



Archdiocese of Birmingham

Section 48 Inspection Report

ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

Part of the Holy Cross Multi Academy Company
Heathcote Street, Radford, Coventry, CV6 3BL

Inspection dates: 15-16 March 2022
Lead Inspector: Rebecca Nash

OVERALL EFFECTIVENESS: **Good**

Catholic Life: Good

Religious Education: Good

Collective Worship: Good

Overall effectiveness at previous inspection: *Good*

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- School leaders and governors are determined in the way they lead and promote the Catholic Life of the school. The mission statement is at the heart of the school and is relevant to, understood and upheld by all.
- There is a palpable Catholic ethos in the school. Leaders have developed a strong sense of family, thus enabling pupils to feel safe, cared for and valued.
- St Augustine's is a happy school where staff are developed professionally. As a result, they have very good subject knowledge of Religious Education. They enjoy teaching it and are highly committed to the school and parish.
- Times of prayer are inspirational and uplifting. Pupils respond with respect, reverence and devotion, and all adults set a positive example.
- The school has a solid link with the parish. There is an excellent relationship with the parish priest, who has a regular presence in the school. This strong relationship greatly benefits both the school and the parish.

It is not yet Outstanding because:

- Teachers' feedback doesn't consistently help pupils deepen their learning from Religious Education and know how to improve their work.

- The study of vocation is not progressive throughout the curriculum, meaning pupils have not fully understood what vocation means.
- The requirements of the Bishops' Conference are not fully met concerning Religious Education.

FULL REPORT

What does the school need to do to improve further?

- Provide opportunities for pupils to know how well they are doing in their written work and what they need to do to improve.
- Ensure all pupils understand what it means to have a vocation and recognise the importance of using one's gifts in the service of others.
- Leaders and governors must ensure that 10% of curriculum time is allocated to the teaching of Religious Education.

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

- St Augustine's mission statement, 'Hand in hand we listen to God's call, we learn from God's word, and we share God's love through service,' reflects how the school community is focused on the love of Christ and his teachings. Staff say, 'It's in everything we do.' Pupils' have a deep understanding of the mission statement, which is reflected in their behaviour throughout the school day.
- Pupils are well behaved, kind, and polite towards everyone they meet and towards each other.
- Pupils understand that listening to God's Word and following his example influences how we treat others. Pupils say, 'We work together and pray and accept everyone.'
- The pastoral care of pupils and their families is of the highest importance to everyone at St Augustine's. Leaders and staff are focused on ensuring every child and family is well supported and cared for. Staff say, 'Everything is a team effort - we see something that needs doing, and we do it.' Their efforts during the pandemic and their support for families were evidence of this. Staff feel appreciated, valued and looked after by leaders.

The pupils and their parents also feel valued, and well looked after by the school.

- All staff care deeply for the pupils. All pupils know they can trust all members of the school community. This enables all pupils to feel safe and happy in this close-knit school community. The staff are excellent role models to pupils because their actions show a commitment to the school's mission. They live out the virtues promoted in the Catholic School Pupil Profile (CSPP) and the Gospel values to ensure that the needs of all pupils are met.
- The school's staff and governors are deeply committed to its Catholic Life. They take part in the Holy Cross Multi Academy Company retreats. The team enjoys being part of a wider Catholic community that positively impacts the Catholic Life of the school.
- The parish priest is deeply committed to the school and celebrates Mass each week with different classes. He supports the teaching of Religious Education and is actively involved in delivering sacramental preparation, ensuring parents are included and involved. Sacramental meetings are held in the parish church to help parents understand the importance of the sacraments in their children's lives. He ensures all pupils at St Augustine's are involved with the Church and writes to each pupil once they have left school to invite them to the parish youth group. The pupils respond positively to the school's chaplaincy provision and are proud of the parish priest; they greatly value and respect him. The children and staff know and understand how the Parish Priest helps to bring them closer to God.
- Pupils actively participate in activities that promote the school's Catholic Life and Mission. Through their charitable donations, both staff and pupils show a solid commitment to the vulnerable and needy. Pupils can talk about how they have supported a wide range of charities locally, nationally and globally. These have included collecting items for the Coventry food bank, raising money for the Haiti earthquake appeal, and supporting Fr Hudson's Society. They are involved in Cafod's 'Live Simply' programme and have carried out litter picking activities in the local area, walk to school days, and plant trees. Their 'Footsteps in Faith' books illustrate clearly how they fulfil their Catholic mission. Pupils could talk about making Christmas cards for parishioners during the pandemic and their plans to grow carrots on the school grounds and make soup for the parishioners. Pupils have a genuine desire to make a positive contribution and are aware of the needs of others. The pupils' range of charitable works is a true testament to this.
- Pupils have opportunities to contribute to the Catholic Life of the school by being a member of the school council, an eco-team member, a Catholic Life ambassador or by joining the liturgy team. These pupils play an active part in the Catholic Life of the school, conscientiously undertaking positions of responsibility and leadership. They are proud of their involvement and leadership and say, 'we want to make our school and world a better place for everyone.' Another pupil said, 'the work we do in our school brings us closer to God.'
- From the very moment you step inside St Augustine's Catholic Primary School, the mission and identity of the school are visibly evident. Displays around the school and in classrooms are of a high standard. They reinforce the Catholic mission of the school and provide pupils with resources to support their learning, especially the prayer areas, which encourage pupils to pray. The school's environment is meticulously well maintained and provides a peaceful and spiritual space to learn and work in.

