

St Edward's Catholic Primary School

Address: Eastleigh Road, Kettering, Northamptonshire, NN15 6PT

Unique reference number (URN): 141634

Inspection report: 3 March 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders have ensured there is a highly inclusive culture across the school. Leaders and staff have an in-depth understanding of pupils' needs. They place great importance on building relationships with families so that they can work together to improve outcomes for pupils.

Leaders have established rigorous systems to identify pupils' emerging needs, including for pupils with special educational needs and/or disabilities (SEND). They put timely and effective support in place. This is regularly reviewed and adjusted when pupils' needs change. As a result, pupils who face barriers to learning are supported to learn the curriculum alongside their peers effectively.

Leaders tailor bespoke provision that is closely aligned to the individual needs of pupils with SEND. Pupils make good progress from their starting points and by the end of key stage 2 most achieve at least as highly as their peers.

Leaders make effective use of additional funding to support their work on improving outcomes for disadvantaged pupils. They draw on a range of robust evidence to help inform what to prioritise.

The school works very effectively with a range of external agencies and professionals to develop the provision that pupils need. Leaders ensure that staff receive the training and advice they need to successfully implement supportive strategies effectively.

Expected standard ●

Achievement

Expected standard ●

Pupils learn the curriculum well. Most, including pupils with special educational needs and/or disabilities, typically achieve in line with, or above, national averages in reading, writing and mathematics tests at the end of key stage 2. Pupils are well prepared for their next stage of learning.

Leaders are continuing their work to ensure that disadvantaged pupils consistently achieve well in all areas. Positive impact of this can be seen in pupils' contributions in lessons and improved outcomes in books.

Pupils talk keenly about their learning and confidently share their knowledge. For example, pupils in Year 4 explain what 'factor' and 'product' mean. They apply their knowledge confidently to their work in mathematics.

Work in pupils' books reflects that pupils are learning the intended curriculum content, and teachers regularly address misconceptions and errors. However, there are some

inconsistencies in pupils' accurate use of handwriting, spelling, punctuation and grammar. Leaders recognise the need to secure consistently high standards in these areas.

Attendance and behaviour

Expected standard 

Leaders at all levels take a proactive, systematic and targeted approach to improving pupils' attendance. They make effective use of their rigorous analysis of attendance information to inform their actions. Leaders build positive relationships with parents and carers, and work well with them.

Pupils' attendance has improved and is now in line with national averages, including for disadvantaged pupils. Pupils with special educational needs and/or disabilities (SEND) attend very well. Pupils who previously had more days off school come to school more regularly. Leaders share their high expectations of attending school well so that all understand the positive impact this has on pupils' outcomes.

Leaders and staff have high expectations of pupils' behaviour, and are consistent in how they manage behaviour. Pupils generally behave well. Staff know pupils very well and understand when something might be impacting on their behaviour. The school helps pupils who need additional support with behaviour very effectively. As a result, learning environments are typically calm and purposeful. Pupils demonstrate positive attitudes towards their learning.

Bullying does not happen often. If it does, pupils are confident to report it. They know it will be immediately addressed.

Curriculum and teaching

Expected standard 

The school has a well-sequenced and progressive curriculum. The curriculum identifies important knowledge that pupils need to know. The school makes sure that pupils develop the skills they need for reading, writing and mathematics. Children start learning to read as soon as they start in Reception. Training supports staff to teach reading effectively. Pupils who need extra help to read receive support to keep up with their peers.

Leaders have an accurate understanding of the quality of teaching. They have identified areas of strength and areas where to focus further development. This has enabled leaders to make informed decisions about staff deployment, and appropriate training and support to put in place. For example, leaders have recently introduced a new approach to teaching handwriting. They have ensured that staff have received training to implement this effectively.

Teaching is typically effective. Teachers have secure subject knowledge. They deliver and explain new learning well. Teachers give pupils regular opportunities to revisit and consolidate important things they have learned. Where teaching is most effective, teachers routinely check all pupils' understanding. They identify misconceptions and provide precise guidance to pupils so they can improve.

