



St Edmund's Catholic Primary School

URN: 102037

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

18–19 October 2023

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

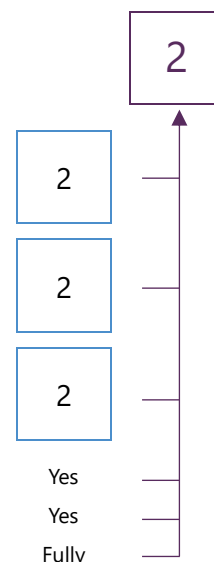
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- St Edmund's celebrates its diverse, inclusive, nurturing community where all members are highly valued, especially the most vulnerable.
- The school works hard to build a vibrant community of faith through a strong home-school-parish partnership.
- Pupils live out the mission statement through the school motto, 'Love, Share, Care' and by following the St Edmund's Way.
- Pupils enjoy religious education and respond well to the challenge of learning.
- The rich prayer life of the school supports its members to develop a deep personal relationship with God and with each other.

What the school needs to improve

- Embed Catholic Social Teaching across the school so that pupils are given opportunities to be proactive in finding ways to respond to the needs of others.
- Develop more rigorous monitoring of the quality of teaching and learning in religious education to ensure that pupils receive specific feedback on what they need to do to improve progress and attainment in the subject.
- Develop a clear strategy for leaders to regularly review the quality of prayer and liturgy as part of the school's cycle of self-evaluation and planned improvements.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

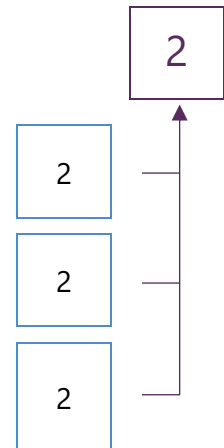
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



St Edmund's pupils know, understand and live the school's motto, 'Love, care and share,' derived from their mission statement and inspired by their patron saint. They actively seek to follow the St Edmund's Way based on these values. Pupils are further guided by three key principles in the school's behaviour policy: to be ready, respectful and safe. The result of this clear guidance and direction is that pupils behave well and show respect for others. Pupils are given many opportunities to participate in the Catholic life and mission of the school, in particular through membership of the liturgical team, by which they seek opportunities to grow in virtue, pursue the common good and serve those in need. They talk positively about the difference they make to their local, national and global communities, and they understand the theology underpinning their actions. Opportunities to serve include local food bank collections, work with the Felix project, singing at the local care home during Advent and fundraising for the Catholic Children's Society Lenten appeal. A pupil in Year 3 described how she was 'inspired by the Holy Spirit by bringing food for the Harvest'. Pupils clearly flourish through helping others in a variety of ways.

St Edmund's staff embrace the mission of the school and are proud of their strong community. One commented that 'the school really has a welcoming environment and the values of having God at the heart of everything.' Pupils are respectful of other faiths, and all members of the diverse school community are welcomed. Staff provide a high level of care and nurture for the pupils, particularly the most vulnerable. Not only do they effectively support their learning in lessons, but they also provide a loving environment within which pupils thrive. Pupils with complex needs are given the individualised support they need. One parent appreciated the 'help and support' received from staff and commented, 'They are my second family.' The school environment bears strong witness to its Catholic identity, with beautiful prayer spaces in each class and throughout the school. Wellness stations throughout the school include opportunities for prayer. Prayer spaces are also provided in

the hubs for pupils with complex needs. A memorial to a cherished past pupil is a focus for prayer. Pupils are encouraged to journey through the Stations of the Cross located within the school and in the outdoor area. The provision for relationships, sex and health education is carefully planned for all pupils and meets all statutory requirements.

