

Inspection of St Edmund Campion Catholic Primary School

Tewkesbury Close, West Bridgford, Nottingham, Nottinghamshire NG2 5NH

Inspection dates: 28–29 January 2020

Overall effectiveness

Requires improvement

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Requires improvement

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils at this school receive an exceptional standard of education. Teachers expect pupils to achieve highly, and they do. Pupils are exceedingly well motivated and very keen to learn. Pupils live by the school's 'Five Rs'. These are responsibility, resourcefulness, resilience, reflectiveness and respect. Pupils show confidence and enthusiasm in their learning.

In all aspects of school life, pupils are kind, supportive and respectful. From the youngest pupil to Year 6, they live up to the school's high standards of behaviour. Pupils practise mindfulness. This helps them to understand their own mental health and that of their friends.

Pupils have rich and rewarding experiences. These help with their personal development. Pupils learn how to be moral citizens. They raise large sums of money for different charities. They help to clear litter in the local community. They learn to understand the environment through the school's outdoor education programme. Staff and pupils celebrate participation in sport. Pupils try to achieve the highest standards. The school's football team won an international championship held in Barcelona.

Pupils are safe. However, staff do not always pass on concerns about pupils properly. Sometimes, leaders do not act upon or follow up concerns with enough urgency.

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

Leaders have put in place an outstanding curriculum. In all subjects, leaders have planned meticulously what they want pupils to learn. Teachers revisit things pupils have learned before. This helps knowledge to stick in the memory. Pupils build on this when learning new things. For example, in science, pupils remembered learning about conductors and insulators. They then used this knowledge to choose the right equipment to make a circuit. Teachers link learning in different subjects to help pupils use their knowledge. In geography, pupils use their mathematical knowledge to read six-figure grid references.

The expectations for what pupils should be able to achieve are high in every subject and year group. Pupils' excellent attitudes to learning contribute to their success. For example, in a Year 2 French lesson, pupils used their knowledge of sentence construction to order their favourite ice cream.

Pupils who require additional support to enable them to succeed are given just the right help. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. They are encouraged to be independent whenever possible. The curriculum is carefully adapted to make sure that these pupils achieve highly.

In mathematics, teachers have excellent subject knowledge. They use this well to explain new concepts. Early mathematics begins with children grasping a basic understanding of number and shape. Pupils move into key stage 1 with the confidence to transfer this learning to new concepts. Teachers challenge pupils to push themselves. Pupils show a huge sense of pride when they succeed.

The school's curriculum for reading is highly ambitious. Leaders know that, for pupils to read well, they need a broad range of knowledge. Reading is central to the success of the whole curriculum. Books are carefully chosen to meet the needs of the pupils. Pupils use information from texts to infer, predict and summarise. This was demonstrated in a Year 6 lesson. Pupils were able to predict and explain how the death of Duncan might affect the relationship between Lady Macbeth and Macbeth.

From the very start of Reception, children learn phonics. Most children exceed the expectations of the school's phonics programme. Those pupils who take a little more time to learn new sounds are given bespoke support to help them keep up. There is an expectation that these pupils will not fall behind.

In the early years, the curriculum is ambitious and enables children to achieve very well. Staff talk with children as equals. They encourage children to join in detailed conversations about their learning. Children are determined learners. They tackle the tasks available to them with an open mind and a thirst for knowledge. The environment is calm and purposeful. Children are respectful. They play and work very well together.

The school's approach to developing pupils' character is exceptional. The wide range of opportunities open to all pupils extends beyond the typical. Trips and visits go one step further. For example, pupils in Year 5 visit Berlin. There is a host of music and sporting opportunities for pupils. Their talents beyond the curriculum are celebrated. The academic year 2019/20 is the school's 'year of the designer', with pupils' achievements in this area regularly celebrated.

Staff are proud to work at the school. The introduction of the staff well-being group has helped them to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

While pupils are safe, the culture for reporting and recording concerns is not strong. Staff do not always use the school's system to report and record concerns about pupils. Sometimes, leaders are not aware of concerns about pupils because they are not recorded in the right place. Leaders are not able to check pupils who might be at risk. Sometimes, leaders do not respond to concerns with enough urgency. The trust and governing body have not checked that the school's culture and procedures for safeguarding pupils are strong enough.

Leaders have made sure that all the appropriate checks are made before adults begin working at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's procedures for reporting and recording safeguarding concerns are not consistent or robust. Those accountable for safeguarding have not checked carefully that the school's procedures are effective. Sometimes, pupils' records are incomplete. Some incidents are not recorded using the school's online system. The actions following incidents are not always recorded carefully. Leaders must rapidly ensure that the school's procedures for reporting and recording concerns are up to date, used consistently by all staff and checked to make sure that they meet requirements.

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 are the school and you are 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	137428
Local authority	Nottinghamshire County Council
Inspection number	10121227
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	429
Appropriate authority	Board of trustees
Chair of trust	Ken Daly
Headteacher	Anita Blake
Website	www.stedmundcampion.com
Date of previous inspection	5 February 2019, under section 8 of the Education Act 2005

Information about this school

- The school's diocesan canonical inspection was carried out on 16 May 2017.

Information about this inspection

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

- We did deep dives in these subjects: reading, mathematics, art and personal, social, health and economic education. This included lesson visits and discussions with teachers. We talked with pupils about school and looked at examples of pupils' work in these subjects.
- We held meetings with the headteacher, the deputy headteacher, the assistant headteachers, the leader for the provision for pupils with SEND, subject leaders and teachers. We also spoke with the chair and vice-chair of the governing body and three other governors. We met with the chief executive officer and school improvement adviser from the trust. We considered the 171 responses to Ofsted's online questionnaire, Parent View, and the 24 responses to the staff survey.

- We looked at a range of documents, including: the school’s curriculum plans; plans for improvement; the most recent published information on the achievement and progress of pupils; and information relating to the arrangements for safeguarding pupils.

Inspection team

Helen Williams, lead inspector

Her Majesty’s Inspector

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