



St Augustine of Canterbury Catholic Primary School

URN: 109268

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

02–03 October 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 general norms for religious education laid down by the Bishops' Conference

Yes

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

Yes

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

Partially

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school is partially compliant in relation to previous areas for improvement as there is still one area that the school needs more work on.

What the school does well

- This school is welcoming and inclusive, with a strong sense of community resulting in the pupils feeling happy, safe and secure.
- The staff know the school community well and are fully committed to looking after each other and the pupils in their care, particularly those with specific needs and those most vulnerable.
- Catholic Social Teaching (CST) is well-planned and taught, enabling pupils to think deeply ethically, morally and spiritually. They speak with confidence about how they need to support others and care for our common home.
- Relationships between adults and pupils are strong and therefore pupils behave well in religious education lessons: they listen attentively to adults and each other and are respectful to all.
- All pupils in key stage two are given the opportunity to plan, lead and evaluate class reflections, they are proud to lead the class and enjoy doing so.

What the school needs to improve

- Ensure the Chaplaincy Team are well-organised, understand their role, and show impact across the school.
- Ensure that the needs of all pupils are met in religious education lessons, particularly those capable of working at greater depth.
- Ensure the self-evaluation process is rigorous and effective in identifying priority areas that are well targeted and impact is explicit.

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 are clear about what it means to attend a Catholic school and that it comes with responsibility towards others and their environment. From the youngest age pupils are happy and feel confident, they understand they are unique, made in the image of God, and are loved. They know they should follow in Jesus' footsteps resulting in a good understanding of their responsibility to care for others and for our common home. Pupils enjoy taking an active role in the Catholic life of the school and are proud of the work they do to support charities locally including working alongside the church to provide food from the community kitchen cupboard, and also nationally and globally including Cafod, the Dogs Trust and Cancer Research. Pupils enjoy learning about other faiths, and recognise the importance of having artefacts from different faiths in the shared spaces, especially so that pupils can pray independently according to their tradition. There is a Chaplaincy Team in place, however, they are unclear about their roles and responsibilities and the impact they have across the school.

The school's mission statement is highly visible and is known and understood by all. The staff are fully committed to the Catholic life and mission of the school. They are good role models of the school's values in the way they look after the children in their care and support each other. They continually seek to understand the needs of the community and how best to support them. As relationships between adults and pupils throughout the school are strong and highly supportive, particularly for those with specific needs, pupils feel safe and secure. There is a strong culture of inclusivity, and the pupils are clear that all are welcomed. Parents appreciate that the school is 'inclusive of other faiths. Celebrating other cultures is important to the school with activities including the World Café where families bring in food from their country to share and enjoy. The school website is clear, inviting and easy to access for all. The school provides a

well-kept, colourful and purposeful learning environment, with displays showing pupils work and their involvement in Catholic life. Relationships education is in line with diocesan requirements and communication with parents ensures that the provision meets the needs of the school community.

Christ is at the heart of this school where the head clearly demonstrates servant leadership. Governors understand that the development of the Catholic life and mission of the school is a vital element in their responsibility. The school is appreciative and grateful for the support from the diocese, particularly the wide range of training that is offered. They engage with partnerships of other Catholic schools for moderation, training days, and leaders' support. Parish links are flourishing with the parish priest a regular visitor to the school and a parishioner volunteering to support the pupils in understanding the message of Laudato Si. Parents are invited into school for events and there is an increasing attendance to these. Most parents are supportive of the Catholic life of the school regardless of their faith background. The head and religious education lead have ensured that CST is a focus for the school; it is well-planned to ensure a thorough understanding by the pupils. There is a firm commitment to the wellbeing of the staff who feel well-looked after and supported. Induction of new staff is effective and includes training from the diocese. The head is well supported by the governors. Governors are fully informed and involved in monitoring. They provide challenge where necessary. They are well-organised and fully committed to supporting the school. Monitoring is in place for the Catholic life and mission of the school, religious education and collective worship. However, the self-evaluation process is not rigorous enough and lacks cohesion resulting in priorities not being clearly identified and addressed.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

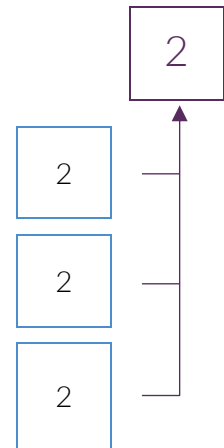
How well pupils achieve and enjoy their learning in religious education

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 developing their knowledge, understanding and skills in religious education and their books show the progress they are making. They are able to use specific religious vocabulary as a result of key words being displayed on the religious education boards and modelled by the staff. Starting lessons with recapping previous learning ensures that pupils' knowledge is embedded and then built on. Pupils concentrate well and can work independently as well as support each other when working in pairs; listening and responding attentively. Pupils engage well in lessons. Most pupils enjoy religious education, particularly in the Early Years, however, further up the school some find parts of the scripture hard to understand. Behaviour is good across the school and pupils show a compassionate understanding of those with specific needs and that perhaps rules may be different for them. Questions posed by staff enable pupils to explore their own ideas and opinions, for example, in year six: is it ever right to tell lies? And in the early years: I wonder if Jesus missed his friends (when he was alone in the desert)? Pupils enjoy these opportunities and are eager to participate in class discussions. Attainment is in line with other core subjects. Tasks in religious education books do not always allow pupils to show their knowledge and understanding and achieve the learning objective. Scaffolding is effective in supporting those pupils with specific needs, however in some classes there is not enough challenge to allow pupils to work at greater depth.

