



# Archdiocese of Birmingham

## Section 48 Inspection Report

### ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

Whitefields Road, Solihull, West Midlands, B91 3NZ

Inspection dates:

10-11 February 2020

Lead Inspector:

Stephen Godber

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#### OVERALL EFFECTIVENESS:

**Good**

Catholic Life:

Outstanding

Religious Education:

Good

Collective Worship:

Outstanding

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*Overall effectiveness at previous inspection:*

*Outstanding*

#### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- Catholic Life is a noticeable and easily defined outstanding strength of this school.
- A very dedicated headteacher, supported by a committed Religious Education leader and knowledgeable governors ensure that all areas of Catholic Life, Religious Education and Collective Worship are passionately led and effectively monitored.
- Excellent role models provided by the staff, governors and clergy facilitate a culture of trust. This results in the pupils having confidence to live out their faith in this loving Catholic school and parish community.
- All teaching staff have been quickly and effectively developed by senior leaders so that they enjoy teaching Religious Education. As a result, most pupils approach their lessons with enthusiasm. They respond well to opportunities that extend their learning.
- Pupils' behaviour is exemplary during all worship and they participate enthusiastically and with reverence.

It is not yet Outstanding because:

- Teachers do not provide enough challenge for pupils, especially the most able, in their Religious Education lessons.
- The work set in Religious Education is not always appropriate for the abilities of the pupils and the presentation of work is not consistently good across all classes.
- The pupils do not yet make good use of the excellent provision the school has developed for voluntary prayer.

## FULL REPORT

### What does the school need to do to improve further?

- Provide greater challenges for all pupils, particularly the more able, across the Religious Education curriculum to raise standards.
- Develop opportunities to elicit deeper responses from the pupils in exploring their faith and how to put it into action, and to facilitate more opportunities for pupils to experience awe and wonder in lessons.
- Encourage and enable pupils to participate more in voluntary acts of worship by making more use of the excellent prayer areas available in school.

## THE CATHOLIC LIFE OF THE SCHOOL

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

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

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

- The Catholic Life of St Augustine's is outstanding.
- The solid foundation of the school is found in its mission statement, 'We love and learn together by growing in friendship with Jesus'. The mission is lived out purposefully by everyone in the school community. This is because leaders and governors ensure it is regularly reviewed by all stakeholders and they ensure it is relevant and meaningful for the pupils. As a result, everyone in the community at St Augustine's, whether they are leaders, governors, pupils or parents have a deep and practical understanding of what the school's mission is and how they contribute to it.
- Regular reference to the mission statement during assemblies, Mass, prayer opportunities and in displays ensure that all pupils understand and reflect on its meaning and the expectations it places upon them.
- All the pupils show a deep respect for themselves and others as made in the image and likeness of God. They show respect and consideration towards others in their daily lives around the school.
- Pupils actively lead and participate in the Catholic Life of the school in many ways. For example, they review the school mission statement. In addition, they monitor the physical environment throughout the school, actively participate and lead initiatives in a variety of charitable work and serve others as members of the Religious Education council, prayer friends, eco council, servers and Mini Vinnies. The school has supported a wide range of charities

including CAFOD, Father Hudson's Homes, NSPCC, Brush Strokes, support for a school in India, Christmas Shoe boxes as well as other parish initiatives.

