



DIOCESAN INSPECTION REPORT

St Edward’s Voluntary Catholic Academy (part of Nicholas Postgate C.A.T)

Eastbourne Road, Linthorpe, Middlesbrough, TS5 6QS

School Unique Reference Number: **142371**

Inspection dates:	11 – 12 June 2019
Lead inspector:	Mrs K Siedle
Team inspector:	Mr S Geaves, (trainee inspector) Miss H Lickess (trainee inspector)

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Edward’s Voluntary Catholic Academy (part of Nicholas Postgate C.A.T) is an outstanding Catholic school because:

- The Catholic Life is outstanding because the wellbeing, personal and spiritual development of pupils and staff is at the heart of the school’s mission.
- The quality of Religious Education (RE) is outstanding because staff know their pupils well and consistently teach lessons which enthuse and engage pupils. Pupils’ behaviour and attitudes to learning are outstanding. Attainment is high and progress throughout the school and across all groups is good.
- The quality of Collective Worship is outstanding because it is central to the life of the school and imaginative and creative prayer experiences are being introduced. Pupils of all ages are developing the skill and ability to lead their own high quality, albeit of limited variety, Acts of Worship. The excellent practise which is happening in small group and class Worship is not always reflected in whole-school Acts of Worship.
- St Edward’s is a welcoming and vibrant Catholic school, where the vision of the headteacher is shared by all. The welcome from the pupils, staff, and governors is exceptional and an indication of the excellent relationships which are a key strength of the school. However, monitoring and evaluation procedures should be formalised so that all leaders, including governors, deepen their involvement in the monitoring and evaluation process to ensure searching analysis and sustained excellence in provision in Collective Worship and Catholic life.



FULL REPORT

INFORMATION ABOUT THE SCHOOL

- The school serves the parish of Holy Name of Mary; however some pupils come from neighbouring parishes. It has currently 427 pupils on roll, including nursery. Of these, 93% are baptised Catholics, 5% from other Christian denominations, 2% of other faiths and 0% with no religious affirmation.
- The proportion of pupils eligible for free school meals is 9%.
- 5% of pupils are on the special educational needs and disabilities (SEND) register. 3 pupils have an Education and Health Care Plan (EHCP.)
- St Edward's is a larger than average sized primary school situated in the suburb of Linthorpe, much of which is in the Victorian conservation area of Middlesbrough.
- St Edward's is one of 25 schools within the newly formed Nicholas Postgate Catholic Academy Trust established in 2018.
- There is hardworking and enthusiastic 'Friends of St. Edward's' (PTA).
- St Edward's has a committed local management board.
- 'Before and After School' care facility in parish hall, this is independently run.
- St Edward's has had no exclusions.

▪ WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to enhance and develop the excellent provision in RE, Collective Worship and Catholic Life while providing school to school support to other academies in the Nicholas Postgate Trust :
- Formalise monitoring and evaluation procedures so that all leaders, including governors, deepen their involvement in the monitoring and evaluation process to ensure searching analysis and sustained excellence in provision in Collective Worship and Catholic life;
- Enhance provision in whole-school Collective Worship by using :
 - the excellent practice seen in small-group and class Worship to enhance whole-school Acts of Collective Worship

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- The school is a vibrant and cohesive unit where everyone understands the important contribution they make within their school family and beyond. As a result, positive relationships are evident with every interaction. Communication is a key strength of the school.
- The pupils are very conscious of the needs of those beyond the school and have a strong sense of justice and concern for others. They can articulate their views with confidence, explaining their purpose of fundraising activities such as Catholic Aid for International Development (CAFOD), 'CAUSE' hampers at Christmas, and 'Mission Together'.
- Pupils at St Edward's are proud of their religious identity and make an outstanding contribution to the Catholic Life and mission of the school which has a very high priority across the school. The corridors and environment reflect this with celebration of learning throughout the year, displays sharing mission of the Catholic school, global goals, work about the role of our Bishop and prayer spaces.
- The pupils value the excellent chaplaincy provision, this involves different adults from within the parish and across school, all of which were witnessed over the course of the inspection. This involves weekly visits from members of the parish with different groups of children, such as preparing the weekly Act of Worship, rosary club, and supporting pupils with personal prayer and reflection in chapel.

