



St Augustine's Catholic High School

URN: 141063

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

12–13 June 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

1

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

1

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

- St Augustine's Catholic High School is Christ-centred. The school is inspired by gospel values, which are evident in its daily life and work.
- The dignity of all, staff and students, is evident in the school's inclusive nature, where all are known and loved.
- The religious education curriculum is driven by a talented and dedicated team of specialist staff who are committed to ensuring the very best for each student.
- The school's leadership is highly visible, approachable and leads by example in all they say and do.
- Prayer and liturgy are embedded in the fabric and formation of the school and has an inspiring impact on the lives of the staff and students.

What the school needs to improve

- Develop chaplaincy provision so that it impacts all students and becomes a central and celebrated aspect of St Augustine's Catholic High School.
- Enable all students to show independence in their religious education learning, speaking fluently and confidently in response to questions and therefore become passionate and enthusiastic in their learning.

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

1

Provision

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

1

Leadership

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

1

1

Students embrace the Catholic identity of St Augustine's and willingly participate in it. They know they are loved and valued, especially those who need it most. Students benefit from the school's inclusive nature and its extensive provision, which enables them to thrive, including the work of the St Joseph, St Margaret, and Damascus centres. The school is committed to following the example of Christ Jesus, and gospel values are at the heart of the school. These are evident in the wide range of opportunities that allow students to flourish, including the Big Sleep Out, a whole-school sponsored walk for Fr Hudson's Caritas, an OAP Christmas party, and collections for the Redditch Food Bank. Indeed, almost all students participate actively in the enrichment opportunities offered by the school. Students take on a leading role in responding to Catholic social teaching through the Mission Team, which inspires social actions in their peers. The current Jubilee year is known and understood, with students feeling privileged to be part of the Universal Church. There is a deep respect for others, which is evident in the behaviours across the school and in the respect shown to those of other faiths. Students express that the ethos of St Augustine's inspires them to act and give back to the community.

St Augustine's has a clearly defined mission statement that is well-known and enacted. Staff implement it enthusiastically and participate in it wholeheartedly through charity and outreach work. There is a lived sense of community at St Augustine's, with compelling relationships, where all are valued, without exception. St Augustine's is a special place to work, where going the extra mile for those who need it most is the norm. Staff are exemplary role models and provide the highest level of pastoral support. The pastoral team expresses that they feel nourished by the ethos of the school and the support they receive, which enables the highest quality of provision. The school environment is inspirational in conveying the school's mission. Catholic relationships,

sex, and health education (RSHE) is well-embedded through age-appropriate RISE (respect, integrity, service, and excellence) days and the effective use of form time.

The Catholic mission is known and lived in every aspect of the school. There is a joyful energy in sharing the mission of St Augustine's; Catholic life and mission are at the forefront of all the work done. Year 12 students comment that staff and leaders '...push us to improve and enrich us.' There are clear partnerships with the diocese and other schools within the Our Lady of the Magnificat Multi Academy Company (MAC) of schools, which help to drive the improvement of St Augustine's. Leaders and governors are inspirational witnesses to the gospel and Catholic social teaching, which are evident in every decision made. The dignity of workers and pastoral care for staff are a high priority, with physical and mental well-being being a key feature. This is most notably achieved through the extensive training on offer, including a detailed induction for all new staff on 'thriving in a Catholic school' and personal support as required. The entire curriculum is centred around the mission, with all departments and areas of school life identifying scripture, saints, and vocations to inspire their work. Led by the art department, a striking 'Corinthian Cross' is a testament to the embedding of Catholic life across the curriculum. The choir sang at Sagrada Familia, a memorable event for many students involved. In science, global warming and sustainability goals are discussed through the Catholic lens of service and sacrifice. Governors, including directors, are highly ambitious and challenge leaders in fortnightly meetings, roundtable discussions, and formal and extensive quality assurance systems. As a result, self-evaluation is extensive and multi-faceted.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

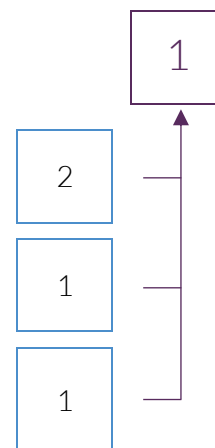
How well pupils achieve and enjoy their learning in religious education

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



Students are developing secure knowledge, understanding, and skills and making good progress against the planned curriculum. A culture of recalling previously learnt knowledge in lessons is well embedded. As a result, students are achieving well in both key stages and especially in Key Stage 4. They are religiously literate, supported by strategies including guided reading and 'read and reduce' activities, requiring them to synthesise their learning. Students demonstrate an awareness of key concepts and can work independently when given the opportunity to do so, although this is not as frequent as other features of learning. Students respond to questioning when called upon, and in the most effective lessons, students are allowed to collaborate and take a lead in their learning, with teachers providing challenge and support as necessary. Work is well-produced and presented, and students demonstrate a desire to progress. Students enjoy learning, which is reflected in their good behaviour. However, they can be passive in lessons and consequently rely on their peers to provide answers rather than taking risks and developing resilience in their learning. They know how they are doing and what they need to do to progress through consistent and regular assessment.

