

# Westminster Diocese Inspection Report

## St Edward's Catholic Primary School

Lisson Grove, London NW1 6LH

Date of inspection: 1 October 2015



### A. Classroom Religious Education

**What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?**

**Overall Grade 2**

The overall effectiveness of classroom religious education (RE) in developing pupils' religious literacy is judged to be good. The RE curriculum is carefully planned for by a strong RE leadership team. The RE curriculum and the school's Mission Statement are central to the education of pupils of all faiths in this school. The Early Years Foundation Stage (EYFS) provides a very good start to children's religious literacy in a secure and nurturing environment. Teaching is at least good in every single class seen with some outstanding teaching at the end of key stage 1. Teaching and support assistants are effectively deployed in supporting a wide range of pupils. Achievement is at least good in all classes and pupils from a low baseline on entry leave with good and appropriate levels of attainment, therefore progress is good overall. Some of the higher ability pupils require even further challenge in the future and this is an area for development. Teachers have high expectations of pupils and the quality of teaching was at least good in all classes in the school. Marking is comprehensive and thorough and teachers work hard to try and aid pupils' learning. The over use of "success criteria" needs to be reviewed as it is not effective. The headteacher, senior leadership team and governors are very strong and determined to ensure continuous improvement for this ambitious school. The behaviour of the pupils in class and around the school is outstanding. Every pupil of every faith is respected and valued during lessons and this is a commendable aspect of this particular Catholic school.

### B. The Catholic life of the school

**What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?**

**Overall Grade 2**

The school's overall effectiveness in this area is judged to be good with outstanding features. The Catholic life of the school is at the heart of everything the school does and permeates all aspects of school life. One knows that this is a Catholic school the minute you enter its gate. It is a very warm, welcoming and inclusive community. Relationships and mutual respect are evident among all staff and pupils. The building is very well appointed and displays are imaginative and greatly enhance the Catholic ethos of the school. Prayer and worship are an integral part of school life and the school is eager to develop even further pupil led and planned liturgies and worship. The school understands the call to serve the Common Good and teach about Catholic Social Justice. Pupils are keen and are given opportunities to be of service in a wide variety of ways. Many charities and good works are being supported by the school but an area for further development is around teaching the theology that underpins the call to service and develop more sustainable links. Partnerships between home, school and parish and also as being part of the wider Catholic community are outstanding. Parents greatly appreciate the work of this school. Leadership and management of the Catholic life of the school are outstanding with a committed head and strong governors leading the way forward. The school fully lives its Mission Statement of "helping one child builds the world".

## Introduction

The inspector would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspector spent 1 day in school, visited 15 lessons and 1 assembly, and carried out 4 interviews 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.

The Inspection of St Edward's was carried out under the requirements of the Canon 806 and Education Act 2005, and in accordance with the Framework for Section 48 Inspections approved by the Archbishop of Westminster. The inspector is appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

## Inspection Team

Mr Sean Flood	Lead Inspector
Ms Lisa Barton	Associate Inspector
Mr Daniel Keane	Associate Inspector

## Description of School

The school is a two form entry Catholic primary school in the London Borough of Westminster and in the locality of Marylebone. The school serves the parishes of Our Lady's, St John's Wood and Our Lady of the Rosary, Marylebone. The proportion of pupils who are baptised Catholic is 51%. The proportion of pupils who are from other Christian denominations is 16% and from other Faiths is 33%. The percentage of Catholic teachers in the school is 60%.

There are 386 pupils on roll, with 5 pupil with a statements of Special Educational Needs and Disabilities (SEND)/ Education Health & Care Plans ( EHC). The proportion of pupils from ethnic minority groups is well above average. The number of pupils speaking English as an Additional Language is well above average. There is an above average rate of families claiming free school meals. 152 pupils receive the Pupil Premium (39%).

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DFE Number:	213/3432
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Headteacher:	Mrs Violet Richardson
Chair of Governors:	Miss M Rego

Date of previous inspection:	6 <sup>th</sup> March 2009
Grade from previous inspection:	2

<b>Key for inspection grades:</b>	<i>Grade 1</i>	<i>Outstanding</i>
	<i>Grade 2</i>	<i>Good</i>
	<i>Grade 3</i>	<i>Requires improvement</i>
	<i>Grade 4</i>	<i>Causing Concern</i>

## **A. Classroom Religious Education**

*How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?*

### **What has improved in classroom religious education since the last inspection?**

There have been many areas of improvement since the last inspection. A new RE curriculum “Come and See” was introduced in 2013 and this has led to a more thorough coverage of the Curriculum Directory. Marking and assessment have improved significantly. The main area of improvement has been in the leadership and management of classroom religious education at all levels including governance.

### **How well does the content of classroom religious education meet the requirements of the Curriculum Directory?**

#### **Grade 2**

The content of St Edward’s School religious education curriculum fully meets the requirements of the *Religious Education Curriculum Directory*. The curriculum is based around the core scheme of “Come and See”. This is being enhanced by a wide range of other resources and websites such as CAFOD. Planning is very thorough both in the medium and long term and this leads to some very effective teaching. The curriculum is sensitive to the needs and abilities of the large number of non-Catholic pupils and is also differentiated for the differing abilities within the school. Some of the more able pupils need to be able to access the higher levels of attainment and this is an area for development.

### **Pupil achievement (as well as attainment and progress) in religious education**

#### **Grade 2**

Pupil achievement overall is good and progress is equally good. Pupils enter the school below the national average and leave mostly at or above age expectation, so progress is clearly good. Achievement is particularly good in the Early Years Foundation Stage (EYFS). In the Nursery the children get a very secure and nurturing environment within which to grow and flourish and this is carried through to the reception classes. By the end of Key Stages 1 and 2, achievement is good in all classes with some outstanding examples seen at Key Stage 1. Achievement is securely good over time as evidenced by a scrutiny of the previous year’s work. This is a school where standards of achievement appear to be rising every year. Pupils are being taught about other faiths such as Judaism and Islam in a comprehensive way. One of the pleasing aspects of the work seen in this school was the variety of work recorded, using, for example, extended writing, poetry, research, art and creative writing.

### **The quality of teaching**

#### **Grade 2**

The quality of teaching across the school is judged to be good with some evidence of outstanding teaching seen in the EYFS and Key Stage 1. Teachers have high expectations of their pupils. Pupils make secure and good progress in classes and also over time. This is evidenced in pupil books and in their responses to some searching questions. Teachers have sound subject knowledge of scripture with good use of Bible extracts in many classes. Pupils are given feedback both orally and in thorough marking. Green pen marking is being well used and pupils do aim to assess their own learning. The over use of success criteria is currently not helping pupils learn further and needs to be addressed. The pace and challenge set in most classes was mainly good. There was evidence of

differentiation within RE. Pupils were confident to ask questions. The use of key words in RE lessons was a strength of this school and greatly enhanced pupils learning. For example in the EYFS: “Jesus, food, share, friend, love, kind, happy and sad” were appropriate and key words used in lessons observed. Themes with regard to Harvest were explored and taught very well in many classes. Pupil books were also scrutinised and clear evidence of progress was seen. Lesson plans were all linked to the Curriculum Directory. Teaching assistants were well deployed and support pupils well in RE lessons. In all classes there was a calm and positive climate for learning. Pupils were eager to learn and share their work. Behaviour in this school is outstanding both in class and around the school. Pupils all commented that they did enjoy learning about RE. Homework is being used to deepen knowledge and understanding and this is developing well.

## **The effectiveness of the leadership and management of religious education**

### **Grade 2**

The leadership and management of religious education are good with many outstanding features. There is a strong and effective team in place with a very clear and positive direction for the future of RE in this school. The headteacher leads by her example and is very passionate and committed to raising standards within the school. She is aided by a strong leadership team and a keen and enthusiastic RE subject leader. Governance is very strong and is a noteworthy feature of this school. The school has an experienced team of governors and is being well led and directed by the chair. The school is also being very well served by an RE link governor who gives very sound advice and direction for future developments within the school. The leadership team ensure that all faiths are valued and respected within this school. Opportunities for professional development are plentiful through links with the Diocese and currently 4 members of staff are studying for higher qualifications in Catholic teaching. The school knows its own strengths and areas for development and its self-evaluation is rigorous and mostly accurate.