The quality of provision for the Catholic Life of the school is outstanding.

- The importance given to the development of the Catholic Life by the school's leadership is evident in every exchange within school. The appointment of a leader of Catholic Life is proving very effective and ensures high expectations. Leaders are held to account by the governing body through a specific performance management related target and ongoing monitoring.
- The mission statement "Live, Love and Serve" is central to the life of St Edward's school and is fully embraced by all pupils. The school reviewed this mission statement in October 2018 with the school family and introduced the 'Called to Serve' a Nicholas Postgate Trust mission. The school's mission, vision and values are displayed prominently on the school website, illustrating the Catholic Life as the priority.
- The school recognise their duty to continue the mission of Christ through their shared baptism. The pupils continually serve each other, their families, their parish and community in word, prayer and deed. In order to do this the Trust has launched a mission entitled 'Called to Serve' to promote their common message and connect with their communities. All schools in the Trust planned a programme of activities throughout the year to demonstrate how they can serve their community. St Edward's has such a programme for the

academic year, displayed on the school website. This involved such activities as singing carols in the local care home and liturgies in which the school and parish family unite.

- The school mission and values reflect Gospel values. It is clear that pupils are supported well in making right choices and that they understand their personal responsibility.
- 'Wednesday Word' and quotes from scripture are evidenced throughout school and provide opportunities for discussion, challenge and reflection.
- The physical environment of the school is a celebration of faith. Signs of the school's Catholic character are evident in the range of focal and prayer stations, artefacts and displays. Prayer stations are in every classroom, these are thought provoking for the pupils. An example is 'God will always remember you, write your name and say a prayer' These are changed every week.
- The chapel is used to excellent effect and is timetabled for every class to access weekly. It is recognised as a place for quiet prayer and reflection. For example, a member of the chaplaincy team was working with small groups from early years and key stage one (KS1) building three rings to symbolise the Holy Trinity. This was then used the following day in the key stage 1 'Stay and Pray' with parents.
- The entire curriculum reflects a commitment to Catholic social teaching, this is evidenced through examples of pupil's work all over the school, an excellent example of this is a big laminated book for a collection of work from each year group showcasing their understanding of how CAFOD supports the countries they work with and why the pupils support the work of CAFOD. This displays work from each class, exploring countries such as Zambia, El Salvador, Uganda, Syria and Kenya.
- The deputy head teacher displays a strong passion for the role of St Edward's in the parish, local community and diocese. The impact of this can be seen in the strong links with the feeder Catholic secondary school, which in turn may have increased the amount of pupils moving onto secondary Catholic education from St Edward's.
- Parents are invited to the 'Stay and Pray' sessions. The adults are invited to be involved in the planning of the liturgies with the pupils, this was witnessed during a 'Stay and Pray' session with KS1. Two parish members were working with pupils, supporting with reading and developing prayer and reflection with KS1 pupils in the chapel.
- A high quality of care permeates throughout the school and as a result, there is a real sense of team spirit and positive working relationships. Communication and relationships are a clear strength of the school.
- Parents commented on how well their children are nurtured and cared for and how they have the highest possible trust in the school. They were highly praiseworthy of the school, especially the communication, care and high-quality learning for their children.
- The sacramental programme is a joint partnership of catechists and class teachers.
- The relationships and sex education (RSE) is established although the policy is currently being reviewed and updated, in line with Catholic values and teachings.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The outstanding leadership of the Catholic Life of St Edward's ensures that all pupils are extremely well nurtured in a caring, safe and supportive community.
- Catholic life is a high priority in the school and the Catholic Life and Collective Worship leaders ensure that provision is given high profile and resourced appropriately.

- Maintaining and developing the Catholic identity of St Edward's is a priority, identified with a separate action plan in the school development plan and identified link governor. This plan outlines the actions related to priority, monitoring and impact.

