

# Inspection of St Edward's Catholic Primary School

Green Street, Upton Park, London E13 9AX

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Inspection dates: 11 and 12 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected St Edward's Catholic Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged St Edward's Catholic Primary School to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

Pupils enjoy coming to school and feel safe here. Leaders have created an inclusive culture based on the school's values. Pupils know and understand these values, which include respect, tolerance and truth. They aspire to receive the school bookmarks awarded for demonstrating the school's values.

Leaders have high expectations of behaviour. Pupils behave well. Bullying is rare and when it does take place, staff deal with it quickly. Pupils typically express the view that school is 'a good place because people are kind to each other even though we are all different'.

Leaders have developed a strong ethos of pupils supporting each other. Year 6 pupils create story books to read to Nursery children and prefects support pupils during playtime.

The learning environment in the early years is vibrant and purposeful. Children are engaged in the tasks that are provided for them. They are encouraged to talk about their feelings and express their emotions in words.

Pupils are enthusiastic about the responsible posts they hold, including being part of the pupil parliament. These posts allow pupils to support the school by suggesting improvements to teaching, leading charity events and renovating the playground.

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

Leaders have designed a broad curriculum. They have identified what they want pupils to learn in each subject and each year group. This starts in early years so that children are well prepared for Year 1.

Teachers use their subject knowledge to explain things clearly. They encourage discussion so that pupils can clarify their ideas. During lessons, teachers check pupils' learning. Teachers use this information to change their teaching to address any misconceptions that pupils might have.

Pupils learn how to research information using the internet and books. This supports them in becoming independent learners. For example, in art, pupils researched the life of the artist John Virtue so they could understand what had influenced his artwork.

Teachers adapt their teaching for pupils with special educational needs and/or disabilities (SEND). This ensures that most pupils with SEND learn the same curriculum as their peers. However, sometimes this is not the case for pupils with SEND who have complex needs. In a small number of subjects, progression through the curriculum for these pupils is limited. This is because teachers do not consistently identify the small steps pupils must know and remember before they move on.

Leaders have prioritised reading. Throughout the school, pupils and staff demonstrate a love of reading. Pupils describe the books they are reading with excitement. Teachers talk with passion about the books they read to the class.

The teaching of phonics starts as soon as children start Reception. Staff receive regular training on the use of the phonics programme. Teachers are clear about what they expect pupils to know by the end of each term.

Most pupils read books matched to the sounds they know. In a few cases, for weaker readers, books are not well matched. This means these pupils cannot practise reading with fluency and accuracy. Leaders identify pupils who are falling behind and provide additional support. Sometimes this is not precisely matched to the pupils' needs. This prevents pupils from making the rapid progress needed to catch up.

Low-level disruption is not tolerated. Teachers deal with it swiftly so that it does not stop learning. In early years, children learn to take turns, share resources and help others. Pupils who need additional help receive counselling or mentoring.

Leaders have carefully considered how to support the personal development of pupils. Pupils learn about fundamental British values, including mutual respect, in religious education and through events such as International Day. They learn how to keep healthy through diet and exercise.

Leaders have ensured that pupils have access to many wider opportunities. Pupils take part in class visits, for example to watch a pantomime and to an outdoor adventure centre. They can participate in sports clubs, talent shows and the Commonwealth Choir which performs at royal events.

As part of learning about citizenship, pupils take action related to topical issues they are studying. Pupils have improved recycling at school and taken part in a local campaign for cleaner air.

Leaders have a good understanding of the school and what it needs to do to further improve. Staff are proud to work at the school. They feel they are well supported by leaders with their workload. Curriculum leaders benefit from working with leaders from other schools in the trust.

Governors know the school well. They provide support and hold leaders to account.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong culture of safeguarding. Through regular training, they ensure that staff know the risks pupils can face and how to report concerns. Parents and carers receive a monthly safeguarding newsletter.

Pupils know they can talk to staff or use 'worry boxes' if they have a concern. Leaders act on concerns and make sure that pupils get the help they need. They work closely with external agencies to secure this. Pupils learn about staying safe outside school and while online.

Leaders carry out relevant checks on the suitability of adults working at the school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, leaders' curriculum thinking is not as well defined as it is in other subjects for pupils with complex needs. As a result, progression through the curriculum is not secured for this group of pupils. Leaders should make clear the small steps of knowledge that these pupils need to know and remember in order to achieve well.
- For some lower-attaining readers, reading books are not consistently matched to the sounds pupils know and additional support does not routinely address pupils' gaps in knowledge precisely. As a result, these pupils are not making the rapid progress they need to become fluent readers. Leaders should ensure that the reading books and any additional support are precisely matched to pupils' needs.

## **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

<b>Unique reference number</b>	147335
<b>Local authority</b>	Newham
<b>Inspection number</b>	10255318
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	434
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Coleman
<b>Headteacher</b>	Paul Underwood
<b>Website</b>	<a href="http://www.st-edwards.newham.sch.uk">www.st-edwards.newham.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- St Edward's Catholic Primary School converted to become an academy school in September 2019. When its predecessor school, St Edward's Catholic Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school has a Roman Catholic religious character. The school had its last section 48 inspection in February 2020.
- The school does not use 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 met with the headteacher, other school leaders, teaching staff and non-teaching staff.

- Inspectors held a discussion with three members of the local governing body and one trustee and spoke with a representative of the Diocese of Brentwood education service.
- Inspectors carried out deep dives in these subjects: early reading, languages, mathematics, physical education and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons and discussed the curriculum with subject leaders in a range of other subjects, including art and design and computing.
- Inspectors held meetings with school leaders about attendance, behaviour, early years and SEND. Inspectors observed behaviour in lessons and around the school.
- Inspectors held formal and informal discussions with groups of pupils from different year groups.
- Inspectors spoke with leaders, pupils and staff about the arrangements for safeguarding and reviewed safeguarding records and documentation. Inspectors also checked the single central record of checks made on the suitability of staff.
- Inspectors considered the responses to Ofsted's pupil survey, responses to the staff survey and responses to the online survey for parents, Ofsted Parent View.

### **Inspection team**

Gary Phillips, lead inspector	His Majesty's Inspector
Sam Hainey	His Majesty's Inspector
Abdul-Hayee Murshad	Ofsted Inspector

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