

# St Edward's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	102769
<b>Local Authority</b>	Newham
<b>Inspection number</b>	323689
<b>Inspection date</b>	11 June 2009
<b>Reporting inspector</b>	Alison Thomson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	449
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Morgan
<b>Headteacher</b>	Mr Christopher Mabey
<b>Date of previous school inspection</b>	24 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Green Street Upton Park London E13 9AX

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<b>Age group</b>	3–11
<b>Inspection date</b>	11 June 2009
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**Telephone number**  
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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of leadership and management on the drive to raise standards and achievement, with a particular focus on higher attainers in English (Key Stage 2) and on writing across the school
- the effectiveness of academic guidance, especially how well pupils know how to improve their work
- the clarity of evidence to support the judgement of outstanding in all areas in the Early Years Foundation Stage.

Evidence was gathered from: national published assessment data; the school's self-evaluation, assessment records, policies and minutes; observation of the school at work, including lessons; discussions with the chair of governors, members of staff and pupils; and the questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

St Edward's is larger than the average primary school. There is Early Years Foundation Stage provision in two Nursery and two Reception classes. The proportion of pupils eligible for free school meals is higher than average. The proportion of pupils from minority ethnic groups, including those who do not speak English as their first language, is much higher than average. There are currently over 37 languages spoken in the school. The proportion of pupils who have learning difficulties and/or disabilities is higher than average, with the majority having moderate learning difficulties. The school has achieved many awards, including Investors in People in 2008 and Artsmark Silver in 2009.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

St Edward's is an outstanding school and pupils, staff and parents are very proud of it. Typical of the views of parents are, 'My daughter has been supported throughout and encouraged to reach her potential in a loving and respectful environment' and 'My family and I are proud and privileged to be part of St Edward's'. It is a most effective school where pupils' academic achievement and their personal development are outstanding. It is a truly vibrant, inclusive school where careful attention is paid to the needs and interests of each pupil. As a result, the school is extremely successful.

Pupils greatly enjoy coming to school and describe it as an 'amazing' place. When asked how it could be better, one pupil said, 'I like it just the way it is'. Pupils feel very safe and secure in school. They understand very well what it means to have a healthy lifestyle and the benefits of taking on responsibilities. For example, they take very seriously their duties of acting as 'reading buddies' with younger children in their first language. Pupils' spiritual, moral, social and cultural development is excellent. They accurately report that behaviour of the vast majority is excellent. They interact very well with each other, because of the school's strong focus on respect. When asked to describe what his school was like, one pupil said, 'It's outstanding because you learn properly here.'

From starting points in the Nursery that are below those expected, pupils reach standards that are consistently high at the end of Year 6. All pupils make outstanding progress, regardless of background and ability, because of the excellent focused support they receive from teachers and teaching assistants and the outstanding creative curriculum. The school has placed a strong emphasis on improving standards in writing, following a dip in 2008 when a significant number of pupils with lower starting points entered Year 6 during the year. There is clear evidence that progress in writing has improved greatly throughout the school this year, reflecting outstanding progress and exceptionally high attainment. An example of this was demonstrated during an outstanding Year 6 English lesson. Here pupils were evaluating a new school uniform, and could explain eloquently how demographic factors might have an impact.

Teaching and learning are outstanding. Pupils are enthusiastic learners and they come to lessons ready to learn and they find them exciting and interesting. A calm, purposeful learning environment pervades every classroom. Pupils say that they enjoy competition and challenge. One pupil said, 'The teachers help you develop your skills and talents'. Teachers have high expectations and make lessons challenging. They use questions and discussions very effectively to extend pupils' understanding and to make them think for themselves. Pupils are guided extremely well, so that they know how well they are achieving and what they have to do to improve their work. This active involvement of pupils in their own learning has played a large part in raising standards. There is particularly good practice in involving the pupils in reflecting on how well they have done in writing and what they could do better. The excellent involvement of pupils in assessing their own work is not done to the same extent in other subjects. Pupils greatly enjoy discussing their ideas with others and this, together with their excellent skills in literacy, mathematics and their outstanding personal development and well-being, provides a powerful basis for their future learning. The pupils talked most enthusiastically about the extensive range of clubs on offer after school, particularly the 'boot camp' run by the headteacher, where they undertake organised physical activities. They are exceedingly proud of what they do at school, particularly events such as winning the World Salsa Dancing competition in Barcelona this year.

Outstanding leadership and management of the school have played a large part in its success. The enthusiastic and dedicated headteacher, very ably supported by a talented leadership team, has instilled a culture of pride and self-reflection among the staff. School self-evaluation is searching and accurate and, increasingly, subject leaders hold all staff accountable for the progress of the pupils in their areas. Community cohesion is very strong. The school has a wide range of very effective programmes for supporting and reaching out into community. The school is able to demonstrate that the pupils have an excellent understanding of faith, ethnicity and culture, and different social aspects of the local, United Kingdom and international communities. Governors are extremely knowledgeable about the school's strengths and areas for improvement. They are involved fully in evaluating the quality of provision and in holding the school to account for its work. The school's capacity for improvement based on the progress pupils make and the improvements since the previous inspection is outstanding.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Provision in the Early Years Foundation Stage is outstanding and ensures that the children make excellent progress and achieve extremely well. They begin in the Nursery with a wide range of starting points but lower than the expected levels overall. The outstanding care helps them to feel safe and secure which supports the rapid gains they make in their learning and development. As a result, their attainment on entry to Year 1 is above expectations. Excellent links with parents play an important part in this. Information shared during transition forms the starting point of detailed ongoing observations and assessments for each child. Staff use these to plan carefully to meet the needs of the children, taking account of their interests.

The children clearly enjoy the wide range of activities they are offered within the bright, stimulating environment, both indoors and outdoors. There is a good balance between activities led by the teachers and ones that they choose for themselves. Children are encouraged to be independent in selecting equipment and materials and their excellent personal development is clearly evident as they play and learn together. For example, in one Reception class, the cooperation and communication in the hairdressers' role play area between the customer, receptionist and hairdresser was impressive. The outstanding leadership and management of the Early Years Foundation Stage leader has ensured the consistency of this high-quality provision across all early years classes.

### **What the school should do to improve further**

- Extend to other subjects the outstanding practice in writing of fully involving the children in reflecting on the next steps in their learning.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

24 June 2009

Dear Pupils

Inspection of St Edward's Catholic Primary School, London, E13 9AX

Thank you for the lovely welcome you gave us when we visited your school recently. We really enjoyed talking to you and we are very grateful for the excellent contribution you made to the inspection. You believe that your school is an outstanding one that really looks after you and helps you to learn well, and we agree with you.

Here are some of the things that we particularly liked.

- You behave exceptionally well and you are most polite.
- You love coming to school and you are very keen to learn.
- You look after each other well, in roles such as 'reading buddies'.
- Your school has excellent leaders.
- Your teachers make your lesson interesting and they listen carefully to your ideas.
- The adults in school make sure that you are very safe and well cared for.

We also found that your teachers help you to think about how well you are doing in your writing particularly well. We have asked your teachers to encourage you to be as reflective as this in all your subjects.

You can help by asking the teacher how well you are doing and how you can improve your work.

We look forward to see you winning the World Championship in Salsa Dancing again next year!

Yours faithfully

Alison Thomson

Lead Inspector