

# St Edward's Catholic Primary School

Lisson Grove, Marylebone NW1 6LH

Date of inspection by Westminster Diocese: 20th May 2022

## Summary of key findings for parents and pupils



### A. Classroom religious education is good

- The *Religious Education Curriculum Directory* forms the basis of the content for RE and the school provides a structured curriculum that includes teaching about other faiths.
- The pupils are engaged in their learning and can make effective links between their knowledge and way of life.
- The leadership team, staff and governors have worked very hard to improve the quality of teaching and learning since the previous inspection
- Staff are very well supported by the leadership team, religious education team, the priests and the diocesan advisers to enhance their knowledge and expertise in religious education.
- Pupils are articulate and enthusiastic; they demonstrate a thirst and resilience for learning and have excellent attitudes towards their Catholic faith.
- St Edward's strong Catholic identity permeates all aspects of the school's learning.

### Classroom religious education is not yet outstanding because

- Pupils are not yet given enough opportunities to extend their learning independently and opportunities for challenge are sometimes missed.
- Pupils are not always experiencing a broad and creative curriculum in religious education

### B. The Catholic life of the school is outstanding

- Religious education is at the heart of St Edward's and is fully appreciated by staff, pupils and parents.
- Religious education is allocated its full 10% of teaching time as required by the Bishops' Conference of England and Wales
- All pupils are equally valued, respected and nurtured believing that 'to help one person grow is to build the world.'
- Respect and tolerance for pupils of all faiths and none is integral to St Edward's.
- The links with and support from the local parish priests are excellent in supporting the school community with their liturgical and Eucharistic experience and understanding.
- Pupils are actively involved in supporting those in need and proactive in responding locally, nationally and globally.
- Parents strongly value the work of the school and have a huge appreciation for the ways in which the school nurtures the faith and spiritual life of the children.
- The partnerships between school, parents, parish, governors and diocese is exceptional. There is a shared vision and commitment from staff and governors to ensure the centrality of the Catholic life of this school.
- Leadership at all levels ensures that the Catholic life of this school is outstanding.

## **A. Classroom Religious Education**

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

Action points since the last inspection have been mostly addressed. The RE team has had a positive impact in all areas of religious education and ensured that opportunities for good professional development have led to a clearer and more effective use of success criteria across the school. The team continues to work with all teachers to support the delivery of the curriculum and enhance challenge for all pupils.

### **The content of classroom religious education is good**

St Edward's fully meets the requirements laid down by the Bishops' Conference of England Wales, in delivering 10% of the curriculum time for religious education. The school uses a couple of religious education programmes to support the delivery of the Curriculum Directory and the teaching of other faiths. The school marks events in the liturgical calendar as a community through attendance at Mass, assemblies, rosary prayers with the local priests and many other opportunities for collective worship. Key vocabulary and driver words are highlighted well for pupils to encourage them to talk and write about their knowledge and understanding of their faith.

Staff are being supported to develop their subject knowledge by the religious education team, the local priests and through working with the diocese and attending relevant professional development. The governing body is committed to providing resources and ensuring that budgetary decisions include generous funding for RE and the Catholic life of the school in line with other core subjects. In many lessons inspectors saw reference to scripture and use of the Bible. Pupils were comfortable with reading and listening to scripture and demonstrated a good understanding of the language which supported their learning.

### **Pupil achievement in religious education is good**

Pupil achievement is good and is in line with their achievement in other core subjects. The school makes sure that it carries out moderation at school, deanery and diocesan level in order to ensure that judgements are secure. Pupils throughout the school are enthusiastic and committed learners who are religiously literate. They demonstrate very positive attitudes to their learning and are now ready to be challenged even further and to become more independent. In the Early Years children have been quickly introduced to a wide and appropriate range of religious language and activities which help them to make good improvements in their learning. Children in the Nursery are able to talk about the events of Holy Week and Easter with confidence and those in Reception talked about the special role Mary plays in our lives as Christians as well as within the Islamic tradition. These young children receive a good start to their school life in a secure, nurturing and well set out environment.

As staff become increasingly confident in teaching the RE curriculum and encouraging the pupils' independence, there will be less need for prescriptive tasks and question and answer style responses. Although pupils achieve well, an increased focus on providing more open-ended and creative tasks to engage pupils in using and applying their sound religious knowledge will demonstrate their developing rigour and challenge. Pupils are eager to participate in lessons and share their feelings, knowledge and faith with their peers. The use of talk partners is used effectively. The high level of additional staff in classes effectively support pupils in their learning especially in introductory and teacher-led activities. There is a rich variety of RE displays and prayer tables which pupils use effectively in their learning. Pupils are very well informed about the traditions and customs of others, from both the Catholic community and other faiths.

## **The quality of teaching is good**

The quality of teaching is good. This judgement is based on the typicality of teaching over time and in the good progress seen in lessons, books and in conversations with pupils. Behaviour in lessons and around the school is excellent: pupils at St Edward's are kind, courteous and polite. Lessons take place in a positive climate and relationships between pupils and staff are both positive and respectful. The pupils across the phases would benefit from a broader range of activities and materials to enhance creativity. All staff have worked hard to develop their learning intentions and use of success criteria to improve outcomes for all pupils. Support staff were observed playing a key role in supporting pupils' learning in all classes. Teachers have high expectations of pupils in lessons and clearly want them to do well. Due to the strong support teachers have received since the last inspection, they should now feel confident to take more risks empowering their pupils to take more responsibility with their learning. Parish clergy make a strong contribution to developing staff and pupil subject knowledge as well as enabling them to understand the key role of the Church in their lives; they played an important role during the Covid lockdowns by preparing and sharing presentations on the features of the Mass and streaming liturgies that were occurring on site for those who were learning from home.

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

The executive leadership team, senior leadership team, RE lead and governors have a clear vision and commitment for the direction of religious education in the school. This vision, summed up in the school mission statement 'To help one person grow, is to help build the world' is shared with all the St. Edward's community and is visible throughout the school. This is also evident in the collaboration with the Cardinal Hume Academy Trust which allows support in the form of staffing and strategic leadership for example. The head of school, and her team, understand very well that religious education is at the heart of the school's work as part of the Church's mission. The drive to improve the good teaching means pupils engage quickly in their learning to make generally good progress. Carefully planned continuous professional development by the RE team is ensuring that all staff are fully able to support pupils in RE lessons. Governors and priests are very committed to the school and know it well. They support the strategies currently in place to ensure high standards in religious education. The RE curriculum receives a budget allocation at least in line with other core subjects, reflecting its importance to the school. The school recognises its areas for development and is committed to moving the school further forward.

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

- Provide a broader range of open-ended and creative tasks to engage pupils in using and applying their religious knowledge
- Encourage the pupils to take increasing risks by giving them ownership of their learning and opportunities to think creatively and deepen their understanding independently.

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

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

Child led worship is developing well with a number of opportunities for pupils to engage in this. The school has created both indoor and outdoor prayer spaces and are currently enhancing both, including a new and larger prayer garden. The pupils support a range of charities and recognise the need to continue to develop the importance of the theology and practice of the Common Good throughout the school.

### **The place of religious education as the core of the curriculum**

**is outstanding**

Religious education has a very high status within the school. The leadership team, supported by the parish clergy and governors, work very hard to ensure that the pupils are provided with the best opportunities possible and that staff are well supported in their professional development. The school is a well-resourced and well-maintained learning environment with quality displays of Catholic Life including the recent Year of the Word and Marian displays for May. An appropriate budget is allocated to RE and the school ensures that money is well spent and that RE is prioritised. Parents are very complimentary and appreciative of the school's work as demonstrated by the response in two recent surveys and by conversations with inspectors in the playground with more than one parent recognising that staff ensure RE is at the heart of their school.

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

**is outstanding**

Prayer and worship are at the heart of all the school does and during the inspection it was evident that all pupils act with reverence and are keen to participate and respond. Pupils sing enthusiastically in assemblies and during times of worship. There are many opportunities for classes to celebrate their faith together and to take part in a wide range of events in the liturgical calendar as a community: through regular attendance at Mass, assemblies and other opportunities for collective worship including the rosary, remembrance services, stations of the cross and the crowning of Mary in May. The chaplaincy group help prepare the weekly gospel assembly for the whole school; they are keen and should be encouraged to broaden their role and their support across the Catholic life of St Edward's. Class-based prayer and worship is facilitated by a variety of traditional and modern prayers, including the school prayer. Pupils pray reverently and say the school prayers with passion and enthusiasm. Inspectors observed a range of worship opportunities including Year 6 leading a collective worship in the chapel: it was reverent and reflective linking to the weekly Wednesday Word and Reception pupils prayerfully joined the parish priest in the outdoor prayer area for the rosary. Prayer books are promoted in the school and are taken home at weekends accompanied by a prayer bear encouraging families to join the prayer journey of the class. There are appropriate and engaging focus areas reflecting the liturgical year throughout the school. The parish clergy are frequent and much valued visitors to the school; they talk about the school as a family and rightly believe prayer and worship at St Edward's is outstanding.

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

**is good**

The leadership team have worked hard to embed the core values that stem from the school's mission statement: 'To help one person grow is to help build the world'. This statement is shared and understood by all the St Edward's school community. The school encourages pupils to overcome challenges in order to reach their full potential and use their God given gifts and talents to contribute to the Common Good. The presence of Christ is seen in the school by the mutual respect at all levels which is very evident. This clearly also comes through in the excellent relationships within class and the high standards of behaviour observed. There are planned opportunities within the curriculum where people learn about other cultures and faiths. Respect for different cultural, social and religious backgrounds is a key foundation for the positive relationships and behaviour evident in St Edward's. Fundraising events planned by the school, such as Walk to School Week, and the ways that pupils articulate their experiences of them, illustrate St Edward's understanding and appreciation of justice and peace. Pupils were eloquent in their description of the ways that their school has supported a variety of charities, such as Macmillan Cancer Support, CAFOD and the Catholic Children's Society. The school is a nurturing environment where pupils are encouraged to develop and celebrate their gifts and talents so that they can flourish and become valuable members of the community. There are opportunities to share and explore these talents and they are celebrated in weekly award assemblies. The school have identified that sharing these successes with the wider school community through regular newsletters and the website is another way to celebrate human flourishing and are committed to doing so in the future. There are not yet sufficient opportunities to provide more ownership to pupils so they can plan and develop their response to social justice and the Common Good at age-appropriate levels and with a complete understanding of the theology underpinning it. Pupils at St Edward's have a very good awareness of the need for inclusion in their Catholic community and within the wider society; they love their school and are very proud of it.

**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**

Partnerships at all levels are outstanding and the school should be extremely proud of its work in this area since the change of leadership in 2019. Parents are very complimentary and appreciative of the school's work as demonstrated by the responses when meeting inspectors and by the questionnaires reviewed during the inspection. There are very strong links with the local parishes and the clergy from these parishes are regular visitors to the school and are very warmly received by staff and pupils. Throughout the Covid lockdowns, they continued to visit the school providing support and guidance. One of the local priests proudly described the school community as 'a family, rooted in faith'.

The school regards close cooperation with the diocese as a priority and attends all appropriate meetings. Staff have access to relevant professional development including the Foundation Stones programme. The visits of the RE advisers over the years have been welcomed and have proved instrumental in helping the school to develop and improve the provision of religious education and Catholic life. The beneficial relationship with the Cardinal Hume Academy Trust has also been instrumental in ensuring the school is outstanding in this area through its sharing of expertise, staff and resources.

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

**is outstanding**

The effectiveness of leadership and management in promoting the Catholic life of the school is clearly outstanding. The executive headteacher, head of school and the highly competent senior leadership team are ambitious and have a strong commitment to the Church's mission in education and continued improvement in all areas. Pupils, families and staff experience an inclusive community dedicated to the development of the whole person.

The outstanding leadership enables all pupils and staff, of whatever faith tradition, to experience a rich Catholic life. The leadership team has a clear and accurate plan which identifies the areas to be further developed. Governors are clearly effective and the RE link governor plays a proactive role in supporting RE and the Catholic life of the school. The close links with the local parishes and the strong involvement of the parish clergy all serve to promote the outstanding Catholic life of this school.

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

- Celebrate the outstanding Catholic life of the school and promote the religious education of its pupils by developing the school website thereby enabling the wider community to appreciate all the hard work that goes on at St Edward's.
- Guide the pupils across the school to understand and articulate the theology that underpins all they do to respond to the call to justice, human flourishing and service.

## Information about this school

- The school is a two form entry Catholic primary school in the locality of Marylebone
- The school serves the parishes of Church of Our Lady, St John's Wood and Our Lady of the Rosary, Marylebone
- The proportion of pupils who are baptised Catholic is 47%.
- The proportion of pupils who are from other Christian denominations is 13% and from other faiths is 34%. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 73%.
- The number of teachers with a Catholic qualification is 3.
- There are 23% of pupils in the school with special educational needs or disabilities of whom 8 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 well above average.
- There is an above average rate of families claiming free school meals.
- 46% pupils receive the Pupil Premium.

<b>Department for Education Number</b>	310/5400
<b>Unique Reference Number</b>	1101128
<b>Local Authority</b>	Westminster

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4 - 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on roll</b>	231
<b>The appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Asgain
<b>Headteacher</b>	Mr Martin Tissot - Executive Headteacher Ms Anne Thomas - Head of School
<b>Telephone number</b>	0207 723 5911
<b>Website</b>	<a href="http://www.stedwardsprimary.org">www.stedwardsprimary.org</a>
<b>Email address</b>	<a href="mailto:office@stedwardsprimary.org">office@stedwardsprimary.org</a>
<b>Date of previous inspection</b>	1 October 2015
<b>Grade from previous inspection</b>	Good
<b>Grades from previous inspection:</b>	
<b>Classroom religious education</b>	Good
<b>The Catholic life of the school</b>	Good

## 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, headteachers, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 10 lessons or part lessons were observed.
- The inspectors attended 1 assembly and two acts of worship.
- Meetings were held with school staff, pupils, parish clergy 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 Team

The inspectors are appointed by the Archbishop.

Ms Maureen O'Donoghue

Lead Inspector

Ms Deidre Finan

Shadow Lead Inspector

Mr Richard Burke

Associate Inspector

Mrs Mary Ainger

Associate Inspector

## Information about inspection

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

### Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:

<http://rcdow.org.uk/education/schools>

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