CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

St Augustine's Catholic Primary School

URN: 142730

Catholic Schools Inspectorate report on behalf of the Bishop of East Anglia

12 March 2026 – 13 March 2026

Summary of key findings

Overall effectiveness — 2

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3) — 1

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) — 2

The quality of curriculum religious education RE

Collective worship (p.7) — 2

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	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

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.

What the school does well

- Pupils understand the distinctive Catholic identity and mission of the school and are proud to be a member of the St Augustine's community.
- The headteacher and staff are exemplary role models who consistently bear witness to the school's Catholic mission through the high-quality relationships and the care shown to all pupils.
- Leaders and governors have developed a flourishing partnership with the local parish and clergy.
- Teachers provide pupils with opportunities to present their learning using a variety of forms of expression to meet the differing needs of pupils.
- Pupils respond well to the experiences of prayer and liturgy provided by the school.

What the school needs to improve

- Develop a rigorous self-evaluation process for religious education that systematically reviews provision, identifies areas for improvement and informs actions to enhance teaching and learning across all key stages.
- Ensure that all experiences of prayer and worship are of consistently high quality so that each experience fosters reverence, reflection and engagement.
- Broaden the range of prayer and worship opportunities for the whole school community to deepen pupils' spiritual engagement, sense of wonder and awe and understanding of Catholic practice.

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

2

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

Provision

1

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

Leadership

1

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

Pupils understand and clearly value the distinctive Catholic life, mission and identity of their school, as reflected in comments such as, 'we learn about Jesus at this school'. All pupils know the school motto and can explain what it means. They feel happy, confident and cared for: all pupils spoken to said they enjoyed school and had good friends, noting that staff would help them if they ever had any problems. This culture of care is evident in their daily interactions, with pupils providing examples of supporting one another, such as comforting an upset friend or including everyone in their games. Consequently, pupils' behaviour is generally positive across the school. There are some opportunities for pupils to take on leadership roles, such as the eco-warriors, mini-vinnies and school councillors: however, these roles are not developed enough for pupils to take an active lead. Pupils understand some principles of Catholic social teaching relating stewardship to actions such as litter picking and caring for plants. They recognise how their actions benefit others, for example, through foodbank collections and donating to the Rudolph Run. However, pupils are not yet able to clearly articulate the link between the school mission, scripture and their actions.

Christ is at the heart of St Augustine's. Staff serve as exemplary role models for pupils, consistently bearing witness to the school's mission through the love and care they demonstrate for one another and their pupils. This is manifested in the warm and welcoming culture, where staff describe a strong sense of shared community, 'we all feel closer to God and we feel together as a community.' Inspired by adult role models, pupils display excellent manners and genuine kindness toward each other, and report that incidents of unkindness or bullying are rare. This spirit of service extends to practical acts, such as pupils proactively

assisting kitchen staff in the hall at lunchtimes. The school provides highly effective pastoral care, particularly for those with SEND and this support is integrated into daily life through the dedicated work of the parent support worker and teaching assistants. The school environment fully reflects its Catholic character and the many displays showcase the school's missionary activities, such as pilgrims of hope, hearts of gold and Catholic social teaching.

Leaders and Governors are deeply committed to the Church's mission in education, ensuring it permeates every facet of school life. The headteacher is highly respected and fosters a culture where staff feel able to ask questions and where wellbeing is prioritised and supported by a senior leadership team. This creates an environment where staff feel personally and professionally valued with staff recognising the school's commitment to the Gospel, 'the whole community lives out Gospel values every day.' The school has a flourishing relationship with the local parish and the partnership with the parish priest is exceptionally strong: his weekly visits are highly valued by pupils and staff and seen as a 'joyful presence'. Parents are overwhelmingly supportive of the school, with one commenting they would 'highly recommend this school to anyone who would listen.' They appreciate the regular newsletters and frequent invitations to visit the school for such events as musical soirees, shows, open days and liturgies. Governors demonstrate ambition for the improvement of the school and express a commitment to, 'embody Jesus' teachings to enable all pupils to achieve their full potential.' Governors engage in regular monitoring activities and are well supported by members of the Trust: together they also ensure that wellbeing of staff and leaders is a priority.

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

2

Pupil outcomes

2

How well pupils achieve and enjoy their learning in religious education

Provision

2

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

Leadership

2

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

Pupils are increasingly religiously literate, approaching their learning with a sense of reverence and purpose. They say they enjoy religious education lessons because, as one pupil put it, 'I like learning about Jesus and the bible because they give us examples of how we should live.' They cherish their religious education books, identifying them as special because they are learning 'all about God's love for us'. Pupils' work is generally well presented although quality varies across year groups. Most pupils can work well independently, as seen for example in early years activities about the Easter story. Outcomes are good because pupils have a secure understanding of how well they are doing and what is needed to improve; for instance, older pupils confidently use feedback systems to identify successes and areas for growth, while younger pupils effectively tackle retrieval questions and are starting to attempt deeper thinking tasks. Pupils are developing secure knowledge and skills, for example, lower Key Stage 2 pupils can speak knowledgeably about key theological concepts such as the Eucharist and the Body and Blood of Christ. Pupils are developing the ability to speak with increasing fluency and confidence about their learning and beginning to use subject-specific vocabulary to ask questions of themselves and others.

Teachers are committed to the value of religious education and communicate this well to pupils. They have worked hard to adapt the curriculum to the needs of their pupils and as a consequence, most lessons are interesting and appropriate to the age of the pupils. In a high quality Key Stage 1 lesson, for example, the teacher used a range of interactive strategies such as retrieval questions, partner talk and cold calling to maintain pupils' engagement. In

some classes, however, teachers talk for too long, resulting in pupil's losing focus and interest. Evidence in pupils' books showcases a diverse range of forms of expression, including sensitive artwork, drama, and written tasks, which successfully cater to the differing needs of all learners. Pupils explained how they express their response to lessons in artwork and are very enthusiastic about the weekly creative lesson, for example the freeze framing work seen in upper Key Stage 2 about the sorrowful mysteries. Some teachers use questioning effectively to assess pupils'understanding, although practice is not yet consistent and this is beginning to help teachers adapt explanations and tasks to promote engagement and deeper thinking.

Leaders and governors ensure the curriculum is a faithful expression of the Religious Education Curriculum Directory, selecting activities and resources that deliver its aims and objectives. A culture of continuous improvement is evident: staff attend all diocesan professional development days, and there is a structured programme of professional development. Teachers are further encouraged to deepen their subject knowledge through the Trust app, induction courses, and collaborative liaison with other Trust schools. Practical support is a strength, with weekly phase meetings providing a dedicated forum for staff to discuss planning and address any misconceptions. This collaborative environment ensures teachers feel supported in their delivery of the new curriculum. Furthermore, leaders have implemented a systematic approach to assessment, where staff collectively moderate outcomes across key stages to map progress at the end of each branch. Governors work alongside Trust leaders in evaluating the school's provision and take part in observations, book looks and discussions with school staff. Monitoring activities are developing in precision and rigor, contributing to improving outcomes for all groups of pupils.

Collective worship

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

Collective worship key judgement grade

2

Pupil outcomes

2

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

Provision

2

The quality of collective worship provided by the school

Leadership

2

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

Pupils respond positively to the experiences of prayer and liturgy provided by the school, demonstrating a respectful attitude. They join in communal prayer with confidence, participating fully through responses and liturgical actions. A particular strength is the school's musical life; pupils sing both joyfully and tunefully during collective worship, as seen for example in their exuberant renditions of hymns and liturgical settings during a Key Stage 2 Mass. Pupils undertake ministries willingly, for example, acting as servers or readers during Mass. The school chaplains are committed to leading their class in prayer every day, while knowing that their role is to 'help people get closer to God.' Pupil ministry roles contribute positively to school prayer experiences, although breadth of opportunities varies. Older pupils are familiar with the rhythm of the liturgical year, for example, identifying the significance of liturgical colours, such as purple for Lent and Advent and key celebrations, including the rosary in May and October and the stations of the cross during Lent. Pupils are beginning to reflect on their experiences of prayer and liturgy and to articulate how these experiences influence their actions.

Prayer and liturgy are central to school life and there is an established and daily pattern of prayer, signalled by the ringing of a bell. Seasonally-appropriate scripture is carefully selected to ensure that all can participate. This was seen, for example, in a Key Stage 1 celebration of the Word where the narrative of the healing of the blind man was accessible to all present. The weekly whole school Gospel assembly is purposefully based on the Sunday readings to bridge the gap between parish and school life and gives the school community a mission for the week. Although regular prayer is embedded into school life, there is some variation in the

quality of experiences, including the mood, setting, use of scripture and engagement of participants. Staff and the school chaplains ensure that each classroom has a prominent and attractive prayer focus, which is used daily for class prayers, often selected from a selection of prayers written by pupils and the school recognises that there is a need to develop more communal prayer areas around the school building and site.

Leaders and governors ensure the school's policy on prayer and liturgy is well-formulated and fit for purpose. Together with the parish priest, they have meticulously planned the school calendar and timetable to prioritise the celebration of the Eucharist. This takes place every other week in school, and other significant feasts, such as Christ the King, Ascension, Pentecost and their patronal feast day of St Augustine of Canterbury, further strengthens the community's sense of identity and tradition. Staff training is a key area being developed to support the delivery of high quality acts of worship. Families are very appreciative of the opportunities offered to them to participate in prayer, with one parent commenting: 'we are often invited to Mass and the monthly prayer group for parents is a wonderful idea too.' Leaders and governors engage in monitoring activities, with evaluation and analysis of impact developing across the school.

Information about the school

Full name of school	St Augustine's Catholic Primary School
School unique reference number (URN)	142730
School DfE Number (LAESTAB)	9263376
Full postal address of the school	19 Westend, Old Costessey, Norwich, NR8 5AG
School phone number	01603 743317
Headteacher or Head of School	Miss Rachel Swindell
Chair of Governors	Mr Joseph Zammit
School Website	www.st-augustines.norfolk.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St John The Baptist
Phase	Primary
Type of school	Academy
Admissions policy	
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	03 May 2018
Previous denominational inspection grade	Good

The Inspection Team

Michael Lobo	Lead
Anne-Marie Price	

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