



## St Edmund's Catholic Primary School

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School Unique Reference Number: 125216

<b>Headteacher</b>	Elizabeth Higgins
<b>Chair of Governors</b>	Eileen Hudson
<b>Inspection date:</b>	24 – 06 - 2014
<b>Lead Inspector:</b>	Catherine Walker
<b>Associate inspector:</b>	Margaret Clerkin

<b>Overall Effectiveness</b>	Previous Inspection:	Good
	This inspection:	<b>Outstanding</b>
<b>Catholic Life:</b>		Outstanding
<b>Collective Worship:</b>		Outstanding
<b>Religious Education:</b>		Outstanding

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Edmund's is an outstanding Catholic school because:

<ul style="list-style-type: none"><li>▪ St Edmund's is an outstanding Catholic school. All members of the school community are fully committed to promoting the Catholic ethos of the school and its Gospel values.</li></ul>	<ul style="list-style-type: none"><li>▪ The quality of collective worship is outstanding. The experience of living in a praying community has a strong and visible effect on the development of all pupils.</li></ul>
<ul style="list-style-type: none"><li>▪ The Catholic Life of the school is outstanding. St Edmund's has a distinctively Catholic ethos that permeates all aspects of the school.</li></ul>	<ul style="list-style-type: none"><li>▪ The quality of religious education is outstanding. Teaching is mainly good, with examples of outstanding teaching. Teachers manage time well and secure outstanding learning in lessons and across sequences of lessons.</li></ul>

# FULL REPORT

## INFORMATION ABOUT THE SCHOOL

- The school is smaller than average size primary school with seven classes. Pupils are taught in single-age classes.
- Most pupils are White British, with other pupils coming from a range of minority ethnic backgrounds. There are few pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action, school action plus or with a statement of special educational needs is just below average.
- There have been a number of staffing changes since the last inspection.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Develop the use of pupils' own evaluation of the Catholic life and collective worship.
- Continue to develop the use of developmental marking so pupils have a clearer understanding of the next steps in their learning.
- Leaders now need to develop a range of systematic monitoring activities to allow sustained impact on outcomes for pupils.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of 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.**

Pupils are at the centre of shaping the school's mission and ethos. The school's mission statement is clearly visible around the school. A recent survey carried out by the school clearly demonstrated how pupils benefit from the Catholic life as a pupil stated, "My school helps me learn about my faith." Almost all pupils have a deep experience of belonging and embrace enthusiastically their role within the school. Year 6 pupils are very proud of their Prefect roles and carry out these roles as excellent ambassadors for their school. Almost all pupils take full advantage of the opportunities the school provides for their personal support and development and as a result pupils are happy, confident and secure in their own stage of spiritual and emotional growth. The well-established Rainbows Programme further supports this. Pupils' behaviour is exemplary.

Pupils serve others within their community and they are alert to the needs of others beyond the school community. House Captains are given the responsibility for nominating their own charity to support. These have included; Cafod, NSPCC, Starlight Children's Charity and the school has made strong internal links with Burkina Faso Primary school through the "Les Amis" Charity. Almost all pupils including those who are not Catholic are proud of their own religious identity and beliefs and have a strong sense of personal worth. One pupil summed this up by saying "There are many rooms in my Father's house for us and those with other beliefs, so we should respect them."

### **The quality of provision of the Catholic life of the school is outstanding.**

St Edmund's mission statement is a strong expression of the educational mission of the Church. All staff are fully committed to its implementation across the curriculum and the whole of school life. Clear policies and structures are in place, which provide the highest levels of pastoral care. Behaviour policies are rooted in Gospel values and the teaching of the Catholic Church. Ethos statements are central to the Catholic life of the school. Pupils experience weekly circle time sessions and give their own interpretation of these statements and how they apply to their daily lives. The ethos statements are communicated with parents through the weekly newsletters and via the school website. Parents are welcome visitors to the school and are enthusiastically supportive of all the school does to support the provision for the Catholic life. One parent claimed, "The children understand that Christ is in your centre and at the core of all you do."

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school is good.**

Leaders are energetic promoters of the school’s vision and provide excellent role models for everyone within the school community. The provision for the Catholic life of the school is given high priority by leaders in the school’s self-evaluation cycle. All leaders take the development and nurturing of an authentic Catholic ethos seriously. Through the school’s impressive website, Spirituality section and Headteacher’s Blog, the school promotes, celebrates and shares the ethos and Catholic life of the school.

Planning for improvements to the Catholic life of the school involves key stakeholders in addressing key areas for development. Governors are strategic partners in the development of the school. They are fully aware of the school’s key priorities for improvement. Leaders conduct a range of monitoring activities relating to the provision and outcomes for the Catholic life of the school. The school’s self evaluation is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic life of the school.

**COLLECTIVE WORSHIP / PRAYER AND WORSHIP**

- 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.**

Pupils act with reverence and are keen to participate in all aspects of worship; they are able to answer questions confidently and demonstrate good religious vocabulary. Pupils regularly prepare and lead worship with confidence. Almost all pupils have an excellent understanding of the Church’s liturgical year. There is a deep sense of respect for other faiths and this is reflected in the inclusive manner in which pupils prepare the liturgy.

The experience of living in a praying community has a strong and visible effect on the development of all pupils, irrespective of ability or faith background. Classroom prayer tables and displays are imaginative and well cared for. Pupils understand the importance of prayer in their daily lives. St. Edmunds offers opportunities for all forms of prayer including spontaneous prayer and traditional prayer.

### **The quality of provision for collective worship is outstanding.**

Staff and pupils regularly pray together and this is part of almost all school celebrations. Collective worship is given the highest possible priority in terms of planning and resourcing. There is a clear purpose, message and direction to all forms of worship in the school. Experiences of collective worship are of such high quality that all members of the school community cherish their participation in them. Parents appreciate how pupils are encouraged to create their own prayers, which they often use at home. The themes chosen for collective worship reflect a deep understanding of the Church's mission.

The school has links with the Ladywell Convent and includes an annual procession to the convent, services of reconciliation and leaver's masses as part of its yearly plan for collective worship. The convent support weekly prayer sessions at St. Edmunds.

The parish priest is a regular visitor to the school and a long-standing governor. His visits are very much appreciated and further strengthen the parish links with the school.

### **How well leaders and managers promote, monitor and evaluate the provision for collective worship is good.**

Liturgical and spiritual development is seen as a priority in the professional development of school leaders and quality time is devoted to it. Leaders ensure that all staff in the school receive formation in the development of spiritual and liturgical understanding as a staff training priority. Due to the culture of receptivity that the head has created, response to this training is wholehearted and enthusiastic. The head teacher leads on collective worship, and the senior leadership team plan a collective worship overview each term. The RE link governor regularly observes acts of collective worship and evaluates this with the head teacher. Parents also concurred that collective worship at St. Edmunds is very strong. 100% of parents said they felt welcome to attend collective worship during the school's annual parents' survey. The school would now benefit from involving the pupils more in the evaluation process through questionnaires and pupil interviews.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

- 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 clearly enjoy their RE lessons and confidently told the inspection team, “RE is a special lesson and the whole lesson is a prayer.” Pupils acquire knowledge quickly and are secure in their understanding. Pupils develop and apply a range of skills well, including the ability to interpret sources and symbols, the ability to reflect and evaluate, the ability to engage with religious ideas and integrate them into their lives. Pupils are quick to settle to their learning and demonstrated excellent behaviour for learning in most lessons. The standards of attainment of almost all groups of learners are in line with standards observed in other diocesan schools.

#### **The quality of teaching and assessment in religious education is outstanding.**

Teachers manage time well and secure good learning in lessons and across sequences of lessons. Teachers use their confident subject knowledge well. A majority of teaching is outstanding and is effective in enthusing pupils. Teachers maximise learning opportunities in lessons. Teachers differentiate tasks well in order to meet a variety of pupil needs. As a result of good assessment procedures, teachers and other adults have a good awareness of their pupils’ prior learning. Where teaching was less than outstanding, success criteria were unclear which made progress difficult to measure. In the strongest lessons pupils are often involved in evaluating how well they achieve and are made aware of how to improve their work through constructive marking. Marking contains very positive affirmations from teachers but the school now needs to continue the work it has recently started on sharing next steps for progress, so pupils are clear about what they need to do to improve. Pupils demonstrate excellent religious literacy from Early Years through to Year 6.

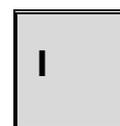
#### **How well leaders and managers promote, monitor and evaluate the provision for religious education is good.**

Due to strong leadership in religious education, there is a shared common purpose amongst those involved in its teaching. Leadership is informed by a high level of

expertise and vision and inspires confidence and whole-hearted commitment from pupils and colleagues. Leaders now need to develop a range of systematic monitoring activities to allow sustained impact on outcomes for pupils. Good links are forged with other agencies, the wider community and the local parish to provide a range of enrichment activities to promote pupils' learning and engagement with the subject. Deanery links provide opportunities for external moderation and staff development. The curriculum enables pupils to gain first hand experiences of the liturgical life of the Catholic Church and of other World Faiths. Pupils visit the Woking Mosque to learn about Islam and learn about Judaism in the Autumn term when Year 3 and Year 4 visit a local synagogue. The school meets its statutory requirements for the delivery of the RE curriculum in accordance with the Bishop's conference.

## Summary of Inspection Judgements

How effective the school is in providing Catholic Education.



### Catholic Life



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



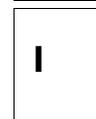
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.



### Collective Worship



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



The quality of provision for Collective Worship



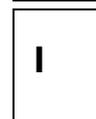
How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.



### Religious Education



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 monitor and evaluate the provision for Religious Education



