



St Augustine of Canterbury Catholic Primary School

URN: 118779

Catholic Schools Inspectorate report on behalf of the Archbishop of Southwark

04 June 2026 – 05 June 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

2

2

2

2

Yes

Yes

Fully

What the school does well

- Pupils at this school feel valued as unique individuals, contributing to a strong sense of belonging, as part of this special community united in Christ.
- Religious education provides an opportunity for every pupil, including those of other faiths, religions and none, to grow in virtues and morals.
- All staff are committed to the mission and values of the school, ensuring that every pupil is known by name and cared for as an individual gift from God.
- Senior leaders provide authentic witness to the Catholic life and mission of the school, ensuring that Christ remains at the heart of St Augustine's.
- The school and parish work in close partnership to provide rich opportunities for prayer and liturgy that enriches the spiritual development of pupils, families and the local community.

What the school needs to improve

- Strengthen the impact of leaders and governors' evaluation of the Catholic life of the school, through precise metrics and strategic systems, so that it is further enhanced.
- Provide opportunities for robust assessment, so that pupils develop greater ownership of their learning.
- Strengthen pupils' collaboration in the planning, leading and evaluating of prayer and liturgy, so that their scriptural understanding is deepened.

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

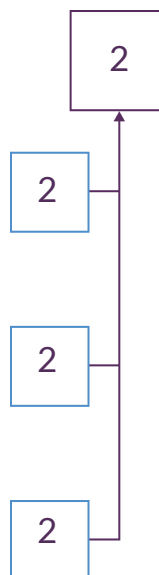
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



All pupils at this school express that they are valued and cared for, making real the words of scripture: 'You have called me by my name, you are mine'. As a result, pupils seek opportunities to grow in virtue, underpinned by Catholic social teaching, accepting their personal responsibility for the common good. It is notable that pupils who join the school, at points other than Reception, are quickly made to feel part of this nurturing school community. They are eager to participate in their school and willingly volunteer for a range of roles and responsibilities to help others. They are proud of the work they do to raise money for various charities such as Cafod and the Catholic Children's Society. Behaviour is good in lessons and across the school, with pupils learning, playing and praying together in a harmonious manner. In the words of one pupil, 'We are a Catholic school; everything we do is related to Jesus.'

The school's mission prayer is frequently shared, with its underpinning values highlighted, both across the school year and each individual day. The school's provision recognises that all pupils have been gifted by God with different talents, skills, personalities and potential. Staff are committed to the realisation of the mission through their active participation in all the school's activities. There is a palpable sense of welcome and this encompassing culture embraces all. Staff are positive role models for pupils and for one another through the quality of their relationships and interactions. All staff provide supportive pastoral care for the pupils in their care, with a strong sense of a close knit school community. The school environment is bright, spacious and attractive, with the quality of the learning spaces reflecting the dignity of each person that learns and works there. Relationships, sex, and health education provision is strong and well thought out, celebrating the Church's holistic vision of the human person. The

school's six values of kindness, empathy, honesty, gratitude, courage and love, coupled with its clearly understood Catholic social teaching principles, provide a comprehensive moral framework for the spiritual and moral development of all its pupils.

Leaders and governors clearly know and are deeply committed to the Church's mission in education. They have worked hard to forge strong links with the parish and this close collaboration is to the benefit of the Catholic life and mission of the school. Parents report that they feel listened to and they highly value the school's sense of community. Leaders are committed to meeting the needs of each individual pupil, thinking deeply about what it is that makes them unique and special. Leaders treat staff with dignity and provide support and pastoral care when needed. Leaders and governors are ambitious for their school and the pupils it serves. They work in close partnership and provide both support and challenge in pursuit of their shared ambition for the school. Leaders and governors recognise that the use of assessment information and stakeholder feedback is not yet sufficiently systematic to inform strategic planning with maximum effectiveness.

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

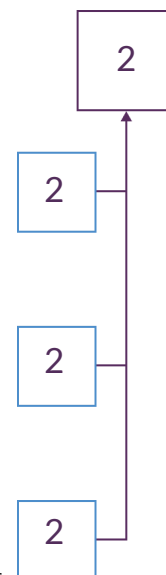
How well pupils achieve and enjoy their learning in religious education

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 work hard in religious education lessons and, as a result, achieve well. Pupils, including those with SEND or other needs, make good progress in their religious knowledge and understanding. They are able to think ethically and speak confidently about what they have learned. Pupils are able to name and apply the Catholic social teaching principles within their religious education lessons. Pupils enjoy their learning and approach their lessons with interest; as a consequence, behaviour in lessons is good. They respond well to opportunities for active learning, engaging with and listening attentively to the views of others. They are able to work both independently and with others to develop their religious literacy. The work that pupils produce in their books is well presented and shows impressive care. Attainment in religious education compares favourably to other core curriculum subjects, with most pupils achieving at least expected standards, with some working at greater depth.

The staff's commitment to religious education as a core subject of central importance is apparent in every class. Religious education is rightly given parity with other core subjects in terms of curriculum time and resources. The teachers follow two schemes at present, 'Lighting the Path' and 'Come and See', ensuring that the pupils develop the knowledge, understanding and skills required by the *Religious Education Directory*. Teachers have clear expectations of what their pupils should achieve and communicate this effectively to all. School-wide strategies, such as Visio Divina, have a positive impact on the learning of all, with pupils becoming increasingly skilled in examining artwork to 'speak to your heart'. 'Wonder moments' are used by all staff to capture the meaningful moments of learning

that are expressed by pupils within lessons. This culture of celebration of learning enables pupils to feel heard and recognise that their contributions are valued. Thought and care is given to the selection and range of forms of resources that enhance the pupils' understanding and support their learning effectively in lessons.

The subject leader is highly knowledgeable and deeply committed to ensuring the school's curriculum is comprehensive and well planned. Through a range of activities, such as timetabling, reporting and quality assurance, the subject leader ensures that religious education is at the heart of the school. Staff, including support staff, are provided with high quality professional development that develops their subject knowledge and skills. Leaders are committed to improving the standard of religious education as a core subject, with regular monitoring of teaching and learning, which includes lesson observations. Leaders ensure that pupils are provided with engaging activities that enhance learning in religious education and are in line with the school's RICH (Resourceful, Independent, Creative and Happy) mantra, through the use of approaches such as art analysis, role play and drama. The subject leader, working alongside teachers, has implemented a system of assessment that is closely followed. However, these assessments do not always provide sufficient opportunities for pupils to demonstrate the breadth and depth of their learning. Leaders have established a specific approach to pedagogy that values enrichment through active learning.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

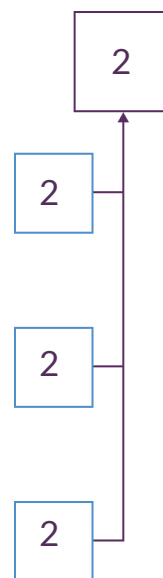
How well pupils participate in and respond to the school's collective worship

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 respond well to classroom liturgy, especially when it is pupil-led, showing close attentiveness and deep respect for each other's thoughts and prayers. Pupils report that they enjoy the 'sacred silences' within reflection time, because, as one pupil explains, it 'clears the worries from your head'. Many pupils joyfully attend the additional opportunities for prayer, such as 'Pop in and pray' in the school chapel, led by the parish priest. Pupils respond well to the carefully chosen contemporary liturgical music that appeals to them. The pupil chaplains, GIFT team, are dedicated and proud ambassadors who have a positive impact on those they serve. All pupils are able to reflect on what they have gained from their moments of prayer. However, opportunities for pupils to independently plan and evaluate liturgy are not yet fully developed. Pupils are ready to embrace this challenge, because of the strong foundation that the school has already provided for them.

Prayer is mapped across the school year and reflects the Church's key liturgical events, offering pupils with rich experiences of the Catholic tradition. The Mass is at the heart of the school's offer, with the Sacrament of the Eucharist being celebrated with joy and deep respect. The school thoughtfully ensures that every pupil, regardless of faith, tradition or none, can participate in and engage with the spiritual experience in a way that is meaningful for them. For example, the whole school community participates in a reconciliation service, supplemented by opportunities for individual pupils to receive the Sacrament of Reconciliation. Well-chosen scripture is used in prayer and liturgy, with the use of the Bible assisting in strengthening pupils' understanding of the word of God. The school makes creative use of its spaces in order to provide reflective places of prayer and meditation. The

well-cared-for and frequently used school chapel is cherished by all. The pupils visit the local parish church frequently and know that they are valued and welcome there whenever they visit.

Leaders give authentic witness to the place of prayer in a Catholic school. They are highly skilled and knowledgeable practitioners, with a clear vision of what they want prayer to be in their school. Leaders provide staff with models of practice in prayer and liturgy that are also evident in classrooms across the school. They lead reflections and prayers in meetings so that all staff know and experience the impact of prayer upon spiritual development. As a result, all staff understand the importance of prayer and liturgy within the life of the school. Leaders have successfully implemented a range of prayer forms including, formal prayer, spontaneous prayer and singing. The school calendar timetables regular opportunities to celebrate the Eucharist and key moments in the liturgical year, such as, Advent, Epiphany and Ascension, as well as other significant events including the Crowning of Our Lady in the school's holy garden and Remembrance Day. Leaders and governors recognise the importance of prayer and liturgy and ensure that the school's prayer and liturgy calendar is closely followed.

Information about the school

Full name of school	St Augustine of Canterbury Catholic Primary School
School unique reference number (URN)	118779
School DfE Number (LAESTAB)	8873752
Full postal address of the school	Deanwood Drive, Gillingham, ME8 9NP
School phone number	01634 371892
Headteacher or Head of School	Mrs Louise Prestidge
Chair of Governors	
School Website	www.staccp.org.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	28 November 2019
Previous denominational inspection grade	Good

The Inspection Team

Mark Hannon Lead

Suzanne Sanders

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