



St Edmund's Catholic School

URN: 100951

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

10–11 June 2026

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

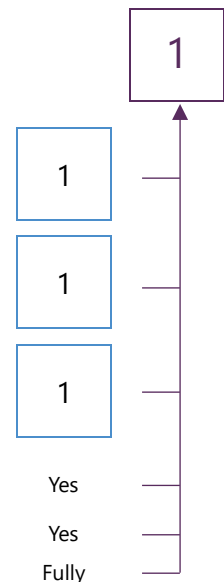
Collective worship (p.7)

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

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

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

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



Compliance statement

- The school is compliant in relation to the general norms for religious education laid down by the Bishops' Conference.
- The school is compliant in relation to any additional requirements of the diocesan bishop.
- The school is compliant in relation to previous areas for improvement.

What the school does well

- Pupils confidently lead and participate in prayer and liturgy, enriching the spiritual experiences of the whole school community.
- Pupils articulate Catholic social teaching with confidence and demonstrate its principles through their actions and relationships.
- Strong and effective leadership has secured sustained improvements in religious education teaching and learning, leading to positive outcomes for pupils.
- The school environment creatively and imaginatively reflects its Catholic identity, providing a highly engaging witness to the faith.
- Pupils reflect deeply on their responsibilities as global citizens, drawing on scripture to inform their understanding and actions.

What the school needs to improve

- Make Catholic social teaching more explicit across the wider curriculum, enabling pupils to recognise and articulate its influence beyond religious education.
- Develop further opportunities for staff to share and embed highly effective teaching and learning practice, ensuring that high-quality provision is consistently experienced across all year groups.
- Ensure that the outdoor prayer area clearly embodies the school's identity, mission, and charism, offering a high-quality, engaging, and reflective environment that mirrors the outstanding provision evident throughout the indoor spaces.

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

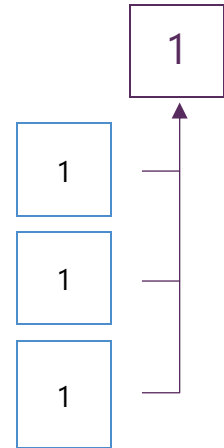
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 are proud of their school and speak confidently and articulately about the SPIRIT values of service, perseverance, integrity, respect, inclusivity and trust readily linking them to their own experiences and daily lives. They demonstrate a strong commitment to Catholic social teaching and take an active role in responding to its call through charitable action. Pupils are particularly enthusiastic about fundraising for class and school charities, taking ownership of initiatives and recognising the positive impact their efforts have on others. They consider local national and global charities in their extensive work. Pupils show deep respect for people of other faiths and those with no faith background, articulating clearly the importance of living harmoniously within their diverse local community. They embrace the many leadership opportunities available, participating enthusiastically in a range of pupil leadership teams and recognising that their voices influence school life. Pupils are confident that their views are valued and make a meaningful difference. They are encouraged to think deeply and engage thoughtfully with theological concepts. One pupil reflected that 'the Samaritan didn't think about stereotypes and chose what felt right.' Another explained, 'Sometimes we go deeper and ask ourselves how Jesus did that, and the questions become like a chain as we build on each other's responses.' Pupils also demonstrated impressive engagement when discussing free will from a theological perspective.

The school's mission is clearly understood, embraced and lived by all members of the community. SPIRIT awards are highly valued by both pupils and staff, celebrating those who exemplify these values in their daily actions and relationships. Staff demonstrate a strong commitment to the mission and willingly contribute to activities that strengthen the school's Catholic life, supporting one another and working closely with families. There is a deeply embedded culture of care in which staff are alert to the needs of vulnerable pupils and families, offering support with sensitivity and discretion. As a result,

no pupil is disadvantaged by circumstance. Relationships across the school are warm, respectful and nurturing, reflecting a genuine culture of service and belonging. One staff member commented, 'The school has a strong Catholic ethos, and we appreciate how faith, prayer and Gospel values are woven into daily school life.' A well-planned programme of assemblies, prayer and pupil leadership opportunities enriches pupils' spiritual and moral development. Inside, the school environment provides a powerful witness to its Catholic identity, with high-quality displays that pupils confidently use to explain the mission and values of the school. Provision for relationships, sex and health education is carefully planned, fully compliant with diocesan requirements, firmly rooted in Church teaching and promotes a holistic understanding of the human person.

