



Archdiocese of Birmingham

Section 48 Inspection Report

ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

Hollis Lane, Kenilworth, CV8 2JY

Inspection dates:

13-14 December 2021

Lead Inspector:

Sister Susan Collins

OVERALL EFFECTIVENESS:**Good**

Catholic Life:

Good

Religious Education:

Good

Collective Worship:

Good

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- Staff have a nurturing and caring manner in their approach to all pupils and visitors. This is led by the headteacher, who is very welcoming and champions the needs of all pupils made in the image and likeness of God.
- Parents speak highly of the school reinforcing the fact that the pupils are spiritually nourished. The headteacher knows each child by name and is keen to make their transition into school smooth.
- Pupils enjoy their learning in Religious Education and as a result make good progress from their starting points.
- Collective Worship is given priority in the school and the headteacher sets a good standard for the rest of the staff to follow.

It is not yet Outstanding because:

- Not all pupils receive the full entitlement of Religious Education, as prescribed by the Bishops' Conference of England & Wales.
- Consistent rigorous monitoring and evaluation procedures are not in place and therefore future improvements are not quickly identified and acted upon.
- Pupils' knowledge of vocation is not fully developed across the school.
- Pupils' skills in planning and leading Collective Worship need to be developed further.
- Feedback marking is not evident in all classes to allow the children to reflect upon and extend their learning in Religious Education.

FULL REPORT

What does the school need to do to improve further?

- Ensure that 10% of curriculum time is allocated to the teaching of Religious Education for all pupils at all times.
- Establish rigorous, consistent monitoring and evaluation procedures in Catholic Life, Religious Education and Collective Worship to drive rapid and sustained improvement, whilst increasing pupil involvement in the evaluation of Catholic Life.
- Improve pupils' knowledge of vocation as a calling from God to holiness and to the mission of evangelising the world.
- Develop pupils' skills further in planning, preparing and leading Collective Worship, with a focus on using a variety of prayer styles, including traditional prayers.
- Feedback to pupils in Religious Education needs to extend learning further so that outcomes improve at all levels.

THE CATHOLIC LIFE OF THE SCHOOL

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

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

CL2 The quality of provision for the Catholic Life of the school

- Staff have worked hard to ensure that the school's physical environment represents its Catholicity. Visitors are aware of the Catholic nature of the school as soon as they enter the building. The mission in the entrance is built into the fabric of the building.
- The mission, 'We live, love and learn together in the light of the life of Christ' is well known and quoted by the children.
- Staff are keen to bring out the best behaviour in pupils with a focus on reconciliation and inclusivity. As a result, pupils are keen to help each other and the behaviour of pupils in the classroom and around the school is excellent.
- The recent development of the Mini Vinnies has enhanced pupils' involvement in the Catholic Life of the school. They supported the collection of the Harvest Donations and set up the Reverse Advent Calendar. Other pupils from across the school need to be regularly involved in activities which promote the Catholic Life of the school.
- The oldest pupils have a good understanding of vocations and God's calling to everyone. They speak confidently and can apply their understanding to

everyday life. However, pupils' knowledge and understanding of vocations needs to be developed throughout all year groups. This will enable their understanding to become firmly embedded.

- Pupils in Years 5 and 6 talk confidently about their own faith journeys and look forward to learning more about and receiving other sacraments.
- Pupils do not have adequate opportunities to participate significantly in the school's evaluation of its Catholic Life and mission. Subsequently, they are not adequately involved in planning improvements to it.
- Staff are passionate about the school, striving to achieve the best for all pupils and enhance its Catholic Life. During the inspection staff dressed as key characters of the Nativity and led a question and answering session for all classes.
- All members of staff show positive attitudes to pupils, one another, parents, and visitors. As a result, the school offers a good standard of pastoral care.
- The school is a prayerful community, with prayer forming a central part in staff briefing, school and class assemblies. This is reinforced by prayers at the start of the school day, before and after meals and at the end of the day. Pupils are not exposed to the full range of the different traditional prayers of the church.
- The environment, in both classrooms and communal areas, actively celebrates and promotes the Catholic Life of the school. Visual prayer foci are relevant and reflect the liturgical season, reinforcing the pupils' understanding of the Church's cycle of seasons and feasts. In some classrooms the prayer focus area needs to be more prominent at the front of the room. Every child made a Bambinelli ready for them to be blessed during the end of term Mass.
- Each class has a 'learning journal' which evidences the celebration of the school feast day and other school traditions like *the blessing of the stones*. Each new child to the school, no matter when they join, is invited to decorate a stone which is then blessed by the parish priest and placed in the prayer garden.
- Pupils' spiritual and moral development benefits from visits to Alton Castle and the whole school Lenten retreat by One Life Music.
- There is good knowledge among pupils of their house saints, which inspires some pupils into action. For example, one child, after learning about St Teresa of Calcutta, went with her parents to give food to the homeless.
- Pupils have a limited knowledge of other religions and faiths; however, they demonstrate a sense of respect for those of other faiths and a desire to learn more about other faiths,
- The parish priest is a frequent visitor and an asset to the school. He works with the pupils in class and church to develop and reinforce their faith. He celebrates Mass weekly and participates in regular sacramental meetings. Pupils, staff, and parents value his support. Prior to the pandemic, the school led a Parish Mass once a month in Church and this was well supported by the school staff.
- Communication with parents is excellent with newsletters, the school website and social media demonstrating and reinforcing the Catholic faith.
- Relationships, sex, and health education is taught in accordance with the teachings of the Catholic Church using an approved programme. As a result, pupils understand the dignity and uniqueness of the human person.

CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school

- The provision for the Catholic Life of the school is clearly acknowledged as a leadership responsibility.
- Leaders and governors demonstrate a very deep level of commitment to the Church's mission in education. They are passionate about their faith being at the heart of everything and governors are fully supportive of the headteacher.
- Several members of the governing body have attended diocesan training. This training supported their annual involvement in the self-evaluation process. Governors confidently agree with the grades on the self-evaluation document. Previously governors were regular visitors to the school and this involvement informed their evaluation of the provision of the Catholic Life of the school. However, formal, rigorous, regular monitoring activities need to be in place so that leaders can evaluate the school more accurately and drive further improvements.
- The governors are very supportive of the staff and carried out a staff well-being engagement activity in March 2021, demonstrating their commitment to their pastoral care.
- Pupils understanding of the Catholic School's Pupil Profile was very limited; only the oldest pupils could name the current virtues. To promote the vision of the Archbishop of Birmingham for schools, this area needs to be explored further. This has already been identified on the school's action plan by leaders.
- Parents are very supportive of the school, however, the views of parents on the Catholic Life of the school are not regularly or systemically sought, monitored, or evaluated. As such, the evaluation of Catholic Life is not robust.

RELIGIOUS EDUCATION

The quality of Religious Education	Good
How well pupils achieve and enjoy their learning in Religious Education	Good
The quality of teaching, learning and assessment in Religious Education	Good
How well leaders and governors promote, monitor, and evaluate the provision for Religious Education	Requires Improvement

RE1 How well pupils achieve and enjoy their learning in Religious Education

RE2 The quality of teaching, learning and assessment in Religious Education

- Most pupils start school with a low baseline knowledge of key religious facts; teachers work well to ensure most pupils meet expectations at the end of Reception.
- Pupils make good progress in Religious Education during Reception and Key Stage 1. In Key Stage 2 progress is variable, although very good in one year group. Many of the children join Reception with levels of development that

are higher than what is typical for their age. Pupils need to be given opportunities to exceed expectations.

- Standards in Religious Education are at least in line with those in other core subjects.
- Pupils with special educational needs and disabilities (SEND) are particularly nurtured and cared for by all staff and are ably supported by teaching assistants. The quality of support provided by them is of a high standard because of their subject knowledge and dedication to the school's Catholic mission. The school must consider ways of scaffolding less able pupils with word banks and other recording strategies to support their learning.
- Pupils' work in books is generally of a good standard, well presented and finished. Yet from Reception to Year 3 there is not enough work in books. In some classes this is due to teaching time being shorter than the required 10% of curriculum time. This must be addressed by classroom teachers.
- One set of books in Key Stage 2 is of a particularly high standard with reflective questions, and opportunities for extended writing. This excellent practice needs to be shared across the school in order to raise expectations for all pupils in all classes.
- The behaviour of pupils in Religious Education lessons is good and relationships between adults and pupils are friendly. Because of this, most pupils concentrate well and enjoy their learning.
- The curriculum is based on the diocesan scheme 'Learning and Growing as the People of God' and follows its recommendations in terms of planning and assessment.
- Teaching across the school is good because lessons are well planned and linked to the pupils' current assessments. Teachers' questioning is effective and routines for learning are well established. To engage pupils further, a range of teaching styles need to be developed.
- The whole school policy of designing lessons around key questions is effective in making learning clear and was evident in all observed lessons. A key question is used to start the lesson; however, they are underutilised in terms of identifying the next steps in pupils' learning.
- Pupils are keen to answer questions and contribute to their lessons.
- Some lessons begin with a prayer and end with a reflection. This is purposeful and completes the learning.
- Pupils' work is marked regularly. Pupils say they respond to verbal feedback; however, this is not helping them to identify the strengths and areas for improvement in their work.
- Children's religious artwork displayed around the school is outstanding. It takes pupils' understanding of Religious Education to a new level with the visual arts. Drama is used in the hall to reinforce key messages in worship and is engaging, though this approach is not used in classrooms.
- During lockdown governors recorded themselves reading Bible stories for the pupils to listen to. Subsequently, they wrote prayers for the governors, which were prayed during governors' meetings.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- Leaders are not monitoring and evaluating Religious Education in a planned and systematic way. There is no link between the self-evaluation document and the action plan. Leaders have not availed themselves of the opportunities

for diocesan training for subject leaders and headteachers which would help them in this respect.

