

Inspection of St Augustine's Catholic College

Wingfield Road, Trowbridge, Wiltshire BA14 9EN

Inspection dates: 30 April and 1 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Aidan Dowle. This school is part of the St Augustine's Catholic College Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Joanne Birkett-Wendes.

What is it like to attend this school?

St Augustine's Catholic College is a happy school community that pupils and adults are proud to be members of. The desire to provide educational opportunities which make individuals the best that they can be drives all that the school does.

The St Augustine's SPIRIT (self-control, positivity, integrity, respect, initiative and teamwork) reminds pupils how to approach their learning. Pupils and students in the sixth form actively take on leadership roles because they want to support others. Members of the student parliament meet regularly with senior leaders to share their views and offer suggestions. Pupils and staff value the highly inclusive culture of the school. Bullying is rare and pupils have the confidence to report it to adults. They know that adults will ensure that it stops and is not repeated.

The school has high expectations for pupils' behaviour with generous rewards and fair consequences in place. However, at times some pupil behaviour does fall below expectations and this is not always challenged by adults. On these occasions it frustrates pupils that the behaviour of others is impacting on their learning. Pupils want the high expectations upheld in all areas of school life.

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

The St Augustine's curriculum is broad and ambitious for all pupils. The school has carefully considered what knowledge and skills pupils will learn in each subject. For example, the history curriculum provides pupils who join the school from across the local area an understanding of their local context. The recent changes made to the modern foreign languages curriculum is increasing the number of pupils studying the GCSE course. This in turn means more pupils can complete the English Baccalaureate. The school curriculum prepares pupils well for external examinations and for future learning.

Subject experts deliver the curriculum. Clear explanations, modelling of high-quality answers and regular recall opportunities mean that pupils remember their learning well over time. Formal assessments check pupils' understanding and provide them with feedback on their learning. However, routines for checking understanding between these assessments are less well established. This means that sometimes there is insufficient adaptation of the curriculum to meet the needs of all pupils. For example, pupils who have already grasped concepts may not learn more complex ideas swiftly enough, while others may have gaps in their knowledge that remain unresolved.

The Emmaus Centre is a hub for pastoral and academic support for all pupils, including those in the sixth form. Here, pupils can speak to trusted adults and seek support for their mental health. This provision supports those pupils who need additional help to attend school regularly. In addition, pupils who speak English as an additional language and those who need support with literacy or reading quickly develop their skill and confidence. The school accurately identifies the needs of

pupils with special educational needs and/or disabilities (SEND). As a result, these pupils are able to learn the curriculum as well as their peers.

Reading is highly valued at this school. Pupils and students in the sixth form read frequently as part of the Words, Wisdom and Worship programme. A diverse and carefully selected range of books explore themes that are relevant to pupils. Sixth-form students act as buddy readers to share their love of reading with younger pupils. Opportunities for reflection enable pupils to discuss and debate their own views on the world. Pupils are tolerant and considerate of the views of others.

The school has ensured that pupils and students in the sixth form follow a personal development curriculum that enables them to explore their own and other faiths. The curriculum covers relationships and sex education in an age-appropriate manner. Pupils learn how to look after their own safety and understand their responsibilities for protected characteristics and fundamental British values. Student-led groups such as Girl Talk provide further opportunities for pupils to have their voices heard. This means they are well prepared for adult life.

Sixth-form students are role models for younger pupils. This includes providing mentorship and leading extra-curricular activities. Pupils can develop their talents and interests through clubs, events and competitions. For example, pupils take part in the young musician of the year. Visits and guest speakers enrich the curriculum well. Pupils have opportunities to learn about the world of work, including meeting employers and other education providers. Sixth-form students are well supported to make informed choices between university, apprenticeships or employment.

The trust has an accurate understanding of the school's strengths and areas for development. It seeks support and professional training to improve the school. Leaders consider the workload and well-being of staff when implementing new policies. As a result, staff feel empowered to carry out their roles and make a positive difference to the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the curriculum is not sufficiently adapted so that all pupils learn as well as they might. The trust should ensure that there is an accurate understanding of what pupils can and cannot do so that the curriculum can be adapted as required. This will enable all pupils to learn the curriculum as well as possible, regardless of their starting points.
- On a few occasions, the high expectations for pupils' behaviour are not upheld. When this happens, pupils are frustrated by the disruption they experience. The

trust should ensure that the school's clear behaviour systems are consistently used to maintain high standards of pupils' conduct across all areas of school life.

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	137375
Local authority	Wiltshire
Inspection number	10322252
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	946
Of which, number on roll in the sixth form	160
Appropriate authority	Board of trustees
Chair of trust	Joanne Birkett-Wendes
Headteacher	Aidan Dowle
Website	www.st-augustines.wilts.sch.uk
Dates of previous inspection	10 and 11 November 2021, under section 5 of the Education Act 2005

Information about this school

- This school is a member of a single academy trust.
- This is a Catholic school in the Diocese of Clifton. A canonical inspection was carried out in January 2020. These inspections are normally carried out every five years.
- This school uses 10 unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Year 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with school leaders at all levels. Inspectors also spoke with teaching staff, support staff and trustees.
- Inspectors spoke with a representative of the Diocese of Clifton.
- Inspectors met with groups of pupils, including representatives from the student parliament and sixth-form students.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, physical education and design technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Sixth-form lessons were visited as part of the deep dives.
- Inspectors also visited additional lessons and tutor periods to consider the effectiveness of the wider curriculum.
- Inspectors met with leaders responsible for pupils with SEND and considered the support provided to meet the needs of these pupils.
- Inspectors viewed a range of school documentation, including the minutes of the governance meetings, the school's self-evaluation documents and improvement plans.
- To evaluate the effectiveness of safeguarding, 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 pupils' interests first.
- Inspectors considered responses to the online survey, Ofsted Parent View, as well as responses to the staff survey and pupil survey.

Inspection team

Sara Berry, lead inspector	His Majesty's Inspector
Louise Davies	Ofsted Inspector
Teresa Hill	Ofsted Inspector
Joe Ambrose	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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