



St Edward's Catholic Primary School

URN: 103447

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

25–26 March 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

What the school does well

- The Catholic ethos of the school is deeply embedded and lived authentically, enabling pupils to articulate their faith, values and mission with clarity, confidence and joy. Pupils demonstrate a strong understanding of what it means to belong to a Catholic community, with Christ clearly recognised as central to school life.
- Pastoral care is exceptional, fostering an inclusive, nurturing and joyful community in which pupils feel safe, valued and known. The school is repeatedly described by pupils, staff and families as a family, strengthened significantly through rich, sustained and fruitful parish partnerships that enhance both personal formation and spiritual growth.
- Teaching in religious education is consistently strong and often highly effective, characterised by secure subject knowledge, high expectations and skilful questioning. Pupils are highly engaged, articulate their learning confidently and are regularly challenged to think theologically, spiritually and ethically.
- Pupil-prepared prayer is a significant strength of the school. Pupils confidently and reverently plan, lead and evaluate prayer and liturgy. They have a secure understanding of its structure and purpose. As a result, pupils engage fully and consciously, recognising that prayer allows them to deepen their relationship with God.
- Leaders and governors provide outstanding strategic leadership, rooted in a clear vision, commitment to mission and a relentless pursuit of excellence, ensuring the school's Catholic identity flourishes. The religious education lead is highly effective and tenacious, driving ambitious standards through rigorous monitoring and high-quality professional development.

What the school needs to improve

- Develop structured opportunities for staff and pupils to deepen their knowledge and understanding of other faith traditions, thereby strengthening the school's inclusive Catholic ethos and mission.
- Routinely provide structured opportunities for pupils to self-assess the depth of their understanding in religious education, so that they can clearly articulate their progress
- Ensure that the prayer and liturgy policy provides a clear, robust progression of expectations, appropriate to year group.

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

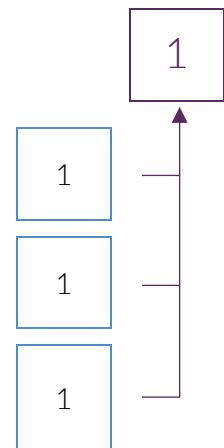
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils articulate their faith with clarity, confidence and joy, demonstrating a strong sense of belonging and purpose. They consistently speak of Jesus as central to their lives, reflecting, 'Jesus is always beside us; even if we do something wrong, he is in our heart.' Pupils understand the school's mission and refer to the Gospel as a guide for daily choices. They demonstrate this through respectful behaviour, kindness and service to others. Pupils' sense of worth is secure; they feel known, valued and safe within their community, explaining that 'everyone takes care of us like our teachers and our friends.' Moral development is strong, so that pupils act justly, care for others and take responsibility for their actions. Pupils confidently describe Catholic social teaching principles and engage actively in charitable initiatives, supporting local, national and global causes. As a result, pupils flourish spiritually and socially and make a highly positive contribution to the Catholic life and mission of the school. Whilst embracing the dignity of all, pupils are less confident in knowing about the faiths of others, which limits their appreciation of their diverse community.

Staff collaborate to provide an exceptionally inclusive, joyful and nurturing culture. Pastoral care is a strength; pupils describe the school as a family, where they feel safe, supported and loved. This is exemplified in thoughtful initiatives such as the presence of Millie the school dog, which supports pupils' emotional regulation, and the highly visible systems that enable pupils to identify trusted adults when they need support. The school's commitment to inclusion is evident, particularly in its work as a 'School of Sanctuary,' ensuring pupils from diverse backgrounds feel welcomed and respected. Parents affirm this, noting that it is "a Catholic school that respects all children, whatever their background or beliefs." The physical environment strongly reflects Catholic identity, with prayer spaces that are reverently maintained and routinely curated by pupils. Staff are exemplary role models, demonstrating strong vocation and care, which pupils readily recognise. Parish links are rich and fruitful, strengthened through regular clergy presence

and close collaboration with the parish priest and deacon, enabling pupils to experience faith lived authentically. As a result, pupils benefit from a highly supportive and faith-filled environment that nurtures the whole child.