- The leadership team has worked hard in recent years to develop parish links which are now acknowledged as excellent by all stakeholders. The links between school and parish ensure that staff, pupils, parents and parishioners all contribute to, and receive, a greatly enhanced and positive experience of Catholic Life. Excellent support is provided in school from the parish priest and his assistant clergy in delivering high quality sacramental teaching which benefits the pupils and their parents. Likewise, the school supports many parish events throughout the year. Excellent relationships are evident in all areas.
- All staff are fully committed to the mission of the school. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school. They are exemplary role models of mutual respect and forgiveness for pupils. Led by the dedicated headteacher they regularly give up time to support school and parish events. Parents, governors and clergy recognise and welcome staff attendance at parish events.
- The staff have a strong commitment to the Catholic Life of the school. They participate enthusiastically in staff prayer and Collective Worship, with teachers and teaching assistants taking the lead in delivering these.
- The strong provision for continuing professional development is evident in the way all staff embrace, respect, understand and promote the Catholic Life of the school. All staff have appropriate Catholic performance management targets set to encourage their further professional development.
- The school environment greatly enhances the school's mission and Catholic identity. There is a rich variety of different displays, depicting the virtues promoted in the Catholic Schools' Pupil Profile (CSPP), different saints and the beauty of God's creation.
- The outstanding knowledge that the pupils have of the virtues outlined in the CSPP ensures that they can identify and articulate how these relate to the scriptural stories they have covered and can be translated into their own lives and how they are called to live out their faith. These virtues are well embedded at all levels and are referred to regularly in lessons, in class Collective Worship and whole school celebrations. Governors and parents supported the view that the pupils are keen to actively apply the virtues to their own lives and see them in the actions of others.
- The opportunity for pupils to identify the virtues in each other, and record these, ensures that the virtues are celebrated and acknowledged regularly in the school community. Pupils who show the virtues are rewarded with certificates and their names are shown on the 'celebration frame' in the main entrance area.
- Pupils are proud of St Augustine's school and they love being part of this community. They say they are well cared for, feel safe and are part of a big family. This view is supported by parents who speak very highly of the pastoral care shown to their children.
- The behaviour of almost all pupils is exemplary. They have an ability to listen, to give thanks, to forgive and be forgiven. They know how to celebrate their success and congratulate others.
- The school and the deacon from the parish work closely together to deliver a very good programme of sacramental preparation for First Holy Communion,

Reconciliation and Confirmation. Parents speak highly of the opportunities they are given to be part of these programmes where attendance is very high. The Sacrament of Reconciliation is celebrated for Years 4, 5 and 6 during Advent as well as other opportunities during Lent.

- Parents are unanimously positive about the school's provision for Catholic Life. They thoroughly appreciate the many and varied opportunities they are given to be involved in Masses and assemblies, as well as other events, such as year group led parish Masses and class Collective Worship.
- Parents were very positive about the moral and faith education their children receive and the quality of Catholic education provided at the school. One parent told inspectors, "St Augustine's is a wonderful community, both church and school. The teachers and governors lead by wonderful example to our children".
- Provision for relationship and sex education is thorough and developed at an appropriate level for all pupils. It is consistent with the teaching of the Church. This enables pupils to explore feelings and emotions and how these impact on themselves and others. 'TenTen' resources, endorsed by the diocese, are in use.
- The school held a very successful first vocations week in school recently. This was well supported by a wide range of visitors representing the religious, governors, parish members, education, business, the support services (police and health), and sports. The pupils were enthused and interested in everything they heard and were able to discuss how each visitor lives out their faith in their various roles, linking this very effectively to the virtues. This theme was followed up in the Gospel assembly attended by inspectors during the inspection.
- This positive experience from the vocation week now needs to be further developed to enable the pupils to articulate how a faith vocation can be lived out in whatever a person does and not just in their choice of career. When asked to explain the meaning of vocation the pupils recognised that it was a calling from God but have not yet investigated and recognised the links beyond that of likely career paths.
- Pupils' knowledge of other faiths and religions is limited. The school has held multi-cultural weeks in school when pupils have had the opportunity to visit a Sikh temple, a Jewish synagogue, and an Islamic exhibition as well as explore some of the stories and cultural differences between their own and other faiths. This has not been developed to ensure pupils are aware of different beliefs and forms of worship. Some themes have been explored and used in pupil-led Collective Worship, but these do not appear to have impacted on pupils' knowledge, understanding or response to other faiths. This is an area that needs further development.

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

- The extremely dedicated headteacher, who leads Catholic Life with a passion that is rooted in love for the pupils in her care, has enabled the staff and governors to provide a very high standard of pastoral care for all the

pupils and parents. As a result, staff and pupils live, work and learn in a faith filled Catholic environment where everyone feels the love of God.

- St Augustine's is a happy school where pupils and staff are continually developed spiritually, morally and professionally by the senior leaders. They are encouraged to embrace an approach steeped in prayer and care for each other.
- Processes for the regular monitoring and evaluation of Catholic Life are established and effective. These are reported to staff and governors regularly and result in the development of robust development plans which have clear intentions, strategies for implementation, expected impact, and time scales. Progress to achieve these are rated and reviewed each term. As a result of this all the recommendations relating to Catholic Life from the last monitoring visit have been achieved in full.
- Governors are highly committed and have a clear vision for Catholic Life. They know the school well and are dedicated to its role within the local parish and the wider community. They invest considerable time and energy in supporting and challenging the leadership of the school.
- During their learning walks and interviews with pupils, governors realised that there were no images of St Augustine to be seen around school. Images have now been sourced and are displayed in prominent places around the building. As a result, pupils are now better informed about their school's patron saint.
- Governors and senior leaders provide outstanding role models for all staff and parents as they demonstrate that the Catholic Life of the school is their key priority and responsibility.
- Pastoral care of staff by the leadership team, governors and parish priest is seen as a high priority for all leadership. Staff feel that they are well cared for by each other, as well as by the school's leaders.

