

# St Edmund's Catholic Preparatory School

Old Hall Green, Ware, Hertfordshire SG11 1DS

Date of inspection by Westminster Diocese: 1 March 2017



## Summary of key findings for parents and pupils

### A. Classroom religious education is good

- The school is well resourced and the curriculum fully covers the requirements of the Religious Education Curriculum Directory.
- Teaching is good overall and the pupils enjoy talking about their religious knowledge.
- School and subject leaders have worked hard to put the structures and systems in place which lead to the smooth running of religious education in the school.
- The pupils show a good knowledge of the Bible, both Old and New Testament. They can talk about the stories they have studied and link them with new stories as they learn them.
- Assessment takes place regularly, making sure that attainment is broadly in line with other subjects.
- A new marking policy is beginning to help pupils identify how to move their learning forward with the use of questions and instructions for next steps.
- The behaviour of the pupils around the school and in lessons ensures a good learning environment.

### Classroom religious education is not yet outstanding because

- Higher ability pupils are not always given the opportunities to achieve their full potential.
- The tracking system for attainment in religious education does not yet highlight the progress pupils are making or should make.

### B. The Catholic life of the school is outstanding

- Religious education receives its full allocation of 10% of taught time at each key stage as required by the Bishops of England and Wales.
- The school makes full use of its extensive facilities and beautiful location to make prayer a central part of school life.
- Prayer, whether in the classroom, the school hall or one of the chapels available to the pupils, is evident throughout the school.
- The pupils are proud to be a part of 'the oldest Catholic school in England'.
- Leadership at all levels drives the emphasis for the Catholic mission in education and the pupils are able to articulate their role in this.
- Religious education is well resourced and whole-school and classroom displays celebrate the events of the liturgical year and the work done by the pupils.
- The pupils are given many opportunities to serve through a variety of roles and take these very seriously.
- The school supports many charities and the pupils not only choose these, but can also talk about what they do and why it is important to support them.
- The school works with other local schools and parishes and has created an environment where parents feel welcomed and included.
- Pupils and parents clearly relish the chance to be part of such a vibrant Catholic community.

## **A. Classroom Religious education**

### **What has improved since the last inspection?**

There have been many improvements since the last inspection in 2011. The headteacher, deputy headteacher and assistant head have all been appointed and have put in place new practices including implementing the Levels of Attainment and a new marking policy which have had a positive effect on classroom religious education. The scheme of work has been reviewed alongside the Religious Education Curriculum Directory and is extended to make sure the more able have opportunities for higher-level learning and to include a two-year cycle for covering other faiths.

### **The content of classroom religious education is good**

The content of classroom religious education at St Edmund's Prep School fully meets the requirements of the Religious Education Curriculum Directory. In addition to a published scheme, the school uses other resources to enhance the learning of the pupils. As well as studying Judaism at an age-appropriate level each year, a two-year cycle of teaching of other faiths ensures that pupils have the chance to study Hinduism, Buddhism, Sikhism and Islam. The school is able to provide the pupils with creative experiences such as art, drama, and music which further enhance their learning in religious education.

### **Pupil achievement in religious education is good**

Pupil achievement is good; they perform as well in religious education as they do in other core subjects. A new marking policy in religious education has placed more emphasis on helping the pupils to develop their answers fully and gives them the next steps in their learning journey. In the books where this is done consistently, and pupils are given the time to respond, it can be seen that this is making a difference. Staff meet to moderate work amongst themselves and take part in deanery and diocesan moderation. They have made good use of the diocesan advisor to help staff develop these skills. Data shows steady progress for most pupils, but could be used more dynamically to make sure that all pupils make as much progress as they can. The proposed introduction of progress targets will help in the monitoring of this. The school has begun to collect data for AT2 (Learning from Religion) by using 'Big Question' books to record the pupils' thoughts at all ages.

### **The quality of teaching is good**

Teaching is good. In the best lessons seen, the pupils were challenged to develop their understanding through effective questioning and support from their peers. In this way, Year 6 could begin to understand why Peter was unable to walk on water with Jesus. In some lessons, questions and tasks were too closed for the pupils to be able to explore fully some of the themes which came up. Good subject knowledge is displayed by staff who often make links between previous learning and events in the life of the school; Year 1 was able to develop some themes from the assembly they had just been part of as they started their next lesson; Year 5 linked back to Fr Damien of Molokai and other people of faith they had already studied. Teachers and pupils have strong relationships; the pupils show good learning behaviour and respond positively to the encouragement they receive from the staff. The pupils are articulate and can use many examples from Bible stories and Jesus' teaching when answering questions or expressing their views. They are curious, and confident in asking questions. A child in Year 1 noticed that the Our Father ended in "Amen" and wanted to know why prayers did this. Music, art and drama are used to engage the pupils; role-play in Year 6 had pupils interviewing each other as disciples while Year 4 pupils examined different depictions of the events of Holy Week, including the Last Supper. Differentiation is evident in lessons and in the books seen but this sometimes limits the expectation of what individual pupils could achieve, especially when worksheets are used. Homework is set and is used alongside the work completed in class. More

open-ended tasks, available for all the pupils to attempt, would enable them all to maximise the learning in each lesson.

**The effectiveness of leadership and management in promoting religious education** is good

The leadership and management of religious education are good. There is a clear vision which comes from the headteacher, through the senior management team and subject leader to all the class teachers, which places religious education at the heart of the curriculum. The governors are kept informed of all developments within the subject and work with the head to ensure the centrality of religious education in the school. Recent improvements have seen the tracking of achievement in religious education develop and clear steps are planned to continue this with the introduction of targets. There is a clear programme of monitoring of teaching and books, and the school has made good use of the diocese to support this work. The subject leader supports other staff in the delivery of religious education, making sure they are aware of the resources available to them and offering specific advice when necessary. The school takes part in deanery and diocesan moderation to make sure that they are assessing the pupils accurately.

**What should the school do to develop further in classroom religious education?**

- Continue to develop open-ended questioning and tasks in order to maximise the learning for all the pupils, especially the more able, and to ensure they reach their potential in religious education.
- Use the tracking data more effectively by setting targets for pupils and monitoring their progress against them.

## **B. The Catholic life of the school**

### **What has improved since the last inspection?**

The school has re-structured its leadership team following new appointments of senior leaders. Closer links exist with other schools in the deanery through a number of different initiatives which include religious education, but also sport, music and art. The school has created a chaplaincy team who have forged a strong role for themselves, assisting in assemblies and setting up a competition to design a new prayer garden in the grounds. Working with St Edmund's College, the school has been involved in missions marking the Years of Faith and Mercy which have seen the pupils putting these graces into action through their charitable works.

### **The place of religious education as the core of the curriculum**

**is outstanding**

The school places religious education firmly at the heart of all that it does. It has outstanding facilities, with a chapel open to the pupils in the heart of the school and grounds which are used to enhance the experience of prayer. Religious education is well resourced, with a budget which reflects its importance. Teaching time meets the 10% weekly entitlement, and there are regular assemblies. A recent change has moved most religious education teaching to the morning to promote its importance. Lessons and school meetings start with prayer, with themes planned out for each week of the term. These are shared with parents in the weekly newsletters.

### **The experience of Catholic worship – prayer and liturgy – for the whole school community**

**is outstanding**

Worship and prayer are experienced in a purposeful and meaningful way by the whole school community and are central to the life of the school. Pupils participate respectfully in acts of worship and engage fully through their responses and focused attention. During the inspection, pupils in the assembly were given a stone with which they constructed a prayer cairn; they did this quietly and respectfully. The school provides many opportunities for collective worship and the celebration of the Eucharist. Prayers are said at the beginning of each religious education lesson as well as at the beginning and end of each day and at lunchtime. The 'Chaplaincy Team' plays a significant role in collective worship, preparing readings and prayers in a thoughtful and reflective manner, through sharing and discussion. Mass is available in the school chapel each week; Masses on feast days and special liturgies, such as the Ash Wednesday service, are held in the chapel of St Edmund's College which helps to mark as special these the events of the liturgical year. Non-Catholic pupils are included in all aspects of the prayer life of the school; they were able to receive the ashes during the Ash Wednesday service and are given the chance to 'talk' with the Chaplain rather than take part in the Sacrament of Reconciliation which is available to Catholic students. Students from the Order of the Disciples of the Hearts of Jesus and Mary have worked with the pupils over the last few years and speak with them on a weekly basis about their faith and help them reflect on what this means. Parents are invited to school Masses and other events including those around Christmas and Easter and these are well attended. The parent questionnaire was very positive with one parent saying 'God given gifts are celebrated and cherished without showing off, [...] everyone is valued and treasured'.

### **The contribution to the Common Good – service and social justice –**

**is outstanding**

The pupils are able to articulate their contribution to the Common Good and the school provides many opportunities for pupils to engage in the appreciation of the Church's call to action. One of the

pupils said, 'God sent us a Mission to be faithful, peaceful, loving and kind.' They spoke about participating in many fundraising activities for example, 'Paint yourself purple day,' book day and cake sales. They are knowledgeable about the various local, national and International charities they support such as Cafod, Willow Thorpe Care Home, the Isabel Hospice and RNIB and can say why, as a Catholic school, this support is important. The house captains decide which charities to support together with the heads of house. The older pupils in the school have the opportunity to lead and serve each other in many ways. They are invited to apply for positions such as house captains, school council, Chaplaincy team, sports leaders, art ambassadors, playground friends and prefects. To be appointed to these they must be able to explain how they will be good role models for the younger pupils in the school. The pupils spoke about how they help each other and, when mentioning escorting a hurt friend to the 'Swan's Nest', one child said, 'You can't have someone hurt on their own'. The school benefits from working with students from St Edmund's College, many of whom are former pupils, who come back to help with after school activities, providing the pupils with excellent examples of sharing talents with others. Together with these older pupils, they are able to be part of organising a Christmas party for local senior citizens.

**The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf**

**is outstanding**

Parents and pupils are all proud to be part of 'the oldest Catholic school in England'. Parents are very supportive of events in the school and work through 'The Friends' to organise events through the year. The school has worked hard to develop its links with the deanery and diocese. It has hosted training days for the schools in the Lea Valley deanery and has attended those at other schools. In addition to this, the school has used its facilities to host sporting days for other local schools and art training for teachers. It has taken part in national sporting events such as the Cardinal's Cup. The Prep music department, together with the College Music School, has hosted the directors of music from other independent schools. The school takes part in moderation of religious education with local schools and with the diocese. Links with the local parishes are developed through work such as the senior citizens' Christmas Party; the school works with a large number of different parishes, some of which are outside of the Diocese of Westminster. Recent work by the governors has seen more time given to the transition between the Prep school and the College, for example by looking at the sex and relationship education programme for Years 6 and 7.

**The effectiveness of the leadership and management in promoting the Catholic life of the school**

**is outstanding**

The leadership and management of the Catholic Life of the school are outstanding. The head leads by example, setting out a clear vision for the Catholic Life of the school in which he is ably supported by his senior team and the governors. The mission statement of the school is not only clearly displayed throughout the school, but also clearly lived out by pupils through their work and commitment to the Common Good.

**What should the school do to develop further the Catholic life of the school?**

- Continue with the development of the prayer life of school through initiatives like the planned Prayer garden

## Information about this school

- The school is a Independent Catholic preparatory school in the locality of Ware. It is one form entry from Nursery to Year 2 and two form entry from Year 3 to Year 6.
- The school serves a number of parishes, locally, nationally and overseas.
- The proportion of pupils who are baptised Catholic is 39%.
- The proportion of pupils who are from other Christian denominations is 47% and from other faiths is 1 %. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 41 %.
- There are three teachers with a Catholic qualification.
- There are 13 % of pupils in the school with special educational needs or disabilities of whom none have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is below average.
- The number of pupils speaking English as an Additional Language is below average.
- There is a well below average rate of families claiming free school meals.
- No pupils receive the Pupil Premium .