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

- Review the use of success criteria in pupils books so that they are more useful in helping pupils know what they have to do to improve their work even further
- Ensure that higher abilities are catered for and challenged more by enhancing curriculum provision even further

## **B. The Catholic life of the school**

*How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?*

### **What has improved since the last inspection?**

There have been very significant improvements since the last inspection. The overall Catholic identity of the school has been greatly enhanced and one knows that this is a Catholic school from the moment of entry. The Mission Statement is now central to all that the school does. Partnerships with parents, the Diocese and the wider community have greatly improved, as has the leadership and management of the Catholic life of the school. Both these two key areas are now judged to be outstanding.

### **The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget**

#### **Grade 1**

10% of curriculum time is devoted to the teaching of religious education across all key stages every week. The accommodation is very well maintained and displays around the school and in classrooms are of a very high standard. Great care and imagination is shown in enhancing and celebrating the Catholic life and mission of the school. A generous budget is allocated to RE every year and the subject is well resourced. The school has plans to develop an outside prayer area in a space which is currently not in use. RE is clearly at the heart of school life and is judged to be outstanding in this area.

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

#### **Grade 2**

Prayer and Catholic worship is central to the daily life of this school. There is a calendar of key events for the liturgical year which has been shared and organised with the local clergy. Prayers were seen in a variety of settings such as assembly and in prayers before lunch and also a Rosary group took place during the course of this inspection. Pupils have plentiful opportunities to write share and compose their own prayers as well as say and learn the traditional prayers of the church. Pupils do get opportunities to lead and prepare worship and this is something the school is keen to develop further.

### **The commitment and contribution to the Common Good – service and social justice.**

#### **Grade 2**

The school's commitment to the Common Good is good. The behaviour of the pupils is outstanding, evident through their warmth, confidence and mutual respect towards each other. The school is a warm and welcoming community which recognises the gifts and uniqueness of each individual. There is a common sense of belonging amongst staff and pupils at St Edward's Catholic Primary School and all have a high regard for the Catholic Life of the school. Staff are excellent role models for pupils and have very good relationships with pupils and parents. Respect and value of each individual is a clear strength and is central to the school's mission statement and school vision. Pupils are given ample

opportunities to be of service around the school as monitors, playground friends etc. The school participates actively in developing and implementing a variety of partnership activities. They are active in their fundraising for a wide variety of charities, including the NSPCC, CAFOD and Sal's Shoes to name a few. These partnerships make a positive contribution to pupils' achievement and well-being. There are currently no sustainable long-term overseas projects in place and opportunities are being missed to enhance further the Common Good in this area. Conversations with pupils indicate that they do not yet have a secure understanding of the theology underpinning the call to justice and service which are essential parts of their Catholic identity.

### **Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;**

#### **Grade I**

The parents are very supportive and appreciative of the life and the work of the school in developing religious education for all faiths. Parents clearly value and speak highly of the work the school does in educating their children. Parents are invited to all class Masses and liturgies. In a questionnaire, some parents requested more information being shared and the school is addressing this already via its weekly newsletter. Home school parish links are very strong. The school is very committed to developing its role as a diocesan school. Staff regularly attend deanery and diocesan meetings and have shared assessment moderations with other schools in Westminster. Links with the local clergy and other faiths are fruitful and constantly evolving. This area is judged to be outstanding.

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

#### **Grade I**

The leadership and management in promoting the Catholic life of the school is clearly outstanding. The governing body are very strong in their dedication and commitment to the Catholic life of this school. In appointing an experienced Catholic leadership team in September 2014, the school has ensured that significant improvement has been made in a short period of time. The head and her leadership team are relentless in driving forward the Catholic life of the school and have been very successful. The Mission Statement of the school is central to all aspects of the school curriculum. The school has a very strong Catholic identity and committed community that shares the global vision and mission of "helping one child builds the world".

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

- Provide even further opportunities for pupils to plan, lead and participate in liturgy and worship
- Develop some longer term and sustainable charitable overseas projects to further enable the pupils to help those less fortunate and to further develop the theology and practice of the Common Good
- Implement its exciting plans for an outside Prayer Garden