

St Edmund's Catholic Primary School

Nelson Road, Whitton, Twickenham TW2 7BB

Date of inspection by Westminster Diocese: 25 January 2018



Summary of key findings for parents and pupils

A. Classroom religious education is good

- The headteacher, governors and senior leadership team show and articulate a strong commitment to driving forward standards in religious education.
- Teachers create a stimulating, nurturing environment that promotes a positive attitude to learning.
- Teaching is consistently good across the school with elements of outstanding.
- Teachers have good subject knowledge and are wholly committed to religious education.
- The content of the religious education curriculum fully meets the requirements of the Religious Education Curriculum Directory.
- Pupils get a good start to their learning in Early Years. The environment is stimulating and provides a rich resource for learning.
- Pupils are interested and enjoy their learning in religious education and are happy to talk about their faith.
- The learning environment across the school underpins and enhances pupils learning experience.
- Outcomes for pupils are broadly in line with other core subjects.
- Staff are extremely well supported to further enhance their knowledge and expertise in religious education.

Classroom religious education is not yet outstanding because

- Planning and assessment are not yet sufficiently effective in challenging all pupils across the school.
- Pupils are not yet able to articulate how to improve their work and work at greater depth.

B. The Catholic life of the school is outstanding

- The school motto, 'Together we learn and grow through worship and celebration' permeates life at St Edmund's school.
- Leadership and management are profoundly committed to the Catholic life of the school and their role in promoting Gospel values.
- The school fully meets the 10% of curriculum time as required by the Bishops' Conference of England and Wales.
- The religious education leader is passionate in his commitment to the centrality of religious education in the life of the school.
- The Catholic identity of the school is evident in the high number and quality of artefacts and displays around the school building.
- The quality, strength and warmth of the relationships of all members of the school is exceptional and the school creates a tangible sense of unity and mutual respect.
- The extent and wealth of prayer and worship enriches the pupils' spiritual formation in the Catholic tradition.
- The school has strong and productive relationships with the parish, deanery and diocese.
- Pupils are actively involved in supporting those in need and proactive in responding locally, nationally and globally.
- Children are consistently provided with opportunities to celebrate as a whole school community.
- Parents are overwhelming in their support of the school and the Catholic education it offers their children.

A. Classroom Religious Education

What has improved since the last inspection?

Since the last inspection the school has introduced a new religious education (RE) scheme of work and this has been fully implemented across the school along with a range of supporting resources. The new RE leader has had a positive impact in all areas of religious education and ensured that opportunities for good professional development has raised teacher confidence in teaching RE.

The content of classroom religious education is good

The content of the religious education curriculum for this Catholic school fully meets the requirements of the Religious Education Curriculum Directory (RECD). In addition to a published scheme, the school uses other resources to enhance the learning of the pupils. The curriculum provides for the study of other faiths. The religious education leader carefully plans the curriculum. The school marks events in the liturgical calendar as a community through attendance at Mass, assemblies and other opportunities for collective worship. Key vocabulary is highlighted well for pupils to encourage them to talk and write about their knowledge and understanding of their faith. There is a clear focus on the place and importance of scripture and the pupils demonstrated familiarity with biblical texts and stories at age appropriate levels.

Pupil achievement in religious education is good

The achievement of pupils in religious education is good. Pupils make expected progress across the school and attainment is generally in line with that of other core subjects. The school makes sure that it carries out moderation at school, local and diocesan level in order to ensure that judgements are secure. Across the school pupils display good religious literacy. Children in Nursery were able to name characters from the story of the Presentation in the Temple while pupils higher up the school could talk about St Patrick and what qualities he had that made him a saint. Pupils' behaviour throughout the lessons is exemplary and showed good relationships with staff and with each other. However pupils do not yet fully understand how they can raise their achievement in RE. The pupils enjoy talking about their learning in RE and show insight into issues that their learning raises. Pupils are very well informed about the traditions and customs of others, not only from within the Catholic community but also about those of other faiths. They are developing their religious literacy well.