Leaders and governors rightly see the school as a source of inspiration to the whole community and are mindful of its contribution to the lives of the people it serves. They ensure that all policies reflect the Catholic mission of the school and have prioritised investment in this area, so that resources are targeted to support those in greatest need. Leaders and governors are committed to the principles of Catholic Social Teaching and are particularly committed to the Church's preferential option for the poor. The school provides material support for families through food and uniform vouchers, hampers and a weekly on-site food bank, as well as housing and financial advice given by a parent support adviser. There is a link governor for the Catholic life of the school, who works with senior leaders to emphasise this area as a school improvement priority. Leaders and governors attend regular training and work in close partnership with the diocese. They recognise the parish as being central to the Catholic life of the school, and they are committed to developing a flourishing partnership with the local parish priest. In addition to the weekly school newsletter sent by the head teacher, the school also sends the weekly parish newsletter to parents to keep them in touch with Mass times and services. There is a commitment by leaders to the physical and mental wellbeing of staff. Staff speak unwaveringly about the highest levels of pastoral care which are offered. One staff member stated, 'Christ is at the heart of every part of this wonderful school.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

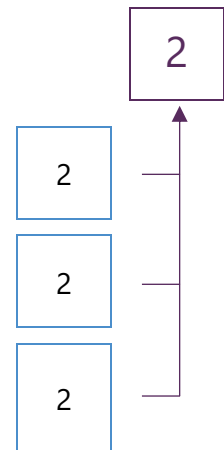
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing secure knowledge, understanding and skills in religious education, reflecting the learning required by the *Religious Education Directory*. The 'Can you still?' strategy is used effectively at the beginning of each lesson to revisit and reinforce prior learning. Pupils' behaviour during lessons is good and they enjoy learning in the subject. They are given space and time in lessons to reflect spiritually on their learning, which they greatly value. They can relate learning in lessons to their own lives. A Year 1 pupil was able to explain their learning about the Holy Trinity: 'We only believe in one God: three parts, but one God.' Pupils are encouraged to use subject-specific vocabulary during class discussions and in their writing. They are able to work both collaboratively and independently, responding well to the challenge of learning. Effective adult support and good visual resources are used so that all groups are given the help they need to achieve success. Achievement in religious education is at least as good as in other core subjects. Creative learning methods enhance pupils' engagement and allow them to explore their learning through a variety of media including art, music, drama, photography and technology. Pupils are very proud of their religious education books and can recall their learning over time.

Teachers are confident in their subject knowledge, and they value the influence religious education has on the moral and spiritual development of pupils. As a result of regular professional development, through diocesan courses and support from the religious education subject leader, teachers have grown in confidence in delivering the content in the scheme of work. Scripture is used as a focus in lessons and pupils are encouraged to link its message to their daily lives. Pupils' books are well-presented and are a testament to the use of creativity in the lessons. Pupils are also given opportunities to explore their learning through extended writing. Dedicated spaces for reflection and prayer, available in the classrooms, throughout the school, and on the school grounds, promote pupils' independent reflection. Pupils' achievements are celebrated through the St Edmund's Way

certificates, awarded in whole-school assemblies, and their work is proudly displayed in classrooms and corridors. One parent commented, 'The teaching of Catholic religious education in our lives is very important for the development of our family.' Although pupils are able to talk about their work in religious education, they are not yet able to articulate what they need to do to improve their work in the subject.

