



Diocese of Westminster

INSPECTION REPORT

St Edmund's Catholic Primary School

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DofE Number: 308 3501

Headteacher: Mrs Margaret Hanley

Chair of Governors: Dr Peggy Okolo

Canonical Inspection under Canon 806 on behalf of the Archbishop of Westminster
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: 2nd November 2011
Date of previous inspection 24th April 2007

Reporting Inspector: Mrs Pamela Brannigan

Description of School

St Edmund's is a two form entry Catholic primary school in the London borough of Enfield. The school serves the local parish of The Most Precious Blood and St Edmund, Edmonton. There are currently 436 pupils on roll, all of whom are baptised Catholics. The school is currently oversubscribed. Attainment on entry to the school is below the national average with pupils coming from 27 different pre-school settings. The number of pupils known to be entitled to free school meals is around the national average as is the proportion of pupils identified as having special educational needs. Pupils come from a wide range of ethnic groups with a large majority speaking English as an additional language. There are 17 full time and 6 part time teachers in the school of whom 83% are Catholics. Four teachers hold the Catholic Certificate of Religious Studies (CCRS) and two have other Catholic qualifications. The school's mission statement informs the life of the school and the motto is well known by pupils. An excellent range of extra-curricular activities are available including a breakfast club managed by the governing body. The school has achieved the 'Healthy Schools', 'NACE' and International Schools (Intermediate) awards as well as the Basic Skills Quality Mark.

Guide for inspection grades

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Inadequate

Overall effectiveness of this Catholic school

St Edmund's is a good Catholic school with many outstanding features. Worship, faith, education and practice lead to a very strong Catholic identity. Pupils make good progress, teaching is good and assessment is thorough. Religious education is at the heart of the curriculum and is very well planned, monitored and evaluated. Prayer and worship underpin the Catholic life of the school. Pupil behaviour is very good. Parents speak highly of the school and value the commitment of staff and the good standard of teaching and learning. Pastoral care is outstanding and is given high priority by all members of staff. Governors are knowledgeable and demonstrate a strong sense of commitment to every aspect of the life of the school. There are excellent links with the local parish through the support given by the priests who are frequent visitors to the school. Spiritual, moral and social development is well addressed through religious education and other curriculum areas and permeates the wider life of the school. A range of charities are supported throughout the year. The new headteacher demonstrates an excellent understanding of her role in team building and communicating the school's vision to the whole community. She is ably supported by her deputy, staff and governors.

Grade 2

Improvement since the last inspection

Improvement since the last inspection is good. Areas for development have been addressed and the school has put in place strategies to ensure that improvement is maintained and extended. The school's marking procedure has been improved to enable pupils to think further about their responses. The pupils' use of information technology for research and presentation of work has increased and the purchase of a wider range of resources has enabled teachers to give pupils more experiences in this area. The school has also put in place regular monitoring and accurate self-evaluation. There is much evidence that the school constantly strives for improvement and places a strong emphasis on staff development.

Grade 2

The capacity of the school community to improve and develop

The school has an outstanding capacity for improvement and development. The new headteacher has continued to build on existing good practice and has put in place procedures to ensure that high standards in every area are expected from the whole school community. Along with her deputy and the subject leader she has identified areas for development and devotes the necessary time to monitor and evaluate teaching and learning as well as supporting colleagues. The action plan for religious education is detailed and rigorous. Staff demonstrate a strong commitment to the Catholic ethos and religious education. There is much evidence of shared good practice and support for new teachers. There are developments in the wider life of the school which focus on high standards across the curriculum. Religious education is reviewed regularly as part of the school's self-evaluation process. The religious education budget is generous and resources are good. New staff are encouraged to undertake relevant training. The self-evaluation documentation is reviewed regularly and is up to date and accurate.

Grade 1

What the school should do to improve further

As identified in the Improvement plan the school should:

- Continue to develop marking to enable all pupils to identify the next steps in their learning.
- Develop a more detailed evaluation form to enable parents to comment on religious education and the Catholic life of the school.

The Catholic Life of the School

Leadership and Management

Leadership and management are outstanding. The headteacher and senior staff provide clear direction for the Catholic life of the school. They promote a strong sense of spiritual purpose with a focus on teamwork, high standards and full personal development of pupils. There are excellent links between the governing body, headteacher and senior leadership team. The school's Catholic ethos is evident in the good level of pastoral care and the trust between pupils and staff. The governing body includes members who know the community very well, have a wide range of expertise and who understand their role in promoting the Catholic identity of the school. Governors visit the school on a regular basis and are in a good position to support and challenge. They play an active role in assembling the school improvement plan and frequently share training with school staff. The parish priest acts as the link governor for religious education and he and his colleague visit the school for a planned programme of masses and liturgies as well as providing a learning resource. There is a clear vision for good quality care and education which is shared by everyone. Opportunities for pupils to show leadership through the School Council, Play Buddies and other systems are highly valued. Spiritual and moral development are promoted by all staff through religious education and other curriculum areas. Good relationships with home and parish are promoted effectively through meetings, newsletters and invitations to school and parish events. The subject leader liaises closely with the link governor.

