



Catholic Schools Inspectorate inspection report for
St. Augustine's Priory

URN: 101946

Carried out on behalf of the Most Rev. Vincent Nichols, Archbishop of Westminster on:

Date: 15-16 June 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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.....	1
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	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The school's extensive outreach programme is testament to its commitment to supporting the most vulnerable.
- Governors are hugely committed to ensuring Catholic leadership formation for staff.
- Behaviour is exemplary throughout the school.
- Catholic Social Teaching is embedded in the school's wider curriculum.
- Pupils are confident and highly articulate, understanding and applying the Augustinian ethos of their mission statement to their daily lives.

What the school needs to improve:

- Further develop robust monitoring and evaluation of religious education to ensure consistency of practice across the subject.
- Continue to incorporate into collective worship the wide variety of ways of praying that are part of the Catholic tradition.

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



Pupils in St. Augustine's Priory are highly articulate and can express how their mission statement, 'Our girls will change the world', embodies their Augustinian values. They explained how these values spur them into action to be the 'eyes of the world' in places such as India, Zambia and Iceland. Pupils feel secure in the knowledge that they can go to staff with any issues, ideas or suggestions, and value the fact that they are listened to and their voice is heard. Pupils are offered many leadership opportunities and embrace these with enthusiasm. They can link their outreach fundraising work to scripture, the teachings of Pope Francis and the Augustinian charism. Pupils are active in the local community, giving Christmas gifts to those less fortunate, as well as fundraising for the RSPCA and CAFOD. They receive bursaries to develop their own ideas; one pupil, concerned about environmental issues, spoke of how a bursary enabled her to travel to Iceland to plant 500 trees. Pupils of other faiths say their religion is respected; they have a prayer room to use and they enjoy celebrating their faith in school. Pupils show a deep respect for those of other faiths and none. Behaviour is exemplary. Pupils see their role as seekers of the truth and apply this to all aspects of their lives in school. They actively take on the role of altar servers, read at Mass, prepare liturgies and have written their own Mass setting which has been approved by the bishop.

The mission statement has been recently revisited and is based on Augustinian theology. It is highly impactful and a collaborative expression of a community rooted in Christ. Relationships in school are strong; this is a joyful community. Pupils actively seek ways to support the poor, they care deeply for the planet, are highly ethical and bound by a common code. There is a strong culture of welcome for all pupils. Staff are exemplary role models. Relationships are very strong and pastoral care is of great importance for both staff and pupils. Staff highly value the support they receive from senior

leaders. The buildings promote the school's Catholic character; the legacy of past Augustinian sisters is celebrated in the room names and the visitor is aware of the importance of the Catholic founders to the present community. Each classroom has its own prayer space, and the corridors have appropriate scripture displayed. The provision for R(S)HE is carefully planned to ensure that as well as meeting all statutory requirements, it meets diocesan requirements, is firmly rooted in the teaching of the Church and celebrates a holistic vision of the human person. Consequently, pupils can confidently articulate what they have learned.

Leaders and governors have worked together to ensure that all policies and procedures clearly reflect the priority given to the school's Catholic identity. The school puts itself at the service of diocesan and deanery schools, hosting Catholic leadership training sessions and offering its extensive grounds to schools in need. Historical links with France are strengthened by a Year 8 annual visit. The parents who responded to the inspection survey were overwhelmingly supportive of the school. The extensive induction process for staff, pupils and parents helps develop a shared understanding of the school's mission and history. Leaders and governors value the opinion of students as they strive to work together to embody the Church's preferential option for the poor, supporting support those who compile projects that aim to effect change. Staff enjoy working in this school and confirm that wellbeing is supported by leaders. Catholic Social Teaching is embedded throughout the curriculum and referenced explicitly in lessons, assemblies and liturgies. Governors are highly ambitious for the Catholic life and mission of the school and lead by example, consistently emphasising it as a school improvement priority. The school's self-evaluation is a coherent reflection of rigorous monitoring, searching analysis and honest self-challenge, and is clearly and explicitly focused on Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1

Pupils are developing strong knowledge understanding and skills in religious education. In Nursery and Reception pupils enjoyed learning about the roles of members of the Church. This learning was reflected outdoors as well as in the classroom. Throughout the school pupils were very engaged, behaviour was exemplary, and staff were focused on the development of religious vocabulary. Pupils are confident to discuss a wide range of topics in religious education and engage enthusiastically with the high-quality questioning posed. Pupils with SEND are well supported by adults in classrooms. Pupils' responses demonstrate that they think ethically and use their mission statement as a framework to address the demands of religious commitment in modern day life. In the senior school pupils are provided with very specific personalised feedback which they find helpful to improve their work. In a sixth form core religious education lesson, students were stretched and challenged by probing questions in an excellent lesson about the importance of tackling human trafficking. They could reference appropriate scripture in this lesson which opened up a sense of awe and wonder of creation. Pupils enjoy their lessons and are confident to express their ideas and show independence in learning. They produce work of a consistently high quality, demonstrating excellent presentation, individuality and creativity. Pupils understand how well they are doing and what they need to do to improve. They achieve above average attainment when compared with other core curriculum subjects or using national data where available.

Teachers demonstrate a deep commitment and high expectations in religious education, and they communicate this highly effectively to their pupils. They use questioning skilfully during lessons to identify precisely where pupils are in their understanding. As a result, they adapt explanations and tasks, thus increasing engagement and maximising learning for all pupils. The use of questioning was particularly effective in the Year 6 lessons observed. In Nursery and Reception staff are skilled at modelling appropriate responses and providing opportunities for pupils to use key vocabulary.

