

Inspection of St Edward's Church of England Voluntary Aided Primary School

Havering Drive, Romford, Essex RM1 4BT

Inspection dates:	22 and 23 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils feel happy and proud to attend St Edward's. They learn well and achieve highly. Pupils fully embody the school's core values of: friendship, thankfulness, truthfulness, trust, forgiveness, respect, reverence and responsibility.

Teachers have high expectations of pupils' behaviour, which is exemplary. The range of opportunities at the school for pupils to develop their skills and talents is vast. These are popular among pupils and include golf and instrumental lessons, as well as a number of visits linked to the curriculum.

Pupils benefit from taking part in many leadership and cultural opportunities. For example, the school runs a '25 St Edward's Experiences' which is coherently designed and adapted for pupils, including those who attend the specially resourced provision. All pupils, including those with special educational needs and/or disabilities (SEND), benefit from a rich programme of additional activities. These include visiting an art gallery, performing in front of others and seeing a fully inclusive theatre production. Pupils enjoy the challenge of achieving all 25 experiences.

Parents and carers feel fortunate to have such a welcoming school in their local community. Several parents commented specifically on the inclusive nature and sense of community they experience each day.

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

Leaders have designed an ambitious curriculum that matches, and sometimes exceeds, what is expected nationally. They have thought carefully about the important knowledge that pupils should learn from Nursery to Year 6 and how this should be sequenced. This helps pupils to develop a deep understanding of the subjects they learn and be exceptionally well prepared for the next stage of their education. Pupils achieve well here, including those with SEND and those who attend the SEND unit.

The school has made substantial improvements to the quality of teaching and learning since the previous inspection. As a result, the curriculum is delivered consistently well by teachers, who are highly trained and are knowledgeable about the subjects they teach. In lessons, teachers present subject matter very clearly. They use questions adeptly to check pupils' understanding and unpick any misconceptions as they arise. Tasks are thoughtfully selected to engage pupils. Pupils are equally confident to work independently or collaboratively.

Across the school, the development of pupils' early language and reading is a high priority. This begins in the Nursery, where children learn sounds, language structures and vocabulary through songs, stories and rhymes. This is carefully designed so children have a strong foundation from which to learn phonics. In the Reception Year, children begin learning to read with fluency. This is because books are closely matched to the sounds they know. Staff deliver the phonics programme with precision and consistency. They quickly identify any gaps in pupils' learning through regular ongoing assessment. Where

needed, pupils receive extra support to help them catch up. The school has a strong ambition to foster a love of reading. For example, the 'book a day' initiative identifies 190 titles for pupils from Reception to Year 6 to read and enjoy. This encourages pupils to read for pleasure while also discussing important issues of respect, tolerance and kindness.

Effective systems are in place for identifying pupils with SEND. Strong and collaborative partnerships with outside agencies help to ensure that teachers have the advice and guidance they need to provide appropriate support. As a result, the curriculum is meaningfully adapted for pupils with SEND, wherever this is possible. For pupils who attend the 'Treehouse' provision, staff design a bespoke curriculum that allows pupils to progress well from their different starting points.

From the very beginning of early years, pupils are taught effectively how to learn and play together. Routines are established quickly and developed across the school so that behaviour in lessons and around the site is exemplary. Pupils' attitudes to learning are exceptionally positive, with pupils consistently reaching the high expectations that staff have of them.

The provision for personal development is exceptional. Pupils recognise and readily describe their school as a place where individuality is celebrated. Pupils reflect maturely on their learning about equality and diversity through the carefully designed personal, social, health and economic education curriculum. They also learn about the importance of being physically and emotionally safe, including when online and travelling around the local community.

Governors share an uncompromising drive and ambition with school leaders to ensure all pupils access an excellent education and future opportunities. They challenge leaders robustly to ensure that high standards and expectations are maintained. Staff enjoy working here. They appreciate the support, flexibility and training they get from leaders, which enables them to make progress in their careers and have a healthy work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102328
Local authority	Havering
Inspection number	10345795
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	680
Appropriate authority	The governing body
Chair of governing body	Sarah Cansell
Headteacher	Christopher Speller
Website	www.stedwardsva.net
Date of previous inspection	8 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school is a voluntary aided Church of England school. The school's last Section 48 inspection took place in October 2019.
- The school has a SEND unit called 'The Treehouse', designed to support pupils with a diagnosis of autism. At the time of the inspection, 12 pupils with SEND and an education, health and care (EHC) plan attended the provision.
- The school does not currently use any alternative provision.
- The school organises and manages before- and after- school childcare provision for pupils on roll.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and deputy headteacher. They also met with members of the governing body, including the chair of governors. Inspectors spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography, French and music. For each deep dive, inspectors held discussions about the curriculum with subject leaders, visited lessons and spoke with teachers. They also spoke with pupils about their learning and looked at samples of their work. Other subjects were also considered as part of this inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, parents and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

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