Leaders have a deep commitment to the mission of the Church and ensure that this permeates every aspect of school life. They provide very clear direction for improvement and ensure that opportunities for pupils' spiritual and moral development are frequent. The evaluation of its impact is shared, with contributions from parental voice, pupil voice and monitoring by leaders. Information issued to bring about improvements, for example following a recent parental survey, parents feedback showed the governing body were not known to the community. The senior leaders swiftly acted and developed a governor 'pen portraits' part of the school website.

Staff comment on how they are very well supported and feel valued. In particular the newly qualified teachers (NQT's) and those who are not from a background of the Catholic faith were able to articulate their support through coaching and modelling from the staff within. High quality performance management, alongside well matched continuing professional development (CPD) opportunities are provided to all staff. The governing body is highly ambitious and its contribution to the school development is very clear. It is fundamental in shaping both policies and practice. Governors are highly visible and regular visitors to the school. They are very dedicated and well informed with the school leaders they undertake a key role in monitoring provision. This takes place through various committee meetings and reports from the headteacher and Catholic Life leader.

- The Catholic Life of the school is included as part of the agenda of the senior leadership team and the governor meetings which is then disseminated through meetings and informal discussions. The school development plan and RE action plan rightly identifies future key priorities for the continued development of the spirituality of staff and children and to equip the pupils with the values and skills to share in the future of their common home and to become global citizens as Pope Francis asked us in "Laudato Si".

At all levels, the schools' leadership show a deep-rooted understanding and commitment to the Church's mission. For example the 'Called to Serve' that not only unites the school and parish but the whole Trust. The Trust creation of a mission song contributed to this unity and deep rooted understanding.

- The Nicholas Postgate Trust is a Catholic multi academy Trust for the Diocese of Middlesbrough, of which St Edward's is part of the family of 26 schools, a Sixth Form and a Teaching School. There is a wealth of experience and leaders of many tiers, many strategic leaders who play a vital role in making sure all pupils across Trust receive the best possible Catholic education. The strategic Trust Catholic Life and Schools' Standards Officers hold the school to account and carry out an annual visit to the school to meet with leaders and speak to children. Formal monitoring of the school is fed back to the Nicholas Postgate Board through the committee structure and then to the board of trustees of the diocese.
- St Nicholas Postgate Trust and the strategic leaders have recognised the excellent practise which is evident and embedded within the school, through their monitoring visit and has encouraged the school to support other schools which in turn helps them self-evaluate their own practise. The Catholic Life Officer challenges the leaders to regularly reflect and renew. This can be clearly seen in discussion with both the senior leaders of the school and members of the governing Body.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is outstanding.

- St Edward's is a prayerful community where Worship is a regular and meaningful part of the day. All pupils are enthusiastic in their response to their beautiful class Collective Worship. The pupils from foundation stage, when they gather, are proud to lead for their friends, through to upper key stage two who modelled prayerful silence.
- From an early age the pupils have a strong sense of what Worship is about. They displayed prayerful and joyful manner joining in the singing and responses. For instance, a key stage one 'Stay and Pray' with parents focusing on the Holy Trinity, pupils gathered, listened to the word, reflected and prayed.
- Pupils show respect for different faiths and traditions and are aware that religious beliefs are important. Pupil's work shows how they have learnt about a variety of world faiths.
- From the earliest of ages pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- Pupils have a very good knowledge of a variety of age appropriate formal prayers. Prayer is an embedded feature of school life.
- Pupils say 'for children who don't go to church, worship, Collective Worship is so important to get together as God's family'.
- Younger pupils participate with genuine enthusiasm, which is reflected in the quality of the singing, and in the contemplative use of silence, although this is not as strong with the older pupils in larger school groups.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is at the heart of every school celebration and is inclusive and reflective. Praying together is a natural part of the school day for all staff and pupils. For example key stage one pupils entered the Worship space singing 'Everyday God', sat quietly and asked to think about the images on the screen.
- Staff pray together regularly in school this ensures continually spiritual formation of the staff community.
- 'Mini Vinnie's look after the prayer stations in each classroom and take a lead in the changing of these areas. The prayer space is monitored by four 'chapel managers'. They take their role in this very seriously, for instance they took great delight in sharing how they give reminders over the loud speaker to announce the rota for the prayer space. This message can then be heard throughout the school.
- Opportunities for Worship, Mass, liturgies, and other liturgical celebrations are well planned and resourced. However, there is little evidence that pupils are provided with opportunities to experience a wide variety of

creative and imaginative prayer.