- The school provides opportunities for pupils to learn about other faiths and cultures. Pupils belonging to other faiths and religions lead celebrations of their faith throughout the year. However, due to the pandemic, planned visits to places of worship have been limited.
- Pupils have some understanding of vocation; however, this needs to be more fully developed as they move through school.
- Sacramental preparation for pupils takes place during Religious Education lessons. Parents are very well supported by the school and the parish priest during this preparation. Meetings with parents help them know how they can best support their children on their faith journey.
- Provision for relationship, sex, and health education (RSHE) is made through the TenTen's 'Live Life to the Full' programme, which is consistent with the teaching of the Church. It is detailed and developed appropriately for all pupils from Foundation Stage to Year 6. It enables pupils to explore feelings and emotions and how they impact themselves and others. The response from pupils and staff has been very positive.

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

- Catholic Life is led by the acting headteacher, who is dedicated and leads with a passion rooted in a love for the pupils, staff, and the parents in her care. This enables the staff and governors to provide a very high standard of pastoral care for all the pupils and parents.
- All staff at St Augustine's are fully committed to the Catholic Life of the school. There is a strong sense of community at all levels, evident in the high-quality relationships between all colleagues, support staff, the Catholic senior executive leader (CSEL) and pupils, and the importance of prayer to the whole community's life. St Augustine's Catholic primary school is a joyful and supportive community.
- The acting headteacher, the senior leadership team and the governors provide challenge to all aspects of Catholic Life. The parish priest is also very supportive of the Catholic Life of the school. A strategic monitoring plan for Catholic Life ensures that all stakeholders know when monitoring is happening and any subsequent actions. The monitoring and evaluation of Catholic Life take place through lesson observation, learning walks, book scrutinies and professional conversations with staff and pupils.
- Governors are ambitious for the Catholic Life of the school. They have carried out an audit of provision and are committed and actively involved in its evaluation. They are ready to challenge and support leaders.
- Leaders and governors recognise the impact of the pandemic and the limitations that have prevented monitoring activities and self-evaluation from taking place; however, they are committed to the Catholic Life of the school and have rigorous and robust plans in place for future monitoring and evaluation which will involve the multi academy company.
- The acting headteacher and all staff members have a performance management target linked to Catholic Life. This helps to maintain Catholic Life as a key priority for all staff.
- The Religious Education link governor and Chair of the governing body have valuable experience working in Catholic Education and are very active within the school and parish. They are highly ambitious for the Catholic Life of the school and are actively involved in its evaluation.