## RELIGIOUS EDUCATION

<b>The quality of Religious Education</b>	<b>Good</b>
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	Outstanding

### **How well pupils achieve and enjoy their learning in Religious Education** **The quality of teaching, learning and assessment in Religious Education**

- Pupils are engaged in lessons and concentrate well, where behaviour is excellent. Any disruption in classes is unusual. Pupils' needs are met with support from well directed teaching assistants. Teachers make good use of the diocesan strategy to plan lessons that engage pupils. As a result, most pupils enjoy Religious Education lessons.

- Pupils are positive and enthusiastic about their Religious Education lessons. They comment that their lessons are always interesting, and they learn about Jesus and how to follow his example in their own lives.
- The school has identified that pupils enter Nursery and the Reception classes with low levels of knowledge and 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 or above.
- In the diocesan assessed units, data over time shows that a high percentage of pupils achieve work at or above diocesan expectations.
- Teaching is good in Religious Education, some of it is outstanding. Therefore, most pupils make good progress and meet the expected age-related standards. Less able pupils are usually well supported by additional adults with scaffolded tasks and so, usually, make good progress. However, more able pupils require greater challenge to achieve even higher standards.
- The class teachers have identified pupils who are gifted and talented in the subject in Years 4-6. Whilst some additional opportunities, such as the annual enrichment morning with other cluster schools, are provided for these pupils, there is a need for them to be further challenged and used as role models for the other pupils.
- During the lessons observed by inspectors, pupils were engaged in a range of activities that were interesting and relevant to their own lives. The confidence of teachers to discuss their own faith journeys and experiences provide strong role models for all pupils.
- In a Year 2 lesson about Baptism the teacher spoke about her personal experience of being asked to be a Godparent. She also emphasised that a Baptism is a cause for celebration in a family as well as being made a member of the Church. She used a range of artefacts from a celebration present bag to remind the pupils about the relevant parts of the Baptism service such as the white robe and the candle. Pupils needing additional support were taken into a separate area to consider the elements of Baptism in greater detail using appropriate photographs to illustrate the key points.
- Pupils respond well to the opportunities to think and discuss in pairs and groups, gaining confidence from working collaboratively. As a result, they demonstrate confidence in using a widening religious vocabulary over time. Some classes use 'talk to your partner' very effectively to elicit confident answers.
- Pupils recognise the Bible as a very special book and treat it with the utmost reverence and respect. They enjoy using it in their lessons and they have very good knowledge of parables and miracles. They reflect on the key gospel messages and can apply them to their daily lives.
- In Key Stage 2, AT3 strands (use of supportive sources, expressing a point of view, arriving at judgements and recognising different points of view) is developing. Most pupils are using biblical sources to support their work and are given the opportunity to develop their arguments. This is enabling pupils to write at greater length. The range of sources could be further developed now by using the writings of the saints and references to the Catechism of the Catholic Church. Displays of these in the classroom could also inspire the pupils to investigate further.
- Pupils' learning in books show that they are completing the recommended amount of work. There is good coverage of the units of work expected and books are regularly marked according to the school's marking policy. Unit markers are well used in most books and show that the pupils meet the expected outcomes for each module of work. Some pupils self-assess that they have met the expected outcomes, and these are then confirmed by the teacher.
- Some teachers make effective use of the 'to make progress' comments which are used to help pupils close the gap between what they have achieved and what they could have achieved, however, this is not evident in all pupils' books. In some



cases, teachers are accepting poor presentation and not following up common repeated errors particularly in the use of key religious vocabulary and understanding its meaning. There is a lack of challenge seen in many of the 'to make progress' comments. The gifted and more able pupils could be more challenged using these comments, as they could be used as extension tasks to advance learning and further develop AT2 strands (meaning and purpose, and beliefs and values).

- During interviews pupils were not able to articulate how to improve their work beyond comments such as, "make more effort," "improve presentation" and "write more." There is a need for teachers to be explicit in showing pupils what they need to do to improve.
- During lessons most teachers use very good questioning techniques to elicit thoughtful and empathetic answers from the pupils. In Year 1, the teacher enabled the children to respond at a higher level to her effective use of questioning. In Year 2, the teacher made good use of 'I think' and 'I wonder' questions which effectively developed pupils' understanding of the meaning of the sacrament of Baptism.
- Many pupils show a high level of independence in the way they approach their classwork. They seamlessly move from teacher led activities to group, pair and individual tasks.

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

- Governors ensure that the required amount of curriculum time is given to Religious Education and that the school meets all requirements of the Bishop's Conference of England & Wales.
- The Religious Education subject leader, who is also the deputy headteacher, is highly regarded by staff and governors. She is an experienced and dedicated role model to other staff. She ensures that Religious Education has a high profile within the school and is promoted as a core curriculum subject in school being given parity in terms of time and resourcing with other core curriculum areas.
- Religious Education is planned and taught using 'Learning and Growing as People of God' and this ensures there is a consistent approach across the school.
- The Religious Education leader attends diocesan meetings and plays a leading role in supporting the local Religious Education cluster meetings where the external moderation of work and discussion of new strategies are features.
- The Religious Education leader provides support and advice to all staff through the INSET day Religious Education focus and one to one support given. This is particularly beneficial to new staff and newly qualified teachers who thrive and gain confidence in delivering the Religious Education curriculum. A lesson observation of a newly qualified teacher clearly demonstrated high quality outcomes as a result of the support given.
- Processes for the regular monitoring and evaluation of the Religious Education curriculum are established and effective. These are reported to staff and governors regularly and result in the development of robust development plans which have clear intention, strategies for implementation, expected impact, and time scales. Progress to achieve these are rated and reviewed each term. As a result of this clear planning almost all the recommendations from the last monitoring visit have been achieved in full.
- Standards in Religious Education are reported to governors in curriculum meetings and headteacher reports. Governors are very well informed about all aspects of the Religious Education curriculum.
- The very experienced link governor for Religious Education meets termly with the Religious Education lead teacher and has taken part in pupil interviews, book

scrutinies and learning walks. Following her visits, she produces detailed reports that are shared with other governors at their meetings. As a result of these observations governors have identified areas for school improvement with the lead teacher. One example is the view from the pupils' interviews that they would appreciate more opportunities to experience drama and art in their lessons.

- Governors are very experienced and knowledgeable about the Religious Education curriculum and offer a high level of support, often in a very practical way, in developing pupils' experiences and providing opportunities for their enrichment.

## COLLECTIVE WORSHIP

<b>The quality of Collective Worship</b>	<b>Outstanding</b>
How well pupils respond to and participate in the school's Collective Worship	Outstanding
The quality of Collective Worship provided by the School	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	Outstanding

### **How well pupils respond to and participate in the school's Collective Worship. The quality of Collective Worship provided by the School**

- Collective Worship is engaging for all pupils who speak highly of the quality of experiences and range of opportunities provided for them.
- Pupils' behaviour is exemplary during all worship and they participate enthusiastically and with reverence. The quality of their singing and responses during Mass and prayer is outstanding and reverent. Pupils sang and signed a range of traditional and contemporary worship songs during both the Gospel assembly and Mass during the inspection.
- Daily prayer, using the age appropriate diocesan recommendations and other resources, is embedded throughout the school. Pupils are encouraged to offer their own prayers during these special times. An area for further development is the display of pupils' own prayers around the class prayer areas and opportunities for pupils to pray voluntarily, making better use of the beautiful prayer areas available around school and in the prayer garden.
- The inspectors attended a whole school Mass to celebrate the Feast Day of Our Lady of Lourdes. It was a truly memorable experience in which all aspects of the Mass were carefully prepared and delivered by pupils and staff. Clearly the celebration of Mass is given a high priority and high expectations of the participation and outstanding behaviour of pupils are embedded. This opinion is supported strongly by the parish priest, governors and parents. An impressive number of parents attended the Mass and spoke positively about the many opportunities they are given to attend school for acts of worship during the year.
- Pupils experience class Collective Worship as specifically timetabled activities twice during the week where time is allocated for one teacher led and one pupil led session. This is now well established with themes and processes for planning, delivering and evaluating the experiences incorporated. Examples of class Collective Worship in Early Years Foundation Stage and Key Stage 1 classes were exemplary.



- Inspectors attended pupil led Collective Worship in Years 5 and 6. Evidence of effective planning and delivery confirmed that this is established and embedded in school. Pupils used a range of resources including role play, art, power point presentations, music, appropriate prayers and readings during the worship. Pupils responded with interest and reverence to the activities experienced. They are very supportive of each other.
- As a result of the range of themes provided in Collective Worship, pupils have a good knowledge and understanding of the Church's liturgical year, seasons and feasts. Pupils are knowledgeable about their class saints and recognise how their example can inspire them in their own faith life.
- Teachers make use of the 'TenTen' resources to help them plan quality themed Collective Worship for their class following whole school themes such as the Holocaust Memorial Day, Advent, Christmas and Remembrance etc. Evidence of these are seen in each class' record of Collective Worship.
- Pupils plan their Collective Worship in groups or as individuals and follow the diocesan recommended planning sheets which are evidenced in the class folders. They are given a choice of themes and are provided with advice on which Bible readings and prayers are appropriate to support each theme. They thus experience a wide range of different readings and prayers during Collective Worship.
- Pupils can articulate how the range of activities used during Collective Worship engage their interests and enthusiasm. These include the use of art, drama and music. Pupils also enjoy answering questions, having quizzes and committing to, and stating their intentions to respond to the messages of the worship.
- During the year, pupils receive a wide and varied experience of traditional Catholic forms of worship such as the Rosary, crowning the statue of Mary during May, Stations of the Cross, Benediction and themed retreats.
- Parents and governors comment on the enthusiasm expressed in school and at home by the pupils about their experiences of Collective Worship. Pupils speak proudly about their involvement and leadership.
- Parents and governors comment on the profound and visible effect that Collective Worship and the Catholic Life of the school have on the spiritual and moral development of their children.
- Parents welcome the frequent invitations they are given to attend Collective Worship in class and assemblies. Attendance is very high from parents and governors.

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

- The headteacher is an outstanding role model demonstrating high quality, enthusiastic and thought-provoking leadership in delivering Collective Worship. This was witnessed by inspectors during the weekly Gospel assembly when the headteacher led the assembly and used well prepared resources to present challenging ideas about the Sunday Gospel reading from Matthew 5:13-16 on the theme of Shining the light of Christ in the world. Effective links were made to the mission statement, the year of the Word, the CSPP virtues and the previous weeks vocations activities. The pupils were challenged to think about how they could share their talents with everyone during the week and thus shine the light of Christ.
- Collective Worship is central to the life of the school and given a high priority in terms of the time allocated, the resources available, and the training of teaching staff to enable them to deliver high quality experiences for all pupils. As a result, all staff have an excellent understanding of the Church's liturgical year, seasons and feasts and can help pupils to plan and lead quality Collective Worship.

- Governors are well informed about Collective Worship. They regularly attend worship in school and the parish Church and report back to the full governing body about the quality and provision they have seen. The support of the parish priest and his assistant clergy ensures that Collective Worship is well supported and promoted at all levels.

## SCHOOL DETAILS

Unique reference number	104100
Local authority	Solihull
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	3 to 11
Gender of pupils	Mixed
Number of pupils on roll	235
Appropriate authority	The governing body
Chair	Annie Fuller
Headteacher	Julie Foley
Telephone number	0121 705 4355
Website address	<a href="http://www.st-augustines.solihull.sch.uk">www.st-augustines.solihull.sch.uk</a>
Email address	<a href="mailto:85office@st-augustines.solihull.sch.uk">85office@st-augustines.solihull.sch.uk</a>
Date of previous inspection	February 2015

## INFORMATION ABOUT THIS SCHOOL

- St Augustine's is a smaller than average catholic primary school serving the Parish of St Augustine's, Solihull.
- The percentage of Catholic pupils is currently 98.7% (including Nursery).
- The percentage of disadvantaged pupils is below the national average.
- The percentage of pupils with special educational needs is below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is below the national average.
- Attainment on entry is below average.
- Since the last inspection there has been a change of headteacher and considerable changes in staffing with the loss of a significant number of support staff.

## INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Stephen Godber and Krystyna Bickley.
- 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 six Religious Education lessons to evaluate the quality of teaching, learning and assessment. All but one of these 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 representatives of the governors, including the Religious Education link governor, the headteacher, the Religious Education subject leader, parish priest, and parents.
- The inspectors attended a whole school Mass, a Gospel assembly, class 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, minutes of governor meetings, minutes of cluster group meetings, the Religious Education, Catholic Life and Collective Worship improvement plan, teachers' planning, each classes Religious Education exercise books, and records of each classes Catholic Life and Collective Worship.