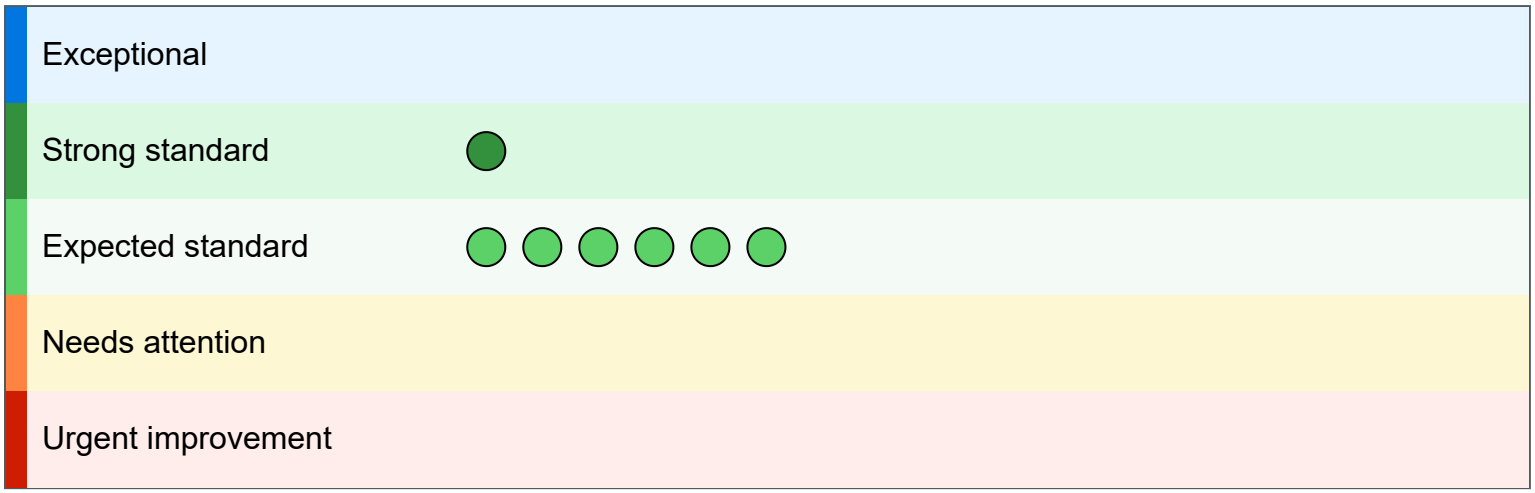
St Edward's Catholic Primary School

Address: Greenland Road, Selly Park, Birmingham, West Midlands, B29 7PN

Unique reference number (URN): 103447

Inspection report: 6 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard

Leaders place a high priority on ensuring quality provision in the early years. Staff know each child exceptionally well. They use children's starting points to plan an ambitious curriculum supporting children to develop skills and understanding across a range of areas. Children make positive progress from starting points which are often well below those typical for their age. Children are very well prepared and have the knowledge they need for learning in Year 1.

Staff use conversations, narration and modelling of sentences skilfully. They extend children's language, linking it to high quality texts that have clear links to learning activities and provision. Staff use and model this language throughout the day. They teach reading with skill and consistency. Almost all children keep up the pace with the phonics programme, including those who face language barriers. Staff also develop children's early writing and mathematical knowledge effectively. They have a secure understanding of how to break learning down into appropriate steps that support success.

Children settle very quickly when they join the school. They learn routines, form positive relationships and behave exceptionally well. Staff provide timely support while encouraging independence. Staff also build constructive relationships with families to support children's learning and well-being.

Expected standard

Achievement

Expected standard

Over time, pupils' performance in national assessments has been in line with national averages. Outcomes are steadily improving for most learners. Pupils typically achieve well and are generally well prepared for the next stage of their education. They develop the knowledge and skills they need in different subjects and apply what they have learned with confidence. The school gives high priority to helping pupils secure strong foundations in communication, reading, writing and mathematics. Pupils' achievement in phonics has been above national averages for the past three years. Leaders are proud of this, and rightly so.

Leaders ensure that they target intervention and support appropriately. However, leaders do not fully analyse the impact of this support on the achievement of groups of pupils such as those with special educational needs and/or disabilities (SEND). Nevertheless, most pupils with SEND, disadvantaged pupils and those who face additional barriers make secure progress from their starting points.

Attendance and behaviour

Expected standard

Pupils' behaviour is excellent at all points of the day. Staff set high expectations and apply the behaviour policy consistently. Pupils understand the rules and routines, including

children in Reception who show impressive levels of understanding and self-regulation. Lessons and social times are calm and orderly. Pupils work hard in lessons and allow others to learn. Pupils respect each another and demonstrate kindness. Pupils trust adults to address any concerns, such as bullying, if they arise. Leaders record behaviour incidents accurately. However, they do not always analyse records closely enough to identify patterns, triggers or trends over time. This affects their ability to accurately judge the impact of the support that they provide.

Leaders have reduced persistent absence significantly. This is reflective of the positive relationships that they successfully maintain with families. Overall attendance is broadly in line with the national figure. However, attendance remains too low for some groups of learners. Pupils with special educational needs and/or disabilities attend less regularly than similar pupils nationally. Leaders collect detailed information about pupils' attendance but do not analyse it precisely enough. This hinders them in identifying specific strategies to best meet pupils' needs.

Curriculum and teaching

Expected standard

Leaders have a secure understanding of the quality of the curriculum and teaching. They have planned a broad curriculum which builds pupils' knowledge in a logical order. Leaders have made carefully considered changes to some parts of the curriculum and the way that it is taught. For example, in reading, they have refined approaches and developed teachers' expertise in teaching phonics. This is helping to ensure that teachers teach the curriculum content more effectively. The school's focus on letter formation has improved the standard of presentation in pupils' books.

Teachers have secure subject knowledge. They explain new ideas clearly and use questions well. They ask pupils to explain their reasoning and check that pupils understand learning during lessons. Mathematics teaching is particularly effective. Teachers build on pupils' starting points deliberately and develop their fluency, reasoning and understanding of number.

Teachers use assessment well across the curriculum. They typically address pupils' mistakes or misconceptions quickly and skilfully. This helps pupils to make improvements and develop more secure understanding. Additional adults also support learning effectively during lessons.

Teachers adapt lessons so that most pupils, including those with special educational needs and/or disabilities, learn alongside their classmates.

Inclusion

Expected standard

Leaders have created an inclusive school where pupils feel valued. Staff identify pupils' additional needs and provide suitable support. Typically, this helps pupils to overcome barriers to learning that they might have. However, occasionally leaders do not identify the needs of some pupils quickly enough. This affects how well a small number of pupils are supported. Leaders have identified the need to work more consistently in enhancing the experiences of all pupils with barriers to learning.

Typically, teachers are skilled at adapting lessons so pupils can learn alongside their peers. Additional adults in lessons provide effective support for small groups when this is needed. For some pupils, even more targeted support is put in place. Staff provide this support in a carefully considered way. They focus on developing pupils' language, communication, turn taking and engagement in lessons. This is making a positive difference to pupils' learning.

The pastoral team, complemented by Millie the school dog, provide a wealth of support for pupils who have barriers to wellbeing. The holistic approach supports pupils and their families to re-engage after times of difficulty.

Leaders use pupil premium funding well. As a result, disadvantaged pupils benefit from the wider opportunities that the school provides. Leaders also work effectively with external agencies. This helps pupils who need additional support to take part in school life and achieve well.

Leadership and governance

Expected standard

Leaders have created a caring and ambitious school. They act with integrity and place pupils' needs at the centre of their decisions. They usually identify the school's strengths and priorities accurately. They take action when they identify weaknesses. However, they do not always analyse the impact of their actions closely enough. This prevents them from adapting provision as quickly or precisely as they could.

Staff value leaders' kindness, visibility and support. Leaders consider staff workload and wellbeing. Staff feel proud to work at the school and many have served the community for a long time. Leaders provide useful professional development. They also give staff opportunities to lead different aspects of the school which is valued and appreciated.

Leaders use additional funding to reduce pupils' barriers to learning and wellbeing. Academic and pastoral support helps vulnerable pupils to participate in school.

Leaders have positive relationships with parents and carers. Parents value the education, care and guidance that their children receive. The school is particularly proud of this, and rightly so.

Governors care deeply about the school and support its work. However, both leaders and governors sometimes do not analyse and evaluate the impact of strategies to identify which actions make the most positive difference to pupils.

Personal development and wellbeing

Expected standard

Leaders provide a broad personal development programme. Like other curriculum areas, it is adapted to meet the needs of most learners. Assemblies and visitors share information with pupils to complement the curriculum. Pupils learn about different cultures, faiths and protected characteristics. They are developing their understanding across a range of these topics, but it is not yet as detailed as leaders expect. Pupils value the school's diverse community and work hard to make everyone feel welcome. They show respect and kindness towards others.