- Leaders ensure that the Catholic Life of the school features curriculum planning in all areas. In all lessons, links are made to the school's Catholic Life, and the environment reflects this in terms of displays.
- Effective induction systems help to ensure new staff members can contribute to and uphold the Catholic Life of the school. Leaders supported by the staff keep the strong and distinctively Catholic culture of the school whilst ensuring the school is inclusive and accessible to the entire community. Staff have valued the opportunities for continuing their professional development. All spoke positively about the continuing professional development (CPD) opportunity provided by the multi academy company with Sr Judith Russi. The strength of this work is reflected in the harmonious community that thrives at the school.
- Strategies to involve parents in the Catholic Life of the school are well established and successful. The school and parish work collaboratively to promote attendance at Mass. Parents are contacted through email, text, and a weekly newsletter is also available. Many parents have said that 'Communication at this school is good, we know we can always talk to the staff, and we always know what is going on.' Parents are very happy with the school and its leaders. They said they felt part of a Catholic community and were grateful for the support they received during the lockdown from the school. Parents feel a welcomed part of the community.
- Parents' views are sought through surveys and questionnaires. These are thoughtfully responded to, and parents have said they feel listened to by the school. The school has plans to develop the opportunities for parental engagement post-pandemic further.
- Leaders ensure that the school is compliant with the archbishop's decisions relating to Catholic Life. As a result, pupils experience the CSPP in their school life experience.

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	Good

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

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

- The school self-evaluates its outcomes for and provision of Religious Education as good. Inspectors corroborate this judgement.
- The school has identified that pupils enter the school with a very low understanding of the Catholic faith. However, due to good teaching, they quickly begin to make progress so that, by the end of the foundation stage, most are working at expected

levels. Their attainment in Religious Education is at least in line with other core subjects.

- Progress in Religious Education is good for most pupils in each key stage. In lessons, pupils are generally enabled to move on to the next learning phase, though this is not always consistent in Key Stage 2. The school has recognised that it needs to increase the number of pupils working at the expected levels.
- Pupils use the knowledge they have acquired in lessons to think spiritually, helping them be aware of the effect of religious beliefs in their everyday lives. 'I wonder' questions encourage pupils to reflect on some of the key themes encountered in their lessons. Religious art effectively engages pupils in the 'I wonder' process.
- Teachers effectively use religious art to stimulate and engage pupils in their lessons. This allows for high levels of engagement where all pupils are on task and are motivated in their work. This was evident in a lesson about The Prodigal Son, where pupils used the image to recall the parable. Inspectors saw another very creative lesson in Nursery about 'The Good Shepherd.' The class teacher demonstrated excellent subject knowledge and had pitched the work appropriately for the children with appropriate activities in place. Due to the skilled delivery of the class teacher, children in the Nursery are helped to know more and remember more about their learning in Religious Education. It is clear that routines and procedures are firmly embedded; consequently, pupils' behaviour is exemplary.
- Questioning is consistently good in most lessons. Effective assessment for learning strategies are employed to help teachers know where the gaps in learning are and to help pupils think and understand what they are being taught. This was evident in a lesson about the parable of the Lost Sheep, where the teacher posed some probing questions leading to the pupils engaging in meaningful conversations. In another class, pupils were provided with quiet thinking time to reflect on forgiveness and reconciliation. Such strategies enable pupils to make progress in their learning.
- Staff have established positive relationships with pupils, and pupils' behaviour in lessons is good, despite lengthy teacher-led discussions and explanations in some classes.
- In all of the lessons observed by inspectors, teachers' robust subject knowledge was a strength, which enabled them to fascinate pupils and stimulate thoughtful responses from all age groups. For example, in one lesson about considering the actions of Christians in the light of the teachings of Christ and the parable of the Rich man, pupils were posed with some probing questions such as 'Is being rich a sin?' The pupils were able to show a balanced argument about wealth and its advantages and disadvantages in the light of being a Catholic today.
- Teachers plan good lessons linked to pupils' current assessment so that most pupils learn well. As a result of this, teaching is good. Religious Education continued to be taught during periods of lockdown, which the pupils also enjoyed.
- Feedback in Religious Education follows the school's policy. However, pupils' achievements and efforts are not always clearly evident in their Religious Education books. The policy in practice does not help or support pupils in understanding what they need to do to improve their work.
- Teachers have high expectations of pupils' work and behaviour in lessons. They create very positive learning environments for the pupils, and consequently, pupils' attitudes to learning in Religious Education are exemplary.
- Pupils' additional needs are met accordingly. Positive relationships between staff and pupils are evident, enabling pupils to succeed in their work.
- Additional adults, particularly in Key Stage 1, make a precious contribution to lessons in Religious Education. They provide valuable support for pupils and

help to ensure that individual pupils' needs are met. As a result, pupils are highly engaged and motivated and can confidently tackle the work set for them.