The religious education team consists of specialists and experienced practitioners. As a result, teachers have a high level of confidence and subject knowledge. They demonstrate a deep commitment to the subject, which they effectively communicate to students. Students trust their teachers completely due to their dedication and joy in the subject. The curriculum is rich in content and thoughtfully planned, as evident in the students' books. Teachers know their students well and adapt their teaching to meet the needs of learners. Seating plans are personalised and include strategies for each student. Progress checks enable teachers to adjust their planning, and in the best lessons, teachers manoeuvre around the classroom, gauge learning, and adapt explanations and tasks accordingly. Teachers have established very positive

relationships with their students, resulting in high levels of respect. Students typically comment that teachers do more than teach; they also support them as learners. Teachers have a profound understanding of the impact of religious education on students' holistic development. Teaching within the religious education team is seen by staff as a profound vocation of service.

Leaders and governors have planned for the effective transition to the *Religious Education Directory (RED)* in Year 9. Due to the unique nature of St Augustine's Catholic High School, enhanced transition has included exposure to key elements of the new RED to ensure all students, regardless of their feeder school, are well-equipped to rise to the challenge of learning. Religious education has full parity with other subjects as 'the core of the core curriculum', in terms of resources, staffing, and timetabling. This includes an additional teaching group in Year 11 to offer further bespoke support to students. Religious education often leads the way in driving improvement across the school. This includes leaders recruiting and deploying more specialist teachers to deliver the core religious education programme effectively, as well as implementing rigorous quality assurance at Key Stage 5. These measures include setting aspirational targets, holding Progress 6 data meetings, providing mentoring and supervised study, and issuing targeted reports. High-quality staff training is evident, and the subject leader utilises the strength and experience of the team to positive effect. The curriculum is well-planned and sequenced, in conjunction with the feeder middle school, to build on prior learning. There is both forensic monitoring and self-challenge within the school, as well as from governors and directors, which helps avoid complacency. Leaders and governors have ensured that appropriate and adapted provision is in place for all students, with the support of St Joseph, St Margaret, and Damascus centres, enabling all students to access high-quality religious education with the support of graduate coaches.

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

Students value the opportunity to engage in prayer, celebrations of the word, and liturgy. Prayer and liturgy engage students and encourage them to participate fully and actively. This is evident in their prayerful silence, attentiveness and response to prayer. Students plan and deliver celebrations of the word, which are well-received by their peers, and are challenged to consider how they can, for example, demonstrate a preferential option for people experiencing poverty in their own lives. Students reflect with ease and engage fully with the carefully chosen stimulus. Students have a detailed understanding of various prayer methods, including the Rosary, Stations of the Cross, and spontaneous prayers. Students have a clear understanding of the Church's liturgical year through the formation programme and booklets completed in form time. All students prepare and construct prayers that make up the collaborative prayer book used throughout the school. Students undertake liturgical ministries with understanding and skill due to the preparation they receive. Students can articulate, with ease, how prayer leads them to act. Inspired by the chaplaincy and mission teams, prayer has motivated students to write letters to the NHS, support the local food bank, engage with the Cafod 'LiveSimply' campaign, and participate in the 'Big Sleep Out'.

Prayer is at the heart of school life, enriching and guiding each day. Liturgy is frequent throughout the year. The newly formed chaplaincy team and teacher chaplain have added new rigour and enthusiasm for prayer and liturgical experiences. They have been inspired by attending the Chaplaincy commissioning Mass at the Cathedral and have been instrumental in leading the Jars of Hope and the Rosary in form time. There is an embedded pattern of prayer at the beginning of all gatherings. Prayer and liturgy frequently include art, music and drama as appropriate, and there is a range of experiences which reflect the richness of the Catholic tradition, including the centrality of Mass, opportunities to receive the Sacrament of

Reconciliation, and praying traditional Catholic prayers. Scripture is well chosen, and senior staff are inspiring role models of exemplary practice. Relevant staff are highly skilled in supporting students to plan and lead prayer and liturgy. Families are included in the prayer life of St Augustine's through social media channels; an area leaders plan to grow. There is an imaginative use of space, which the realisation of plans for the new chapel enhances.

The policy for prayer and liturgy is carefully formulated and reviewed. The school calendar and timetable are carefully planned to ensure the opportunity to celebrate the Eucharist. Students benefit from the commitment to celebrate weekly form Mass in school. Holy days of obligation and other events are appropriately marked. The 50th Anniversary celebrations and Mass have been the high point of the year. The highest priority is given to staff training, including fortnightly briefings and a narrated 'teaching Mass'. As a result, staff are confident and skilled in leading prayer and liturgy. Experiences of prayer and liturgy are engaging and of high quality. A holocaust memorial liturgy and remembrance services were especially poignant and impactful within the community. Prayer and liturgy are prioritised in the budget with a dedicated budget for resources, staffing, and facilities. Prayer spaces, prayer walls, and prayer and reflection rooms reflect the centrality of prayer and liturgy in the Christian tradition. Leaders and governors are significantly visible participants in prayer and liturgy opportunities. The highest priority is given to the voice of the students, who state that their thoughts, ideas, and suggestions are always welcome and listened to.

Information about the school

Full name of school	St Augustine's Catholic High School
School unique reference number (URN)	141063
School DfE Number (LAESTAB)	885 5400
Full postal address of the school	Stonepits Lane, Hunt End, Redditch, B97 5LX
School phone number	01527 550400
Headteacher	Luke Payton
Chair of governing board	Yvonne Brennan
School Website	www.sta.magnificat.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady of the Magnificat Catholic MAC
Phase	Secondary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	13 to 18
Gender of pupils	Mixed
Date of last denominational inspection	February 2019
Previous denominational inspection grade	1

The inspection team

Rachel Waugh
Maggie Hazeldine
Luke Salkeld

Lead
Team
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