

Inspection of St Edward's Catholic Academy

Newhall Road, Swadlincote, Derbyshire DE11 0BD

Inspection dates: 24–25 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Pupils enjoy coming to school. They told us that learning is fun and exciting. As one said, 'We love school. It's awesome!' The 'pupil chaplains' relish helping staff with the smooth day-to-day running of the school. 'Eddie's Angels', for example, help with the Catholic life of the school by looking after the chapel and reading Bible stories. Pupils like the wide range of things they can do outside the classroom. These include playing sports, visiting the Royal Shakespeare Company and playing musical instruments as part of a large orchestra.

Staff expect pupils to behave well. They want pupils to work hard and do their best. Pupils are polite to adults and each other. They are respectful to those who may have beliefs that are different from their own. Almost always, pupils behave well in class. Just sometimes, pupils shout out or talk when the adult is talking.

Pupils feel safe in school. They told us that the adults take good care of them. The relationships between staff and pupils are very positive. Bullying is rare and pupils know that an adult will deal with it if it happens.

What does the school do well and what does it need to do better?

Leaders and staff share the same high aspirations for all pupils to do well. This includes pupils with special educational needs and/or disabilities. Leaders have shown real determination in improving the quality of education in recent years. By the time pupils leave the school, the majority have achieved well in English and mathematics and are ready to start secondary school.

Pupils learn about the history of their local area. They sing carols at senior citizens' homes and local businesses at Christmas. They support local charities, such as a children's hospice and the foodbank. These are just a few of the very many ways that pupils learn about the world around them.

Leaders have set out what they want pupils to learn in each subject and the order in which they should learn it. In some subjects, such as mathematics and science, the plans are very detailed. Teachers follow the plans and pupils draw upon what they already know and can do to help them understand new ideas. In other subjects, these plans are less detailed. Leaders are well on the way to making sure that all subjects are planned and delivered well. There is still some work to do to make sure that teachers' subject knowledge is strong in all subjects. Leaders have not made strong links between what they want children to learn in the Reception class and what they want them to learn in Year 1.

Children get off to a super start in the Reception class. There are clear routines for children to follow. After just three weeks in school, children play and learn happily together. Children behave well in the Reception class. Adults take every opportunity to improve children's vocabulary and early mathematics skills. They provide well-

chosen activities for children to learn both indoors and out.

A top priority for leaders is that children start learning to read right from the start of the Reception class. Teachers give pupils books that are at the right level for them so that they can use the sounds they have learned to read the words. Pupils are enthusiastic about reading.

Mathematics is taught well throughout the school. Teachers explain new ideas clearly and check that pupils have understood. If pupils need help, adults provide it quickly. They make good use of equipment to help pupils learn.

Staff are proud to work at the school. They speak very highly of the team spirit. They appreciate that leaders are mindful of their workload and do not ask them to do anything that will not benefit the pupils.

The school is a member of St Ralph Sherwin Catholic Academy Trust. The trust has supported leaders to improve the quality of education at the school. They are determined that the quality of education will get even better.

Safeguarding

The arrangements for safeguarding are effective. Leaders make sure that all staff have regular training and frequent reminders about how to keep pupils safe. When appropriate, leaders make good use of other services to provide pupils and families with the support they need.

Pupils are taught how to keep themselves safe in different situations. They learn how to use the internet safely and how to ride their bicycles safely on the road, for example.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have formulated a clear plan for the content and sequencing of knowledge in subjects across the curriculum. The plan is not as precise in some subjects as it is in others. The plan does not follow on from the early years curriculum to ensure that pupils progressively build on the knowledge they gain in the early years as they enter key stage 1. Leaders should ensure that the curriculum for all subjects is planned in detail throughout the school.
- Teachers have strong subject knowledge in most subjects. They use this well to explain knowledge and concepts to pupils. Leaders should ensure that staff are provided with the necessary training to ensure that their subject knowledge is equally strong in all subjects.
- Teachers make effective use of assessment to check what pupils have learned in lessons. They provide additional explanations where these are required. However, in some subjects, teachers do not check that pupils remember what they have

been taught over time. Leaders should implement a clear strategy to ensure that pupils remember important curriculum content in the long term for all subjects.

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and train staff in how to deliver it that they are in the process of bringing this about.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143513
Local authority	Derbyshire
Inspection number	10107638
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	Board of trustees
Chair of trust	Jacqueline Rodden
Headteacher	Jayne McQuillan
Website	stedwardscatholicacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- St Edward's Catholic Academy converted to become an academy on 1 October 2016. When its predecessor school, St Edward's Catholic Primary School, was last inspected by Ofsted, it was judged inadequate overall.
- A section 48 inspection of the predecessor school's religious character took place on 10 November 2014.
- The school has a breakfast club.

Information about this inspection

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

- Inspectors met with the headteacher, the assistant headteacher, middle leaders and other staff. They spoke with pupils formally about their work and informally in class and at recreation times. An inspector observed pupils' behaviour during a whole-school assembly.
- Inspectors met with the chair of the local governing body. They also met with the chair of the board of trustees, the chief executive officer and two directors of the trust. Inspectors examined minutes of governors' meetings.

- Inspectors spoke with parents as they collected their children from school. They also took account of the 34 responses to Ofsted’s online survey, Parent View. Inspectors also considered the 12 responses to the staff survey.
- Inspectors looked in detail at four subjects – reading, mathematics, science and history – to consider the quality of education. They visited lessons with leaders. They listened to pupils reading. They spoke with teachers, subject leaders and pupils and examined a range of pupils’ work.
- Inspectors considered a wide range of documentation, including the curriculum plans for geography, design and technology, and art. They examined documents relating to the safeguarding of pupils, leaders’ plans for improvement and their evaluation of the work of the school.

Inspection team

Di Mullan, lead inspector

Her Majesty’s Inspector

Vic Wilkinson

Ofsted Inspector

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