Effective use of adaptations enables pupils with special educational needs and/or disabilities, or pupils facing barriers to their learning, to progress through the curriculum.

Early years

Expected standard 

Children in the early years benefit from strong, positive relationships with adults. They are well cared for and happy.

The early years curriculum is well planned. It sets out key knowledge children need to know and understand. The school prioritises developing children's communication, reading and early mathematics. Staff teach phonics effectively, maintaining fidelity to the school's approach.

Children typically benefit from engaging in high-quality interactions with staff. For example, effective use of questioning encourages children to discuss what they are doing when gardening. However, staff do not always develop interactions with children as well as they could.

Leaders have recently introduced a new approach to teaching handwriting. Early successes of this are evident. Most children have mastered a correct pencil grip. They increasingly form letters correctly.

Children enjoy engaging in the well-resourced and purposeful learning activities set out for them. Occasionally, staff do not ensure that children engage in these activities which means they do not develop their learning as well as they could. Additional support for children who face barriers to learning is quickly implemented. For example, speech and language support helps children develop language and communication skills.

The school has built positive relationships with parents and carers. It provides regular opportunities for parents to share in their children's learning. Children generally make good progress from their starting points. Most are well prepared for when they move to Year 1.

Leadership and governance

Expected standard 

School leaders, the trust and diocese share the ambition for pupils to thrive. This informs their work. Leaders have detailed knowledge of the school and the community they serve. This enables them to make informed decisions about which actions will benefit pupils most. For example, the trust and school have worked together to successfully raise attendance levels. As a result, more pupils receive the learning and opportunities which school provides. Leaders remain committed to improving outcomes for all pupils. They make decisions in pupils' best interests.

The trust and those responsible for governance have a clear understanding of their roles and responsibilities and fulfil these effectively. They have detailed knowledge of the school's priorities and provide appropriate support and challenge to leaders.

Leaders accurately identify the school's strengths and areas of development. They take appropriate actions to drive further improvement in areas of priority, for example developing

writing further. Leaders ensure that all staff understand their safeguarding responsibilities and know how to identify and report concerns.

Staff, including teachers who are new to the profession, are well supported by leaders. Leaders are mindful of their wellbeing and workload. They value the emphasis placed on building strong relationships with pupils and families. Staff value the broad range of professional learning opportunities they have.

Parents are typically very positive about the school, and about the education and support provided for their children. One parent echoed the views of many, saying that the school is a place where children 'flourish academically and socially'.

Personal development and wellbeing

Expected standard 

The school's personal development and well-being offer for pupils is well considered. This is underpinned by a well sequenced and progressive curriculum that includes relationships and sex education and health education. The curriculum is age-appropriate and adapted to meet the needs of pupils.

Pupils enjoy positive relationships with staff and with each other. As a result of this mutual respect and trust, pupils develop a strong sense of belonging. Pupils and their families benefit from caring and effective pastoral support.

The school identifies pupils who would benefit from extra help to build their confidence and resilience. It puts effective support in place for them. Pupils learn how to recognise how they are feeling and how to regulate and manage their emotions positively. Pupils develop curiosity and appreciation of the world around them. For example, children in Reception Year are full of wonder when working in their wormery, marvelling as they hold the worms in their hands.

The school is continuing to develop its wider enrichment offer. For example, leaders recently introduced a new programme of visits for pupils. Leaders recognise that there is work to do to broaden the experiences they plan for pupils.

Pupils demonstrate their understanding of fundamental British values. For example, they discuss what respect means and how they show respect to others. They understand tolerance and differences. Pupils understand how to keep themselves healthy, both physically and mentally. Younger children in the dining hall happily chat about what they are eating and why certain foods are good for them. Pupils know how to keep themselves safe in different situations, such as near water or online. The school has further developed the teaching of online safety for older pupils. This is to teach relevant and specific knowledge that pupils need.

Pupils understand the different ways they can contribute to society. They speak with pride about fundraising for a charity that holds significance for them.