Staff are committed to the teaching of religious education and to developing their own knowledge. They feel confident in their subject knowledge, particularly those using the new *Religious Education Directory* diocesan resources and background information which is clear and helpful. Teachers and teaching assistants provide praise and encouragement throughout lessons promoting motivation, and effective questioning to guide them through their learning in most classes. Teaching assistants show sensitivity and understanding when supporting those

with specific needs. Teachers understand that religious education and CST lessons provide opportunities for pupils to develop their spiritual and moral understanding and provide reflection time to support this. Pupils' ideas, opinions and questions are recorded in well-kept floor books. Where pupils enjoy religious education lessons most, a wide variety of tasks including drama and art are offered as well as opportunities for extended writing. High quality resources enhance pupils' learning. Feedback in books does not always enable pupils to understand what they need to do to improve their work and address misconceptions.

The schemes the school uses covers the *Religious Education Directory* and ensures that pupils progress sequentially across the school. Parity across religious education and other core subjects is ensured by the governors with regard to timetables and training. Leaders, governors and staff are committed to securing relevant high-quality training and support from the diocese and partnership networks, this includes moderation. The new religious education lead is passionate about her role and has a clear vision for religious education in the school. She is well-supported by the head and religious education leaders across the partnerships. Visits to the church, for example, to see the stations of the cross or the pascal candle, and climate change workshops provide enrichment for religious education lessons. Data is collected regularly, however groups are not sufficiently analysed to ensure that all needs are met and progress identified.

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 participate and engage in prayer and liturgy in a respectful and prayerful manner. They are keen to contribute and be involved in whole school and class prayer and enjoy singing. Those with specific needs are well-supported to participate if they wish. Pupils are well aware of the liturgical year and how it affects the prayer life of the school, enjoying Lent trails and nativity plays. Gospel assemblies are well planned and are linked to the class prayer in the week. Pupils are fully aware that the mission that they are given at the end of whole school and class worship impacts their own life and others, for example, smiling at others or picking up litter. Pupils enjoy planning and leading class reflections in key stage two. Older pupils enjoy being able to add their own ideas to the mission part of the worship. Pupils are able to evaluate class worship at a practical level, which is actioned the following week. Further up the school, evaluations ask pupils to think about how they may behave differently. There is a framework in place to support the leading of prayer and liturgy. Pupils find this helpful, however, there is little guidance for them in linking the four parts cohesively.

Prayer is central to school life. There is a planned daily pattern of prayer as well as spontaneous times, when pupils and staff identify the need for prayer or reflection. There is a school prayer in place that is used during the celebration of the word in some classes. Pupils are able to pray in a variety of ways including traditional prayer, silent reflection and their own written prayers, for example the class prayer trees. Scripture forms the basis of all prayer and liturgy and is linked throughout the week to enable pupils to become familiar with it and further understanding. Staff are committed to the prayer life of the school and provide good role models in whole school collective worship and in class reflections. Having a consistent framework across the school enables the staff to feel confident to plan and deliver well-constructed prayer and liturgy. Pupils enjoy using music and artwork to enhance prayer. There are well-kept prayer tables in each

classroom which are interactive and include pupils' work as well as age appropriate artefacts and prayer books. The school chapel is a good, clean, well-organised space. It is looked after by the Chaplaincy team and is regularly used with groups of pupils to read bible stories and related activities. Parents say they feel involved in the prayer life of the school regardless of their faith.

The school's policy for prayer and liturgy is relevant and useful for staff. Currently, there is an informal strategy in place for building pupils' skills in involvement, planning and leading prayer and liturgy. This involves younger pupils bringing artefacts to the focal area and explaining their choices or planning with the teacher and key stage two pupils using the school framework independently. Masses, services and liturgies are planned for the whole year to cover the liturgical calendar and the school year, alongside the parish priest. This includes class masses, holydays of obligation and opportunities for reconciliation. Parents and parishioners are invited and attendance has increased so much that class masses are now celebrated in the school hall. Parents appreciate that 'there are lots of opportunities to come together as a school community.' Training for prayer and liturgy includes diocesan support and resources, and partnership training days. As a result, all teachers are confident in delivering singing and gospel values collective worship to the whole school and support each other in this. Leaders provide good role models in delivering high quality whole school worship.

Information about the school

Full name of school	St Augustine of Canterbury Catholic Primary School
School unique reference number (URN)	109268
School DfE Number (LAESTAB)	8033437
Full postal address of the school	St Augustine of Canterbury Catholic Primary School, Boscombe Crescent, Downend, Bristol, BS16 6QR
School phone number	001454866690
Headteacher	Mark Hilliam
Chair of governors	Stephen Wells
School Website	www.staugustinedownend.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	Nov 2017
Previous denominational inspection grade	Good

The inspection team

Dawn Summers-Breeze
Tracey Sessions

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement