



St Augustine's Catholic Primary School

URN: 148087

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

22–23 April 2026

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

1

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

1

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

Fully

Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

What the school does well

- Partnership between the school, parish and parents is a distinctive strength of the school. It is rooted in trust and a shared faith which enrich the spiritual and pastoral life of the whole community.
- Catholic Social Teaching is embedded in the school both in Catholic Life and Mission and the wider curriculum.
- Leaders are inspiring examples of faith and have embedded a supportive and positive culture where the whole community can thrive.
- Pupils enjoy their religious education lessons. They are enthusiastic and engaged in their learning.
- The prayer and liturgy policy is well-planned and effective, enabling staff and pupils to make progress in participation skills over time.

What the school needs to improve

- Ensure that assessment in religious education includes both pupils' self-assessment and staff feedback, enabling pupils to reflect independently on their learning.
- Strengthen and increase the rigour of leaders' and governors' monitoring and self-evaluation of religious education, drawing evidence from all of the school's practices in order to identify more widely areas for further development.
- Enable pupils to consider deeply the impact of prayer on the school and their own lives, and articulate their reflections to others.

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

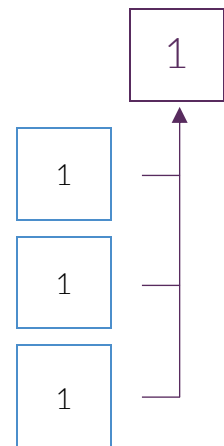
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



At St Augustine's, a strong culture of welcome and an inclusive Catholic ethos are immediately evident. The mission, 'We love and learn together by growing in friendship with Jesus,' is alive and active, lived out by pupils and nurtured by staff and the school community. Pupils are very proud to be part of the St Augustine's family and participate fully in opportunities to celebrate their faith. As a result, they are happy and know they are valued, cared for and loved by God. Pupils show mutual respect, demonstrate excellent manners and exemplary behaviour. There is a sense of calm and order across the school, as well as a deep respect for their own personal dignity and for those of other faiths. This is extended to care for the local community through visits to Blossomfield Rose Care Home and a range of other charitable acts, including projects with the Columban Missionaries and Cafod. Through effective pupil leadership groups, including the RE Council, Mini Vinnies and ECO team, the local community is supported with prayer, fundraising activities and care for our common home. As a result, Catholic social teaching is fully embedded and is an outward witness to the Gospel. This remains a real strength of the school.

Staff are firmly committed to the school's mission and are excellent, consistent role models in living it out. Consequently, the sense of community is highly tangible with one parent stating that the school, 'embeds strong Catholic beliefs from nursery to Year 6'. Strong and caring relationships result in pupils feeling safe and confident members of the community. This is a major feature of the school. One pupil told inspectors that being at St Augustine's was like 'being at home.' Leaders and governors invest in the school and as a result, the physical environment effectively celebrates the Catholic mission, ensuring that Christ is clearly at the centre of the school. There are interactive displays which showcase pupils' work, with religious artefacts and high quality prayer areas in all classrooms. Chaplaincy provision is being further developed by

the implementation of the '*Growing in Faith Together*' programme, in addition to well-planned and effective opportunities provided for the vocational journey of all. Staff feel supported and are fully confident in seeking guidance. Their well-being is a priority. The provision for relationship and sex education is carefully planned and the pupils can confidently relate the learning to its impact and talk about its application to their lives.

Leaders and governors are highly committed to promoting the school's Catholic life and mission. The members of the senior leadership team are strong role models, ensuring that all pupils and staff encounter Christ, resulting in a community firmly rooted in its mission and faith. Leaders are effective in evaluating this area through regular visits, participation in school events and learning walks with pupil leaders. They are able to clearly identify strengths and areas for development. This approach empowers pupils to contribute to improvements in school life and strengthens their sense of responsibility. Staff value the approachability of leaders, who provide strong pastoral support and create a culture of trust and confidence in shared aims and team work. Leaders and governors ensure that new staff understand the Catholic life and mission of the school, so they can contribute from the outset. Strong parish links further support the school's mission, and parents value the pastoral care provided, recognising the school as a supportive family. The school fully embraces the diocesan vision and works collaboratively with Our Lady and All Saints Multi Academy Company.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

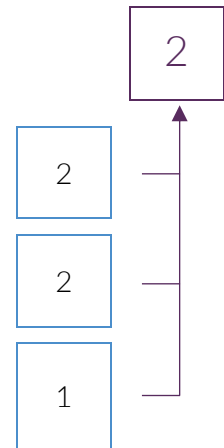
How well pupils achieve and enjoy their learning in religious education

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 have secure religious knowledge, understanding and skills. They make good progress, knowing more and remembering more as a result of the well-sequenced curriculum. The explicit teaching of key vocabulary and the use of 'reflect and remember' develop pupils' religious literacy and enable them to make clear links between prior and current learning. For example, pupils in Key Stage 2 accurately recall different accounts of the resurrection, while pupils in Key Stage 1 recall prior learning about the paschal candle. Pupils enjoy their religious education lessons, resulting in excellent behaviour. They concentrate well and are motivated by their teachers, which is reflected in the high standard of presentation in their books. Pupils listen attentively to scripture and make links to Catholic social teaching and the virtues in their own lives. Some pupils flourish through adaptation of teaching and resources to meet their needs. In other cases their progress is impeded because of lack of opportunity for independent reflection and therefore reaching their full potential. Opportunities for self-assessment are limited and, as a result, pupils cannot consistently articulate how they have made progress. By the end of Key Stage 2, attainment is at least in line with, or above, other core subjects, a pattern sustained over time.