Leaders and governors are outstanding. They articulate a clear and ambitious vision rooted in Gospel values and ensure that Christ remains at the heart of all aspects of school life. Leaders prioritise Catholic life and mission in strategic planning, staff formation and governor monitoring, including regular reviews of provision. Policies, rigorous monitoring and reflective self-evaluation ensure a clear, continuous and purposeful response to identified areas for improvement. Staff consistently articulate deep trust and confidence in leadership, describing a strong sense of belonging and clarity of mission across all roles. Strong partnerships with the parish enhance sacramental preparation and liturgical life, with parents, noting that “Masses and prayer services are reverent and beautiful, and children lead with confidence.” Induction processes for staff are highly effective, ensuring that new members of the community quickly understand and embrace the school’s mission through structured formation and mentoring. Governors are highly ambitious, knowledgeable and well informed, offering both challenge and encouragement through insightful questioning and active engagement in evaluation. As a result, leadership has a sustained, demonstrable and measurable impact on the flourishing Catholic life and mission of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

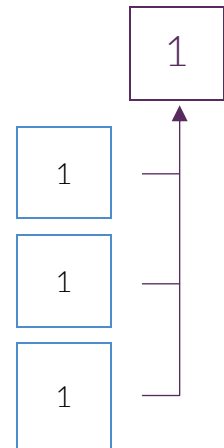
How well pupils achieve and enjoy their learning in religious education

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 achieve well and demonstrate strong religious literacy. They recall scripture confidently, use subject-specific vocabulary accurately and engage thoughtfully with theological and ethical questions. During lessons, pupils confidently reference previous learning and use bibles with respect and assurance, making clear links between units and liturgical seasons. Pupils can confidently recall learning from previous years and apply this securely to new contexts, demonstrating strong retention over time. Pupils make meaningful connections between biblical narratives and their own lives, explaining, for example, that 'Moses freed the Israelites; Jesus came to free us.' Engagement and enjoyment are consistently high, and pupils speak positively about their lessons describing them as 'interesting because they make us think deeply.' Progress over time is strong and improving, with attainment sustained above average. When precise feedback is given, pupils can explain how it supports improvement, although opportunities for structured self-assessment are not consistently embedded. Pupils benefit greatly from a well-sequenced, coherent and engaging curriculum that promotes deep understanding, reflection and retention, ensuring outcomes are a significant strength of the school.

The quality of teaching, learning and assessment are consistently strong and highly effective. Teachers demonstrate secure subject knowledge and high expectations, resulting in well-structured lessons that challenge pupils to think deeply and articulate their ideas with confidence. Skilful questioning is used to probe understanding and promote spiritual reflection, particularly through "I wonder" questions and guided discussion. Teachers routinely revisit prior learning at the start of lessons, enabling pupils to recall key concepts and vocabulary accurately and build securely on previous knowledge. Lessons make effective use of scripture, role play, partner talk, visual resources and deeper-thinking scaffolds, enabling pupils to empathise with biblical characters and apply learning meaningfully. Adults, including teaching assistants, are deployed effectively to support learning through modelling, targeted questioning and intervention. Thoughtful adaptation ensures all pupils are well supported and fully included. As

a result, pupils' approach religious education with enthusiasm and resilience, contributing significantly to their spiritual, moral and intellectual development.

