

Catholic Schools Inspectorate inspection report for St Edward's Catholic Primary School

URN: 141634

Carried out on behalf of the Right Rev. David Oakley, Bishop of Northampton on:

Date: 8-9 June 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The school mission 'Let it all be done in love' permeates through the school and is lived out in interactions between adults and pupils.
- Pupils' behaviour in lessons, in liturgies and around the school is exemplary; calm and respectful.
- All staff are committed to developing the Catholic mission and life of the school.
- The head teacher offers support to all staff which is regularly called upon and valued. This leads to staff feeling school is a happy and positive place to work in.
- All teachers show a commitment to the importance of religious education in a Catholic school.

What the school needs to improve:

- To develop opportunities for pupils and staff to respond to the demands of Catholic Social Teaching and the theology that underpins this.
- Review how pupils receive feedback in religious education so that they have a clearer understanding of how well they are doing and how to improve.
- Develop pupils' ability and opportunities to plan, deliver and evaluate prayer and liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

2

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



St. Edward's Catholic Primary School provides an inclusive and joyful community for all, where every pupil feels valued and safe. Stakeholders know the school's mission statement: *"Let all you do be done in love."* The pupils are able to articulate how this guiding belief influences their choices and helps them reflect on their behaviour. This is central to all relationships within the school, where adults treat the pupils with love and care and creates a calm and purposeful atmosphere, with the pupils embracing and following the Be-Attitudes. The pupils participate in fundraising efforts for CAFOD and other national and local charities. They demonstrate empathy towards those in need and recognise their duty, as Catholics, to assist others. However, the school needs to ensure that both adults and pupils have a greater understanding of the Catholic commitment to the care for our Common Home and the pursuit of the Common Good, as referenced in Laudato Si.

Both the head teacher and chaplain are committed to the education of the whole person. They accomplish this through initiatives like Wellbeing Wednesday and mindfulness activities, which are implemented for both staff and pupils. Leaders, including governors, recognise the pressures of teaching and have implemented supportive structures to prioritise staff well-being and manage workloads. The Mission Team works with the school chaplain to explore ways to enhance the Catholic life of the school. Parents are invited to all religious celebrations held at the school and church. They appreciate the reintroduction of the May Procession, and the pupils speak enthusiastically about Mary's apparitions in different parts of the world. Although the Mission Team and other pupils highly value the Catholic life of the school, they are not currently involved in its evaluation. The school currently follows the 'Journey in Love' programme for Relationships, Sex, and Health Education (RSHE), but are in the process of moving to Ten:Ten, which is also approved by the diocese as meeting the statutory requirements while remaining faithful to the teachings of the Church.

As guardians of the Catholic life and mission of the school, leaders, including governors, understand and uphold the Church's educational mission, ensuring that Christ is at the centre of everything they do. The Catholic self-evaluation document and mission statement are reviewed by school leaders and staff to ensure alignment with the school's vision. The governors are kept well-informed about Catholic life and mission, religious education, prayer and liturgy through the head teacher's report. The governors participate in monitoring and evaluation and can provide insights into the views of parents and pupils. They actively challenge the head teacher and feel that their voices are heard, which is evident in governor minutes. Leaders, including governors, and pupils fondly recall Canon John and the celebratory events that took place before the onset of Covid. The school and community are diligently working to establish links with the current parish priest to enhance relationships with St. Edward's parish. Self-evaluation provides the head teacher with a good understanding of the school's strengths and weaknesses. They have in place a timely action plan to address these. The head teacher extensively supports and scaffolds the professional development of staff, ensuring they have a comprehensive understanding of the St. Edward's mission. Feedback from early career teachers is exceedingly positive, indicating that they receive ample support. The headteacher is well respected; one member of staff wrote: 'I must praise the headteacher Pauline Cuddihy. Both as an educator and a leader, she is a shining example of what it means to be a member of the Catholic Church. Every decision that Pauline makes is always informed by her faith.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



The Come and See programme is embedded throughout the school and ensures that knowledge, understanding, and skills are taught in line with the *Religious Education Directory*. Most pupils can recall previous learning and how this links to their new learning, showing good knowledge of sacraments and scripture. The quality of teaching and learning in the lessons is mostly good. However, in some lessons, weak subject knowledge leads to missed opportunities to move learning on. Pupils are encouraged to reflect spiritually on their religious education learning and are developing religious literacy. This is aided by a whole school focus on specialist vocabulary, which is evident in books and on displays. However, some pupils lack skill and confidence when explaining their learning. Behaviour for learning is strong and consequently the pupils engage and concentrate well. Additional adults are well deployed and provide effective support to pupils. There is an appropriate amount of work in the books, which shows progress across the year. Work is well presented, and the pupils are proud of it. Most tasks are well thought out and planned but the opportunity for them to respond in an individual and creative way is limited.