Leaders and governors have ensured that the religious education programme faithfully delivers the curriculum set out in the Directory. They have also ensured that religious education enjoys a parity with the other core subjects in terms of staff training, resources, and accommodation. Through carefully planned lessons, additional adults in class are highly effective in supporting vulnerable pupils to achieve. However, the planning doesn't always provide the time needed for pupils to work independently to explore their learning in order to make sufficient progress in lessons. In speaking about their religious education lessons, a Year 6 pupil expressed, 'I like learning about religious education because I like learning about our God.' In answer to the Big Question, 'Why did God create us?' another Year 6 pupil suggested, 'God created us to build a community where everyone is happy and everyone can reach their full potential.' Action plans are shared with governors so that priorities are identified. Leaders and governors now need to ensure that thorough monitoring, analysis and self-challenge result in all pupils reaching their full potential in religious education.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils engage reverently during daily prayer times and in moments of quiet reflection. A range of ways of praying is offered to pupils, including meditation, silence and reflection, as well as spontaneous and traditional prayer. Pupils in Reception class bring home a prayer lion to encourage prayer at home; older pupils have prayer journals which they share with their families. Scripture is central to prayer and is used meaningfully to deepen pupils' experience. Appropriate liturgical music is chosen during liturgies to provide a calm, prayerful atmosphere. Prayer spaces are provided both in the classrooms and throughout the school. Each class has a floor book which is used to record pupils' experiences of prayer and liturgy. Throughout the year, pupils participate in prayer linked to the liturgical year. Mass is celebrated on feast days and holy days and pupils participate enthusiastically. Pupils work well with others, such as teachers and other pupils, to prepare and lead prayer and liturgy sessions. As a result of these many opportunities for prayer, pupils can clearly describe their deepening relationship with God. A pupil in Year 2 commented, 'God is like a seed because God grows love in our hearts.' Another in Year 4 stated, 'God is a mountain because He is sturdy and unmoveable.'

The school is a prayerful community. Prayer supports and nourishes all members of the school. A parent commented that 'the prayer life of this school will build my child's spirituality and love for God'. The rosary reflection, offered to pupils and their parents on a class rota during the month of October, is a beautiful example of the school's determination to include families in its vibrant prayer life. Designated prayer areas provide a focus for prayer in each class. During a Reception class liturgy, a child offered the prayer, 'God will bless all of the children.' Even the youngest pupils have a good knowledge of their daily prayers, and prayer times are a cherished part of the school's daily life. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper understanding of the Gospel message and the call to serve. The school

works with the local parish priest to ensure that pupils participate in the breadth and richness of the Catholic tradition. Staff are excellent role-models for pupils, participating fully, with reverence and commitment, in the prayer life of the school. One staff member commented, 'Children find genuine joy in participating in the liturgical activities, which has a positive impact on the way they view themselves, each other and the world.'

Leaders and governors ensure that pupils in the school are offered a wide range of high-quality, meaningful experiences of prayer and worship. Leaders support staff to lead appropriate prayer and worship through clear guidance in the collective worship policy. Diocesan resources using the four elements (gather, word, response, mission) are used to plan and prepare liturgies, encouraging pupils to 'go forth' in action as followers of Christ. Leaders and governors ensure that the school calendar reflects significant dates in the liturgical year, resulting in a wealth of opportunities for pupils to celebrate the Eucharist. Parents are welcome to attend assemblies, liturgies and Masses. Speaking about the impact of prayer and liturgy on the pupils, one parent commented, 'The school is setting a good example for the children to become good Catholics and responsible adults when they grow up.' The Sacrament of Reconciliation is offered during Advent and Lent. Governors prioritise a generous budget for resources, which are effectively allocated to ensure staff are able to develop and deliver high quality experiences of prayer and liturgy. Leaders and governors prioritise the formation of staff and they attend relevant diocesan courses, deanery meetings and moderation days. As a result, staff are competent in leading prayer and liturgy in the classroom and in whole-school worship. Leaders now need to regularly review the quality of prayer and liturgy as part of the school's self-evaluation and improvement planning.

Information about the school

Full name of school	St Edmund's Catholic Primary School
School unique reference number (URN)	102037
School DfE Number (LAESTAB)	3083501
Full postal address of the school	St Edmund's Catholic Primary School, Hertford Road, Edmonton, N9 7HJ
School phone number	0208 807 2664
Headteacher	Daniel Abrahams
Chair of Governors	Tony Kramer
School Website	http://www.st-edmunds.enfield.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	November 2016
Previous denominational inspection grade	Good/Outstanding

The inspection team

Norah Flatley	Lead
Stephanie Gavin	Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement