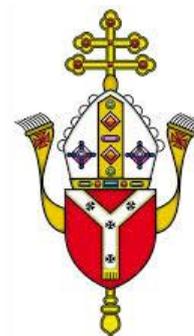


St Edmund's Catholic Primary School

Hertford Road, Edmonton, London N9 7HJ

Date of inspection by Westminster Diocese: 17 November 2016



Summary of key findings for parents and pupils

A. Classroom religious education is good.

- The carefully designed religious education curriculum is progressively challenging and developmental, resulting in excellent religious literacy at each key stage.
- Achievement of pupils in religious education is good across the school. Pupil progress is measured against appropriate benchmarks and extensive moderation processes affirm the school's judgements.
- Teaching is consistently good across the school and results in most pupils making good progress and achieving well over time.
- The school's expectations are high. To that end, they invest heavily in professional development to induct and support staff in the delivery of religious education.
- The leadership team, subject leader and governors share a firm commitment to and a vision for high quality religious education for all pupils.

Classroom religious education is not yet outstanding because:

- Marking and feedback is not always consistent, therefore some pupils' learning is not sufficiently moved on.
- There are not enough opportunities utilised to extend the learning of the most able pupils.
- Pupils need further opportunities to demonstrate their religious literacy in extended writing.

B. The Catholic life of the school is outstanding.

- The school excels at being a community based on Catholic tradition and practice.
- The manner in which the whole school community aims to live out the mission statement, 'love, care, share', is exemplary.
- The uniqueness of the individual is fully recognised and celebrated at every opportunity.
- Religious education is at the centre of the curriculum, as evidenced by the curriculum time allotted and the quality of display, resources and accommodation available to pupils and staff.
- Worship and prayer are an integral part of daily life and form the foundations of the school community.
- Pupils are actively engaged in the planning, delivery and evaluation of an exciting range of liturgical events.
- The school fully understands the call to human flourishing and provides excellent opportunities for pupils and staff to live life to the full by striving for excellence and serving others.
- Partnerships with parents, the parish, the deanery and diocese contribute greatly to the Catholic life of the school and the sense of wider community.
- The leadership and management of the Catholic life of the school demonstrate a real commitment to the education of pupils and the formation of the whole person.

A. Classroom Religious Education

What has improved since the last inspection?

Since the last inspection a number of notable improvements to classroom religious education have been made. The implementation of a new RE curriculum in 2012 and the introduction of a half termly 'Big Question' have had a significant impact on the religious literacy and knowledge of pupils. In lessons observed, the pupils were able to use key terminology with confidence. For example, in a Year 3 lesson on the birth narrative, one pupil talked about the doctrine of the incarnation and in another Year 3 lesson on the same theme, the pupils discussed monotheism. Marking and feedback which highlight for pupils the next steps in learning have improved but are not yet consistent across the key stages. The views of parents are now regularly sought through a questionnaire issued in the spring term. The responses to the questionnaire are analysed and feed into the development plan of classroom religious education.

The content of classroom religious education

is outstanding.

The content of curriculum religious education meets all the requirements of the Religious Education Curriculum Directory. The four strands are carefully mapped across the key stages and are identified in lesson planning. Progression across the school is evident in the programmes of study, pupils' work and lessons. An example observed during the inspection of the greater depth of provision was the treatment of the topic of Advent between Early Years Foundation Stage and Key Stage 1, where pupils moved from naming the symbols of Advent to explaining the theology behind the symbols. Assessment is thoroughly planned and carried out half termly. The RE subject leader inducts and supports staff effectively through a comprehensive in-house training programme. Consequently, the teaching staff know and understand the broad areas of the Curriculum Directory and are able to adapt the current programme to suit the needs of the learners in their classes. Additional lesson resources are used to excellent effect and ensure the provision of a vibrant curriculum for all key stages. Judaism and Islam are studied in an age-appropriate way throughout the school and it is planned to introduce other world religions to enhance the provision further.

Pupil achievement in religious education

is good.

Pupils make good progress over time in religious education as evidenced by half termly assessments, pupils' work and oral contribution in lessons. Progress compares well when measured against appropriate benchmarks and is validated by the robust moderation process both at deanery and diocesan level. The role of the subject leader as a diocesan moderator is hugely beneficial for the pupils and staff and will undoubtedly help to improve achievement. Attainment is generally at least as good as other core subjects. The school's focus on 'next steps' marking has an impact on pupil's learning but this is not always consistent across the school. Pupils have a very positive and aspirational attitude to learning and to religious education in particular. When speaking to inspectors during the inspection, they were very sincere in their appreciation of their teachers and all that their school provides to enhance their learning. It was clear that the pupils enjoy religious education and see the relevance of it to their own lives. The introduction of the 'Big Question' has helped to raise the profile of religious education and put a greater focus on AT2 (Learning from Religion). In lessons the pupils were comfortable discussing their faith and key beliefs. Pupils' religious literacy is very impressive particularly in terms of their oral contribution; however, greater opportunities could be provided to enable pupils to demonstrate this in their extended writing.

