



Catholic Schools Inspectorate inspection report for St Edwards Roman Catholic & Church of England VA School

URN: 113893

Carried out on behalf of the Title. Diocesan Administrator, Arch/bishop of Plymouth on:

Date: 29th/30th June 2023

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.....	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 curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>	
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>	
The school has responded to the areas for improvement from the last inspection	Fully	

Summary of key findings

What the school does well

- The head teacher, staff and governors have a clear, focused Christ-centred vision and are committed to promoting the school's mission. The school is, therefore, a supportive community committed to providing opportunities to develop the whole person.
- The pastoral care of students is a priority for the school and as a result students feel valued and listened to.
- The Religious Education Department is enthusiastic, knowledgeable and committed to enabling the students to think deeply about religious and moral issues.

- The parishes and the school have a strong, positive relationship which enables the school to support the spiritual development of students.

What the school needs to improve:

- Continue to develop the existing work of the chaplaincy team to enable all students to plan, organise and lead creative acts of collective worship.
- Continue to review the religious education syllabus to ensure more creativity within key stage three.
- Further develop training to staff to enhance the delivery of creative acts of worship at all levels.

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:.....	1
Pupil outcomes The extent to which pupils contribute to and benefit from the Catholic life and mission of the school	1
Provision The quality of provision for the Catholic life and mission of the school	1
Leadership How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school	1

Students understand and value the distinctive identity of the school. They can clearly express an understanding of the school's mission statement; 'May We Be One'. They show a deep respect for others and are able to articulate the fact that learning about different denominations, faiths and cultures promotes respect and understanding. The school consults with students on a regular basis and this means that students feel valued and that their voice is heard. Some members of the sixth form explained that they positively chose the school for its ethos. Students are concerned about the needs of others and seek to be proactive in responding to those needs. Recent activities include a 'sleep out' led by sixth form students to promote understanding of homelessness and collections for the Ukraine. After thinking about the environment pupils are organizing, with the support of parish workers, a revamping of a pond area to become more ecologically diverse. The students understand the virtues the school promotes. Behaviour throughout the school is good and students say they feel safe within the school. Chaplaincy provision and the Christian Union are appreciated by students who are quick to take on leadership roles.

The mission statement is a clear and inspiring statement of the mission of the church and is lived out and understood by the whole community. The environment of the school clearly witnesses to this vision. Provision for pastoral care is a strength of this school which takes supporting the development of the whole person seriously. This includes support for mental health with the assistance of youth workers and clergy connected to the parishes, support for young carers and the High Flyers Club. The latter offers students with special needs or disabilities the opportunity to take part in sports and strengthens pupils' sense of inclusivity and of being valued. There is a strong and effective culture of welcome which engenders respect for all. The relationship, sex and health education programme is well planned with opportunities to be responsive to the needs of pupils

who feel their voice is heard. Parents are fully informed about the syllabus and staff provided with resources and information which enables them to understand the perspective of the Church.

Leaders and governors have a clear and inspiring vision of the mission of the school. They plan for the development of the school as an expression of Christian unity and are willing to promote opportunities for the development of the individual beyond just academic concerns. This ensures the Curriculum both pastoral and academic offer a variety of opportunities to students including tailored provision for some students in Key Stage 4. Leaders and governors actively support and respond to requests for help from diocesan teams. All curriculum areas are encouraged to actively promote spiritual, moral, social and cultural development. For example, the geography department has organised a link with a school in Ghana where students meet online to explore each other's world views. The welfare of all staff is a priority of the governing body who conduct staff welfare surveys and have, for example, invested in the Employee Assistance Programme. Relationships with the various parishes are excellent with parishes investing both time and personnel to support the spiritual development and well being of staff and students. The school consults with parents through regular reviews and responds in the light of parental voice.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....	1
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



Students enjoy their learning in religious education and make consistently good progress. They value the opportunities offered to think more deeply about spiritual and moral issues. They are religious literate young people able to make connections between faith and life. One student, for example, spoke about how their work on euthanasia had helped them reflect and explore different perspectives, another about how their work on the problem of evil has made them think more deeply about suffering. This engagement with the subject is reflected by the high numbers of students going on to choose the subject at A level. Students value the challenging curriculum and as a result are curious, interested learners especially when offered the opportunity for discussion or creative work. Within the sixth form students value the opportunities to explore moral and ethical issues through their Personal Enquiry lessons. The assessment tasks enable students to have a clear idea of the progress they are making and of how to improve their work. Further discussion in class with the modelling of answers gives them a greater insight into how to improve. Progress for students in national qualifications is at least in line with and in some cases above other subject areas.

Teachers are extremely knowledgeable, have high expectations and are committed to creating challenging lessons which inspire pupils to reflect more deeply. This passion for the subject is communicated to students. As well as written assessments oral feedback is provided to students which ensures students have a clear idea of how to improve their own work. Planning takes account of the progress of students. Questioning is used to promote recall and to strengthen understanding though there is some variation in the quality of this. Students are encouraged to reflect on their work so that knowledge develops into understanding. At the start of many topics students are asked to reflect on a personal level to the topic and then explore how their understanding or responses have changed as a result of the lesson. Success is celebrated and the department seeks to celebrate

students who reflect the virtues the school promotes. The department is exploring ways to further promote engagement by exploring opportunities to provide more creative tasks. Through their work teachers ensure that students have an opportunity to explore not only differences between the Anglican and Catholic experiences of faith but also what unites them. Through the work on other faiths and world views staff encourage students to become more knowledgeable, more aware of the challenges others face and more respectful of their views.

Leaders and governors ensure that the religious education curriculum is a faithful expression of the requirements of the dioceses. The Key Stage 3 curriculum is designed to be challenging and in particular ensures that Year 7 students, whatever their background are making progress and not repeating past work. The spiral nature of the curriculum ensures that students have the opportunity to revisit topics at a deeper level, though the department is already aware that the Year 8 course needs further development. The subject leader is extremely knowledgeable and has an inspiring vision for the subject. They are recognised beyond the school and willingly share this expertise with others. Excellent links are formed with the wider community and the parishes to promote engagement. Leaders and governors ensure that the subject is well resourced. The rooms have recently been refurbished and reorganised to ensure there is now a suite of rooms centrally located. There is a clear programme of monitoring and evaluation on the part of leaders and governors which take account of students' views.

Collective worship

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

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

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



Students respond well to the experiences of prayer and reflection provided by the school. For example, all students who took part in the St Edward's Way pilgrimage walks spoke of their enjoyment of the event and of the opportunities to be reflective. They value the opportunities offered weekly, to take part in the Eucharist. Chaplaincy team members work well with others to prepare, organise and lead inspiring and creative liturgies citing for example their work on the Easter liturgy. They are increasingly taking more responsibility for this aspect of school life, and the school is aware of the need to extend these opportunities. Through the involvement of youth workers and clergy from different parishes students are offered the opportunity to experience different types of prayer. Through pupil voice activities they are encouraged to be evaluative about the prayer life of the school.

Prayer is central to the life of the school. All meetings begin with prayer and there is a naturally embedded pattern that reflects the liturgical life of the Church. All pupils including those in the sixth form have a year group assembly once a week and this is followed by tutor prayer during the rest of the week. Eucharist, both in the Anglican and Catholic traditions, is celebrated on a regular basis and well attended by students. Relevant staff are skilled in developing the leadership and ownership of the prayer life by students, supporting Year 9 for example to create the prayer diary and members of the chaplaincy team in delivering acts of worship. There is a chapel at the heart of the school which is a calm reflective space that students use on a regular basis. The legacy chapel celebrates St Edward and past students who have demonstrated specific virtues. These spaces are well cared for and resourced. Retreat days are organised for all year groups and take place within the parishes or residential centres. The school is a Lasallian associate school and each act of worship begins with the instruction from St John La Baptiste De La Salle to remind students and staff that 'they are in the

Holy Presence of God'. At appropriate times of the year the whole school gathers to celebrate major liturgical events. Parents are invited to specific services throughout the year.

The school's policy on prayer and worship is carefully formulated and reviewed regularly. The school calendar is planned to reflect the liturgical year but is also adaptive to the needs of students or events in the world. Staff are supported in developing their understanding of prayer and worship through a range of resources. One member of staff commented that; 'within the prayer diary is a weekly prayer, quotes from scripture and suggestions for reflections. This provides a framework for us to develop our own materials based on our knowledge of students'. The school has already identified the need to provide more training for staff in developing creative acts of worship. Governors place the highest priority on prayer, recently for example, asking the senior leadership to provide opportunities for pupils that are withdrawn from tutor time for specific activities to be able to access prayer. Leaders and governors value student voice and are willing to listen to and act on their ideas. There are opportunities for staff to attend a weekly staff prayer within the chapel. Through the involvement of the different parishes and their commitment and partnership with the school, students have the highest regard for ministers and clergy which serves to increase their sense of how Collective Worship reflects the unity of the school.

Information about the school

Full name of school	St Edwards Catholic & Church of England VA School
School unique reference number (URN)	113893
Full postal address of the school	BH15 3HY
School phone number	01202 740950
Name of head teacher or principal	Mr Michael Antram
Chair of governing board	Mr Wyn Jones
School Website	St-edwards.poole.sch.uk
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Secondary comprehensive
School category	Voluntary aided
Age-range of pupils	11-18
Trustees	Click or tap here to enter text.
Gender of pupils	Mixed
Date of last denominational inspection	May 2015
Previous denominational inspection grade	1

The inspection team

Ann Fowler	Lead inspector
Coleen Collett	Team inspector
Name of inspector	Lead/team
Name of inspector	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

