



St Augustine's Catholic Primary School

URN: 149310

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

24 September 2026 – 25 September 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 diocesan directives

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

- Positive relationships across the school are strong and are appreciated by families, pupils, staff, and the local community resulting in a school where everyone feels welcome and where the needs of the more vulnerable are met both academically and pastorally.
- The school environment is well cared for and is a good witness to its Catholic mission.
- Pupil behaviour is exemplary as a result of high expectations, clear routines, and a good understanding of the school's mission
- Subject knowledge of staff in religious education is very strong, which allows them to teach the subject effectively and creatively.
- Prayer is central to life at the school ensuring pupils are able to participate in a range of prayer opportunities.

What the school needs to improve

- Develop pupils' knowledge of Catholic social teachings and how these principles link the teachings of Jesus to faith in action.
- Provide opportunities for pupils to prepare prayer and undertake associated ministries independently and creatively, as a matter of routine.
- Consistently provide challenge and deeper thinking opportunities for those with higher prior attainment in religious education.

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

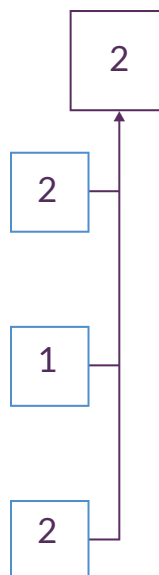
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 understand and value the Catholic identity and mission of the school. They have a deep respect for others, evident in the way they treat one another and speak confidently about equality and the dignity of every person. Behaviour is exemplary in lessons and around school, reflecting the consistent promotion of positive relationships and Gospel values. Pupils have a very good understanding of the mission statement, 'Live, love and learn together in the light of the life of Christ', and can explain what this means to them. Some make meaningful links between the mission and their own actions, with one describing it as being about "being the best you can be". Pupils revisit the mission regularly, ensuring it remains central to their experience at St Augustine's. Some pupils reflect on how their individual gifts contribute to their personal mission. Pupils identify some principles of Catholic social teaching and participate willingly in charitable activities. Pupils' actions in relation to this receive recognition through the 'Walk the Walk' trophy and 'Caught in the Light of Christ' certificates. However, pupils have a limited role in determining and leading aspects of Catholic life. Their ability to explain the theological basis for their actions is less developed than their understanding of the school's mission. Pupils experience limited opportunities to lead and evaluate aspects of the school's Catholic life and mission.

Staff have a deeply embedded understanding of their vocation as Catholic educators and of the school's mission. Consequently, the school is an exceptionally inclusive and welcoming community where pupils and families are known, valued, and supported. High-quality pastoral care, particularly for the most vulnerable, is a significant strength, with numerous examples of staff going 'above and beyond' for families experiencing challenging

circumstances. Thoughtful initiatives foster belonging from the moment pupils join; for example, individually decorated stones are blessed as part of welcoming pupils into the community. Staff and leaders are exemplary role models who authentically live out the mission, contributing to pupils' pride in their school and a strong sense of community valued by parents and the parish. The school makes exceptional use of its grounds and buildings to create a distinctly Catholic environment. The Millennial Prayer Garden, Garden of Eden, forest school, and internal displays provide rich opportunities for pupils' prayer and reflection.

The headteacher is an inspirational leader whose commitment to the Catholic mission is recognised by staff, governors, and the parish priest. Together with governors, she ensures that mission is central to decision-making. Catholic life and mission has a high profile and relationships between the school, parish, and wider community are particularly strong. These provide meaningful opportunities for pupils to live out the mission beyond school, including attending weekday Mass, participating in the flower festival, making Easter cards for vulnerable parishioners, and visiting the parish 'warm hub'. Governors are ambitious for the school and provide valued support and challenge. Governors have a secure understanding of the school's strengths and contribute effectively to its development. Leaders and governors ensure staff feel valued and supported, contributing to a strong commitment to the school community. Although pupils readily express their views, their involvement in monitoring and evaluating Catholic life and mission is limited. Pupils have less opportunities to influence decisions about how the school responds to its mission through action. Pupils therefore have a limited role in shaping and evaluating Catholic life and mission.

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

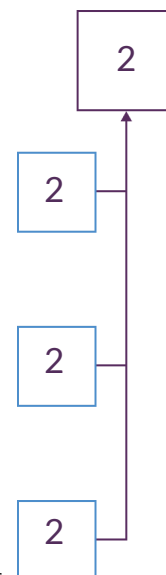
How well pupils achieve and enjoy their learning in religious education

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 achieve well in religious education. Their responses in lessons demonstrate a good understanding of the content covered and show that they are learning and remembering more. Pupils talk confidently about their current learning and make links to what they have learned previously. Work in books reflects the requirements of the *Religious Education Directory* and demonstrates that pupils achieve well against the expected knowledge statements. Assessment information shows that outcomes in religious education are comparable with those in other core subjects. Pupils identified as having additional needs and those working at lower prior attainment make good progress because teachers provide effective scaffolding, including using resources to enhance accessibility and inclusivity. Effective staff support helps pupils, particularly the most vulnerable pupils, to learn in lessons and through wider provision, including the nurture room. However, pupils with higher prior attainment are not consistently challenged. Pupils work independently, engage positively with religious education and many describe it as their favourite subject. They understand the school's feedback system and can recognise when they have been successful. However, pupils identify what they do well more confidently than they explain how to improve their work.

