

St Augustine's Catholic Primary School

URN: 111309

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

25 March 2026 – 26 March 2026

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

Religious education (p.5)

The quality of curriculum religious education RE

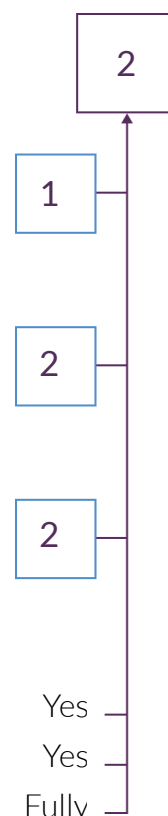
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

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 has responded to the areas for improvement from the last inspection



What the school does well

- The Catholic life and mission at St Augustine's Catholic Primary School is a clear strength. Leaders and governors are passionate and demonstrate a deep commitment to ensuring that the mission statement is not only understood, but lived out daily.
- The commitment of staff to provide a welcoming and nurturing environment for all ensures that the social and emotional wellbeing of pupils is prioritised and underpinned by the mission statement.
- The centrality of prayer creates many opportunities to develop a flourishing partnership between families, parish and school. This fosters a strong sense of community in the local area.
- Catholic social teaching is deeply embedded and actively shapes the life experiences of all, enabling pupils to develop a commitment to service and the common good through their charitable works.
- The Early Years Foundation Stage provides a strong base for religious education. After which, pupils of all ages confidently use appropriate religious vocabulary to describe their learning.

What the school needs to improve

- Ensure the planning and teaching of religious education reflects the expectation of progression from year to year, particularly for the skill of Understand. Appropriate challenge that meets the demands of the model curriculum in the Religious Education Directory must be evident in all lessons.
- Implement the Prayer and Liturgy Directory to ensure the provision for prayer reflects the expectations of the directory and that these expectations are understood by leaders, governors and staff.
- Ensure there is a clear progression of skills for the engagement and participation of pupils from Early Years Foundation Stage to Year 6, with appropriate support and formation for subject leaders and staff so they know what engagement and participation looks like and they understand different ways of praying.

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

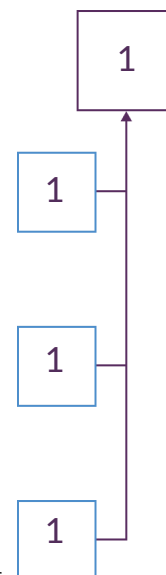
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils attending St Augustine's develop their social and emotional wellbeing in a happy, safe environment where Gospel values are central to daily life. They know that their mission statement, 'Following in the footsteps of Jesus, to serve others', makes their school special. Their daily experiences help them to feel valued as individuals which they express as 'you should love everything about yourself because God made you special'. Pupils have opportunities to take on many responsibilities, including religious education and faith leaders, Mini Vinnies, play leaders, school councillors and reading ambassadors. These groups undertake a wide variety of activities ranging from appreciation envelopes for staff to remind them how valued they are, to collecting donations of clothes and toiletries for the Centrepont charity 'Room at the Inn'. The school's covenant with the poor motivates pupils and their families to support local and global charities, for example St Joseph's Family Centre in Warrington, Good Shepherd and Cafod. Pupils are developing an understanding of Catholic social teaching as it permeates many activities during the week. Some classes have planted seeds and more recently potatoes in their vegetable plot. Pupils in the Early Years Foundation Stage learn that 'picking up litter is a way of looking after God's world'. The photography exhibition for families and pupils raises awareness of the beauty in nature and our responsibility to look after it as they link their photographs to quotes from the Bible.

The mission statement is regularly reviewed and is part of everyday life at St Augustine's. Staff speak about how it guides their relationships with each other, the pupils and their families. This creates a calm, trusting and welcoming atmosphere where staff are committed to supporting the needs of pupils, families and the local community. This dedication is a shining

example of Christ being at the heart of all they do, and because of this, pastoral care for pupils is a high priority. Staff are trained in programmes that support social and emotional wellbeing, which means there is always provision for those pupils who may need extra support at times. More informally, office staff are ready to settle pupils into the school day on occasions when they may need a little extra nurturing. Responses from parental questionnaires indicate strong support for St Augustine's. Spiritual and moral development are prioritised through the development of the relationship and health programmes, which are interwoven with the principles of Catholic social teaching and Gospel values.