Leaders and governors are highly ambitious and place the Catholic life and mission at the heart of all aspects of the school. Policies, procedures and strategic decisions consistently reflect the school's mission and values. Their commitment to partnership with families is demonstrated through the implementation of highly effective strategies that have resulted in significant improvements in pupil attendance. Resources are carefully targeted to meet the needs of the most vulnerable pupils. The establishment of a dedicated special educational needs hub provides effective support for pupils requiring additional provision, while skilled support staff make a valuable contribution to pupils' learning and development within classrooms. Leaders and governors are equally committed to staff wellbeing, ensuring that all staff, particularly those new to the school, receive appropriate induction and formation in the Catholic life and mission of the school. Catholic social teaching is woven effectively through religious education. Pupils value the opportunity to think deeply, with one pupil explaining that lessons are 'for your heart as well as your brain', while another reflected that 'we can express our own opinions, we can be free in lessons'. Leaders have established a strong foundation and should now build on this work by making links to Catholic social teaching more explicit across the wider curriculum, enabling pupils to recognise and articulate its influence in other areas of learning.

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

1

Provision

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

1

Leadership

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

1

1



Pupils are developing secure knowledge, understanding and skills that reflect the expectations of the *Religious Education Directory*. Across the school, pupils demonstrate strong prior learning and are adept at making meaningful links between their religious education studies and their daily lives. They make consistently good progress and engage enthusiastically in lessons. Pupils respond positively to challenge and collaborate effectively with one another. For example, in a Key Stage 2 lesson, pupils built upon each other's ideas while debating whether the Bible is simply a collection of stories. They used religious vocabulary accurately and confidently, demonstrating the ability to reflect spiritually, morally and ethically. Similarly, in Key Stage 1, pupils drew upon strong prior knowledge and subject-specific vocabulary when discussing the global nature of Christianity. They assess their work against adapted success criteria and can articulate how their learning has influenced their attitudes, choices and actions. By the end of Key Stage 2, pupils demonstrate confidence in locating and using scripture within the Bible. Work in books shows a range of creative responses alongside opportunities for extended writing. Presentation is of a high standard across the school, with the strongest practice evident in many year groups. Pupils with SEND are supported sensitively and effectively through appropriate adaptations, enabling them to access learning successfully. In the Early Years Foundation Stage, carefully planned activities consolidate learning effectively, resulting in strong outcomes for pupils.

Teachers demonstrate secure subject knowledge and a clear understanding of the Directory, enabling them to plan learning that is responsive to assessment and meets pupils' needs effectively. As a result, pupils learn well and make good progress over time. In the strongest examples, teachers use skilful questioning to assess and deepen pupils' understanding during lessons. Pupils are encouraged to recall and build upon prior learning, engaging enthusiastically in discussion and debate. They respond positively to challenge and are motivated to think more deeply about religious concepts. This was evident when a teacher extended learning by responding to a pupil's contribution with, 'I can challenge that...', prompting further reflection and dialogue. While this practice is highly effective, it is not yet consistently evident across all year groups. Teachers provide purposeful feedback that helps pupils understand how to improve their work and make progress in their learning. Catholic social teaching and the school's SPIRIT values are woven effectively throughout lessons, ensuring that learning is relevant, meaningful and connected to pupils' lived experiences. Key religious vocabulary is revisited regularly and used consistently, resulting in pupils developing strong religious literacy and confidence when articulating their learning. Teachers recognise the spiritual and moral dimensions of religious education and provide pupils with opportunities for reflection. In the best examples of work seen, pupils are encouraged to extend their learning through a range of creative responses, with achievement celebrated effectively.

Leaders and governors have worked tirelessly over a sustained period to improve outcomes for pupils in religious education. Through a clear strategic vision and a relentless focus on improvement, they have introduced effective structures to strengthen pedagogy. Leaders have successfully secured parity between religious education and other core subjects. This is evident in the allocation of curriculum time, staffing, professional development opportunities and the consistent application of whole-school policies. The religious education leadership team has a high level of expertise and a shared commitment to achieving excellence in teaching and learning. Their inspiring vision has driven significant improvements in classroom practice and curriculum delivery. As a result, there is a clear trajectory of improvement across the school. While the strongest practice is not yet fully embedded in every year group, teaching is consistently good and, at times, outstanding. Leaders have designed a carefully sequenced curriculum that enables pupils to build knowledge and understanding progressively over time. The curriculum is adapted effectively to meet the needs of different groups of learners. Self-evaluation is highly accurate and demonstrates rigorous monitoring, incisive analysis and a strong culture of professional reflection and self-challenge.

