



# St Augustine's Catholic Primary School

URN: 140755

Catholic Schools Inspectorate report on behalf of the Diocesan Administrator of Plymouth

06–07 June 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### 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

2

#### 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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

## What the school does well

- This is a strong, inclusive, welcoming school that supports all.
- The staff are a strong team that show gospel values in caring for each other and the pupils.
- The school is committed to supporting diocesan initiatives in developing the new *Religious Education Directory (RED)*.
- The governors provide strong support to develop and evaluate the Catholic life and mission of the school.
- There are opportunities for all, and especially through membership of the Mini Vinnies, to put faith into action.

## What the school needs to improve

- Ensure tasks in religious education match the learning objective and enable pupils to show their knowledge, understanding and deep thinking.
- Support pupils to become self-evaluative in religious education.
- Put a strategy in place to ensure a progressive build-up of skills to plan and lead worship at age appropriate levels.

## 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

2

#### Provision

The quality of provision for the Catholic life and mission of the school

2

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2

2

Pupils understand the mission and actively participate in the Catholic life of the school through their willingness to take part in prayers and the extensive charity work they do. Their understanding of Catholic life is reinforced through their links with the parish priest and his work in the school. They understand they are loved and valued and feel well-supported. They are given opportunities to take responsibility in the school, for example, through the school council and the Mini Vinnies. They are happy, secure and confident and enjoy coming to school. They have a good understanding of gospel values and that they are being taught to follow Jesus' footsteps. Pupils implicitly understand the demands of Catholic Social Teaching and are keen to support those in need and care for the environment; suggesting activities themselves, for example, taking flowers from the recent Mary procession to local care homes. Pupils mostly demonstrate respect for each other and are growing in their awareness of other faiths and cultures and seek to know more. Behaviour is predominantly good. The Mini Vinnies group are highly valued by the school. They are proud to belong and see themselves as role models for younger pupils.

The Mission Statement, based on scripture, is a clear expression of the mission of the church; it is visible around the school and pupils know and understand it well. Staff are highly committed to support the Catholic life of the school and participate in activities that reflect its mission, for example, supporting the sacramental programme, supporting those with needs, sharing the reading of the gospel at whole school worship, modelling gospel values towards each other and pupils and supporting the charity work of the school. This school is a welcoming community where all are included. Pastoral care for pupils is strong with a Pastoral lead working closely with pupils and families. There are many displays, including of gospel values, school virtues, Catholic Social Teaching, which reflect the schools' Catholic nature. Every class has a focal area that

reflects the liturgical season, and these are well-maintained. The chapel is a beautiful space with thoughtful and high-quality artefacts including a stained-glass window and the stations of the cross. The Mini Vinnies meet weekly and are well-led by the religious education lead, supported by the parish priest. Relationships education is faithful to the teaching of the church. It is well-planned and adapted where necessary to cater for the needs of the pupils and the parents.

The development of Catholic life and mission is seen as a core responsibility by leaders and governors, and they seek to ensure that Christ is at the heart of the school. They promote the diocesan vision for the school and work in partnership with the diocese; they encourage staff to be involved in diocesan initiatives. The school seeks to continue to strengthen their links with the local parish, to support events within the parish and encourage links, for example, through the children's choir, the sacramental programme and altar servers. Leaders and governors have worked to build up clear lines of communication with parents and strategies to involve parents in the life of the school, this is an ongoing process. Parents are supportive of the school. The school is seeking to embed Catholic Social Teaching in the wider curriculum. Leaders and governors go above and beyond to support the welfare of all staff and pupils and this has been made explicit through their support, including specific bereavement support, over recent months. This is highly valued by staff. Governors are ambitious for the Catholic life and are actively involved in the evaluation of the school through their monitoring visits and surveys. They are organised and committed. There is an effective induction programme in place that enables new staff to understand their role in supporting the Catholic life and mission of the school.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

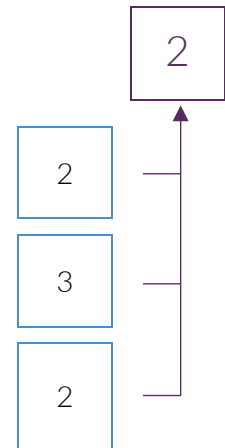
How well pupils achieve and enjoy their learning in religious education

#### 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 are learning more and remembering more as they go through the school. Recaps at the beginning of each lesson enable pupils to show their knowledge and understanding. Pupils with specific needs are sensitively catered for with adaptive tasks to ensure that all are included. Behaviour is good in most lessons. Pupils enjoy religious education lessons and are fully engaged. They are able to make connections between faith and life and as a result are developing morally and spiritually. They are able to use some religious vocabulary when answering questions and their own questions show deep thinking and curiosity. Mostly they concentrate well and older pupils show good independent work, for example, through research tasks; although in the younger year groups they can sometimes find it hard to concentrate. Class big books show representation of learning through a variety of creative activities, for example, drama and artwork. Pupils have a thirst for learning, they want to improve and know more, for example, in their learning in other faiths. At present, they do not have a good concept of how well they are doing and how they can improve their work.

