



St Augustine's Catholic Primary and Nursery School, A Voluntary Academy

URN: 138508

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

24–25 September 2025

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

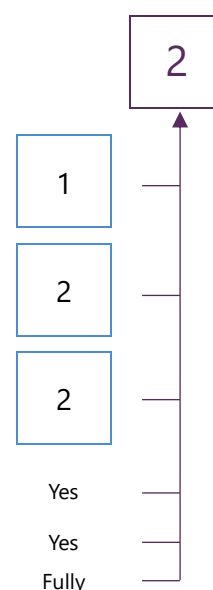
Collective worship (p.7)

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



Compliance statement

- 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 been fully responsive to the areas for improvement from the last inspection.

What the school does well

- Pastoral care is exemplary. Staff go 'the extra mile' to support pupils and families, particularly the most vulnerable, embodying the mission statement, 'We strive to love and serve God in all that we do'.
- Chaplaincy is highly valued. Pupils willingly take leadership roles within chaplaincy, preparing and leading aspects of prayer and liturgy, and reaching out to others with enthusiasm and commitment.
- Celebration of effort, and feedback, are strong because teachers give specific, insightful advice which pupils act upon, leading to visible improvements in the quality of their work and strengthening their motivation and engagement.
- Prayer and liturgy are central to school life. The calendar and timetable ensure daily prayer, the frequent celebration of Mass, and a range of liturgical celebrations, including the Sacrament of Reconciliation.
- Creative and inclusive prayer spaces, both indoor and outdoor, are imaginatively designed, well used, and respected as sacred, enabling all pupils to participate meaningfully, and sometimes spontaneously, in prayer.

What the school needs to improve

- Embed Catholic social teaching deeply, so that pupils can explain the theological reasons underpinning their actions.
- Offer to pupils a range of opportunities to present their knowledge in imaginative and original ways in religious education.
- Ensure all staff are highly skilled in supporting pupils to plan and lead well-constructed prayer and liturgy.

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

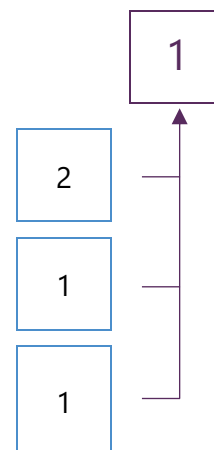
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 at St Augustine's are developing a strong sense of what it means to live out the mission statement, 'We strive to love and serve God in all that we do'. They increasingly connect this to daily life. Pupils are confident in describing Gospel values such as service, forgiveness, compassion, and courage, and can identify them in their daily actions, for example helping a friend who has fallen over at playtime. One pupil explained, 'When I see someone sad, I remember that Jesus would want me to help them feel better'. Pupils articulate a clear sense of dignity and self-worth, recognising that they are valued as unique persons made in the image and likeness of God. They are happy, confident, and feel secure in the caring environment of the school. Chaplaincy is highly valued, with pupils willingly leading aspects of prayer, liturgy, and outreach. Pupils of other faiths are respected and their contributions enrich discussion. Though pupils are beginning to engage with Catholic social teaching, they cannot clearly explain the theology underpinning their actions or take a leading role in responding to its demands.

Staff embrace the mission statement and translate it into daily practice. Catholic life is treated as the foundation of teaching, relationships, and service. Staff willingly contribute to activities that express the school's mission, modelling Gospel values through their love, care, and professional generosity. Pastoral care is a hallmark of the school. Leaders and staff consistently go beyond expectations to nurture and support all pupils, especially the most vulnerable. Families experiencing bereavement, hardship, or significant challenge are embraced with practical, emotional, and spiritual care. Pupils and parents alike recognise the school as a place of safety, belonging, and joy. Compassionate faith in action is lived out daily. The school's culture of welcome is strong. Pupils and families from different cultures and faith traditions are respected and valued, and are supported to live and pray in fidelity with their own commitments.

This spirit of hospitality ensures that all feel included and cherished. The environment itself powerfully witnesses to Catholic identity. Indoor and outdoor prayer spaces, spontaneous prayer stations, sacred symbols, and Gospel value displays are creative and well used by pupils and staff as places of prayer, reflection, and encounter.