The school's leaders and governors work effectively together to create an environment where pupils and their families experience the presence and love of God in their daily lives. They are a joyful and energetic group who use their expertise to embrace the Catholic mission of the school and they have a flourishing partnership with the parish. Because of this, there are many varied opportunities for the community to come together in prayer, and to respond generously to fundraising activities. Leaders and governors attend diocesan training and respond well to all new initiatives. The principles of Catholic social teaching permeate through many aspects of the school because of the governors' commitment to support the most vulnerable. Leaders and governors know their school well and are actively involved in a variety of self evaluation activities which enable them to effectively provide for the needs of their community. The school website truly reflects the Gospel values that underpin all that is offered at St Augustine's, and effective support is given to new teachers so they understand how 'Gospel values are woven through the curriculum' and lived out through 'strong and supportive relationships'.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

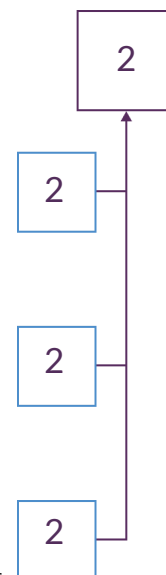
How well pupils achieve and enjoy their learning in religious education

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 of religious education each year using the *Vine and Branches* scheme. This is demonstrated by the quality of their written responses and their correct use of religious vocabulary to express their learning at the start of each lesson and during discussions. For example when learning about Good Friday and Easter Sunday, Key Stage 1 pupils ask 'Why would Jesus die for us?' In Lower Key Stage 2 they know 'when Father blesses the bread it is consecrated'. When learning about the trial of Jesus in Upper Key Stage 2, pupils have the opportunity to give their views about how fair this was. Pupils' needs are well supported in all age groups and they enjoy their religious education lessons. This results in outstanding behaviour at all times, which means pupils can concentrate well and produce a high standard of written work. They enjoy a range of written tasks and art work, however these activities do not always reflect the focus of the branch being studied. Pupils respond to teachers' feedback, but they do not always have opportunities to reflect on how to improve their work or express their own individuality.

Teachers understand the value of religious education and recognise that it can be a guide for pupils' lives. This has a positive effect on how pupils approach their learning and their commitment to doing their best in religious education. Teachers work hard to put into practice the diocesan training to ensure that key knowledge content is explored. However they do not always explore links or connections to show understanding, and therefore the balance of tasks in some year groups is weighted towards retelling of scripture, rather than building on previous knowledge and exploring the meaning and significance of the scripture.

Teachers skilfully use teaching strategies appropriate for their age group. For example, the Early Years Foundation Stage gives pupils an excellent start to learning in religious education. Children make connections between the real bread their teacher uses when sharing the account of the Last Supper and the feeding of the five thousand. In other years, teachers use effective questioning to identify pupils' understanding, and in some classes they confidently adapt explanations to develop learning. Support staff contribute to pupils' learning and interact effectively with individuals or groups to help pupils of all abilities and differing needs to make progress.

Leaders and governors consider religious education to be the core subject that permeates through daily life at St Augustine's and guides pupils' lives. They value diocesan training and allocate resources for professional development, and ensure that all policies reflect their commitment to this subject. The two recently appointed subject leaders, supported by the head of school, are passionate about their roles and responsibilities. The support and expertise they willingly share is appreciated by staff and acknowledged by senior leaders and governors. This support includes coaching, mentoring and peer observations. They work tirelessly to improve teaching and learning by building teachers' confidence and subject knowledge. As a result, pupils make good progress from their starting points. Leaders track and monitor learning and progress of all ability groups to identify where more effective support is needed. Teaching is monitored and evaluated by senior leaders, subject leaders and governors through learning walks, book looks and pupil voice. However, analysis does not always identify what action is needed to support and improve teaching in some year groups. More accurate analysis of monitoring needs to ensure learning objectives are more closely linked to the model curriculum in the *Religious Education Directory*.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

