirational, and stakeholders are thankful for her leadership skills and the care she provides to the community. Governors make highly significant contributions, effectively evaluating with rigour, detailed analysis and targeted improvement.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

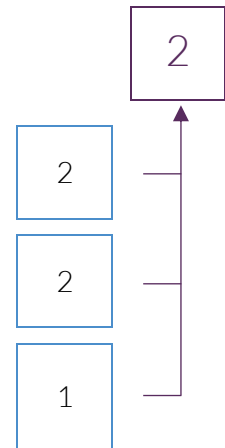
How well pupils achieve and enjoy their learning in religious education

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 exhibit a secure understanding of religious concepts and demonstrate enthusiasm for their learning in religious education; they explore their faith and its relevance in their lives. This engagement is evident in the high levels of participation during lessons and the quality of work produced by pupils. They can confidently articulate their learning, showing a clear grasp of key theological concepts and their application to everyday life, developing a deeper appreciation for their faith. Pupils express enjoyment in their learning, which translates into a positive attitude towards religious education. This enjoyment fosters community as they share their insights and experiences, further enriching the classroom environment. However, pupils are not able to articulate a deep understanding of what they have been learning and are yet to foster inquiry and reflection through teachers' effective questioning. Pupils attain well in religious education, with good outcomes throughout the school. Their work is of a good standard, presented in a range of ways, with high productivity and sustained written outcomes. Pupils are engaged in their lessons, and behaviour is consistently good throughout the school. Pupils' enthusiasm for religious education is good, with pupils enjoying lessons and feeling inspired to explore their faith further. This contributes effectively towards a vibrant classroom atmosphere.

The quality of teaching in religious education is good, characterised by teachers having strong subject knowledge; this is due to highly effective training and support from leaders. Teachers are committed to creating inclusive and stimulating learning environments where all pupils feel valued and supported. They employ a variety of teaching styles, including collaborative learning, discussions, and drama, which cater to various learning styles and needs. Assessment practices are robust, with teachers regularly using formative assessments to gauge pupils' understanding and inform their teaching. This responsive approach ensures that lessons are tailored to meet the needs of all, allowing them to progress effectively. The impact of these practices is evident

in the consistent improvement in pupil outcomes, as pupils demonstrate increased knowledge and understanding of religious issues. Moreover, the emphasis on spiritual and moral development within the curriculum enables pupils to reflect well on their beliefs and values. This reflective practice enhances their academic performance and contributes to their personal growth, fostering a sense of responsibility and ethical awareness. Feedback is detailed, work is celebrated and 'pink to think questions' are responded to; however, feedback does not have next-step prompts, resulting in pupils being unclear about how to improve further.

Leaders play a crucial role in promoting quality religious education. Leaders and governors are actively involved in monitoring and evaluating the effectiveness of the religious education curriculum, ensuring that it aligns with the school's mission and Church teachings. They provide clear guidance and support to staff, fostering a culture of continuous improvement; this is exemplary. The commitment to teachers' training is evident, with regular training opportunities that enhance their subject knowledge and teaching skills. This investment in staff development translates into quality teaching and learning experiences. Leaders encourage collaboration among staff, promoting the sharing of best practices and innovative teaching strategies. This collaborative approach enhances the quality of religious education and strengthens the school community as teachers work together to support pupils' learning and spiritual growth. Leaders and governors prioritise community engagement, fostering partnerships with the local parish and local organisations that enhance pupils' understanding of their faith and its application in the wider world. The outstanding subject leader demonstrates exceptional vision and commitment, effectively guiding the curriculum and inspiring both staff and pupils to deepen their understanding and practice of the Catholic faith.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

During whole school and class worship, pupils participate with reverence and respect. They are joyfully engaged in prayer and liturgy, demonstrating a profound understanding of its significance in their spiritual lives. Regular opportunities for pupil leadership in worship, such as in mission assemblies and the planning, leading, and evaluation of worship, empower pupils to take ownership of their faith journey. Pupils are proud to lead the delivery of messages and themes during such times. Pupils gave positive feedback, saying, 'We are training the younger children by being an example to them,' and 'We are called to lead and guide others.' The spiritual council are exemplary role models to the school community, and their faith exudes and permeates to all. They are confident and well-versed to spread God's love and see it as their God-given vocation. Pupils demonstrate a secure understanding of the Church's liturgical year and clearly understand how this influences prayer.

Prayer and liturgy are central to the life of the school, its heartbeat. These are appropriately planned and offer many significant moments of joy, primarily through opportunities to sing together. The exceptional high-quality liturgies and the wide variety of experiences planned throughout the Church's year ensure pupils' access to the Catholic tradition's breadth and richness. This high standard fosters a strong sense of community and enhances pupils' spiritual development. Scripture is used and referenced effectively and is in line with the Church's liturgical year. Many high-quality areas across the school offer pupils the opportunity for spontaneous prayer, including the outside prayer room. Staff articulate that they feel more connected to their faith and each other, which significantly contributes to a positive school culture and a deeper understanding of their role within the Church and the wider community. This is because of the excellent training they are provided with. Prayer and liturgy are carefully designed and incorporate diverse forms of prayer, scripture, and music, which makes them

meaningful and accessible to all, especially for those who speak English as an additional language (EAL). Staff are inspirational role models and demonstrate exemplary practice with leading prayer and liturgy. Pupils and staff take pride in the prayer spaces it provides across the school; pupils can articulate how this helps them pray, reflect and become closer to God. The school environment both reflects and promotes the importance of prayer and liturgical activities, contributing to a rich communal experience. Signs and symbols across the school, including a large rotating liturgical wheel in the hall, support pupils' knowledge and understanding of the rhythm and prayer life of the school.

Leaders play a crucial role in promoting and sustaining high standards in prayer and liturgy through a robust and progressive prayer and liturgy policy. Leaders provide strong support and training for staff, equipping them with the skills and resources necessary to create engaging and spiritually enriching experiences for pupils. Leaders and governors actively monitor and evaluate the effectiveness, using feedback from pupils and staff to inform their practices. This, combined with the drive for constant improvement, ensures that staff and pupils receive highly effective experiences of prayer and liturgy. Through carefully planned progression evident in the school's prayer and liturgy policy, pupils and staff continually improve their skills in planning and leading their own liturgical activities. Secure leadership and governance are evident in the inclusive practices adopted, ensuring that the community feel valued and represented, which fosters a sense of belonging and enhances the overall spiritual life of the school community. Staff are effectively inducted into the school's prayer life, and they feel very supported by leaders.

Information about the school

Full name of school	St Augustine's Catholic Primary School
School unique reference number (URN)	103431
School DfE Number (LAESTAB)	330 3329
Full postal address of the school	Avenue Road, Handsworth, Birmingham, B21 8ED
School phone number	0121 554 5069
Headteacher	Mary Stanley
Chair of governing board	Malcolm Rose
School Website	www.staugust.bham.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 to 11
Gender of pupils	Mixed
Date of last denominational inspection	July 2018
Previous denominational inspection grade	1

The inspection team

Paul Madia

Vicki Wayman

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