- Religious Education does not fulfil the requirements of the Bishops’ Conference of England & Wales, as the 10% curriculum time allocation is not being provided in three classes.
- Subject Leaders are clearly passionate about Religious Education and are particularly proud of their class learning journals which they introduced. They will need to embed and strengthen this by having a consistent approach, evaluating the activities, and demonstrating impact.
- Governors are dedicated and committed to improve outcomes for all pupils. They monitor the curriculum through a yearly engagement walk with key members of staff and their observations feed into full governing body meetings. They produce a written report which is detailed, outlining their key findings, quotes from the children, questions for the headteacher and ending with ‘golden nuggets’. The latest report focused on investigating the provision and impact of Religious Education during lockdown and staff well-being.
- A recommendation from the school’s monitoring visit was to review and develop effective use of unit markers in Religious Education. The school reflected upon this and discontinued their use. However, as this is a formal recommendation from the archdiocese, leaders need to develop an effective system for pupils’ self-assessment, governors need to hold leaders to account for.
- Subject leaders need to attend the diocesan termly training, feedback to all members of staff and implement key recommendations and initiatives.

COLLECTIVE WORSHIP

The quality of Collective Worship	Good
How well pupils respond to and participate in the school’s Collective Worship	Good
The quality of Collective Worship provided by the school	Good
How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship	Good

CW1 How well pupils respond to and participate in the school’s Collective Worship

CW2 The quality of Collective Worship provided by the school

- Collective Worship is central to the life of St Augustine’s, where praying together is part of the daily experience for all members of the community. Pupils clearly enjoy praying together and subsequently praise God by singing joyfully.
- Pupils are beginning to lead prayer in Years 5 and 6 and are supported by their class teacher. They need to be given the opportunity to experience a wide variety of prayer styles to more frequently inspire deep thought and heartfelt response, and the leadership of prayer by pupils needs to be introduced into all classrooms, in an age-appropriate way.

- Mass is celebrated in school or in the parish church almost every week. Pupils participate fully through leading the readings and singing. The Mini Vinnies plan liturgical celebrations.
- Pupils understand the Church's liturgical year, its seasons, and feasts.
- Staff show the greatest reverence during times of prayer and act as role models for the pupils, therefore pupils are keen to participate in Collective Worship; they are reverent, sing joyfully and can articulate the positive impact that prayer and liturgy have upon them.
- During the inspection, the headteacher led two acts of Collective Worship based on the TenTen resources for the third Sunday in Advent. Pupils processed into the hall with candles and said their mission together. They proclaimed the Gospel with expression and the other pupils listened attentively.
- The headteacher enhances Collective Worship by supporting the pupils in singing with her guitar. Pupils enjoy praising God through the singing of hymns and the standard of singing is excellent.
- During lockdown, the headteacher produced videos for each day of the Triduum and Easter Sunday where she and members of her family sang hymns related to the focus of each day. This was an important way for the school community to feel connected and the videos were valued by all.
- The school has a prayer garden for quiet reflection and a 'Garden of Eden' which is used by pupils across all year groups to play in and to be reminded of the Glory of God.
- Governors prepare and lead a whole school Mass once a year.

CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship

- Leaders know how to plan and deliver good quality prayer and liturgy. They are models of good practice for staff and pupils.
- Themes for Masses and assemblies are planned to reflect the Church's calendar, enabling pupils to have a good understanding of the Liturgical Year, seasons, and feasts. As a result, Collective Worship has a clear message and purpose.
- Leaders need to create capacity to enable more pupils to instigate, plan and deliver their own acts of Collective Worship, and thus develop their confidence in doing so.
- Leaders and governors need to adopt a formal system of monitoring Collective Worship to ensure further well targeted development.
- Opportunities for other members of the school community, such as parents, pupils, and governors to contribute to the evaluation of Collective Worship need to be developed.

SCHOOL DETAILS

Unique reference number	125713
Local authority	Warwickshire
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005).</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	4-11
Gender of pupils	Mixed
Number of pupils on roll	188
Appropriate authority	The governing body
Chair	Susan Berti
Headteacher	Lesley Ritchie
Telephone number	01926 852943
Website address	www.staugustineskenilworth.co.uk
Email address	admin3541@welearn365.com
Date of previous inspection	June 2015

INFORMATION ABOUT THIS SCHOOL

- St Augustine's is a smaller than average primary school serving the parish of St Francis of Assisi, Kenilworth.
- The percentage of Catholic pupils is currently 57%.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of SEND pupils is below the national average.
- The percentage of pupils from minority ethnic origins is in line with the national average.
- The percentage of pupils with EAL is in line with the national average.
- Attainment on entry is above average.
- Since the last inspection a new headteacher and subject leaders for Religious Education have been appointed.

INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Sister Susan Collins and Veronica Gosling.
- The focus of the inspection was on the impact, quality, and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across seven Religious Education lessons to evaluate the quality of teaching, learning and assessment. All lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the co-chairs of governors, the Religious Education link governor, the headteacher, the Religious Education subject leaders, parish priest, parents, and carers.

- The inspectors attended Collective Worship in both key stages, pupil led Collective Worship and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Catholic Life, Religious Education and Collective Worship plans, teachers' planning, class learning journals and the minutes of meetings of the governing body.