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 demonstrate deep reverence and active engagement during prayer and liturgy. They participate thoughtfully and greatly value opportunities to enhance their celebration of the word through communal singing. Pupils have a strong understanding of a variety of forms of prayer and are confident in praying spontaneously. Scripture is at the heart of their prayer experiences and is used effectively as a foundation for reflection and worship. Pupils possess an excellent understanding of the Church's liturgical year. In a whole-school celebration of the word, the Peace and Justice Leaders planned and led with confidence, dignity and deep reverence, engaging the entire school community in meaningful prayer. Pupils play an active role in evaluating and improving celebration of the word. Weekly evaluations have encouraged them to reflect critically on how prayer can have the greatest impact on participants. For example, pupils explained how enacting Gospel passages or presenting scripture in smaller sections helped others to engage more fully with the message. This demonstrates considerable maturity and a genuine concern for the spiritual development of their peers. Pupils speak confidently about the influence of prayer and liturgy on their daily lives and can articulate how these experiences inspire them to serve others. From the Early Years onwards, pupils are encouraged to take leadership roles, preparing prayer focus areas with care and proclaiming scripture confidently.

Prayer is central to the life of St. Edmund's with opportunities for prayer arising naturally throughout the school day. The school provides a rich variety of prayer experiences including guided meditation, scripture reflection, Visio Divina, traditional prayers and opportunities for personal reflection. Scripture

is selected thoughtfully and with clear purpose, ensuring that pupils can engage deeply with its message. Staff provide sufficient time for pupils to reflect, respond and make meaningful connections between scripture and their own lives. Staff are inspiring role models of exemplary practice. The school makes imaginative use of its indoor spaces to promote prayer, with carefully maintained prayer focal points in classrooms, communal areas and throughout the building. An outdoor prayer garden provides an additional space for reflection but does not reflect the same inviting and engaging quality evident within the indoor environment. The school engages effectively with families, providing prayer bags, scripture resources and prayer opportunities online. Parents commented 'Prayers are said every day at school. In the morning, afternoon and at the end of the day which has showed my child who is in Reception class, the importance of prayers, the importance of Jesus and how grateful we should be every day'.

Leaders have established a clear and coherent vision for prayer and liturgy, which is reflected in a carefully considered policy that is regularly reviewed and remains fully fit for purpose. A well-sequenced progression model ensures that pupils develop the knowledge, skills and confidence to participate in and lead prayer as they move through the school. Regular opportunities to celebrate Mass are complemented by a comprehensive provision map that ensures pupils encounter a rich variety of prayer experiences. Leaders invest significantly in staff formation, providing high-quality professional development that has had a demonstrable impact. Staff understand the centrality of prayer within Catholic education and are highly skilled in planning and leading meaningful experiences of prayer and liturgy. Particular attention is given to supporting those who are new to Catholic education, ensuring they grow in confidence and understanding. Leaders allocate appropriate resources to support this work and rigorously evaluate the quality and impact of prayer and liturgy through the school's cycle of self-evaluation. Strong partnerships with families are fostered through initiatives such as weekly prayer books sent home. The school's Catholic ethos is clearly articulated through its admissions process and lived out through an inclusive culture in which every pupil is invited to flourish spiritually. Leaders continually seek to strengthen provision and are relentless in their pursuit of excellence.

Information about the school

Full name of school	St Edmund's Catholic School
School unique reference number (URN)	100951
School DfE Number (LAESTAB)	2113431
Full postal address of the school	299 Westferry Road, Millwall, London, E14 3RS
School phone number	02079872546
Executive headteacher	Amanda Ruthven
Head of school	Antonis Antoniou
Chair of governors	Magdalena Johnson
School Website	www.st-edmunds-school.org
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	28 June 2019
Previous denominational inspection grade	2

The inspection team

Evelyn Ward
Jane Zamora

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