The school data shows attainment in religious education for all pupils, is in line with or better than writing, with most pupils meeting or exceeding age-related expectations by the end of each key stage. The teachers use a variety of tasks to assess the pupils, including art, drama and thought-provoking questions. Leaders and governors analyse this information. Most staff use questioning well to identify understanding, deepen pupils' responses and re-phrase explanations as needed. Teachers track learning and give in the moment feedback; however, this needs to be developed further so that feedback and marking move on the learning and pupils know how to improve their work. Some teachers are confident in their subject knowledge and those who are not are well supported by the subject lead. All teachers show a commitment to the importance of religious education in a Catholic school. Enrichment activities to enhance the pupils' learning are planned by

the subject lead and link to the Gospel assembly. Teachers provide opportunities for moral and spiritual development. In Year 1, pupils are given time to reflect on bad behaviour choices they have made and encouraged to use restorative methods linked to the example of Jesus.

The subject lead prioritises continued professional development for religious education, which is planned and delivered regularly, throughout the year to all teachers. This is particularly valued by the early career teachers and non-Catholic staff. She has a clear vision for the development of religious education and is aware of the areas of strength and weakness in teaching and what needs to be done to support staff to improve further. A monitoring schedule indicates that all leaders, including governors monitor and evaluate religious education, throughout the year. Religious education is held in parity with the other core curriculum areas by all school leaders including governors and evidence from staff training records, timetabling and budget all support this in practice.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2



The pupils at St Edward's value and respond positively to the experience of daily prayer and liturgy. A feeling of reverence is evident during Key Stage 2 worship where pupils respond well to prayers and hymn singing. They value the variety of opportunities that they have, including classroom prayers, assemblies, reflections, Masses, and preparation for the Sacraments of Reconciliation, Communion and Confirmation. The Mission Team deliver a Gospel assembly on a weekly basis which then extends into opportunities throughout the week to deepen pupils' understanding and provides time for reflection. However, the Mission Team has limited opportunity to plan their own prayer and liturgies or evaluate any worship. Most pupils clearly articulate their understanding of the traditional Catholic prayers and their own prayers and how the liturgical year influences the cycle of prayers. However, some pupils struggle to clearly express how these experiences influence self-perception and their actions. There are various forms of engagement encompassing silent prayer, scripture, responses to intercessions and music.

It is evident that the school is distinctly Catholic, placing prayer and liturgy at its core. The head teacher and chaplain are skilled in helping pupils participate in worship, however this should be further developed to enable all pupils to plan, lead and evaluate prayer and liturgy. The leaders, teachers and support staff serve as good role models, demonstrating good practices for pupils to emulate. The school has well-resourced spaces for prayer and each class has a well-kept prayer area; these could be utilised further for independent prayer and reflection. Parents value the opportunities to participate in the prayer life of the school. One parent reported their enjoyment at being involved in recent reconciliation and prayer. A staff member said, 'The children particularly enjoy taking ownership of their end of topic liturgy. They make careful choices when selecting

appropriate hymns, prayers and readings and take time to ensure that the knowledge that they have gained in the topic is truly celebrated.'

The school's Policy for Prayer and Liturgy has been developed in line with Our Lady Immaculate Catholic Academy Trust and diocesan requirements. Leaders and governors have a well thought out and planned calendar reflecting the liturgical year. One staff member said, 'As a non-Catholic, I have always received the support and advice necessary to fully understand the Catholic faith, prayers and liturgy.'

The head teacher supports all staff in delivering appropriate prayer and liturgy but current practice limits staff ownership of their class worship which impacts on their understanding and ability to further extend pupils' knowledge.

Information about the school

Full name of school	St Edward's Catholic Primary School
School unique reference number (URN)	141634
Full postal address of the school	Eastleigh Road, Kettering, Northamptonshire, NN15 6PT
School phone number	01536 481430
Name of head teacher or principal	Pauline Cuddihy
Chair of governing board	Dr Paul Neeson
School Website	https://www.st-edwards.northants.sch.uk
Multi-academy trust or company (if applicable)	Our Lady Immaculate Catholic Academies Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4 to 11 years
Trustees	Diocese of Northampton
Gender of pupils	Mixed
Date of last denominational inspection	June 2016
Previous denominational inspection grade	Grade 2

The inspection team

Amanda Dowling	Lead inspector
Hayley Gallagher	Team inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement