

Inspection of St Edward's Catholic Primary School

Lisson Grove, London NW1 6LH

Inspection dates:

28 February and 1 March 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are enthusiastic about coming here. They speak knowledgeably about the broad range of subjects they study. Pupils become confident, resilient learners. They achieve well and are well prepared for the next stage of their education.

Leaders have high expectations for everyone. Pupils value the wide range of opportunities to develop their interests and talents. They are proud of the contribution they make to the life of the school. Pupils take their responsibilities seriously, including as members of the eco-council. Playground ambassadors are positive role models for other pupils.

Teachers encourage pupils to be considerate to each other's feelings. They know how to help others who may be anxious or upset. Pupils comment that everyone, regardless of their backgrounds, is accepted at the school. Pupils' behaviour is exemplary. They show respect for each other and for staff. Bullying is rare. If it does happen, leaders deal with any concerns quickly.

Pupils are kept safe and are very happy. They comment that their teachers and leaders care about them. Parents and carers are proud of the school. They recognise the many improvements made here.

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

Leaders are ambitious for all pupils. The curriculum is well developed. Leaders have prioritised the important knowledge and skills they want pupils to know in all subjects. Leaders have planned the curriculum carefully to provide children in early years with deep knowledge and understanding across all areas of learning. This prepares children extremely well for Year 1. For instance, there is a strong focus on developing children's mathematical understanding.

Typically, teachers check regularly on what pupils have already learned. However, sometimes, teaching does not check pupils' misconceptions consistently well. This limits pupils' subject-specific knowledge and understanding on these occasions.

Leaders have a strong focus on reading. Those pupils who struggle with reading get the support they need to keep up. Leaders ensure that all pupils have books that match the sounds that pupils know. Pupils have time to read regularly to help them become confident and fluent readers. Leaders ensure that pupils enjoy a considerable choice of different texts. Every classroom comes alive with a different story through regular story times. In Nursery, staff are highly skilled to develop children's communication and language skills.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) receive the support they need. Teachers receive training to help them understand

pupils' individual needs. They adapt their teaching and resources to help pupils with SEND access the same curriculum as others, when appropriate.

Pupils have positive attitudes to their learning and encourage each other to be the best they can. They behave exceptionally well in lessons and around school. Pupils are respectful and take pride in who they are and in the school environment. Children in the early years make a strong start to their education. They follow the high expectations staff have of them. Children follow routines consistently. Staff support them to be independent learners. Children can manage their own emotions. They know the importance of turn taking and sharing.

Leaders support pupils' character development effectively, including through taking on responsibilities. Teachers encourage pupils to support each other, including through promoting well-being. Pupils have a good understanding of different cultures and faiths. They are taught the importance of respecting differences. Leaders provide pupils with many opportunities to develop their interests and talents. These include sports clubs and science fairs. Pupils visit places of cultural interest. They have high aspirations for their own futures.

Leaders are mindful of staff well-being and workload. Leaders and staff are supported effectively by the partner trust and local authority. The governing body knows the school well and provides strong support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is at the forefront of everybody's mind. All staff receive regular safeguarding training. Staff are alert to the potential signs of abuse. They know how to recognise when a child may be at risk of harm. Staff are confident in using the systems for recording and reporting concerns. Leaders act promptly. They work closely with other agencies to ensure that vulnerable children and families can access the support they need. All necessary checks are carried out before staff are appointed to work at the school. Pupils are taught how to keep themselves and others safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not check consistently well what pupils know and remember. This leads to inconsistencies in pupils' subject-specific knowledge and understanding. Leaders should ensure that all teachers address any misconceptions in pupils' knowledge and understanding so that they are fully ready for new content.

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 information from Ofsted Parent View 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.

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	101128
Local authority	Westminster
Inspection number	10241615
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	John Asgian
Headteacher	Jason Smith (acting head of school)
Executive Headteacher	Martin Tissot
Website	www.stedwardsprimary.org
Date of previous inspection	11 and 12 September 2019, under section 5 of the Education Act 2005

Information about this school

- St Edwards Catholic Primary School is a voluntary aided primary school and is in the Diocese of Westminster.
- The school is supported by the Cardinal Hume Academies Trust.
- The acting head of school was appointed to the role in September 2022.
- There is a Nursery class for children from the age of three years.
- The most recent section 48 inspection under the Education Act for schools of a religious character took place in May 2022.
- One pupil attends alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, the head of school, assistant headteachers, representatives of the supporting trust, members of the governing body, including the chair, and representatives of the diocese and local authority.
- Inspectors undertook deep dives in the following subjects: reading, mathematics, physical education, science and history. Inspectors met with subject leaders, teachers and groups of pupils. They visited lessons and looked at pupils' work. Inspectors considered the curriculum in other subjects.
- Inspectors reviewed the school's safeguarding procedures, including the single central record and child protection and safeguarding policies.
- Inspectors met with leaders responsible for behaviour, personal development, children who are looked after, pupil premium, attendance, and the provision for pupils with SEND.
- Inspectors considered responses recorded on the Ofsted Parent View survey, including free-text comments.
- Inspectors considered the views of staff gathered through meetings.
- Inspectors spoke to pupils in lessons and observed behaviour in lessons and during breaktimes and lunchtimes.
- Inspectors looked at a range of documentation, including that related to the school's self-evaluation, school improvement, the most recent section 48 inspection, attendance and behaviour, the curriculum, and governance.

Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

Amanda Ruthven

Ofsted Inspector

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