The quality of teaching is good.

Teaching is consistently good resulting in most pupils making good progress and achieving well over time. Lesson activities are generally well adapted to suit the needs of different learners and help to ensure engagement with the topic and learning activities. This could be improved further, however, by ensuring a greater level of challenge for more able pupils to maximise progress. A range of teaching strategies are deployed to good effect but greater attention needs to be given to improving the pace of lessons. Teachers have good subject knowledge which, combined with effective questioning and activities, helps to encourage pupils to reflect on scripture and the key beliefs of the Church. In all classes observed teachers and support staff created an affirming and positive environment conducive to learning. Detailed lesson planning and consolidation of previous learning contributes significantly to deepening pupils' religious literacy. Pupils work well both independently and collaboratively across all phases. There is a strong and positive work ethic on the part of all pupils. The school's focus on marking and feedback procedures contributes to pupil progress and extends learning; however, it needs to be further embedded to ensure consistency of approach across the school. Homework is positively embraced by pupils and could be used to challenge further all pupils and support more rapid progress.

The leadership and management of religious education are good.

The leadership of religious education is good. The subject leader's collaborative approach has led to the development of effective partnerships with other deanery schools and the diocese, the impact of which has been to enhance the quality of assessment and expertise of the staff. A clarity of purpose is consistently communicated and there a clear commitment to high standards for staff and pupils. The vision and commitment of the leadership team to the school's role in the Church's mission is evident in the support afforded to the subject leader and in the influence religious education has in the school. The leadership team have a clear sense of purpose and are actively dedicated in their roles to support and induct new staff. Particularly impressive is the amount of time and budget set aside for the professional development of all staff to further their knowledge and expertise in religious education. Expectations are high and this pervades all aspects of the school's work. Teaching is monitored over time; however, observations could be more frequent so as to inform a more accurate self-evaluation and provide clear indicators for improvement. Staff peer observations to share best practice across the school would also serve to ensure consistency of quality and approach across the school. The self-evaluation is largely accurate, recognising areas for development and highlighting effective strategies already in operation to address areas for improvement.

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

- Embed and monitor further the marking and feedback procedure to ensure consistency across the school.
- Provide further opportunities to extend learning both in class and at home.
- Afford pupils greater opportunity to demonstrate their religious literacy in extended writing.

B. The Catholic life of the school

What has improved since the last inspection?

Since the last inspection the school has implemented a significant number of new initiatives to enhance further the Catholic life of the school. An annual parental questionnaire is used effectively to inform the development plan of the Catholic life of the school. The formation of a liturgical team has greatly increased pupil participation in the planning, leading and evaluating of liturgies. Partnerships with the local parish clergy and the deanery secondary schools have been strengthened to reinforce the sense of community. The development of a prayer garden has contributed greatly to the prayer life of the school and provides a valuable, additional focal point for the pupils and staff.

The place of religious education as the core of the curriculum

is outstanding.

Religious education is given high priority within the curriculum and is allocated 10% of the total available curriculum time. The budget for religious education is comparable to the budgets for other core subjects; however, an additional, generous RE professional development budget has been set aside to allow all teaching staff to further their knowledge and expertise. The status of religious education is also evidenced by the bright and vibrant classrooms, each equipped with a prayer table and prayer toolkit. The school is beautifully maintained and staff clearly take great pride in the extensive displays and iconography. The governors work closely with the leadership team and subject leader to develop and review the place of religious education in the school. The religious education link governor makes regular visits to the school and plays an integral role in reviewing and developing the school development plan. The subject leader has a high profile and regularly leads staff training and meetings on religious education. Staff who are not Catholic willingly support and promote the Catholic ethos of the school and are further supported by year group partners and the subject leader. Parents are very complimentary and appreciative of the school's work as demonstrated by the responses to the questionnaire reviewed during the inspection.

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

is outstanding.

The school ensures that worship and prayer are central to the life of the school and offers pupils engaging and creative experiences in the Catholic tradition. The addition of a prayer garden has further enhanced the prayer life of the school but it would be even richer if pupils were afforded more opportunity for their own, less formal prayer. The celebration of the Eucharist is offered at key times throughout the liturgical year and the pupil liturgy team meets weekly to prepare for forthcoming liturgies. The members of the team expressed a genuine feeling of honour at being given the opportunity to fulfil this position in the school. The Sacrament of Reconciliation is celebrated annually with upper Key Stage 2 but participation could be widened by extending it to Year 4. A culture of evaluation of the school's liturgical life ensures that the whole community enjoys an enriching and relevant experience. Each pupil typically attends three assemblies per week. These celebrate the personal and collective achievement of pupils and explore the moral values of stories and narratives from the Bible. Pupils are also given the opportunity to participate in class assemblies, which are poignantly themed. Recent assemblies have focused on harvest, remembrance and black history month. Inspectors witnessed a thought provoking and well organised assembly performed by Year 3 pupils that directly related to the school motto: *Love, Care, Share*. The audience was invited to reflect on how they make a positive difference to the lives of others and the beautiful singing carried the message very effectively.

The commitment and contribution to the Common. Good – service and social justice are outstanding.

The school is inviting and friendly and clearly values the uniqueness of the individual. The desire to embrace diversity and to show respect to those from different cultures and backgrounds is shown throughout the curriculum. These values are evident in the inclusive friendships and relationships between pupils as well as those between pupils and adults in the school. The pupils show enthusiasm for involvement in supporting national and international charities, as evidenced by their planning for the pyjama dress up the following day and their ongoing fundraising for the Tonkolili District in Sierra Leone. Pupils actively engage in acts of service and have an excellent understanding of the theology underpinning the Church's response to social injustice and needs. An ethos of pupils helping and caring for one another exists across the school. The pupil leadership group act as role models for other pupils, especially those younger, by their exemplary behaviour. These pupils carry out special duties, such as monitoring the stairway, and have a clear understanding of their responsibilities as well as their role in embodying a wider culture of selflessness and co-operation in the school. The school actively promotes an understanding that social justice and service are based on the gospel values and teachings of Jesus.

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 is outstanding.

The school's partnership with the parish and community is vibrant and a central part of the school's understanding of itself and of its immediate and wider community. The strong link between the school and parish contributes greatly to the sense of community and belonging that the school engenders. Parental involvement in the life of the school is very evident and parents are actively encouraged to attend school events. The overwhelmingly positive response to the questionnaire, demonstrates that parents are clearly supportive and value the provision of Catholic education that the school offers. The school works very closely with the diocese and deanery and staff attend a range of insets and meetings throughout the year.

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

The leadership team is fully committed to the Church's mission in education and this is demonstrated in a reflective and dynamic way. The mission statement is central to the school community and underpins every aspect of the school's daily life. Pupils and staff experience an inclusive community passionate about the development of the whole person. The school's self-evaluation is detailed and highly accurate, demonstrating a desire to strive for excellence to ensure pupils and staff enjoy life to the full. The governors' strategic approach coupled with their energy and enthusiasm ensure the school's leadership is well supported and, when appropriate, challenged. The systems in place to support and induct new staff are exemplary and will help to guarantee the school's continued success.

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

- Build on the existing prayer life by affording pupils further opportunities for less formal, personal prayer.
- Provide the opportunity for Year 4 pupils to receive the Sacrament of Reconciliation.

Information about this school

- The school is a two form entry Catholic primary school in the locality of Enfield.
- The school serves the parish of The Most Precious Blood and St. Edmund, Edmonton.
- The proportion of pupils who are baptised Catholic is 94%.
- The proportion of pupils who are from other Christian denominations is 5% and from other faiths is 1%.
- The percentage of Catholic teachers in the school is 65%.
- There are 14 % 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 well above average.
- The number of pupils speaking English as an Additional Language is well above average.
- There is a well above average number of families claiming free school meals.
- 109 pupils receive the Pupil Premium (25%).

Department for Education Number	308 3501
Unique Reference Number	102037
Local Authority	Enfield

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4 -11
Gender of pupils	Mixed
Number of pupils on roll	431
The appropriate authority	The governing body
Chair	Dr Peggy Orumen
Headteacher	Mrs Margaret Hanley
Telephone number	020 8807 2664
Website	www.st-edmunds.enfield.sch.uk
Email address	school@st-edmunds.enfield.sch.uk
Date of previous inspection	2 November 2011
Grade from previous inspection	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, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 13 lessons or part lessons were observed.
- The inspectors attended 1 assembly and a number of acts of 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 Team

The inspectors are appointed by the Archbishop.

Mrs Nancy Conoboy

Lead Inspector

Mrs Lisa Barton

Associate Inspector

Ms Angela Dodd

Associate Inspector

Diocesan inspection has four grades:

- outstanding
- good
- requires improvement
- causing concern

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