The quality of teaching is good

The quality of teaching across the school is good with some outstanding practice evident. In a Year 5 lesson good pace and questioning from the teacher allowed pupils to understand the difference between a mission and a mission statement. Teachers have high expectations of pupils' work and behaviour and want them to do well. Pupils enjoy religious education lessons, are attentive, eager and engaged and show a growing level of religious literacy. In some classes observed, the role of the other adults is on occasions passive and some lessons are not adequately matched to the levels of ability of all pupils. The children are confident in asking questions and the good subject knowledge of staff means that they are confident in answering these and addressing any misconceptions that may arise. Year 6 pupils told an inspector that, 'RE lessons helped them to understand their faith better.' New teachers are supported in the planning and delivery of religious education lessons by the RE leader who recognises the strengths and weaknesses and areas for development of the staff. Religious education is monitored regularly by the RE leader and members of the leadership team. Teachers regularly make links to prior learning. Feedback to pupils and pupil response to feedback is not yet fully developed. Some lessons were more literacy focused in their outcomes. Teaching in the

Early Years Foundation Stage (EYFS) classes was good and the children receive an effective start to their school life in both a secure and stimulating environment. There were good opportunities to learn both indoors and out and all staff in these areas were successful in encouraging the young children to learn through play based activities and discussions.

The effectiveness of leadership and management in promoting religious education is good

The self-evaluation (SEF) document was completed well and clearly demonstrated the schools understanding of their strengths and areas for development. The RE leader, along with the head, provides strong leadership of religious education with a clear vision which is shared by all the staff and which places religious education at the heart of the curriculum. The RE leader is passionate about the subject and this is evident to the whole school community. There is a thorough programme of monitoring in place, which supports staff in the delivery of classroom religious education, identifying those that might need additional support or who are new to the school. It ensures that staff receive good quality inset both in-house and diocesan. There is a good relationship with other schools in the deanery, both primary and secondary and the school takes part in regular cross school and cross phase moderation in order to validate their own judgements.

What should the school do to develop further in classroom religious education?

- Review planning systems to ensure end of topic outcomes are clear for both staff and pupils including challenge for all groups of pupils.
- Although marking is mostly detailed, it should now focus on directing pupils towards their next steps in learning.
- Ensure that the primary emphasis of monitoring should focus on evaluating impact and outcomes.

B. The Catholic life of the school

What has improved since the last inspection?

All areas mentioned in the previous report have been fully addressed by the school. A new RE leader has had a positive impact in driving standards forward. The school has worked closely with Cafod to raise issues around global development and supports a wide range of charities. Pupils speak with great pride about their work in this area. They have also set up Mini Vinnies to work alongside the existing pupil groups in school.

The place of religious education as the core of the curriculum

is outstanding

The school fully meets the 10% of curriculum time as required by the Bishops' Conference of England and Wales. The centrality of faith is woven through all aspects of the curriculum and the very strong relationships across the school community. The many outstanding displays and prayer focus areas around the school demonstrate the school's commitment to its role in educating pupils in their faith. The governing body generously funds the provision for religious education and the Catholic life of the school, in line with other core areas. A large proportion of staff has the Catholic Certificate of Religious Education (CCRS) resulting in teachers having good subject knowledge. Staff receive in-house professional development to develop their teaching of RE and also attend diocesan training. Governors play an important part in ensuring that RE remains a priority. A high emphasis is placed on the centrality of the Catholic faith to its mission and life. The school community does its best to live out its mission statement of 'Together we learn and grow through worship and celebration'

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

Worship and prayer are central to the life of the school and pupils and staff have excellent opportunities to participate in the Sacraments of Eucharist and Reconciliation at key times in the liturgical year. Assemblies, shared liturgies and concerts are an integral part of this Catholic school and parents and governors are welcome visitors at all celebrations. The recent opportunities to take part in Exposition of the Blessed Sacrament along with praying the Angelus on Fridays and the annual May procession are examples of the school's commitment to ensuring pupils experience the richness of Catholic tradition. Traditional prayers and services ensure that the richness of faith is celebrated, remembered and passed on. The school provides many opportunities for collective worship and the celebration of the Eucharist. Prayers are said at the beginning of each religious education lesson as well as at the beginning and end of each day and at lunchtime. Key events in the school and liturgical calendar are marked with liturgies and high quality displays. During the inspection a Year 5 class were preparing an assembly about 'forgiveness.' Pupils' warm relationships were evident as they participated fully with the teacher being a guiding presence. The recent introduction of 'House Saints', chosen by the pupils, has led to a deepening of pupils' knowledge about these saints and a celebration of their importance in the pupils' lives. Pupils are confident in preparing and leading acts of worship and do so with reverence and pride.

