



## St Edwards Catholic Primary School

URN: 141386

Catholic Schools Inspectorate report on behalf of the Archbishop of Southwark

05 March 2026 – 06 March 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 RE

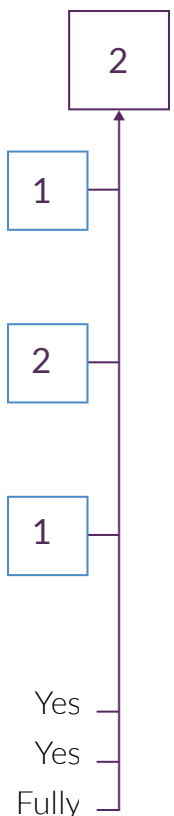
##### Collective worship (p.7)

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



## What the school does well

- The vision and direction of the headteacher for improving the Catholic life and mission of St Edward's is shared by all members of the school and has made a significant impact.
- St Edward's has a strong sense of community, a real family feel, a place in which all are loved, and cared for, where inclusivity is a strength, especially with regard to those pupils living with challenging circumstances.
- The beautifully presented floor books reflect the breadth of activities experienced by the pupils in all key stages.
- Pupils plan and lead thoughtful, reflective acts of worship.
- Pastoral care is exceptional; it is very clear and tangible throughout the school.

## What the school needs to improve

- Monitor the relationship and health education programme to confirm full coverage of the curriculum, gathering pupils' views to show their understanding of the programme's content.
- Ensure religious education lessons demonstrate adaptability and challenge consistently across all phases thereby meeting the needs of all pupils.
- Establish a clear process for evaluating the impact of prayer and liturgy on the school community.

## 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



St Edward's mission statement, 'Achieve in God's love,' is very evident in the life of the school. The strong sense of community, and real sense of family, means all pupils know they are loved, valued and cared for. As one parent says: 'The ethos is good and children are all well behaved and respect one another.' Inclusivity is a strength, particularly as the school has a higher than average number of pupils with additional needs. Regular coffee mornings for parents, 'really help to ease worries.' St Edward's is a safe haven for all pupils, especially those living in challenging circumstances. Pupils welcome opportunities to support others locally; the Mini Vinnies speak enthusiastically about visiting the local care home and collecting gifts for others at Christmas. Pupils donate food and essential items to the parish food pantry and fundraise for charities including Cafod. They understand the theology underpinning these activities: 'Jesus was always humble, he helped people so they felt happier inside, just like we can help anyone.' St Edward's is a happy, vibrant place where behaviour is good; pupils flourish and thrive on the opportunities the school provides.

The school's mission statement is clear and well known, resulting in a community built on love and rooted in Gospel values; Christ is clearly at the heart of this community. The school environment celebrates St Edward's Catholic identity, from the prayer stations around the school to classroom prayer corners and wall displays, it is clear that this is a priority. Everyone, especially the most vulnerable, is welcomed and nurtured. As one parent states: 'they are very supportive for myself and my child, always friendly and welcome every child and parents with a warm welcome daily.' Staff go more than the extra mile to understand the particular needs of each pupil and their family, striving to do the best they can for them all. Pastoral care is

exceptional; many receive practical help, for example completing forms, as well as educational, social and emotional support. Staff are excellent role models and enthusiastic participants in all activities, be it accompanying residential trips, visits to beach school, or wearing colourful costumes for World Book Day. Using Ten:Ten resources, enhanced by Pol-Ed resources, St Edward's has a planned programme for relationship and health education, firmly rooted in Catholic teaching, meeting fully diocesan requirements. Further monitoring of the programme will confirm pupils have a good understanding and the content is fully covered.