Grade 1

The Prayer Life of the School

Pupils are provided with very many opportunities to develop in the understanding and growth of their faith. There is a programme of whole school and class masses as well as reconciliation services. Parents are invited to these celebrations which are planned and led by pupils and are

well attended. There are also age appropriate liturgies for Foundation and Key Stage One pupils. Prayer and worship are integral to the life of the school and pupils are given time for meditation, reflection and to write their own prayers. They also use the traditional prayers of the Church including the Rosary in May and October. There is a designated prayer room which is available for groups and classes. Pupils lead acts of worship in key stage assemblies and with the whole school. The school encourages pupils to participate in parish life as altar servers, offertory procession, bidding prayers, choir members and links are very good. School assemblies are of a very high quality often enhanced by gospel readings, singing, music, dance and drama. Religious education lessons often begin and end with prayers and a simple liturgy. Each classroom has a reflection area enhanced by pupils' work, prayers, age appropriate bibles, artefacts and pictures. The quality of religious education displays throughout the building emphasise the centrality of prayer and worship to the life of the school.

Grade 1

How effectively does the school promote community cohesion?

Community cohesion is excellent. The whole community is very welcoming and fosters a strong sense of belonging. School policies and practices emphasise equality of opportunity and strive to seek justice and fairness. The many cultures and languages spoken in the community are celebrated and leaders promote respect for diversity. There are links with a school in Sierra Leone which led to the achievement of International School Award at intermediate level. Pupils are given opportunities to meet others from different schools through extra-curricular activities including sporting and cultural events. Pupils show concern for the weak and vulnerable within and beyond their own community through fund raising for a range of charities including CAFOD, Children in Need and the Catholic Children's Society. There are good links with the Catholic secondary schools to which pupils transfer at the end of Key Stage 2. The school also works with other local schools through informal networks. Staff constantly seek ways to enhance pupils' understanding of other cultures, and other faiths are explored with the support of visits from community groups. Parents are encouraged to participate in the life of the school through Parent Support Advisor consultations and helping in classrooms. They value these opportunities to understand the school's approach to education. The school also offers a 'Reading and Phonics Meeting' to enable parents to support their children's learning. Partnership with the parish is excellent with the school presenting a Carol service, harvest celebration and participation in the annual bazaar. Work experience and teaching practice students are welcomed by the school. The good range of extra-curricular activities recognises the variety of interests in the whole school community.

Grade 1

Religious Education

Achievement and Standards in Religious Education

Very good progress is made by pupils in relation to their abilities and by the end of Year 6 standards generally meet and sometimes exceed diocesan expectations. Pupils' workbooks show evidence of coverage, differentiation and a range of activities. The assessment process enables staff to plan effectively and the school is using levels of attainment to target and plan ahead to meet the needs of individual children in religious education. The very good quality of education and current focus on assessment and tracking ensure that standards are likely to be maintained or improved. The spiritual development of pupils is given a high priority and is rooted in the teachings and beliefs of the Catholic Church. Workbooks and conversations with pupils indicate that there are opportunities for reflection on the links between the life and teachings of Jesus and their own lives. Behaviour is very good and pupils show respect for each other and themselves. The school provides an excellent atmosphere for social and moral education and conversations with pupils and parents indicate that this has an impact on behaviour and attitudes demonstrated by a sense of service.

Grade 2**Teaching and learning in Religious Education**

The quality of teaching and learning in religious education is good. Teachers have secure subject knowledge, plan thoroughly and have high expectations of pupils. Lessons observed during the inspection were good and enabled pupils to engage in interesting and challenging tasks. The provision of a wide range of cross curricular activities and focus on vocabulary in the Reception classes enable children to achieve well and this foundation is built on as pupils progress through the school. Lessons observed included the good use of ICT and effective use of teaching assistants. Differentiation is in place and opportunities to develop learning and understanding are frequent. Written work is good and well presented. Marking is generally positive and interactive and sometimes includes comments to deepen understanding. The school is using the relevant levels of attainment to accurately differentiate tasks. Parents spoken to expressed a high level of satisfaction with the religious education provided by the school and the way in which curriculum information newsletters enable them to support their children. They praised the good level of communication offered by all members of staff.

Grade 2**Quality of the Curriculum**

The quality of the curriculum is good. The life and teachings of Jesus and the liturgical year of the Church are central to the religious education curriculum. At least 10% of curriculum time is used for religious education which follows the 'Here I Am' programme. Staff work hard to ensure the subject has a high priority. Religious education is linked to other curriculum areas and ICT is used well. The school has a good range of resources including those for teaching other faiths. There are plans to further enrich the curriculum with greater links to the arts. The curriculum supports the personal, spiritual, moral, social and cultural development of pupils and they are encouraged to use their talents to benefit the school and each other through the School Council and other systems. Opportunities for discussion and reflection are incorporated into planning. The good quality of assemblies, liturgies and masses all help pupils to understand and value their faith, as does the excellent level of involvement with the parish. There are good links with the diocese and a programme of visits to Westminster Cathedral is in place. Staff are enabled to attend diocesan training which supports the religious education curriculum.

Grade 2**Leadership and management of Religious Education**

There is good leadership and management of religious education. The new subject leader has support from her predecessor and the headteacher and has been enabled to give a high profile to the area. She has a good understanding of the strengths and areas for development as well as a clear vision for the faith life of the school. She attends diocesan training and encourages other staff members to do so when possible. She liaises with the link governor to ensure he is fully informed about current developments. Together with the headteacher she ensures sharing of expertise and support for new staff. She conducts regular and systematic monitoring of planning, workbooks and assessments in religious education. All teachers give a high priority to the subject and are well-informed. Teaching assistants are used effectively to support pupils. Religious education and the Catholic Life of the school are given prominence in the School Improvement Plan. School leaders liaise with the local parish to ensure a wide range of appropriate liturgies involving pupils is a feature of school life. They also ensure that parents are well informed about current topics in religious education and enabled to support and explore faith with their children.

Grade 2