The contribution to the Common Good – service and social justice –

is outstanding

The school has very well established systems to enable pupils to develop their individual talents and skills for the benefit of others in their community and beyond such as Prefects, Buddies, Young Interpreters and Mini Vinnies. Pupils are regularly exposed to Catholic Social Teaching at St

Edmund's so that they learn from an early age how to put faith into action, locally, nationally, and internationally. At age appropriate levels, the pupils understand well the foundation of their work for charities. Young Interpreters greet pupils who are new to the school and act as interpreters to help them settle into school life. Buddies and Prefects work to support pupils who may need help with friendships or are feeling lonely. The Church's call to action for justice is illustrated by the Mini Vinnies and the School Council who look for ways to ensure that school life is fair. Social teaching is evident and often discussed leading to actions such as food distribution at Harvest time, Peace One Day project and a shared homeless project shared with the local secondary school. Children are proud and articulate about the projects they support such as cancer research, NSPCC and HCPT as well as Cafod. Through the regular assemblies and fundraising initiatives, the children understand that as a Catholic, Christian community there is a collective responsibility to be of service to the local community and in the wider world. Not all pupils were able to make links between these acts of service and the theology underpinning these actions and this is seen as an area for development.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is outstanding

Parents highly value the work of the school; the overwhelming majority who responded to the most recent parental questionnaire and those that spoke to inspectors felt that the school provided a warm and nurturing Catholic environment in which their children grow spiritually. One parent told the inspectors, 'It's more than the curriculum; the ethos pervades all that they do at St. Edmund's.' Parents are welcomed and included in all areas of the school's religious life. Links with the parish are close. Pupils regularly participate in parish liturgy and local celebrations. The parish priest is a familiar figure in and around the school and he is actively involved. The school attends all the key diocesan events throughout the year and participates in diocesan and deanery moderation of work. The governing body understands its ecclesial responsibility and is fully committed to all aspects of training from the diocese. The school seeks advice from diocesan advisors and officers as appropriate and effectively implements all diocesan policies.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

The school leadership team is fully committed to the Church's mission in education and this is clearly demonstrated throughout the school. The mission statement is central to the school community and underpins every aspect of the school's daily life. The school governors share the vision of the staff and committed to continuous improvement. Pupils are familiar with the mission statement and can explain their understanding of it. New staff are well supported and all staff have access to high quality professional development opportunities. The school actively promotes the Catholic Certificate Religious Studies among staff and, as a result, there are high numbers of staff who hold this certificate. The whole school reflects the vision of the leadership team in the relationships displayed by all members of the community and in the respect and care they show for each other.

What should the school do to develop further the Catholic life of the school?

- Ensure that pupils are able to make links between acts of service and the theology that underpins them.

Information about this school

- The school is a two-form entry Catholic primary school in the locality of Whitton.
- The school serves the parish of St Edmund of Canterbury, Whitton.
- The proportion of pupils who are baptised Catholic is 99.57%.
- The proportion of pupils who are from other Christian denominations is 0.4 % and from other faiths is 0.2 %.
- The percentage of Catholic teachers in the school is 83 %.
- The number of teachers with a Catholic qualification is 17.
- There are 8.3% of pupils in the school with special educational needs or disabilities of whom 7 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is above average.
- The number of pupils speaking English as an Additional Language is above average.
- There is a well below average rate of families claiming free school meals.
- 48 pupils receive the Pupil Premium (10.3 %).

Department for Education Number	318/3315
Unique Reference Number	102912
Local Authority	Richmond Upon Thames

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	3 -11
Gender of pupils	Mixed
Number of pupils on roll	463
The appropriate authority	The governing body
Chair	Mrs Deborah Long
Headteacher	Mrs Carmel Moreland
Telephone number	020 8894 7898
Website	www.st-edmunds.richmond.sch.uk
Email address	info@st-edmunds.richmond.sch.uk
Date of previous inspection	11 October 2012
Grades from previous inspection:	
Classroom religious education	Good
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 15 lessons or part lessons were observed.
- The inspectors attended one practice assembly and one of act of child led worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Ann Staunton	Lead Inspector
Miss Maureen O'Donaghue	Shadow Lead Inspector
Mrs Florence Collins	Associate Inspector
Mr Paul Stubbings	Associate Inspector

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