Leaders and governors are committed to making St Edward's the best it can be. They are ambitious for the school, actively involved in monitoring and evaluating the school's Catholic life and mission; individuals are linked to specific areas of the curriculum and report on them. Policies fully reflect the school's charism and Catholic identity. Participation in diocesan events, such as governor and staff training, reflects the dynamic partnership that exists. The school also has a strong relationship with the Kent Catholic Schools Partnership (KCSP), working together to provide the best quality Catholic education they can. Leaders work hard to create a flourishing partnership with the local parish, as one parent remarked: 'To be able to attend mass at a local church is a wonderful opportunity to not only learn about faith but in general an outing that is enjoyed.' Leaders, governors and KCSP are fully committed to the care and nurturing of all members of staff. Through well planned professional development and an effective induction process, new and current staff have a good understanding of the school's mission, as a result they are joyous and generous supporters of it.

## Religious education

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 key judgement grade

#### Pupil outcomes

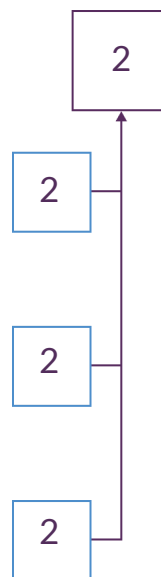
How well pupils achieve and enjoy their learning in religious education

#### 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 enjoy religious education lessons, engaging in their learning creatively, as seen in the beautiful floor books and in their exercise books. As one parent states: 'They enjoy the fun element of learning and acting out different scenarios.' Over time pupils make good progress; by the end of Key Stage 2 attainment in religious education is similar to or higher than Writing. In lessons pupils use religious terms correctly and link them to prior learning. Observation of lessons in Key Stage 2 shows pupils confidently discuss their understanding, making links between their learning and scripture. They know how to look up Bible passages correctly and refer to biblical stories to support their views. This was particularly noted in Year 4's discussion on whether Jesus is fully human or fully divine and in Year 6's reflections on Jesus' emotions in the Garden of Gethsemane. Pupils engage well in their lessons, showing positive behaviour for learning. They have some understanding of how well they are doing, but need to have a clearer picture of the steps needed to improve.

Teachers have secure subject knowledge and a good understanding of how pupils learn. There is a mutually respectful relationship between them and the pupils. Teaching is good, as seen in lessons observed. Marking is consistent and in line with the school's marking policy, helping pupils improve. Pupils experience a variety of ways of learning for example through role play, art, discussion and working independently or in groups. Good questioning elicits thoughtful responses, for example pupils in Year 5 were asked: 'Can you think of a time that your actions had consequences?' Good use of classroom support staff ensures pupils with additional needs are included in lessons and are able to complete the work set. Learning

could be further improved by providing more adapted tasks for those who find learning a challenge and more stretch and challenge for the more able pupils. Where pupils have the opportunity to work independently, they respond well, with their work showing signs of emerging individuality and creativity.

St Edward's follow the 'The Way, The Truth and The Life' programme from Years 3 to 6. Reception, Years 1 and 2 are following 'Lighting the Path', both of which are a faithful expression of the former Religious Education Curriculum Directory and the new Religious Education Directory. Work is in progress to fully implement the latter by September 2026. The subject lead is very supportive of staff as they transition to teaching 'Lighting the Path', with regular professional development given by herself and KCSP; it is greatly valued by teachers and deepens not only their subject knowledge, but also their understanding of the Catholic faith. The priority given to religious education is reflected in its parity with other core subjects and in the subject lead being a part of the senior leadership team. The subject lead, who is new to the role, is committed to the school, the pupils and her faith. In collaboration with KCSP and the headteacher, her support and guidance is very much appreciated by the staff. They feel very supported both in teaching religious education and in moderating pupils' work in school and across the Trust. Her willingness to help and support contributes to increasing levels of confidence amongst staff. There are strategies in place for monitoring and evaluating religious education such as work scrutiny, lesson observations and learning walks. She has a good understanding of, and a plan for what to improve which now needs to be fully implemented. Governors are kept informed about religious education through reports from the headteacher and the link governor for Catholic ethos, who is a regular visitor.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

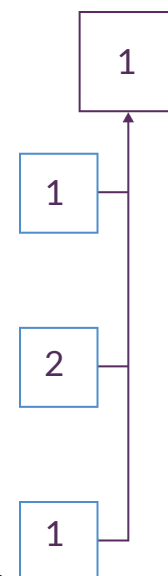
How well pupils participate in and respond to the school's collective worship

#### Provision

The quality of collective worship provided by the school

#### Leadership

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



The experience of prayer and liturgy provided by St Edward's engages pupils deeply, leading to full and active participation; pupils respond with enthusiasm to the opportunities provided. They experience many ways of praying in creative, as well as traditional ways, for example art, dance, scripture, and tableaux. From praying the Hail Mary, to singing the hymn 'Here I Am Lord', and others praying spontaneously, pupils are attentive, respectful and responsive. Experiences of prayer and liturgy are very strong. In class-based prayer and whole school assemblies, careful thought is given to the use of candles, silence, scripture and music. Pupils understand the shape and meaning of the Church's liturgical year. Class prayer tables reflect the liturgical colour of the season; a Bible, candle, key words, prayer box and displays of traditional prayers help pupils pray in their own way. The strong and flourishing relationship between the school and parish allows participation of pupils and families in developing and deepening their spirituality.

Prayer permeates every aspect of school life. It is naturally embedded as part of the daily routine with morning prayers led by the pupils, prayer before lunch and before leaving for home. The liturgical life of the Church is reflected through the life and rhythm of the school. In conjunction with their teachers, pupils plan, prepare and lead class prayer, over time this has improved. The introduction of class prayer boxes and home prayer books has been well received. Evaluation of these initiatives and other experiences of prayer will make them even better. Pupils experience the breadth and richness of the Catholic tradition. Prayer stations around the school provide further opportunities for private prayer and reflection. The outdoor prayer garden is being developed in consultation with the school community. Parents

and families are invited to join whole school assemblies and school services in the parish church. Numbers are steadily increasing reflecting the success of the school in engaging the wider community. As one parent stated: 'I myself have attended the church with the school and it is lovely to see all the children singing in church and joining in with the actions and Makaton signs.'

The prayer and liturgy policy gives a clear picture of its importance at St Edward's, showing it is at the heart of the school. The annual plan of provision for prayer and liturgy is clear, reflecting the liturgical year and opportunities for the celebration of the Sacraments. The parish priest is a regular and welcome visitor; with him school leaders plan the school calendar ensuring there are opportunities to celebrate the Eucharist on holy days, other significant days such as the beginning and end of the school year, leavers' day, and the school's feast day, as well as marking moments of joy and sorrow. All pupils attend a penitential service during Lent or Advent in school, during which they may celebrate the Sacrament of Reconciliation. Throughout the year, classes attend morning Mass in the local parish. Key Stage 1 nativity plays and the Year 4 Passion play, as well as the school carol service are celebrated either in school or in the parish church. Consequently, they are easily accessible, relevant and meaningful for everyone including parishioners. There is a comprehensive programme of professional development, enhanced by KCSP, enabling staff to become increasingly confident in leading prayer and liturgy, thereby modelling good practice. Leaders ensure collective worship is a high priority reflected in a separate budget. More in-depth review and evaluation of the quality of prayer and liturgy will deepen and broaden its impact on the life of the school.

## Information about the school

Full name of school	St Edwards Catholic Primary School
School unique reference number (URN)	141386
School DfE Number (LAESTAB)	8862054
Full postal address of the school	New Road, Sheerness, Kent, ME12 1BW
School phone number	01795 662708
Headteacher or Head of School	Mrs Angela Kinslow
Chair of Governors	Mrs Sally Pinagapany
School Website	<a href="http://www.st-edwards-sheerness.co.uk">www.st-edwards-sheerness.co.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Kent Catholic Schools' Partnership
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	16 March 2020
Previous denominational inspection grade	Good

## The Inspection Team

Patricia Horsman Lead

Elaine Arundell

## 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