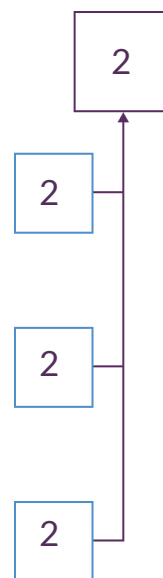
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils experience a wide range of prayer and liturgy during their time at St Augustine's. They are developing their knowledge of the liturgical year, as they prepare their prayer tables with the appropriate coloured cloths and talk about the seasons of Lent and Advent being times of preparation for Easter and Christmas. During celebrations of the word, scripture is read and there are opportunities for silent reflection. Pupils work enthusiastically with resources to prepare their class celebrations of the word and willingly undertake particular ministries. Religious education and faith leaders help to prepare the Friday celebration for the whole school and this is linked to Catholic social teaching. This focus gives pupils time to reflect on why they actively support many charities in the local and wider community. Opportunities for engagement and participation are limited as all celebrations of the word are focused on silent reflection, often guided by the teachers. Pupils are given time to respond or write their own prayers, however they do not pray in song or recite formal or spontaneous prayers. They confidently greet the Gospel and collectively say 'Jesus is the light of the world' when the candle is lit, but formation is needed to foster wonder and awe in these times of prayer with a clear understanding from staff about what progression in engagement and participation looks like from the earliest years to the end of KS2.

Times of prayer and reflection are a regular part of daily life for all pupils and liturgical celebrations are enjoyed by pupils, families and parishioners at significant times during the year. Staff, including senior leaders, offer examples of good practice to other staff, however, planned prayer times do not encourage active participation. It is evident from the class prayer books and responses from surveys that pupils are always respectful and behaviour

demonstrates respect for all faiths and cultures. The faith and RE ambassadors' book is an excellent record of the positive impact this group has on the prayer life of the school. Every classroom has a prayer focus linked to the liturgical year and appropriate artefacts are used to help pupils reflect. There is also a well looked after prayer space in the quiet area of the playground, as well as a prayer bench that pupils use frequently, sometimes chatting with the parish priest who is a regular visitor to school. The annual plan of provision is detailed and demonstrates the staff's commitment to engage with families and parishioners.

Leaders and governors are rightly proud of the opportunities pupils and their families have to join in prayer and liturgy at St Augustine's. The prayer and liturgy policy gives guidance to staff, however leaders recognise the need to review this considering the new *Prayer and Liturgy Directory*. Leaders understand the importance of prayer and are committed to providing a range of ways of praying including Visio Divina. However, this way of praying is not always understood by staff. Weekly celebrations of the word and reflections linked to scripture have little time for more spontaneous prayer. Leaders benefit from the support of the parish priest and together they provide a meaningful programme of preparation for the Sacraments of Reconciliation and Holy Communion. There are also opportunities for the school community to visit church to celebrate Mass at significant times in the year. Recent surveys indicate families and parishioners enjoy these occasions and attendance is increasing. The recently appointed subject leaders work enthusiastically to offer meaningful prayer experiences for pupils and their families. One example is the successful introduction of prayer boxes linked to the liturgical year, which families appreciate and provide positive comments and photographs of how they use them at home.

Information about the school

Full name of school	St Augustine's Catholic Primary School
School unique reference number (URN)	111309
School DfE Number (LAESTAB)	8773409
Full postal address of the school	49, Henshall Avenue, Warrington, WA4 1PY
School phone number	01925 633317
Executive Headteacher	Mr Steven Hatton
Headteacher or Head of School	Mr David Bentley
Chair of Governors	Mrs Catriona Watson
School Website	www.st-augustines-warrington.co.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	02 July 2018
Previous denominational inspection grade	Outstanding

The Inspection Team

Susan Lyonette

Lead

Louise Conlon

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