Staff are clearly highly committed to the teaching of religious education, they want to do well and develop their own knowledge. They recognise the impact that religious education lessons have on spiritual and moral development and give time and space for reflection. They offer pupils a variety of ways to present their learning. Resources are mostly well-planned and in some classes of high- quality, enhancing pupils' learning. Teaching assistants sensitively and gently support those with needs. Staff subject knowledge is not always secure, and, as a result, expectations are too low and deeper theological knowledge is not explored. Pupils' misconceptions are not always corrected. Tasks do not always match the learning objective or give pupils the opportunity to show their knowledge and understanding, in particular, questions that require evaluative and greater depth responses. The standard of work and skills shown in

other core subjects are not always translated to their religious education books. Feedback to pupils does not allow them to have a clear understanding of what they have done well and what they need to do to improve their work. Planning is not linked to current assessment.

The school's religious education programme is a faithful expression of the *RED*. Religious education is treated as a core subject in terms of timetabling, budgeting and staffing. Professional development opportunities are provided in-house and staff are encouraged to take part in diocesan courses. The religious education lead has a clear vision for religious education in the school with an action plan in place. There is a monitoring schedule in place, however the school recognises that it has not been as rigorous recently; leaders and governors are aware of key issues that need to be addressed. The needs of groups are met through adaptive learning and support. Governors are supportive, involved and informed. They have a clear idea of the position of the school and what needs to be actioned next. They have been involved in the monitoring process through pupil conferencing, books looks and lesson visits. Enrichment opportunities have been provided through church visits, input from the parish priest, and a visit to the local convent for a spiritual retreat. CAST has ensured that the school has been well-supported through a difficult time, including appointing an experienced interim head and providing support for pupils with specific educational needs.

## 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

2

#### Provision

The quality of collective worship provided by the school

2

#### Leadership

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

2

2

Pupils respond well to the opportunities offered to them to pray. They participate respectfully, joining in prayer and singing, and know expected responses, for example, when the gospel is read. The Mini Vinnies lead whole school celebration of the Word with confidence and enthusiasm, with younger classes able to make a contribution, for example, the youngest pupils demonstrate the sign of the cross. Pupils understand there are a variety of ways to pray due to the opportunities to join in different services, for example, saying the rosary, silent reflection and the recent Mary procession. Some pupils know the different seasons of the liturgical year and are able to relate these to their focal areas in class. Pupils are given the opportunity to plan and lead worship in the class at the end of each religious education unit. There is a template in place to ensure that this is of a consistent quality, and this is evaluated orally. Pupils are able to make connections between prayer in school, the life of the church as a whole and events in the world. They are aware that prayer and action are linked.

Prayer is central to the life of the school. It is celebrated at staff and governor meetings. There is a daily pattern of prayer that is connected to the prayer life of the church. Whole school celebration of the Word at the beginning of the week includes the Pope's monthly intention and the gospel value of the week. The celebration assembly at the end of the week celebrates with certificates pupils who have shown the gospel value of the week. Staff and pupils are able to nominate for this award which is further celebrated in a gospel value display. Provision for prayer and liturgy is planned to offer a range of ways to pray that link in with both the season of the year and traditional Catholic practices such as the Mary procession in May. Staff, including senior leaders are models of good practice in the ways they participate in prayer and liturgy, and support parish liturgy. Staff support pupils to plan and lead prayer and liturgy for others. The chapel is regularly used by staff and pupils with each class having a weekly time allocated. It is a

well-cared for space that lends itself to prayer and quiet reflection. Each classroom has a prayer area which reflects the season of the year and includes age appropriate artefacts and prayers. Displays around the school promote the Catholic faith. Parents are invited to participate in liturgical events.

The CAST Collective Worship policy is well formulated and used by the school. The school calendar is planned to reflect the liturgical year; opportunities to celebrate the eucharist at key moments are included; holy days and the sacrament of reconciliation are celebrated in the school. All staff understand the importance of prayer within the school community and feel supported. They value the support of the parish priest and the religious education lead in planning and leading prayer. The format of the celebration of the Word is consistent across the school ensuring that scripture is at the heart of each celebration. The religious education lead is a good role model for other staff, not just in leading prayer and worship, but also in involving all pupils. Leaders and governors recognise the importance of making time for prayer and worship within the school community. They also recognise the need for high-quality resources for worship and ensure that the budget reflects this. Pupils and staff are encouraged to review the quality of worship as part of their self-evaluation. Governors are involved in monitoring as part of their annual schedule and ensure that there is an effective action plan in place.



## Information about the school

Full name of school	St Augustine's Catholic Primary School
School unique reference number (URN)	140755
School DfE Number (LAESTAB)	8383670
Full postal address of the school	St Augustine's Catholic Primary School, Hardy Avenue, Weymouth, DT4 0RH
School phone number	01305782600
Headteacher	Alan Frame
Chair of Local Governing Body	Vicky Smyth
School Website	<a href="http://www.staugustines.dorset.sch.uk">http://www.staugustines.dorset.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Plymouth Cast
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	January 2016
Previous denominational inspection grade	2

## The inspection team

Dawn Summers Breeze – Lead Inspector

Ann Fowler – Team Inspector

## 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