- There is a policy for Collective Worship and a good range of structures to ensure that it is frequent and regular.
- Collective Worship is carefully planned and resourced to enhance the Worship experiences throughout the liturgical year. The headteacher leads a fortnightly Act of Collective Worship, with individual classed leading Worship in between. The theme is closely linked with the liturgical year, this ensures that all members of the school community have an understanding of the readings, colours and messages we listen to and see at Mass.
- There is some variety in the different forms of Worship, which are enthusiastically embraced by the whole school community, for example a year 5 'Stay and Pray' session with parents, parents were involved in preparation of each of the four parts of a liturgy. As a result, parents and grandparents support the mission of the school through preparation and celebration of Worship.
- Year 2 pupils during their class Collective Worship, while singing together, spontaneously held hands as a group, demonstrating their understanding of the unity during Collective Worship.
- Parents, parishioners and governors are given further opportunities to share in the spiritual life of the school through various acts of Collective Worship, celebrations and attendance at Mass. There is a planned programme throughout the year, for pupils to attend the parish Mass. Whole school newsletters contain invitations to liturgies and 'Stay and Pray' sessions.
- The parish priest is regular visitor to school and well known to staff, pupils and parents. He offers reassuringly valuable guidance and support to staff in terms of their formation and development and their contribution is very highly welcomed and appreciated by all.
- The parish priest confirms that the Eucharistic sacramental programme is a collaboration between the school and the parish. He describes how the pupils attend weekly parish Mass and family Masses continue to take place each half term during the Sunday parish Mass.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.

- The headteacher, deputy headteacher, assistant headteacher and leader of Catholic Life set a high standard for Collective Worship in school. They lead and ensure reflective opportunities contribute to the spiritual formation of pupils and staff. Evaluation of Collective Worship in class takes place, although this is in its early stages.
- Collective Worship is held high regard and the Collective Worship leader is working hard to deliver effective training to staff on how to model Collective Worship and liturgy.
- Leaders regularly see the views of parents through regular questionnaires and discussion and their responses are highly appreciated and valued and lead to further developments
- Leaders have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols and use a range of artefacts and symbols to deepen pupils' appreciation, knowledge and understanding. The impact of this is evidenced through the pupil's discussions where they described the colours of the liturgical year and how they used these when planning the prayer stations in class.
- Pupil- led Worship can be witnessed from the early years through to year six. Pupils plan lead and deliver the four-part liturgy Act of Worship. The Collective Worship leader monitors this provision giving informal feedback. The school have further plans to extend their monitoring, involving pupils in the monitoring cycle.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- Pupils confirm they really enjoy Religious Education; they have positive attitudes and all pupils speak enthusiastically about their learning, explaining how it helps them how to live their lives. They apply themselves diligently.
- Pupils are keen to do well and work at an outstanding pace in lessons and show tremendous commitment during RE. Pupils indicated that, 'Religious Education is not always writing, it is drama, dancing and this helps is to understand'.
- Pupils are extremely proud of their work in RE and speak confidently about what they have learnt. They work independently within a range of different activities according to age and ability.
- Pupils develop and apply a range of skills well, and as they reach upper key stage 2 (KS2) most pupils have the ability to interpret sources, reflect and evaluate, engage with religious ideas and integrate them into their lives. This is exceptional.
- Behaviour of learning throughout school is excellent, enabling high quality learning to consistently take place.
- Pupils with special educational needs and disabilities (SEND) are well supported and are achieving very well. The targeted support from highly skilled teaching assistants ensures all groups of pupils make at least good progress.
- Data indicates that attainment is high and work within pupils' books supports this judgement.
- The school has worked most effectively in developing a variety of approaches, where pupils are challenged to think deeply and extend their knowledge and understanding resulting in the vast majority of pupils achieving extremely well by the end of KS2.
- This is particularly evident in upper KS2 where pupils are able to use information to discuss in depth the effect one person's views had on the lives of others and how this could be linked to the Gospels.

The quality of teaching and assessment in Religious Education is outstanding.

- Teaching and assessment in Religious Education is consistently good with many outstanding features evident in lessons, resulting in all pupils make at least good progress and many exceeding.
- Considerable thought has been given to facilitate a structured long-term planning framework which caters effectively for the delivery of the programme with mixed year groups.

- St Edward's is one of a number of schools within the diocese to have piloted the 'Standards RE Framework', which will be rolled out nationally in the near future.
- Lesson planning is a strength and is carefully linked to prior learning, it is well differentiated and provides opportunities for extension and challenge. Evidence was gathered from year 3/4 which shows how this model is used to coach less experienced teachers and ensure high expectations are maintained.
- Teachers have excellent subject knowledge which is used well to support pupils' learning. For example during the Year 5 lessons, the skill of the class teachers, the depth of their knowledge of scripture and how it was presented to the pupils was very effective in enabling pupils to progress and make links to show how beliefs affect their actions based on the fruits of the Holy Spirit.
- Marking and feedback is in line with the school policy and identifies how religious content can be further improved.
- Teachers' skill in questioning is outstanding. For example, in year 3/4 through deep questioning the pupils were supported to understand how the Father in the prodigal son is 'just like God our Father', pupils having lots of opportunity to understand the message and relate to their own life. As a result, pupils demonstrate very positive attitudes to learning.
- Teachers in all key stages have high expectations and plan challenging and focused learning activities, whether it is during the main RE lessons or during lessons delivered during planning, preparation and assessment lessons (PPA). They ensure that a range of teaching and learning styles are used together with quality resources in some outstanding learning.
- Assessments are regular and systematic. During progress discussions class teachers could articulate the progress over time and how through planning and questioning pupils are clear what to write.
- Targeted questioning is used exceptionally well to assess understanding, monitor progress and reinforce the learning objective. As a result, pupils are excited and engaged and demonstrate a very positive attitude to their learning.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The curriculum meets the requirements of the Bishop's Conference and contributes very effectively to the pupils' spiritual and moral development.
- Leaders and managers provide strong leadership and conduct a wide range of monitoring activities that are carefully planned to determine the impact of provision. The focus of monitoring is decided on termly basis.
- The senior leadership team is fully committed and passionate about the profile of RE amongst staff, pupils, parents and parishes. The RE subject leader is also a regional RE co-ordinator for the Middlesbrough and Stockton schools RE cluster meetings and is very knowledgeable and enthusiastic. She is well informed about current developments and ambitious to secure and sustain high expectations in the teaching of learning of RE.
- A director of Nicholas Postgate Trust, who was previously the chair of the local governing body, is highly visible in school and appropriately supports and challenges leadership. One governor described how they are kept informed of standards through committee and full reports. He was very confident in their ability to challenge.

The senior leaders of the school regularly moderate books from all classes to standardise expectations and to continue to strive for excellence. The impact of this can be seen in the quality, excellent attainment and progress in pupils' books.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

1

CATHOLIC LIFE:

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

COLLECTIVE WORSHIP:

1

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

RELIGIOUS EDUCATION:

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

School details

School name	St Edward's Voluntary Catholic Academy (part of Nicholas Postgate C.A.T)
Unique reference number	142371
Local authority	Middlesbrough
This Inspection Report is produced for the Rt Reverend Terence Patrick the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
Chair of governors	Mr Paul Healy
Head teacher	Mrs Mary Brown
Date of previous school inspection	December 2013
Telephone number	01642 819507
Email address	brown.m@stedwards.npcat.org.uk