Pupils learn how to stay physically and mentally healthy. They learn about their emotions and strategies to protect and promote positive mental health. They understand many aspects of the personal development curriculum and are particularly confident when talking about staying safe online. Pupils know how to seek help from trusted adults when needed.

Leaders ensure that pupils receive effective pastoral support when they face challenges relating to their emotional well-being, mental health or resilience. This support is carefully planned and makes a positive difference. Staff employ a range of strategies that help pupils develop resilience and persevere when difficulties arise.

Pupils take part in activities linked to science, technology and the environment. Educational visits support their curriculum learning. Older pupils develop confidence and independence by taking part in residential trips. Leaders particularly encourage disadvantaged pupils and pupils with special educational needs and/or disabilities to attend lunchtime clubs. However, leaders do not yet measure the impact of this support closely enough.

Pupils contribute to charitable events and understand how their actions can help others. They learn about each others religions and cultures and are proud to share their views and opinions in a respectful way. They enjoy fulfilling roles such as being play leaders and wellbeing leaders. These roles develop their responsibility.

What it's like to be a pupil at this school

Pupils are proud of their calm, welcoming and inclusive school. They feel that they belong. Pupils quickly learn the rules and routines, rising to the high expectations that staff have for them. They behave extremely well in lessons and at social times. They are polite, friendly and articulate. They work hard and take pride in their learning.

Pupils feel safe in school. They trust staff to listen to their worries and help them. Pupils say that bullying rarely happens and know that staff will take action when problems arise. This helps them to feel happy and secure. Millie, the school dog, gives support to some pupils and is loved by all of them. She helps pupils to manage their feelings when necessary. She also helps them to enter school calmly and prepare well for learning.

Pupils learn successfully alongside their classmates. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Staff adapt learning well for these pupils. Pupils engage purposefully in lessons and are keen to share their understanding.

Children make an excellent start in Reception. They settle quickly and build trusting relationships with skilled staff. They develop their language and learn important routines. This helps them to build strong foundations for Year 1 and beyond.

Pupils enjoy clubs, visits and leadership roles. Play leaders value opportunities to help younger pupils at social times. Pupils learn to respect people from different cultures, faiths and backgrounds. Their respect for others is evident in how they behave and how they speak to each other. They are polite and well-mannered.

Next steps

- Leaders should establish strategies that consistently enhance the opportunities of pupils with barriers to learning, so that support and learning activities swiftly address all pupils' needs.
- Leaders should strengthen their analysis of information across the school's work to better evaluate the impact of their actions and make informed changes to provision where appropriate.
- Leaders should ensure that safeguarding records describe required actions clearly and that the safeguarding team completes and checks all actions promptly.

About this inspection

The chair of the board of governors in this school is Kevin Connolly.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place from 6 October 2026 to 7 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, the deputy headteacher and members of the extended leadership team. They met with 5 members of the governing body, including the chair. They also met with a representative from the local authority and spoke to a representative from the diocese on the telephone during the inspection.

This school is registered as having a Catholic religious character. It is in the Archdiocese of Birmingham. Its last section 48 inspection was 25 and 26 March 2026.

The school currently uses no alternative provision.

Headteacher: Joanne Kennett

Lead inspector:
Keri Baylis, His Majesty's Inspector

Team inspectors:
Helen Large, Ofsted Inspector
Michele Lewis, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 6 October 2026

School and pupil context

Total pupils

373
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

420
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

29.76%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

1.34%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

14.48%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	49%	61%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	64%	75%	Below
2023/24 (final)	67%	74%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	66%	72%	Close to average
2023/24 (final)	65%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	67%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	38%	47%	Close to average
2023/24 (final)	28%	46%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	48%	63%	Below
2023/24 (final)	44%	62%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	48%	59%	Close to average
2023/24 (final)	44%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	56%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	38%	69%	-31 pp
2023/24 (final)	28%	67%	-40 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	48%	81%	-33 pp
2023/24 (final)	44%	80%	-35 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	48%	78%	-31 pp
2023/24 (final)	44%	78%	-33 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	56%	79%	-24 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	4.4%	5.1%	Close to average
2024/25 (3 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	6.5%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	14.8%	14.4%	Close to average
2024/25 (3 term)	18.3%	13.0%	Above

Year	This school	National average	Compared with national average
2023/24 (3 term)	21.1%	14.6%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 https://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 2026



© Crown copyright