

## **Reassessment Report**

<b>School:</b>	St Edwards Catholic Primary School
<b>Headteacher:</b>	Mr. Paul Underwood
<b>Investors in Pupils Coordinator:</b>	Ms Samaira Naz
<b>Chair of Governors</b>	Mark O'Halloran
<b>Investors in Pupils Assessor:</b>	John Rees
<b>Assessment date:</b>	31 <sup>st</sup> March 2025
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<b>Local Authority:</b>	Newham

### **School context**

St Edward's Catholic Primary School provides a faith-based education within a vibrant urban setting. The school is located on Green Street, in the Upton Park area of Newham, East London, a diverse community known for its multicultural population. The school is state-funded, with two forms of entry, catering to children aged 3 - 11 within the Diocese of Brentwood. As a Catholic primary school, its ethos is firmly rooted in Catholic values and is part of the Our Lady of Grace Multi-Academy Trust. The school plays an essential role in its local community, providing education and support to families in the area frequently over multiple generations.

In January 2023, Ofsted judged the school to be good because pupils enjoy coming to school and feel safe. Leaders have created an inclusive culture based on the school's Gospel values. Pupils know and understand these values, which include respect, tolerance and truth. They aspire to receive the 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. The learning environment throughout the school 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 their posts of responsibility, 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.

## **Significant strengths of the school supporting the principles of Investors in Pupils**

### **Pupil voice and participation**

- Pupils contributed effectively to Section A of the schools' Investors in Pupils reassessment request form by completing relevant sections of the pupil application form describing their involvement in encouraging every child to have a position of responsibility, whether that is as a Prefect, Subject Ambassador or member of the Pupil Parliament. Staff were very clear in explaining how it helps children foster their self-esteem, develop resilience and enact the schools' 'Gospel Values'.
- On the day, a range of pupils engaged in various effective and engaging discussions with the Assessor. Through the presentation and subsequent questioning, pupils demonstrated how they had discussed and influenced several projects, underscoring other pupil involvement processes in school life, including taking responsibility for decision-making and promoting the school's values in different ways.
- The presentation clearly showed that pupils have the opportunity to make a difference in school at both a day-to-day and a strategic level, reiterating the headteacher and Investors in Pupils coordinator's initial assertions. It was also reassuring to note that, even since the Coronavirus pandemic, Pupil Parliament meetings continued to happen, and school attendance is now almost back to pre-pandemic levels.

### **Learning**

- The learning environment is very well maintained throughout the school, especially in the classrooms and through the vibrant displays and murals in the corridors. Many of these reflect the school's Catholic ethos and are engaging and child friendly. Children's learning is recognised and celebrated, which enables children of all ages to feel proud of their achievements and aspire to thrive.
- Staff are clearly very thoughtful about the learning opportunities they provide, and children recognise that the staff work hard to provide learning opportunities that are fun and engaging. This not only supports children's progress and attainment but also supports children's aspirations, social mobility, and cultural capital.
- Children are thoughtful about their learning and can explain its benefits to them now and in the future. This gives them a delightful sense of purpose and progress, which is reflected throughout the school.

### **Behaviour**

- Behaviour for learning throughout the school is excellent. Staff set high expectations to which the children respond very well, and this becomes a self-fulfilling prophecy as disruption becomes unusual. Children report that although bullying behaviour is rare, when it does happen, the school deals with it very effectively, based on values such as tolerance and forgiveness.
- Partly because staff model courteous behaviour and the Catholic values that pervade all aspects of the school, children are welcoming and polite, greeting, holding doors, and cheerfully engaging in conversation with curiosity and respect.
- Staff are aware of the challenges many pupils and their families face and have worked hard to create an ethos where difference is acknowledged, and diversity is celebrated. Originally aimed at supporting the behaviour of boys, the 'Edwardians' 'teaches us how to be gentlemen' – but is now being extended to involve girls and promote inclusion and mutual respect.

### **School and Class Management, including knowledge of school finance**

- As noted above, expectations for learning and behaviour pervade the whole school, partly because that is now what it is expected, but also, because the staff are relentless and compassionate in their expectations.
- Most, if not all, children have a sound grasp of the school's expectations and values, which is demonstrated in their speech, learning, and conduct. They are particularly motivated by the promise of bookmarks which focus on a particular value, and these are enthusiastically recognised by children and staff adults.
- Although some children understand the origins of school finance, this and personal finance education could be areas for development.

### **Induction**

- Pupils report being welcomed into the school and made to feel at home very swiftly. One pupil reported: *"This school is so much better than my last one"*.
- Staff take time to develop relationships with pupils so that they feel 'known' and 'seen', which is reflected in the children's behaviour, learning and aspirations – a perspective recognised and welcomed by parents.
- Staff turnover is low, and although some colleagues retire or are promoted, many have been at the school for a long time because they feel valued, supported, and welcomed. This starts at the school leadership level but also pervades throughout the school.

### **Attendance**

- Senior staff acknowledge the impact that Covid still has an influence on attendance, although strenuous efforts have been made to improve this, which have largely been successful, and attendance is now almost at pre-pandemic levels.
- Pupils recognise the importance of attendance, but without the typical draconian approaches that seem to characterise the efforts of some less compassionate schools. At 'Teddies', the high expectations and emphasis on celebrating diversity, underpinned by the focus on values and opportunities for responsibility, are welcomed and supported by parents and carers.
- Governors appreciate the emphasis that school leaders place on school values to promote attendance and on pupils, active engagement, and learning. This creates a sense of purpose and excitement that is recognised and valued by all members of the school community.

### **Areas for development**

Please note these actions are compulsory and areas that must be acted upon to ensure that the standard is maintained in the future.

- Learning about personal finance and improving children's understanding of how public sector services are funded could further enhance their sense of civic responsibility and community engagement.
- Although children are fully immersed in and understand the importance of gospel values in school, this needs to be developed in tandem with an understanding of fundamental British values. Part of this should also include developing children's understanding of the protected characteristics as part of the school's celebration of inclusion and diversity.