


## Catholic Schools Inspectorate inspection report for St Augustine of Canterbury RC Primary School, a Voluntary Academy, Burnley

URN: 147564

Carried out on behalf of the **Right Rev. John Arnold, Bishop of Salford** on:

**Date: 21<sup>st</sup> – 22<sup>nd</sup> September 2023**

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.....	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 curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

## Summary of key findings

### What the school does well

- Staff and governors, led by an inspirational head teacher, ensure that all pupils receive excellent pastoral care with concrete commitment to young people whose circumstances have made them vulnerable.
- Staff are exemplary role models for pupils, bearing witness to the school's Catholic life and mission.
- A high standard of chaplaincy provision ensures extensive, creative, and high quality opportunities for the spiritual and moral development of pupils and staff.
- The shape and meaning of the church's liturgical year is well expressed through the school's prayer life, including the daily broadcast.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

- Parents are rightly proud of their school and value the support given to them.

What the school needs to improve:

- To continue the journey started in September, so that teachers ensure that pupils are provided with relevant and specific feedback which ensures that all pupils clearly understand what they need to do to make progress in their learning.
- To continue to develop rigorous approaches to the monitoring of religious education, using existing best practice in the school to support this, so that pupil outcomes improve across the school.
- Work towards aligning the religious education curriculum with the new *Religious Education Directory*.

## 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:.....

1

### 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

St Augustine's mission, 'Christus Heri, Hodie, Semper', underpins the lived commitment to place Christ at the centre of all actions undertaken by the school and live out the modern mission of church. This is expressed in commitment to care for our common home and of service to those most in need. Pupils are able to clearly articulate their individual roles and responsibilities to ensure this mission is lived out, yesterday, today and always. For example, Y3 pupils considered rules for home arising from St Paul's letter to the Corinthinans. One said, 'We must always be kind and joyful, helpful to others and share with those in need.' Pupils respond to local and global appeals, knowing that this is a way of serving neighbour. During a Cafod presentation, a pupil from upper Key Stage 2 recalled the impact of the school's support for the world gifts appeal in changing the lives of others. The school supports local and diocesan food and clothing appeals. Pupils at St Augustine's are well supported pastorally and their wellbeing is prioritised, reflected in the school achieving the gold award for Attachment and Trauma Sensitive Practice and in the quality of chaplaincy provision. As a result, pupils are keen to take on leadership roles, behave well, are happy, confident and feel secure.

The rich learning environment, including a dedicated prayer space, is anchored in the distinctive Catholic character of the school. Scripture is visible throughout St Augustine's, and is known and understood by the school community, informing their daily choices and actions. The staff team are able to express how their role is one of servant leadership, commitment to all pupils, with a particular focus on supporting disadvantage. The strong culture of welcome and joy in togetherness permeates the school and is visible in morning routines, all interactions throughout the day, and with all stakeholders. A parent commented that their child 'enjoys all aspects of Catholic life at school' and that 'all work hard to support and help to develop all pupils'. The school's strong

commitment to pastoral care is visible through high quality expert staffing, outreach to families and governance that prioritises those in need. A parent stated that St Augustine's is built on a culture of love and acceptance. Staff tangibly support the mission through activities such as sacramental programme, Passion play, outreach work, fundraising and the prayer life of the school. Visitors are overwhelmed by the quality of welcome and children new to the school are supported exceptionally well. Staff talk about seeing all in the school community as 'family', and this means they go the extra mile to ensure all, including groups whose circumstances have made them hard to reach, experience excellent pastoral care. One staff member said, 'I love working here – It's a special place. I felt it!' The school's chaplaincy provision is witness to the flourishing of all with high quality experiences throughout the school, including a daily liturgical prayer 'broadcast' led by the pupil chaplaincy team. Through the *Life to the Full* relationships, sex, and health education programme, statutory and diocesan recommendations are fulfilled. Education in personal development is rooted in the teaching of the Church.

