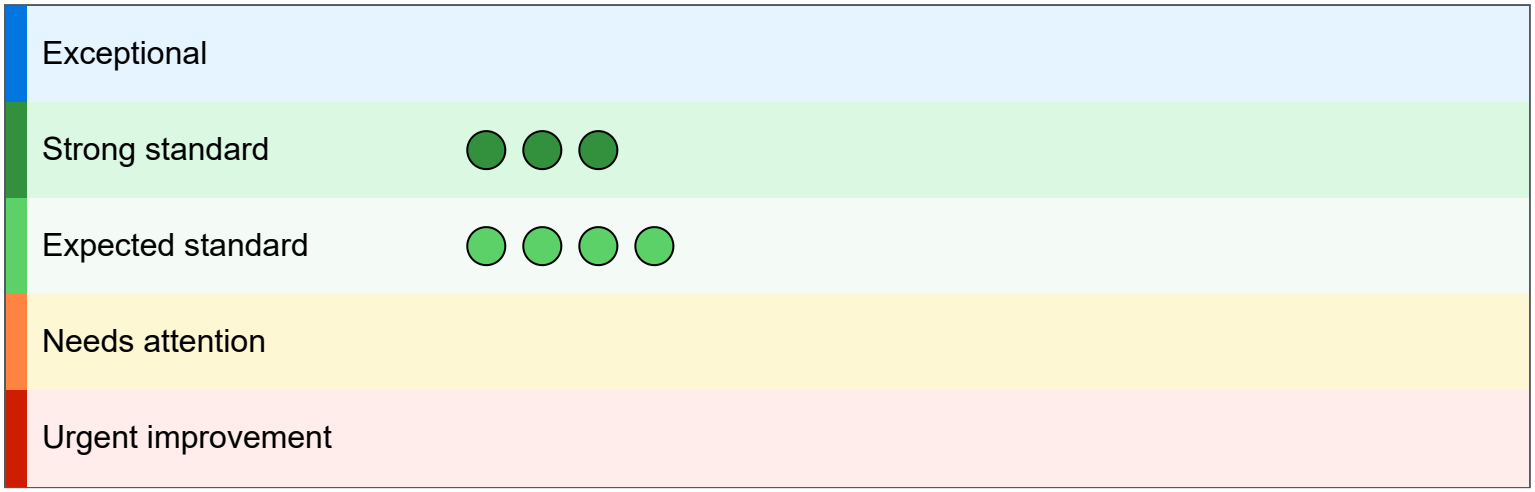
St Edmund's Catholic Primary School

Address: Nelson Road, Whitton, Twickenham, TW2 7BB

Unique reference number (URN): 102912

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

Leaders have established sophisticated approaches to help them identify any needs pupils may have. They are systematic in their approach, checking for any indication that pupils may have an academic, social or emotional barrier to learning or their wellbeing. They make these checks swiftly for every child when they arrive in the early years. They continue to monitor for new needs that might arise during pupils' time at the school. Leaders seek out parents and carers' views about their children's needs and they take careful account of these. There are excellent partnerships between the school and pupils' families.

All staff receive extensive training to help them understand a wide range of barriers that pupils may experience, whether because of special educational needs and/or disabilities (SEND) or other experiences, such as being a young carer to a family member. Staff have a high level of expertise and use it to spot when a pupil needs more or different support. They make adjustments without delay.

Leaders and staff share high ambition for all groups of children to overcome barriers and to be successful. They provide carefully tailored support which meets pupils' needs precisely, including those who are eligible for the pupil premium funding.

Leadership and governance

Strong standard

There is a strong sense of community in this school, supported by leaders' highly effective engagement with staff, pupils, parents and carers. They lead the school with unwavering commitment to supporting all pupils to flourish. Leaders have established a culture of high expectations which is shared by all staff. Alongside the governing body, leaders precisely identify improvement priorities and ensure that these are well understood by staff. They have taken effective action, such as introducing strengthened approaches to assessment and attendance. The full impact of improvements is not consistently evident because leaders are still embedding their work. Leaders are thoughtful about how the school's resources are arranged to ensure positive outcomes and experiences for pupils.

The governing body are well trained and have high levels of expertise. This enables members to offer robust challenge and thoughtful support to the school. This includes a particular focus on scrutinising the use of resources to support pupils with special educational needs and/or disabilities (SEND), and other barriers.

Staff value the training and development opportunities they receive. Leaders have developed a high level of staff expertise in provision for pupils with additional needs, including SEND. This enables the school to provide consistently high-quality support for pupils. Leaders and the governing body are attentive to staff workload and wellbeing. Parents have consistently highly positive views of the school's work to support their children's academic, emotional and social development. They value the school community and the many opportunities they have to be involved in their children's education.

Personal development and wellbeing

Strong standard

The pastoral care at this school is excellent. Pupils are very well known by staff, who provide them with consistent, highly responsive support when they need it. Pupils are encouraged to be independent and confident. This begins in the early years when children pour their own milk and tidy away after snack time. Later, pupils take responsibility for travelling sensibly around the school and looking after classroom equipment.

Pupils, including those with additional needs or barriers to learning or wellbeing, are forthright in discussing and debating a wide range of topics. They learn in detail about how to stay safe and healthy through diet, exercise and learning about risks to their health and wellbeing. For instance, pupils know what the law says about alcohol and smoking, and how these affect the body. A wealth of teaching and guidance increases pupils' knowledge about risks including when travelling, in relationships and online. This helps pupils to make confident decisions about their personal safety and prepares them extremely well for the future.

The school helps pupils to reflect on British values such as democracy and concepts such as bias to help them consider what is fair. The school provides rich experiences such as visits to places of worship, galleries, museums and historical sites. Pupils share their 'culture boxes' which represent each pupil's background and identity. Pupils' secure and detailed knowledge of a range of cultures, religions and personal characteristics helps pupils to respect others.

Pupils benefit from the school's considerable focus on their emotional wellbeing and resilience. The school teaches pupils in detail about how to recognise their emotions and a wide range of strategies to help themselves remain calm. This strongly contributes to pupils' resilience and confidence when they encounter challenges.

Through roles of responsibility, pupils play an important part in the school community. Pupils who take on the role of 'eco-warriors' grow produce in the school allotment. Pupil 'buddies' welcome pupils to school in the morning and ensure that everyone is included at playtime.

Expected standard

Achievement

Expected standard

Pupils achieve well, including disadvantaged pupils. All groups of pupils make good progress from their starting points. The school ensures that pupils are supported to catch up when they begin the school with a lower starting point than is typical for their age. For example because they missed some of their education or because they have a special educational need and/or disability.

Pupils' foundational knowledge in mathematics, reading and writing develops well. Younger pupils learn the number facts and operations that help them to make accurate calculations. They are able to reason precisely because they know terminology like 'ascending' and 'multiple'. They read with fluency and increasing understanding.

Pupils develop a wide range of knowledge across subject areas. For instance, learning about historical events and people, geographical features and scientific processes. They talk confidently about their learning most of the time. They sometimes struggle to recall important subject content and instead recall memorable activities they have participated in.

Attendance and behaviour

Expected standard

Careful tracking of pupils' attendance allows leaders to identify trends and patterns in absence. This ensures the school can focus support in the right places. Most pupils attend well, although some groups have lower attendance than the school aspires for, including those who have occasional absences. Leaders have begun to address this by increasing support, communication and encouragement to families to attend as well as they possibly can so that they get the full benefit of all the school has to offer. This work is early and is having an impact.

Pupils' behaviour is calm and cooperative. They are curious and enthusiastic about learning. They know the rules and routines well, starting in the early years. This helps to focus their attention in classrooms so that they do not miss out on important learning. Leaders have recently strengthened their behaviour approaches to further improve how all staff guide pupils when they need help to follow the school's rules of being 'ready, respectful and safe'. Where appropriate, leaders and staff make skilful adjustments to help pupils with barriers to show positive behaviours, including special educational needs/and or disabilities. Leaders ensure that any form of discrimination is dealt with quickly and effectively.

Curriculum and teaching

Expected standard

Effective monitoring helps leaders to understand the strengths of the school's curriculum and teaching. They take well-considered steps to improve the quality of the education of offer. For instance, leaders have recently introduced new approaches to handwriting which is helping pupils in Year 1 to write with greater control.

The curriculum is ambitious and broad. It provides pupils with a wide range of interesting and engaging content which they enjoy learning about. Leaders have sequenced the curriculum well to help pupils build their knowledge logically, starting in the early years.

The school's curriculum is well designed to help pupils secure important knowledge to help them read, write and work with numbers securely. The teaching of phonics gets off to a swift start in the Reception Year, supporting children to recognise groups of letters and the sounds they make. This prepares them well to read words speedily and with increasing fluency in Year 1. Pupils read an increasingly wide range of ambitious texts as they progress through the school. In mathematics, teachers provide plenty of opportunity for pupils to practise calculating and solving problems.

Teachers have well developed subject knowledge. They explain information clearly to pupils, provide examples to guide pupils' work and select teaching materials that support pupils' understanding well. They make skilful adjustments for pupils with special educational needs and/or disabilities and other potential barriers so that all groups of pupils can progress steadily through the curriculum.

Teachers use a range of methods to check pupils' understanding. Most of the time, teachers and leaders identify any gaps in pupils' knowledge and address them quickly. On occasion teaching moves on before pupils have fully grasped what they need to know in order to understand new content.

Early years **Expected standard**

Children settle quickly in the early years. Staff work closely with their families to understand children's strengths, interests and how best to support them. They swiftly identify any additional needs children may have and put in place appropriate help. This encourages children to feel secure and enables them to make the most of their time at school.

The early years curriculum has been well designed to support children's communication and language and to develop their knowledge across all seven areas of learning. Staff promote new vocabulary, through songs, stories and in play. In reception, children are taught to read through phonics. Staff build children's mathematical knowledge step by step so that they can confidently and accurately work with numbers. Staff check what children know and can do. They identify gaps and address these generally well. Children are well prepared for the next stage of their education.

Staff provide a calm, safe and nurturing environment. Routines and expectations are carefully taught. Staff model positive and courteous interactions. This supports children to develop important social behaviours and promotes their confidence and respect for others.

What it's like to be a pupil at this school

Pupils love coming to this nurturing school where teachers get to know them as individuals. From the moment children start in the early years, the school finds out all it can about children's interests, aspirations and needs. Leaders use this information to encourage and support pupils to meet the school's high expectations. Pupils flourish and feel that they belong in the school community.

Staff promote highly positive relationships. They model consideration and kindness in their interactions with pupils. Pupils rise to this example. They are friendly and respectful towards each other and their teachers. Bullying is rare. Pupils have confidence in leaders to sort out any problems quickly. Many pupils and parents spoke of the school feeling like a 'family' and a 'community'.

Staff recognise pupils' individual strengths and their needs. They provide timely and well-considered support to pupils. This includes a wide range of specialist help for pupils with special educational needs and/or disabilities (SEND), and those who are disadvantaged, when they need it. This prevents them from falling behind and helps them to be included in all aspects of school life.

Pupils make excellent use of a wide and interesting range of clubs, activities and visits at the school. This supports them to develop their talents and explore new interests, whether it be singing in the school choir, representing their school in sports fixtures or kayaking on the

River Thames. Pupils' knowledge of world issues and how to remain safe, healthy and mentally well contributes to their mature and resilient outlook.

Overall, pupils achieve well and are well prepared for the next stage of their education, including pupils with SEND and children in the early years. Pupils leave the school as confident, thoughtful and resilient individuals who are ready for secondary school.

Next steps

- Leaders should further embed improvements in their use of assessment in the classroom to consistently and swiftly address occasional gaps in pupils' knowledge.
- Leaders should continue to take actions to reduce occasional absences and further increase pupils' attendance rates in groups where it is lower than that of the whole school.

About this inspection

The co-chairs of the board of governors in this school are Mark Brown and Sean McAlinden.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with leaders including members of the governing body, representatives of the local authority and diocese, parents, pupils and staff during the inspection.

This inspection took place on 29 September and 30 September 2026.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. It is in the Archdiocese of Westminster. Its last section 48 inspection was in December 2024.

The school currently makes use of 1 alternative provision.

Headteacher: Carmel Moreland

Lead inspector:
Rebecca Iles-Smith, His Majesty's Inspector

Team inspectors:
Rajeshree Mehta, Ofsted Inspector
Meena Walia, Ofsted Inspector
Lynne Dando, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

442
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

472
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

7.35%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

5.43%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

11.76%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	62%	Above
2023/24 (final)	82%	61%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	86%	75%	Above
2023/24 (final)	93%	74%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	83%	72%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	91%	74%	Above
2023/24 (final)	95%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	67%	46%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	67%	62%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	59%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	67%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	61%	Above
2023/24 (final)	67%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	67%	67%	-1 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	67%	80%	-13 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	67%	78%	-11 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	67%	79%	-13 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	3.6%	5.1%	Below

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.5%	5.2%	Close to average
2023/24 (3 term)	4.0%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	6.4%	14.4%	Below
2024/25 (3 term)	5.6%	13.0%	Below
2023/24 (3 term)	5.6%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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