Teachers demonstrate clear enthusiasm for teaching religious education and have secure subject knowledge. Consequently, pupils are enthusiastic and enjoy their lessons. Teachers plan a variety of creative activities to engage pupils, such as using religious artwork and role play. Questioning supports the development of pupils' 'reflect and respond' but it is not always used to provide sufficient challenge to deepen independent learning and responses. Purposeful reflection time is not sufficiently included to enable pupils to reflect spiritually and to respond as a result of deeper thought. General feedback in lessons enables pupils to understand how well they have done, but verbal and written feedback does not clarify how they, as individuals,

could improve. Therefore, they are often unsure how to make progress independently. There is a positive culture of inclusivity and respect for all. Teachers respond well to pupils' needs, such as using symbols and pictures to support understanding, providing guidance, and breaking tasks into manageable steps. Most pupils take part fully and achieve well, but despite this, some pupils are not sufficiently or consistently challenged in lessons.

Leaders and governors have religious education standards high on their improvement agenda and continually work to enhance provision. A robust calendar of staff meetings and training ensures that professional development is strategically planned, resulting in staff feeling supported and confident. The school demonstrates a faithful expression of the *Religious Education Directory*. Religious education has a high priority within the timetable and therefore pupils make clear progress, with the quality of work in books at least as strong as in other core subjects. Monitoring is established and incorporates observations of learning, pupil voice and scrutiny of work to evaluate impact. Leaders present detailed and comprehensive reports to governors in a range of formats. These processes ensure that leaders have a secure understanding of strengths and areas for development. They recognise that evaluation is not always consistently informed by sufficiently deep analysis and self-challenge, and this is being strengthened. Staff collaborate with colleagues across Our Lady and All Saints Multi Academy Company to moderate standards, enhancing the reliability of assessment and promoting shared professional practice. As a result, leadership of religious education is highly effective, outward-facing, and ensures that the subject continues to thrive as a central expression of the school's Catholic mission.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Pupils confidently participate in various age appropriate ways to engage in prayer and liturgy, including meditation, silence, spontaneous prayer, reading of scripture, traditional prayers, and singing. All pupils engage deeply in prayer. They demonstrate a secure understanding of the Church's liturgical year and can explain how it shapes prayer and worship, for example recognising the significance of the months of May and October as times dedicated to Mary. Pupils show great reverence and participation in the liturgy by contributing their own prayers. They use the planning structure of 'gather, word, respond and mission' to plan prayer creatively and are effectively supported by staff or peers, appropriate to their stage of development. Pupils value these opportunities and enjoy the collaborative approach, enabling them to grow towards independent planning skills in Year 6. Pupils undertake these responsibilities confidently. Evaluations show that pupils are committed to prayer as a central part of school life, and that they are contributing significantly to the overall quality of collective worship. However, there is some inconsistency in their ability to say how prayer impacts on all areas of school life or leads to sustained change in their daily lives.

The centrality of prayer and liturgy is evident in all aspects of school life. The school is a prayerful community with Christ at the centre. All staff participate actively in the prayer life, worship and liturgy, for example praying the rosary in unity with other academy schools, leading prayer in meetings and modelling a firm commitment to prayer. Strong family and parish links support pupils' spiritual development. Regular celebrations of the Eucharist take place both in school and in church, including whole school Masses, those for class saints and on Sundays, together with other liturgies throughout the year. Pupils contribute meaningfully to the wider Catholic community, for example by creating welcome prayer cards for any child baptised within the parish. Early Years parents are invited to send in prayer intentions to be included in class

Celebration of the Word sessions. Faith formation is further supported through dedicated spaces, including the prayer garden and a prayer area created by the RE Council, enabling pupils to pray and reflect formally and voluntarily. One parent stated, 'I feel proud of the religious and spiritual education that my child receives at St Augustine's.'

The prayer and liturgy policy is effective and clearly sets out expectations for all stakeholders, enabling a clear sense of progression when coming together to pray. Staff and pupils are able to articulate how this policy supports them in planning and leading prayer and liturgy, demonstrating a shared understanding of practice across the school community. Senior leaders have developed a well-structured long-term plan to ensure that significant liturgical events and key days are celebrated. This includes regular opportunities for the school community to attend Mass both in school and in church. Worship is a priority and is embedded throughout the year's calendar. Leaders provide regular professional development opportunities for all staff, further enhancing the quality of prayer and liturgy and ensuring confidence and consistency in practice. Leaders and governors recognise that prayer and liturgy are central to the school's mission and allocate appropriate resources, reflected in the school environment and dedicated prayer areas. Monitoring is well established and involves both pupils and adults. This means that evaluation and development of planning and practice are collaborative and purposeful though there is a lack of pupils' evaluation of the deeper and personal impact of prayer. The governing body is active in supporting the school's prayer life and promoting staff formation. As a result, leadership is strong, well informed and ensures a faith-filled community.

Information about the school

Full name of school	St Augustine's Catholic Primary School
School unique reference number (URN)	148087
School DfE Number (LAESTAB)	334 3502
Full postal address of the school	Whitefields Road, Solihull, B91 3NZ
School phone number	0121 705 4355
Headteacher	Julie Foley
Chair of governing board	Paul Bentley
School Website	www.st-augustines.solihull.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady And All Saints Catholic Multi Academy Company
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	February 2020
Previous denominational inspection grade	2

The inspection team

Teresa Cotter

Nichola Damms

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