Teachers' subject knowledge in religious education is a strength. Teachers plan learning sequentially, building effectively on pupils' prior knowledge, and have high expectations for the subject. Regular retrieval activities enable pupils to revisit important learning and make connections with what they already know. Teachers also give appropriate attention to subject-specific vocabulary, developing pupils' religious literacy and understanding. For

example, Year 2 pupils confidently describe a covenant as 'a promise God never breaks'. Teachers use questioning effectively to check understanding and identify misconceptions. However, questioning is not used consistently well to deepen thinking and challenge pupils with higher prior attainment. Teachers provide a variety of opportunities for pupils to demonstrate their learning, including artwork, storytelling, diary entries and debate, with tasks becoming increasingly complex as pupils progress through the school. The content of lessons contributes positively to pupils' spiritual and moral development. In the strongest practice, teachers provide time for reflection, enabling pupils to connect religious teaching with their own lives and beliefs. This results in some thoughtful and insightful responses. However, opportunities for this depth of reflection are not consistent across the school.

The religious education subject leader has a strong vision and high ambition for the subject. Although new to the role, she leads the subject effectively. Her programme of training in implementing the *Religious Education Directory* supports teachers in contributing to their secure subject knowledge and the good-quality teaching across the school. Leaders and governors ensure that religious education has parity with other core subjects in curriculum time, resourcing, budgeting, and staff deployment. A range of enrichment opportunities further enhances the curriculum, enabling pupils to reflect upon, deepen and apply their religious learning. Leaders' self-evaluation accurately identifies the strengths and areas for development in religious education across the school. Provision meets the needs of pupils well, particularly those with special educational needs and disabilities (SEND), and those with lower prior attainment. However, leaders do not consistently ensure sufficient challenge for pupils with higher prior attainment, limiting the achievement of some of these pupils.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

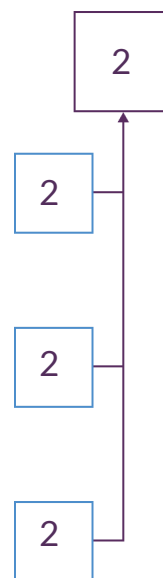
How well pupils participate in and respond to the school's collective worship

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, including celebration of the word led by the headteacher, key stage worship, and regular class prayer. Pupils respond positively to prayer organised around the familiar structure of 'gather, word, response and mission' and show reverence and thoughtfulness during silence and reflection. They sing with enjoyment and participate willingly in the prayer life of the school. However, pupils explain how prayer influences their actions with less confidence than they show when engaging and participating in it. Pupils willingly prepare and minister prayer for their peers and enjoy this experience. They can select appropriate scripture and are familiar with some prayers from the Catholic tradition. However, pupil-prepared prayer is often closely structured by adults, limiting opportunities for pupils to demonstrate creativity and independence. Pupils do not consistently demonstrate the progression in prayer ministry skills identified by the school.

Scripture is used appropriately and effectively as the foundation for prayer and liturgy. Regular opportunities for prayer and celebration of the word are embedded within the everyday life of the school, making prayer a central part of pupils' daily experience. Staff understand their role in supporting the prayer life of pupils and provide good models of practice. The headteacher is recognised by both staff and pupils as a particularly strong role model, while other staff confidently lead prayer within their classes. The flourishing partnership between the school and parish enriches the prayer and liturgical experiences of pupils. Staff and families value this relationship, which enables pupils to participate and minister regularly in Mass both in school and in the parish church. The school also makes effective use of its environment to support prayer. Dedicated prayer spaces within

classrooms, around the school and outdoors are accessible and regularly used, providing a variety of settings for prayer and reflection. Families value the opportunities provided by the school to support prayer at home. For example, prayer bags are particularly appreciated by pupils and parents and strengthen the connection between prayer at school and within the family. However, these are currently available only at particular times within the liturgical year and, consequently, not all pupils have the same opportunity to participate in this initiative.

The school's prayer and liturgy policy is well structured and helps staff understand expectations. Leaders and governors share an understanding of how pupils' prayer skills develop as they move through the school, but this progression is not consistently evident in pupil-prepared prayer. Staff understand the importance of prayer and are well supported by leaders and the parish priest in developing their practice. Leaders, including governors, have a good understanding of the Church's liturgical year and, as a result, plan a good range of opportunities for pupils to pray, worship and celebrate together throughout the year. Key seasons, feasts and celebrations are marked appropriately and form a regular part of the prayer life of the school. Leaders seek the views of members of the school community about prayer and liturgy, but do not consistently use this feedback to secure identifiable improvements in provision.

Information about the school

Full name of school	St Augustine's Catholic Primary School
School unique reference number (URN)	149310
School DfE Number (LAESTAB)	9373541
Full postal address of the school	Hollis Lane, Kenilworth, CV8 2JY
School phone number	01926 852943
Headteacher or Head of School	Helen Williams
Chair of Governors	Jennifer Hill
School Website	www.staugustines-kenilworth.straphaelcmat.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Raphael the Archangel Catholic Multi-Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	14 December 2021
Previous denominational inspection grade	Good

The Inspection Team

Michelle Walsh

Lead

Jonathan Clinton

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