

Inspection of St Edward's Catholic Primary School

Packington Lane, Coleshill, Birmingham, Warwickshire B46 3JE

Inspection dates: 5 and 6 March 2024

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

The executive headteacher of this school is Louise Flanagan. The school is part of Our Lady and All Saints Catholic Multi Academy Company, which means other people in the company have responsibility for the school. The company is run by the catholic senior executive leader (CSEL), Peter Davis, and overseen by a board of directors, chaired by Paul Bentley.

What is it like to attend this school?

Pupils and staff are proud to be members of this school. Together, they ensure that the school's Catholic values of generosity, compassion and curiosity shine through everything they do. The school is ambitious for pupils to achieve well in their academic studies and personal lives. Pupils enjoy learning and spending time with their friends. They are well prepared for the next stage of their education by the time they leave the school in Year 6.

Relationships between adults and pupils are a strength of the school. Pupils feel safe and well cared for. They are confident that staff would help them with any worries they have. Pupils behave well and show respect for adults and each other. The atmosphere at the school is calm and purposeful.

Pupils are keen to take on positions of responsibility. This includes some being members of the school council, liturgy leaders or subject ambassadors. Pupils feel listened to and say that their ideas are taken seriously. Pupils also enjoy opportunities to join sports clubs and take part in many sporting competitions with other schools.

Parents and carers express very positive opinions of the school. They appreciate the opportunities that the school provides their children.

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

There have been significant improvements at the school because the school has worked hard to enhance the quality of education that it provides. Pupils benefit from an ambitious curriculum that sets out what they are expected to learn and when. Teachers place an emphasis on teaching the subject-specific vocabulary pupils must learn to read, understand and use. They expect all pupils, including those with special educational needs and/or disabilities (SEND), to take part in lessons and achieve well. The majority of pupils make strong progress through the curriculum.

The school ensures that pupils have regular opportunities to revisit key information they have been taught before. This helps pupils to remember more over time. Pupils are enthusiastic about the topics they learn and talk confidently about what they have been taught. In some subjects, such as history, staff expect pupils to apply their knowledge in pieces of writing. Many pupils do this well. Adults make useful checks on what pupils know and remember. However, in some subjects, the information provided by these checks is not always used effectively. This means that occasionally the tasks teachers set are not well matched to pupils' knowledge or needs.

Staff are suitably expert in teaching pupils how to read. Children learn to read as soon as they start Reception. Staff have strong subject knowledge and use this well to support pupils who are at risk of falling behind. Pupils practise reading using books that match the sounds they know. This helps them to become confident

readers. Older pupils are beginning to choose a wide range of authors when they read for pleasure.

The curriculum in the early years is carefully arranged to meet the needs of children. The school works in partnership with families before children join the school. This helps staff to understand the needs and interests of every child. The partnership between school and families continues over time. For example, parents are invited to workshops to help them to support their children's learning at home.

The school works effectively to identify any additional needs that pupils have. Pupils with SEND are well supported to access the curriculum alongside their peers. A small number of pupils experience a personalised curriculum that is well matched to their needs. Pupils with SEND are fully included in all aspects of school life.

Pupils have positive attitudes to learning and are proud of their work. They say that everyone gets on well at school and that any friendship issues are quickly sorted out. Pupils who join the school feel welcomed and make new friends quickly.

The school's approach to pupils' academic and personal development is underpinned by the school's 'Children's Charter'. This focuses on developing pupils' character traits to help them in their future lives. Pupils are respectful of the differences people have and understand why it is important to treat everyone fairly. The school ensures that pupils gain a secure understanding of what it means to be physically and mentally well. Pupils learn about safe and healthy relationships from an early age.

Staff enjoy working at the school. They feel valued and supported. The school supports the well-being of all staff. Governors are deeply committed to the school and are ambitious for pupils and staff. The multi-academy company (MAC) knows the school well and recognises the improvements that have been made in recent years. It provides effective support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not use assessment information well enough. Sometimes the tasks they set do not match pupils' knowledge or needs. This means that some pupils do not make as much progress through the curriculum as leaders expect. The school should further develop the way that assessment information is used to inform teaching.

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	148125
Local authority	Warwickshire
Inspection number	10294703
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	Board of directors
Chair of directors	Paul Bentley
Headteacher	Louise Flanagan
Website	www.stedwardsrcprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Our Lady and All Saints Catholic Multi Academy Company (MAC) in April 2021.
- The school has a Roman Catholic character and is part of the Archdiocese of Birmingham. The most recent inspection of the school's religious character took place in November 2021.
- The school has Nursery provision for two- and three-year-old children.
- The school does not use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement 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 carried out deep dives in these subjects: early reading, mathematics, science and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with senior leaders and members of the governing body. The lead inspector met with the CSEL, the MAC's director of school improvement and a representative from the diocese.
- Inspectors considered the behaviour of pupils during lesson visits and around the school. Inspectors looked at behaviour and bullying records and leaders' analysis of these. Inspectors also reviewed records concerning pupils' attendance at school.
- To evaluate the effectiveness of safeguarding, 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 spoke to staff about their workload and well-being. They considered the views of staff, pupils and parents, including through responses to Ofsted's online surveys.

Inspection team

Jo Evans, lead inspector

Ofsted Inspector

Gill Turner

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024