Leaders and governors articulate the Church's mission in education with clarity and conviction. They ensure Christ is at the centre of school life and exercise rigorous guardianship of Catholic life and mission. Their leadership is ambitious and determined, ensuring that all members of the community are supported to flourish. Governors make a significant contribution through effective challenge, oversight, and support. Partnership with the diocese is strong and dynamic. Leaders actively place the school at the service of diocesan priorities and those of the Our Lady of Lourdes Catholic Multi-Academy Trust, contributing to initiatives such as Pilgrims of Hope, the Our Father project, and the Synod. This enriches both the school and the wider diocesan family. Parish links are highly effective. Pupils attend Mass regularly, taking active roles in reading, music, and symbolic actions, while the parish newsletter is shared weekly with families. Sacramental preparation is strengthened by collaboration with clergy and religious. Leaders embody Catholic social teaching, particularly in their preferential option for the poor. Pastoral provision for families facing challenge is striking, and leaders also respect the dignity of staff. Staff describe being supported during difficult times and being enabled to deepen their faith, for example through attending the canonisation of St Carlo Acutis or contributing to parish initiatives during term time.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

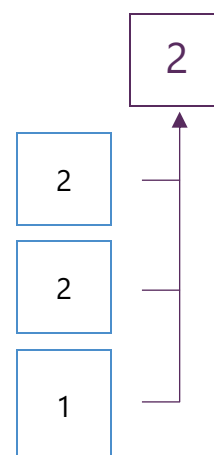
How well pupils achieve and enjoy their learning in religious education

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 enjoy religious education and describe it as a subject that stretches them academically. They recall scripture with confidence, link it to Gospel values, and demonstrate secure religious literacy as they move through the school. Older pupils can explain how scripture informs life choices and learning, showing both theological understanding and depth of reflection. Work scrutiny confirms that pupils' knowledge strengthens over time. Older pupils demonstrate progression by making meaningful links, such as how Abraham's story connects with Noah, or how Baptism relates to the outpouring of the Holy Spirit. Feedback is used effectively to prompt deeper thinking, and pupils respond sincerely, making visible improvements to their work. Presentation is good, tasks are generally well matched to ability, and driver words support challenge across phases. Pupils engage well in lessons, concentrate with focus, and their enjoyment is rooted in the challenge and depth provided. While pupils recall learning securely and produce work of good quality, they are not consistently able to ask incisive questions of adults or peers, nor synthesise their learning in original ways. Opportunities for creativity remain limited, and pupils' work does not consistently show imaginative presentation or independent originality.

Across the school, teaching in religious education enables pupils to make good progress and to engage meaningfully with their learning. In the strongest practice, questioning is responsive, retrieval strategies help pupils build secure connections, and pupils are challenged to explain their thinking. Lessons draw pupils into scripture, prayer, and reflection on how their faith shapes daily choices. Celebration of effort and achievement is a distinctive feature. Pupils are motivated by the recognition they receive, and the feedback they are given is specific and insightful. They respond well to this guidance, improving their work and demonstrating visible progress. Work scrutiny shows that planning is well implemented, and pupils benefit from a

variety of task types, including annotation, retelling, art, extended writing, and reflective activities. Although these tasks do not consistently allow pupils to show independence and originality, they do foster spiritual, moral, and analytical engagement. Teachers' subject knowledge is secure and continues to grow through professional development. In the most effective lessons, this confidence results in well-pitched explanations and effective questioning. Because some staff are not consistently flexible in adapting teaching in the moment, explanations for younger pupils are rarely broken down further to ensure theological vocabulary is fully accessible.

Leaders and governors ensure that religious education is given full parity with other core subjects, securing the resources, time, and staffing required for its delivery. They are resolute in providing regular, high-quality professional development in both subject knowledge and pedagogy, which has already led to rapid improvements in teaching and learning across the school. The subject leader has a clear vision and works with determination to embed greater consistency. Planning is imaginative and thoughtful, carefully designed to meet the needs of all groups of pupils. Particular attention is given to pupils with special educational needs and disabilities, with differentiated pathways enabling them to access and achieve in religious education. Staff describe this as a real strength. Partnerships with the parish and wider Catholic community enrich provision. The involvement of catechists and religious offers pupils authentic witness to the faith and complements classroom learning, broadening their experience and deepening their understanding. Self-evaluation is rigorous, accurate, and searching. Leaders identify areas for development with honesty and act swiftly to address them. Governors provide close and effective oversight, combining accountability with celebration of success. As a result, outcomes in religious education are improving rapidly and securely over time.

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

1

2

Pupils respond positively to the experiences of prayer and liturgy provided by the school. They participate reverently, join in with community prayer and singing, and reflect in silence with sincerity. Pupils can describe a range of ways of praying within the Catholic tradition, appropriate to their age and capacity, recognising that prayer can take many forms, including silent reflection, symbolic action, music, and scripture. Collaboration with staff and chaplaincy leaders is a strong feature. Pupils willingly prepare and contribute to worship, undertaking ministries such as reading scripture, writing prayers or choosing music. Older pupils are proactive in suggesting improvements, for example through considering how space or prayer resources could enhance prayer and liturgy. Evaluation of prayer and liturgy is embedded. Pupils use tools such as evaluation sheets to reflect on their experiences, contribute to chaplaincy discussions, and articulate how worship influences both the curriculum and wider school life. They can explain how their experiences inspire them to act, including through stewardship projects and service to others. Pupils' knowledge of the breadth of Catholic prayer traditions is developing. While many pupils undertake ministries with enthusiasm, confidence and skill are not consistent across the school.

Prayer and liturgy are central to the life of the school. An annual plan of provision ensures pupils experience a wide range of celebrations across the liturgical year, including significant moments of joy and sorrow. This framework makes clear the importance of prayer in the daily rhythm of the community and reflects the prayer life of the wider Church. A daily pattern of prayer is naturally embedded. Pupils and staff pause throughout the day for prayer that is age-appropriate, varied, and reverent. This rhythm sustains the school's Catholic identity and reinforces the mission statement. The use of space is a distinctive strength. Indoor and outdoor prayer areas, alongside spontaneous prayer spaces, are imaginatively created, inclusive,

carefully maintained, and well used by pupils. These spaces are respected as sacred, fostering reverence and stillness. Families are effectively included in the prayer life of the school. Parents value opportunities to attend liturgies and Mass, and the school ensures worship is accessible to all. Links with the parish are flourishing, enabling pupils to participate more fully in the wider Catholic community. While staff model reverence and enthusiasm during times of prayer and celebrations of the word, all are not equally skilled in supporting pupils to plan and lead worship with confidence.

Leaders and governors give prayer and liturgy a central place in school life. The calendar and timetable are carefully structured to ensure regular opportunities to celebrate the Eucharist, mark Holy Days of Obligation, and commemorate significant moments in the life of the community. The Sacrament of Reconciliation is offered during Advent and Lent, giving pupils meaningful and age-appropriate opportunities for sacramental encounter. Professional development for staff is frequent, inspiring, and of high quality. Leaders invest heavily in liturgical formation, often drawing on the expertise of the lay chaplain. Leaders, including the lay chaplain, bring a thorough knowledge of the Catholic prayer tradition to their planning. This understanding is carefully matched to the needs of the community, ensuring prayer and liturgy are faithful to tradition while responsive to context. Governors and leaders prioritise resources for prayer and liturgy, evident in the quality of prayer areas and the creativity of provision across the school. Staff are well supported in the delivery of prayer and liturgy. Evaluation is embedded in the school's cycle of improvement. Leaders and governors review quality and impact with rigour, drawing on the voices of pupils, staff, families, and governors to ensure provision remains vibrant and effective.

Information about the school

Full name of school	St Augustine's Catholic Primary and Nursery School, a Voluntary Academy
School unique reference number (URN)	138508
School DfE Number (LAESTAB)	8922003
Full postal address of the school	Park Avenue, Mapperley Road, Nottingham, Nottinghamshire, NG3 4JS
School phone number	0115 915 6995
Executive headteacher	
Headteacher	Frances Moore
Chair of Governors	Julie Welsh
School Website	www.st-augustines.nottingham.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady Of Lourdes Catholic Multi-Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	12 December 2017
Previous denominational inspection grade	1 - Outstanding

The inspection team

Rachael Snowdon-Poole
Alison Dunne

Lead
Team

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