In the Senior school, staff expertly focus on areas for improvement in both oral and written responses. Pupils respond eagerly to this targeted feedback and particularly enjoy the challenge of delving deeper and probing for greater understanding. Further robust monitoring and evaluation of religious education is required to ensure consistency of practice across the subject. Celebration of effort is clearly evident, leading to high levels of motivation from pupils. Teachers provide pupils with relevant and specific feedback which ensures that all pupils clearly understand what they need to do to make progress in their learning. Teachers plan carefully to ensure that pupils are given extensive opportunities to present their learning using a wide variety of forms of expression to meet the differing needs of all pupils. High quality resources, including other adults, are used very effectively to optimise learning for all pupils.

Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the *Religious Education Directory*. The curriculum has been carefully mapped by the subject leaders to ensure coverage is used imaginatively and creatively to enhance the delivery of the Directory. Leaders and governors ensure that religious education has at least full parity with other core curriculum subjects. Professional development is a priority, as is resourcing, timetabling, staffing, and accommodation. Leaders and governors ensure a parity with other core subjects in relation to whole-school policies, such as homework, marking and reporting to parents/carers. They are committed to securing regular, high quality professional development in religious education for all practitioners in relation to both subject knowledge and pedagogical development. Their focus on 'Building the Kingdom' training and the formation of Catholic leaders training has had significant impact. Excellent links are forged with other appropriate agencies and the wider community to provide a wide range of enrichment activities to promote pupils' learning and engagement with religious education. Pupils have delivered TED talks using Catholic Social Teaching and have addressed MPs in Parliament on 'The Leaders We Need', speaking with authority on *Laudato Si* and the imperative for action.

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

Pupils prepare and engage in regular prayer and liturgy in their classrooms and in the school chapel. They can competently evaluate their prayer and liturgy and make improvements in subsequent liturgies. Scripture is a strong focus and Bibles are treated with the utmost respect. Liturgy is enhanced with spontaneous prayer and silent prayer as well as some traditional prayers that are part of the Catholic tradition. Pupils engage in communal singing which is a regular feature of prayer and liturgy. They have a clear understanding of the church's liturgical year and work collaboratively with teachers, other pupils and chaplains to help prepare liturgy. Pupils of all faiths and none show the utmost respect for prayer and liturgy by silently and reverently entering the space and engaging in ways that are appropriate for them. Pupils can readily explain how their prayer and liturgy have inspired them to action. Inspectors observed pupils readily engaging with current events which become a focus for spontaneous prayer for those in need.

Prayer and liturgy are central to the life of the school. There are relevant and inspiring scripture references along corridors and outside along the farm perimeter. The visitor is regularly reminded of scripture and its relevance to the school community. Pupils confidently write their own bidding prayers, engage in spontaneous prayer and write communal prayers for assembly. Scripture passages are chosen to reflect the liturgical season and make links with Catholic Social Teaching as well as the themes of assemblies and liturgies. Staff, including senior leaders, are inspiring models of exemplary practice to other staff and pupils as participants in, and leaders of, prayer and liturgy. The school makes imaginative and creative use of the spaces available to it and has recently re-designed its multi faith prayer room. Each classroom has a prayer space adorned with cloths of the correct liturgical colour. The school chapel is a cherished and spectacular space. It is used frequently and reverently. Relevant staff have thoughtfully planned how to work with families to include them in the prayer life of the school. The 164 families who responded to the survey are overwhelmingly

satisfied with the way the school includes them in prayer and liturgy. One parents/carer commented, 'The focus on inclusivity while following a Catholic education is a triumph.'

Leaders, including governors, have planned the school calendar and timetable carefully to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole school community, particularly at key times in the liturgical year and at significant moments within the life of the school. Leaders, including governors, place the highest priority on inspirational professional development that focuses on liturgical formation and the planning of prayer and liturgy. Staff new to the school receive effective induction in leading prayer and liturgy. They are paired with existing experienced staff, feel extremely well supported and receive a full history of the school and its Augustinian ethos as part of this process. Christ is at the centre of the induction process. Leaders, including governors, ensure provision for prayer and liturgy is prioritised when setting budgets and allocating resources, such as time, staffing, and facilities. As a result, relevant staff are supported in developing consistently high-quality experiences of prayer and liturgy. Leaders, including governors, ensure there are chaplaincy leadership roles for pupils focusing on prayer and liturgy. Not all members of the chaplaincy team or Community and Faith life team are Catholic. Pupils explained that their mission is inclusive and speaks to everyone regardless of faith.

Information about the school

Full name of school	St. Augustine's Priory
School unique reference number (URN)	101946
Full postal address of the school	Hillcrest Road, Ealing W5 2JL
School phone number	02089972022
Name of head teacher or principal	Christine Macallister
Chair of governing board	Patrick D'Arcy
School Website	www.sapriory.com
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	All-through
School category	Independent
Age-range of pupils	3-18
Trustees	Governing Body
Gender of pupils	Female (boys in nursery)
Date of last denominational inspection	5 May 2016
Previous denominational inspection grade	Outstanding

The inspection team

Evelyn Ward	Lead inspector
Anne Moloney	Team inspector
James Stacey	Team inspector
Anne Parr	Shadow 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