- Teachers effectively plan work that enables pupils to achieve the learning outcomes that most children should achieve. Where planning is good, pupils with special education needs or disabilities (SEND) are supported to access the curriculum content effectively, whilst more able pupils are challenged to secure the more demanding outcomes. However, this practice is not consistent across the school as in some lessons, pupils complete the same activities, regardless of their ability.
- Most pupils' work is neatly and carefully presented and comparable to that of other core subjects, but there is scope for further improvement in some classes.
- When appropriate, teachers create opportune moments for prayer in Religious Education lessons. Their skilful management of the class guarantees that children experience beautiful moments of awe in the presence of God that enhance their learning experiences.

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

- The school self-evaluates its leadership and management of Religious Education as Good. Inspectors corroborate this judgement.
- Leaders follow the *Learning and Growing as the People of God* curriculum but do not ensure that the directed amount of time is allocated to the teaching of Religious Education. Consequently, St Augustine's Catholic Primary School meets some of the Bishops' Conference of England and Wales requirements. The additional requirements of the Archbishop of Birmingham are met in full.
- Religious Education is fully comparable to other core subjects, which is evident through resourcing and continuing professional development of staff.
- The leaders and governors of St Augustine's Catholic Primary School ensured that the teaching of Religious Education remained a top priority throughout periods of lockdown caused by the pandemic.
- Although absent at the time of the inspection, the subject leader has a clear vision for the teaching and learning within the subject and has a good level of expertise in securing this vision. As a result, the school's quality of teaching and learning is good.
- Leaders plan the monitoring of Religious Education on a termly basis using diocesan proformas; this is also evident in the school's self-evaluation. Consequently, areas for development are routinely identified and actioned. The subject leader for Religious Education, acting headteacher, and senior leadership team check back to ensure actions have been implemented and assess whether further action is required. Analysis of monitoring is shared with the governors through reports written by the acting headteacher.
- Governors are provided with regular updates about pupils' attainment and progress in Religious Education, and they have an accurate knowledge of the strengths and areas for development in the school. There is an individual link governor for Religious Education who undertakes monitoring with the subject leaders and contributes, with the governing body, to the school's self-evaluation and action plan.

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 the school, and praying together is part of the daily experience for pupils and staff. Staff have the opportunity to contribute to prayer at each staff meeting.
- Pupils act with reverence and are keen to join in Collective Worship. They sing and respond to prayers with confidence. Deeply embedded routines are built around high expectations, and all instances of prayer are genuine moments of spiritual encounter. This was evident in 'holy time', which the pupils led and their confidence and knowledge of leading Collective Worship.
- Pupils read at Mass and write bidding prayers for the liturgy. These prayers often reflect current issues in the world or prayers for those in need within the community, demonstrating pupils' ability to associate prayer with their lived experiences.
- Pupils are involved in leading and preparing prayer for 'holy time.' They use PowerPoints and artefacts and confidently read from the Gospel from the Bible. This is because of the school's high expectations and embedded routines.
- All members of staff ensure that the prayer is planned around suitable themes. The Church's liturgical year is prominently reflected in displays around the school site and is routinely mentioned during instances of worship. Pupils have an excellent understanding of the Church's key seasons and feasts and can articulate their relevance to their own lives.
- Staff understanding of the liturgical year is strong and secure. As a result, they are confident in supporting pupils to use it to plan their prayers.
- Pupils could readily describe the various liturgical seasons and made connections to the 'holy time' opportunities in school, for example, at the start of Advent and Lent.
- Pupils use a variety of approaches to prayer; formal and informal, private and communal and they are encouraged to be still and listen to God.
- Pupils are encouraged to be creative. This was evident in 'holy time' when pupils had made a sending forth badge with a message about 'love'.
- During the pandemic, pupils and staff had the opportunity to engage in collective worship with other schools within the multi academy company. Staff felt that this connection was important, and prayer and worship brought them closer together with colleagues from other schools when they had to be physically apart.
- Staff have valued the input of the CSEL in Collective Worship and the importance of being led by example.