Leadership and governance are exceptionally strong. The religious education leader provides inspirational and highly effective leadership, underpinned by deep subject expertise, clear strategic vision and tenacity in driving continuous improvement. Monitoring is regular and detailed, including close analysis of outcomes and clear alignment between self-evaluation and action plans. Staff consistently praise the quality of support and professional formation, describing it as 'extraordinary' and invaluable in strengthening confidence and consistency across teams. The curriculum is ambitious, progressive and well resourced, with clear parity through timetabling and professional development. Regular pupil progress meetings, internal and external moderation, and active engagement with cluster groups and the diocese ensure accurate evaluation and ongoing refinement. Leaders and governors know the school very well, ask informed and challenging questions, and use robust self-evaluation to inform decisive action. As a result, leadership has a clear, sustained and demonstrable impact on the consistently high quality of religious education across the school.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Pupils' participation in and response to collective worship are a strength, reflecting the centrality of prayer and liturgy in the daily life of the school. Worship is joyful, reverent and the school goes the extra mile in ensuring that worship is highly inclusive, with pupils demonstrating full and active participation. Pupils of all ages engage prayerfully through periods of silence, strong communal responses and enthusiastic singing. Pupils confidently plan, lead and evaluate worship, supported by skilled staff modelling. Time is given to pupil preparation and evaluation of prayer, ensuring that pupils plan the four parts of worship, prepare prayer spaces and reflect thoughtfully. They explain that 'evaluation helps us say what we liked and what we could do better.' Pupils demonstrate a secure understanding of the structure and purpose of prayer and can articulate the meaning of Scripture in their own words. Pupils also have a strong understanding of the liturgical year, accurately identifying seasons and colours and explaining how these shape prayer life in school. They highlight the clear rhythm of prayer across the week and the strength and impact of the liturgy leaders. As a result, collective worship has a sustained and positive impact on pupils' spiritual growth, sense of belonging and lived faith.

The provision of exemplary prayer and liturgy is clearly central to the life of the school. There is a well-established and carefully planned daily rhythm of prayer that faithfully reflects the prayer life of the Church and shapes the spiritual routine of each day. High quality liturgical celebrations, including regular Mass, are integral to school life and are planned with care and reverence. Scripture lies at the heart of worship, thoughtfully selected to reflect the liturgical season and made accessible to pupils of all ages through clear explanation and reflection. Singing is a notable strength, with the whole school community reflecting how 'joyous and confident' pupils are, significantly enhancing the prayerful atmosphere. Creative and purposeful use of space supports worship effectively, with classrooms, shared areas and prayer tables designed and maintained with care. Pupils take pride in preparing and curating prayer spaces, ensuring these

reflect the liturgical calendar and themes being explored. Inclusive strategies, including visual prompts and adapted resources, ensure all pupils can access and engage fully in worship. Strong parish partnerships enrich provision further, with the regular presence of the parish priest and deacon enhancing sacramental preparation and modelling liturgy.

Leadership and governance are highly effective and deeply committed. Leaders place a strong emphasis on prayer and liturgy, ensuring it is central to school life, well-resourced and skilfully led by staff and pupils. This priority is evident through the consistent practice across the school and the confidence with which staff support pupil-prepared prayer. Staff receive strong and purposeful formation, resulting in a shared understanding of liturgical expectations and consistently high-quality worship experiences. Policies for prayer and liturgy are in place, accessible and underpin effective practice. However, expectations for progression in prayer and liturgy are not clearly sequenced across year groups, which limits consistency in developing pupils' skills over time. Pupils' voice is central to evaluation, with children routinely reflecting on worship and offering thoughtful feedback that informs future planning. Leaders demonstrate a deep understanding of liturgy and its impact on spiritual formation, which in turn drives standards. As a result, leadership ensures that collective worship is meaningful, reflective and inclusive to meet the needs of the diverse community and parish.

Information about the school

Full name of school	St Edward's Catholic Primary School
School unique reference number (URN)	103447
School DfE Number (LAESTAB)	330 3355
Full postal address of the school	Greenland Road, Selly Park, Birmingham, B29 7PN
School phone number	0121 464 1730
Headteacher	Joanne Kennett
Chair of governing board	Kevin Connolly
School Website	www.stedward.bham.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4 to 11
Gender of pupils	Mixed
Date of last denominational inspection	June 2019
Previous denominational inspection grade	2

The inspection team

Paul Madia

Carl Spackman

Lead

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