

St Edmund's Catholic Primary School

Inspection report

Unique reference number	102912
Local authority	Richmond upon Thames
Inspection number	376782
Inspection dates	29–30 June 2012
Lead inspector	Brian Netto

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Kevin Coakley
Headteacher	Carmel Moreland
Date of previous school inspection	28 November 2006
School address	Nelson Road Whitton Twickenham TW2 7BB
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Age group	4–11
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Introduction

Inspection team

Brian Netto

Additional inspector

Liz Kissane

Additional inspector

Adam Hewitt

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 24 lessons or part-lessons taught by 15 teachers. Six of the lessons were jointly observed with a member of the school's leadership team. A work scrutiny of the marking of pupils' work across the school was also conducted with the deputy headteacher. Discussions were held with senior leaders, staff, members of the governing body and different groups of pupils. Inspectors observed the school's work, listened to pupils read and looked at the school's self-evaluation and planning documents, external evaluations of the school's work, policy documents and pupils' work. They analysed 249 questionnaires from parents and carers, those from a sample of pupils in Key Stage 2 and 26 from staff.

Information about the school

This is a larger-than-average-sized primary school. About one third of the pupils are from minority ethnic communities, many of whom speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Since the last inspection, a new leadership team has been formed and new buildings have been added. A new nursery is opening on-site in September 2012. The school runs a breakfast club. The school has received a number of awards including the Eco-Schools Green Flag, and Basic Skills Quality Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding as inconsistencies remain in teaching so that pupils make good rather than rapid and sustained progress in their learning. Since the last inspection, improvements have been made in behaviour and safety which are outstanding. This reflects the views of the overwhelming majority of parents and carers.
- Achievement is good. Children in the Early Years Foundation Stage are given a secure start and make good progress. The good progress of pupils across the rest of the school, including disabled pupils and those with a statement of special educational needs, reflects the sustained improvements made since the last inspection.
- Teachers have good subject knowledge. Their strong relationships with the pupils together with their high expectations ensure that teaching is good. Pupils show high levels of engagement in lessons and good questioning challenges pupils of different abilities. However, work is sometimes not matched to pupils' needs and this results in a drop in the pace of learning.
- The behaviour, attitudes and safety of pupils is outstanding. Pupils take on a wide range of responsibilities around the school. They are adept at applying their personal skills in resolving problems and show considerable respect and care for others and the world around them.
- The headteacher, ably supported by the deputy headteacher, the senior leadership team and governors, provides strong leadership and vision. Good use is made of assessment data and the effective monitoring of teaching and performance management ensures that teaching is improving. The monitoring of literacy across the curriculum is less effective in identifying the skills learnt by the pupils. The strong religious foundation of the school and the solid relationships enjoyed with parents, carers and the wider community contribute to the exceptional promotion of pupils' spiritual, moral, social and cultural

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development.

What does the school need to do to improve further?

- Improve consistency in the quality of teaching and increase the proportion of outstanding teaching so that pupils make rapid and sustained progress, by:
 - sharing best practice through demonstrations of outstanding teaching
 - providing further opportunities for teachers to observe outstanding teaching in different partner schools
 - ensuring work is well matched to pupils' needs.
- Ensure the monitoring of reading and writing across the curriculum is more effective in order that the evaluation of pupils' literacy skills leads to more rapid and sustained progress.

Main report

Achievement of pupils

Children enter the Reception Year with skills typical for their age and make good progress, so by the time they finish the Early Years Foundation Stage they have acquired skills which are above average. The secure and vibrant learning environment, with a balance of learning in class and outdoors, and the strong relationships with adults ensure that learning is fun and children are encouraged to develop independence.

Pupils' attainment is above average at both key stages. Standards in reading are above average at the end of Year 2 and Year 6. Pupils say they enjoy reading and they are given many opportunities to read stimulating and varied literature. This was confirmed when inspectors listened to pupils read, talked to them about how they often read with their parents and carers, examined reading records, and observed the teaching of phonics. Progress is good across the school. This was confirmed from evidence in pupils' books and in the school's tracking data. Disabled pupils and those with special educational needs, as well as those who speak English as an additional language, make progress in line with their peers.

Pupils take considerable responsibility for their own learning and are very enthusiastic in lessons. Their relationships are strong and, coupled with their positive attitudes, are able to sustain concentration for extended periods of time. For example, pupils in Year 2 and Year 4 worked collaboratively during a physical education session. Strong subject expertise from the teacher enabled Year 4 pupils to coach their younger peers and provide constructive feedback, making outstanding

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progress in their learning. Similarly high levels of collaboration enabled Year 6 pupils to write complex sentences using success criteria when exploring television reviews. This also resulted in all pupils making outstanding progress.

Parents and carers have an accurate view that their children make good progress, and that the school helps their children's communication, reading, writing and mathematical skills. Evidence collected during the inspection is in line with this view.

Quality of teaching

Teaching is good and there is much that is outstanding. Almost all parents and carers agree that their children are taught well. The most effective teaching was characterised by strong subject knowledge, for example pupils in Year 2 developed an excellent awareness of pitch, rhythm and beat while playing glockenspiels. Effective questioning ensured that the pupils remained animated and engaged throughout the session. Pupils in Year 5 developed an excellent understanding of the physics of sound through effective and well-targeted questioning, a range of practical activities to help them visualise difficult concepts and skilful explanations by the teacher. Their attention was well focused due to the engaging teaching. Disabled pupils and those with special educational needs are given good support from teachers and teaching assistants, and good quality resources and well-targeted questioning ensure that they make the same progress, from their different starting points, as others in the class.

However, some inconsistent teaching means that most pupils make good rather than rapid progress. This is partly due to work sometimes not being well matched to their needs and not offering sufficient challenge. Insufficient attention is given to tracking the application of pupils' skills in literacy across subjects. The teaching of reading leads to good progress, though the teaching of letters and sounds is not routinely evaluated for how this helps pupils to read and spell. Children in Reception Year, Year 1 and Year 2 were not able to effectively apply their phonics skills to help them read. Similarly pupils in different years used a range of cues to help them decode texts but their strategies did not include recognising letters and the sounds that they make.

Behaviour and safety of pupils

Behaviour over time is outstanding. Pupils take on a wide range of responsibilities around the school, such as playground buddies for new pupils, peer mentors who help to sort out any difficulties among the pupils, and others who represent their peers such as those on the school council. As one pupil told the inspectors, 'I like St Edmund's because of all the clubs, like peer mentors, school council and buddies have improved the school.' Pupils show considerable care for the world around them, for example through the eco-team which runs a number of projects aimed at sustainability and recycling.

Pupils apply their skills in resolving conflicts adeptly and show an acute

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understanding of the need for confidentiality, and their active involvement in improving relationships ensures that incidents of bullying are rare. As a consequence, they contribute significantly to a safe and secure environment. The breakfast club provides a good start to the day for many pupils and encourages them to socialise with others and learn new responsibilities. Pupils thrive within a cohesive community underpinned by its spirituality and close links with parents and carers, the parish and the wider community. Pupils learn to value each other within this family context.

Pupils say that the school keeps them safe, and they demonstrate an acute awareness of how to keep themselves and others safe, for example in the safe use of the internet. Parents and carers agree with their children's view on safety. The vast majority praise the staff for the individual attention given to their children. This is reflected in the view of one who said, 'St Edmund's is at the heart of our Whitton Catholic community and has the interests of all of the children as its focus.' A small minority of parents and carers raised concerns about behaviour and bullying. Inspection evidence indicates that the school deals sensitively with the minor incidents reported and pupils respond sensitively to differences in backgrounds and cultures. Pupils are fully aware of different types of bullying such as cyber-bullying and that involving social networking sites and are confident that incidents are dealt with very effectively by staff.

Attendance has improved over time and is now above average. The school ensures that it works closely with parents and carers, particularly to support families of children whose circumstances make them potentially vulnerable.

Leadership and management

The headteacher and teachers are highly regarded by parents and carers and many speak positively about the caring ethos of the school. For example, the views of many are illustrated by the following comments: 'There is a wonderful ethos throughout the school and our children thrive in the caring environment with strong links to the church' and 'The wonderful Catholic ethos of family, parish and community is demonstrated on a daily basis.' The headteacher provides strong moral and spiritual leadership. Improved systems such as the tracking and analysis of performance data have ensured that the school continues to improve. Senior leaders model good practice in teaching and support middle leaders in joint observations of lessons. The school makes effective use of local school partnerships to raise ambitions about the quality of teaching which has improved. The school does not fully share best practice through demonstrations of outstanding teaching or provide rich opportunities for teachers to observe first-rate teaching in different partner schools.

Key priorities are shared by all staff which are then reflected in their performance management targets and staff are supported to achieve these through a professional development programme. Most middle leaders take a full role in monitoring activities which form the basis of individual action plans each year. However, pupils' skills in early reading and writing are not tracked sufficiently well across the school to enable

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class teachers to refocus their planning to address areas of relative weakness.

The governing body provides good support and challenge and plays an active role in the community life of the school. It ensures that all statutory duties with regards to safeguarding are met. As a consequence, relationships with parents and carers are strong. Governors' close knowledge of the school's priorities means that they are successful in helping the school tackle relative areas of weakness, demonstrating a strong capacity for sustained improvement.

The curriculum is broad and relevant and links between different subjects and regular first-hand experiences ensure that pupils' personal development is promoted very effectively. The school's exceptional promotion of pupils' spiritual, moral, social and cultural development is based on the close links between the school and the parish and local community, as well as the wider international community. Pupils whose circumstances make them vulnerable are given exceptional support which helps them achieve well. Actions taken by leaders ensure that all groups of pupils make similar progress, contributing to the school's moral commitment to equal opportunities and to tackling discrimination.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 July 2012

Dear Pupils

Inspection of St Edmund's Catholic Primary School, Twickenham, TW2 7BB

Thank you for your warm welcome when we visited your school recently. We enjoyed being told about your school and being shown all the wonderful things that you experience at St Edmund's, such as your special focus days when you experienced what it was like in Tudor and Victorian times. We enjoyed listening to some of you read and hearing about how much you like reading with your parents and carers. Some of you enjoyed meeting the Pope when he visited this country and even had the chance to shake his hand! We were particularly impressed by the way you look after each other and make a strong contribution to ensuring that you are all happy and safe and learn in an environment of mutual respect.

We would like to tell you what we found out about your school. It is a good school and it has some strengths. Your behaviour and your positive attitudes towards school really help you to make good progress in all of your subjects. Staff look after you well and the school has very strong relationships with your parents and carers. The school is improving because of the good leadership of your headteacher and the senior team. We have asked them improve the school even further by doing some important things.

- Improve teaching so that it becomes outstanding and, as a result, helps you to progress even faster in English and mathematics.
- Check more regularly on your skills in reading and writing so that teachers can help you achieve even better in these areas.

I hope you will play your part by continuing to look after each other, work hard and do the best you can to make your school even better.

Yours sincerely

Brian Netto
Lead inspector

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