What it's like to be a pupil at this school

The school's mission statement, 'Let all you do be done in love', is meaningfully embodied throughout the life of the school. Staff and pupils enact this through their behaviours. St Edward's school is a safe and welcoming place. Pupils articulate that everyone has a place in their school community. Staff know pupils very well and are sensitive to their different needs. Pupils have high levels of trust in staff.

Pupils are warmly welcomed into school each day and most now attend school well. Children in the early years respond to established routines that mean they enjoy a settled and orderly start to their school day. Pupils typically treat each other with kindness and respect. The school helps pupils to 'connect with others' and develop positive relationships. They work well together and play happily together during social times. Pupils' behaviour is typically good and acts of bullying are rare. If bullying does happen, teachers address it straight away. Pupils know who to talk to if they have concerns or worries.

Effective teaching helps pupils to learn well. Pupils enjoy their lessons and demonstrate positive attitudes to learning. Staff adapt lessons effectively so that pupils who speak English as an additional language and those who face barriers to learning, or their wellbeing, access the curriculum and learn well.

Most pupils progress well from their starting points. Teachers explain things clearly. They support pupils well if they need help. Well-considered strategies help pupils to become increasingly independent in their learning as they progress through the school.

Pupils value opportunities to contribute to school life. They undertake leadership roles, such as being part of the key stage 2 wellbeing team or library monitors. These opportunities help pupils understand how to be responsible citizens in modern Britain.

Next steps

- Leaders should continue to develop their focus to improve the quality of pupils' writing. They should check there are consistently high expectations of pupils' handwriting, spelling, grammar and punctuation across the curriculum so that pupils continually improve their writing skills.
- Leaders should continue to develop their wider curriculum enrichment offer, taking the school's context and pupils' aspirations into consideration. They should continue to make sure that this is an entitlement for all pupils, including those who face barriers to learning and/or wellbeing.

About this inspection

This school is part of Our Lady Immaculate Catholic Academies Trust (OLICAT Schools), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Catherine Burnham, and overseen by a

board of directors, chaired by Christopher Donnellan KC. It is part of the Diocese of Northampton.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Inspectors spoke with the headteacher, representatives from the trust, and a range of teaching and non-teaching staff. They spoke with parents and a wide range of pupils throughout the school during the inspection.

The lead inspector also spoke with the trust CEO, the chair of the board of directors (governing body) and the director of education for the Catholic Diocese of Northampton.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. Its most recent inspection of its Catholic education, carried out under canons 804 and 806 of the code of canon law, and fulfilling the statutory requirements of section 48 of the Education Act 2005, was conducted by the Catholic Schools Inspectorate. It took place on 8 and 9 June 2023. The school was graded 2 (Good) in all areas.

The school does not currently make use of alternative provision.

The school has undergone a significant change since the last inspection. The school has undergone a staffing restructure and a change of leadership. The previous head of school has been appointed as the new headteacher.

Headteacher : Mrs Victoria Olsen

Lead inspector:

Damienne Clarke, His Majesty's Inspector

Team inspectors:

Elizabeth Mace, Ofsted Inspector

Paul Lowther, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 March 2026

School and pupil context

Total pupils

195

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.33%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.10%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

17.95%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	61%	Close to average
2024/25 (revised)	73%	62%	Above
2023/24 (final)	50%	61%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	54%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	74%	Close to average
2024/25 (revised)	83%	75%	Above
2023/24 (final)	57%	74%	Below
2022/23 (final)	68%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	72%	Above
2024/25 (revised)	80%	72%	Above
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (revised)	87%	74%	Above
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	61%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	27%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	25%	46%	Below
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	62%	Below
2024/25 (revised)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	38%	62%	Below
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	75%	58%	Above
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	63%	59%	Close to average
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	27%	68%	-41 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	25%	67%	-42 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	80%	-40 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	38%	80%	-42 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	63%	79%	-17 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.5%	5.2%	Close to average
2023/24 (3 term)	6.7%	5.5%	Above
2022/23 (3 term)	7.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.5%	13.3%	Close to average
2023/24 (3 term)	22.6%	14.6%	Above
2022/23 (3 term)	24.1%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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