- Pupils have benefitted from the Stations of the Cross being delivered across the multi academy company and have enjoyed visiting other schools and sharing ideas.
- The school is on a journey of recovery from the pandemic by involving parents in the Collective Worship life of the school.
- Acts of Collective Worship at St Augustine's are immersive and engaging for the pupils and evoke sensitive, thoughtful, and reflective responses from them.
- All pupils, regardless of their religious background, make connections between the teachings of Christ and their own lives and beliefs. In 'holy time' led by the pupils, responses are heartfelt and sincere, with many understanding the impact of their actions and the importance of bringing God's love and light into the world.
- All staff give Collective Worship the highest possible status and are very positive role models for the pupils. This is evident in the prayerful atmosphere that abounds in all acts of Collective Worship and the reverence and respect shown by adults and pupils alike.
- There are weekly Masses for different classes in the church, and there is a mission assembly every Monday led by the acting headteacher.
- Pupils have a well-developed sense of respect for those of other faiths. This is evidenced in the school environment and when pupils from other religions have the opportunity to share and celebrate their beliefs.
- All pupils show reverence and respect, which is evident in the way pupils prepare and participate in the prayerful and liturgical life of the school.
- Pupils have a good knowledge of traditional prayers of the Church. As a result, pupils speak confidently about the traditional prayers they have learnt.

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

- Good quality, relevant and spiritually moving acts of Collective Worship are firmly at the heart of St Augustine's. They are carefully and thoughtfully planned and organised because the leaders and the entire staff see prayer and worship as a high priority.
- School leaders have the knowledge and skills to deliver meaningful Collective Worship that encourages thoughtful and mature responses from the pupils. Pupils are given very precise messages at these times of prayer and worship and can readily explain how the teachings of Christ are relevant to their daily lives. An example of this was in the Mission assembly, where pupils were helped to see how their actions could help others.
- School Leaders have rightly recognised the need to encourage pupils to plan, prepare, and lead Collective Worship more independently in school. They need to grow in confidence now that school life is returning to normal.
- School leaders have historically monitored and evaluated Collective Worship throughout the school and provided one-to-one and whole staff feedback as necessary. They recognise that they need to re-establish the monitoring of Collective Worship by pupils and Governors post-pandemic and are working with staff who require support.
- Prayer has a clear message and purpose. Themes for Masses and assemblies reflect the liturgical calendar and ensure pupils have a good understanding of the liturgical year, seasons and feasts.

- The acting headteacher is a very visible leader of Collective Worship and acts as a positive role model. She knows and understands the community she serves and works with great sensitivity to ensure that Collective Worship provided by all is relevant, accessible, and engaging.
- The school works thoughtfully to involve families in the school's prayer life; for example, pupils and their families were engaged in purposeful Collective Worship during the lockdown.
- The spiritual formation of governors, staff and leaders is given high priority. Planned CPD and retreat days for staff, governors, and leaders have taken place with other Holy Cross Multi Academy Company schools. These have been valued and well received by staff.
- Leaders and governors ensure that the school is fully compliant with the additional requirements of the Archbishop of Birmingham.

SCHOOL DETAILS

Unique reference number	147343
Local authority	Coventry
<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	Academy
Age range	3-11
Gender of pupils	Mixed
Number of pupils on roll	378
Appropriate authority	The board of directors
Chair	John Teahan
Headteacher	Claire Carey (acting)
Telephone number	02476 596988
Website address	www.staugustinesprimary.net
Email address	admin@st-augustines.coventry.sch.uk
Date of previous inspection	October 2015

INFORMATION ABOUT THIS SCHOOL

- St Augustine's Catholic Primary School is one of two Catholic schools in the parish of Christ the King, Coventry. It serves a densely populated area recognised as an area of deprivation close to the city centre.
- The percentage of Catholic pupils is currently 62%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is above the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is below average.
- Since its last inspection, the school has had some significant changes: there is a new subject leader for Religious Education, two new assistant headteachers,

the deputy headteacher is currently acting headteacher, following the departure of the previous headteacher, with one of the assistant headteachers now acting as deputy headteacher. There has also been a significant turnover of teaching staff.

- Since the last inspection, the school has converted to an academy and joined Holy Cross Multi Catholic Academy.

INFORMATION ABOUT THIS INSPECTION

- Two diocesan inspectors carried out the inspection: Rebecca Nash and Rachel Girling.
- 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 all classes to evaluate the quality of teaching, learning and assessment in Religious Education. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed 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 collective worship experience.
- Meetings were held with the chair of governors, the Catholic Life link governor, the headteacher, CSEL, the senior leadership team, parish priest, parents, and staff.
- The inspectors attended a year group Mass, class, and whole school Collective Worships and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the school's Catholic Life, 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 Religious Education action plan, teachers' planning and Religious Education exercise books.