All leaders live the faith and mission of the school as seen in all areas of life and in every interaction witnessed. Leaders are deeply committed to their faith and to the Catholic life and mission of the school and its community. They lead by example. The school places itself at the service of the parish, academy trust and diocese in a variety of ways including support and outreach to other local schools, embracing and promoting the bishop's vision for the diocese. The school's mission and values calendar focuses a flourishing partnership between the school and local community, including parish. A range of opportunities are made available for parents to engage with their child's learning and they value this support and commitment. Governors have explicit and concrete commitment to the mental and physical wellbeing of staff, shown through strategic decision making which also ensures the preferential option for the poor is prioritised. Bespoke adult intervention, throughout the school, is of a high quality and positively impacts on pupils' progress.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Pupils enjoy religious education lessons and are supported to make good progress in knowing, remembering and doing more, when measured against the planned curriculum throughout the school. They grow in religious literacy throughout their time at St Augustine's and are able to apply this to spiritual reflection and thinking. Pupils are able to confidently articulate and make links between what is taught and their own experiences. They are able to apply scripture to their own experiences. Year 5 pupils, analyzing scripture, concluded that following St Paul's advice, we should be accepting and loving to others, even when they are different from ourselves. In a Year 6 class, pupils learning about unconditional love through the parable of the prodigal son, interpreted artist intent, using sources to support a point of view. They are supported well to ask good questions of adults and peers, which enhance learning. In Year 1, learning about peace and love, skilled practitioners supported and progressed learning due to the variety of creative opportunities provided for the pupils. Pupils enjoy their learning, therefore behavior is good in lessons. Attainment is comparable to other core subjects and has improved over time. Greater focus in teacher feedback will provide pupils with a clearer understanding of how well they are doing, and what they need to do to improve, enabling pupils to make accelerated progress.

Teachers are confident in teaching religious education lessons and use questioning well to identify where pupils are in their understanding, adapting as necessary to support all pupils to learn well. Space and time for reflection is provided in lessons. Pupils present their learning in a variety of forms – with group discussion often leading to deeper understanding that is then apparent in written outcomes. Creativity is encouraged and celebrated through class, 'Stay with us Lord on our Journey' floor books. World Peace day celebrations during the inspection focused the whole school in activities that reinforced Catholic social teaching. Additional opportunities are planned outside explicit religious education lessons to link their learning in religious education and spiritual and

moral development. For example, a ‘golden thread’ through history is religion and beliefs. In local history work, the mistakes of the past inform decision making for today.

The school confidently and effectively delivers the *Come and See* programme, which is used creatively and supplemented with personal and imaginative activities, fulfilling the requirements of the *Religious Education Curriculum Directory*. Leaders and governors ensure that the religious education curriculum meets the requirements of the Bishops’ Conference, with 10% of the timetable dedicated to the subject across all year groups. Governors ensure religious education has full parity with other core curriculum areas. Support provided to early career teachers and all staff, through appropriate professional development opportunities mean that teachers are equipped to teach religious education effectively. The subject leader for religious education has a clear vision apparent in the school’s self-evaluation and action planning. Supported by the head teacher, she works well within the Romero Trust and supports colleagues to develop leadership capacity. A range of enrichment activities, throughout the year, linked to the liturgical calendar, engage pupils in creative opportunities and outreach. These include a reverse advent calendar, live simply pledges, world food day and earth day activities. Sufficient opportunities are provided for learners to progress sequentially through subject content in readiness for the new *Religious Education Directory*.

## Collective worship

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

Collective worship key judgement grade:.....

1

### 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

Collective worship and prayer is central to the life of St Augustine's and highly valued by all. Every day begins with a daily 'broadcast' led by the Key Stage 2 pupil chaplaincy team. This is responded to with reverence across the whole school and ensures that each day consistently begins with welcome, prayer and reflection time. One parent commented, 'I think the daily broadcast has been a wonderful influence on the children.' During the recent Covid19 pandemic, daily gospel readings were recorded and shared via YouTube to the school community. The parish priest was enthusiastic about the pupils' engagement and understanding of the Mass, and confidence in responding during Mass. The school has recently joined the diocesan school singing programme which has reinforced the school's commitment to pupil engagement in communal singing. In Year 5, a pupil-led liturgical prayer ended with a hymn, enthusiastically sung by all. When leading prayer and liturgy, pupils set up the prayer focus with liturgical colour cloth and other artefacts. They enthusiastically lead prayer and by upper Key Stage 2 are able to fully prepare creative and well-constructed experiences of reflective prayer and liturgy. Spontaneous prayer is promoted and encouraged and prayer spaces in classrooms reflect this.

Staff, including senior leaders, engage fully in prayer and liturgy and are inspiring models of exemplary practice to others. A planned programme of prayer and liturgy, including regular mission and values weeks, reflects the rhythm of the church's year. A wide range of engaging and creative experiences are offered, encompassing the breadth and richness of the Catholic tradition. For example, pupils reflected on the Cafod assembly, in order to plan their action. The adult leader of chaplaincy has enabled pupils throughout the school to engage with daily scripture passages and to form intrinsic links between these and periods of reflection and silence. This modelling has also influenced wider staff and community in their active participation of prayer and liturgy. All engage with respect. Pupils enjoy singing the school hymn linked to the school's motto. The school's peace

and prayer space is well utilised by pupils who operate as mission leadership teams to influence the school's mission. The daily broadcast is led from this space, which has become an oasis of calm in the school. The school council helped choose the school values that underpin all aspects of life at St Augustine's. The sacramental programme underpins the partnership with parish, and the school takes an active role in the parish with staff acting as catechists to support the many pupils on their faith journey. The parish priest encourages wider family participation, especially around the Sacrament of Reconciliation. The recent Passion service was extremely well attended and one parent commented, 'I really enjoyed attending the Passion drama by the children at Easter and my son was so happy to be chosen for the broadcast yesterday.'

The annual reviewing of the school's prayer and worship policy ensures it remains relevant, current and fully reflective of the lived worshiping experiences of the school community. From the very beginning of their school journey, it is clear that pupils have opportunities to participate in, lead, contribute to and shape their own prayer and worship experiences at an age-appropriate level. For example, Reception children, within the first month of their school journey, were observed being carefully led to create a prayer focus space, responding with reverence and joy. The school calendar is planned around the liturgical year and ensures regular opportunity to celebrate the Eucharist. All Holy days of obligation are prioritised and the patronal feasts of St Augustine of Canterbury and St Oscar Romero are celebrated by the whole school. The school places the highest priority on inspirational professional development in order that the richness of the Catholic tradition is made known. This includes access to the *Catholic Certificate in Religious Studies* programme. Staff receive regular feedback to support the continued enrichment of their practice. There is an expectation from everyone that prayer is at the heart of the school. As a result, there is a real pride in the quality of provision which enables all participants to become closer to God.



## Information about the school

Full name of school	St Augustine of Canterbury RC Primary School, a Voluntary Academy
School unique reference number (URN)	147564
Full postal address of the school	Lowerhouse Lane, Burnley, Lancashire, BB12 6HZ
School phone number	01282 426938
Name of head teacher or principal	Mrs Sinead Colbeck
Chair of governing board	Mr John Haworth
School Website	<a href="https://st-augustines.lancs.sch.uk/">https://st-augustines.lancs.sch.uk/</a>
Multi-academy trust or company (if applicable)	Romero Catholic Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4-11
Trustees	Diocese of Salford
Gender of pupils	Mixed
Date of last denominational inspection	22nd March 2016
Previous denominational inspection grade	Outstanding

## The inspection team

Martin Johnson

Lead inspector

Joanne Butterworth

Team inspector

## 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