

Inspection of St Augustine's Catholic High School

Stonepits Lane, Hunt End, Redditch, Worcestershire B97 5LX

Inspection dates: 16 and 17 April 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Outstanding

The principal of this school is Luke Payton. This school is part of Our Lady of the Magnificat Multi-Academy Company, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tom Leverage, and overseen by a board of trustees, chaired by Yvonne Brennan.

What is it like to attend this school?

Pupils are, rightly, proud to attend this excellent school. They meet its high expectations, excelling academically and flourishing into well-rounded individuals.

The curriculum reflects the high aspirations that leaders have for all pupils to grow and develop as young people. It is thoughtfully designed to match pupils' interests and needs. Pupils are exceptionally well prepared for their future. Students in the sixth form benefit greatly from the comprehensive study programmes they follow.

Pupils love learning and their attitudes to it are impressive. They have high expectations of themselves and aspire to learn well. Pupils are kind, empathetic and polite towards each other. Pupils are very well supported by staff. For instance, the carefully designed provision for pupils who struggle with their mental health is exceptional.

There is a strong culture of tolerance and inclusion. Pupils' learning is enriched by a wide range of extra-curricular experiences that extend beyond the academic curriculum. For example, pupils take part in high-quality musical and sporting activities which enhance their character development. This work is carefully constructed to allow pupils and students to contribute increasingly to the life of the school and wider community.

What does the school do well and what does it need to do better?

All pupils, including those with special educational needs and/or disabilities (SEND), make a strong start to their time at the school. The school has very carefully considered the starting points of the pupils before they arrive at the school. Pupils state that it was an easy transition and they continued from where they were at middle school with their learning.

The development of pupils' character throughout their school career is exceptional. They rise to meet the growing expectations as they move through key stage 4 and into the sixth form. Students in the sixth form are tracked as they work through 'Giving back' to the rest of school and beyond. This sets the standard for other pupils to look up to. The 'RISE' programme aids pupils' personal development through a carefully considered range of planned activities. The school's approach to the taught curriculum means pupils have an excellent understanding of age-appropriate risks and how to keep themselves safe in a range of different situations. Furthermore, the school ensures pupils engage with a variety of beliefs and ideas that are different from their own.

Pupils achieve very highly. Teachers' checks on pupils' learning are used intelligently to identify any gaps in pupils' knowledge quickly. The quality of questioning and assessment allows staff to plan carefully for upcoming lessons. This is done consistently across the curriculum to help pupils meet the high expectations in place for them. Students in the sixth form benefit from the same aspirational support as

pupils in the rest of the school. They too achieve highly and, with expert unbiased careers guidance, move on to ambitious destinations when they leave.

The school ensures that pupils are well prepared for their next steps. They are committed to providing a strong careers education. Through this, pupils engage with a wide range of employers and education providers. All pupils in Year 10 and Year 12 undertake work experience. Students choose high quality and wider ranging destinations from the sixth form, which demonstrates the great strength of this work.

Staff have high expectations for pupils' conduct and pupils rise to meet them. Pupils are consistently ready to learn in lessons. They understand the routines of the classroom, often seamlessly moving from one activity to the next. The relationships between staff and pupils are warm and kind, which helps strengthen pupils' exceedingly strong attitudes to learning. When pupils experience difficulties, they are helped effectively to manage their behaviour. Staff work sensitively together to ensure pupils have the right support.

Strong leadership at all levels, including governance, is underpinned by constant evaluation and self-reflection. Leaders are highly committed to continued and sustained improvement. This is at its best in the very careful reflection on the curriculum within individual subjects. The school supports staff very well with continuous professional development. This aids the exceptional quality of delivery and outcomes, for example in mathematics and English.

There have been changes to the senior leadership during this year. The trust has helped to stabilise the school and consistency of provision. Leaders are aware that some parents are concerned about communication. The school is now demonstrating more positive relationships with parents and the wider community. Governors and directors understand their roles and responsibilities, and fulfil them well. They offer constructive support and challenge to the school and its leadership. The school invites external reviews of its practices to aid improvement.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141063
Local authority	Worcestershire
Inspection number	10294600
Type of school	Secondary
School category	Academy converter
Age range of pupils	13 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	985
Of which, number on roll in the sixth form	252
Appropriate authority	Board of trustees
Chair of trust	Yvonne Brennan
CEO of trust	Tom Leverage
Principal	Luke Payton
Website	www.sta.magnificat.org.uk
Dates of previous inspection	14 and 15 February 2023, under section 8 of the Education Act 2005

Information about this school

- This school is part of Our Lady of the Magnificat Multi-Academy Company.
- The school's last section 48 inspection was in February 2019.
- The school uses three alternative providers for pupils, all of which are registered providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the continuing impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal, trust leaders, governors, senior leaders, subject leaders, teachers and pupils. They also talked informally to pupils and staff to gather general information about school life.
- Inspectors carried out deep dives in English, mathematics, music, physical education, geography and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects and discussed the overall curriculum structure.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed the personal, social, health and economic education curriculum plan and spoke with leaders. An inspector also reviewed the support provided for pupils in regard to reading.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying and attendance.
- A range of documentation was scrutinised, including leaders' plans to improve the school and their self-evaluation of the school's work.
- Inspectors took account of responses to the pupil and staff surveys, as well as Ofsted Parent View.

Inspection team

Richard Wakefield, lead inspector	His Majesty's Inspector
Huw Bishop	Ofsted Inspector
Mark Bailie	Ofsted Inspector
Jane Epton	Ofsted Inspector
Stewart Tait	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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