<b>Department for Education Number</b>	919/6115
<b>Unique Reference Number</b>	117633
<b>Local Authority</b>	Hertfordshire

<b>Type of school</b>	Primary
<b>School category</b>	Independent
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on roll</b>	207
<b>The appropriate authority</b>	The governing body
<b>Chair</b>	Mr Patrick Mitton
<b>Headteacher</b>	Mr Steven Cartwright
<b>Telephone number</b>	01920 824239
<b>Website</b>	<a href="http://www.stedmundscollege.org">www.stedmundscollege.org</a>
<b>Email address</b>	<a href="mailto:Prep@stedmundscollege.org">Prep@stedmundscollege.org</a>
<b>Date of previous inspection</b>	3 February 2011
<b>Grade from previous inspection</b>	Outstanding

## Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster.

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.

- During the inspection 11 lessons or part lessons were observed.
- The inspectors attended one assembly and a whole-school Mass.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

## Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

## Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Catherine McMahon

Lead Inspector

Mrs Monica McCarthy

Associate Inspector

Published by the Diocese of Westminster

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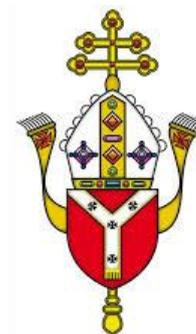
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# St Edmund's College

Old Hall Green, Ware Herts. SG11 1DS

Date of inspection by Westminster Diocese: 9 and 10 November 2016



## Summary of key findings for parents and pupils

### A. Classroom religious education is good

- A new subject leader has recently been appointed, who is implementing an effective range of structures and systems for planning, marking and tracking progress across the school.
- The headmaster and the new subject leader for religious education share a clear vision and determination to move the religious education provision to excellent.
- The RE curriculum is central to the education of the pupils of all faiths, and none, and to the mission of the school.
- Teaching observed was at least good with evidence of some outstanding aspects.
- Planning has been re-structured and is being implemented across the department, through revised schemes of work, which are matched closely to the Religious Education Curriculum Directory.
- Achievement and progress over time are both good, with some groups making outstanding progress.

### Classroom religious education is not yet outstanding because

- The new marking and feedback systems are not yet fully consistent and need to be embedded across the department.
- The monitoring system, which is developing, needs time to be fully implemented.
- Opportunities for networking both locally and with deanery and diocesan partners need to be further developed, in order to access models of good practice in moderation of assessment and of progress.

### B. The Catholic life of the school is outstanding

- The governing body, headmaster and the senior leader with responsibility for Catholic Life provide the inspiration and dedication for all aspects of the College's Catholic dimension.
- The high quality of relationships throughout the whole community create a family atmosphere which encourages care for each other and for neighbours near and far.
- There is an acute awareness among the pupils of the needs of others and a genuine desire to make a difference through prayer and action.
- There is an extensive range of opportunities for Christian service and leadership in school, locally, nationally and internationally.
- Prayer, reflection, worship and receiving the sacraments, are central to the daily and weekly life of the school and are woven into the fabric of the school, through the charisma of St. Edmund, the College's patron.
- The school has a very close relationship with parents, many of whom expressed their appreciation of the care and nurture of their children.
- Students and pupils are actively encouraged in both the preparation and leadership of prayer and worship

## **A. Classroom Religious Education**

### **What has improved since the last inspection?**

A new leader for religious education has been recently appointed. She has carried out a full and thorough review of the schemes of work for Key Stages 3 and 4 in religious education and the core religious education programme for Key Stage 5. This includes year group specific topics, which progress as they move through the school. A range of readily accessible artefacts, including the use of multi-media to explore world religion, now enhances the learning for pupils and students. The popularity of the AS/A2 Theology is increasing, now that the GCSE and A Level programmes have more emphasis on scripture and Catholic ethics. This stimulates an interest at earlier ages, whilst encouraging students to build on and deepen their knowledge, skills and understanding of the philosophy of religion. The relationships and sex education programme is systematic and embedded, with well-established links with science and PSHE.

### **The content of classroom religious education is good**

The content of the religious education curriculum fully meets the requirements of the Religious Education Curriculum Directory. There is a creative approach to the development of the varied topics on offer, across the key stages. In the short time since her appointment, the leader of religious education has overhauled the schemes of work, giving them a structure which empowers pupils and students to deepen their levels of knowledge, as they move through the key stages. She has implemented a range of relevant links including exploration of the world religions. There is a focus on Judaism this term, with evidence of artefacts and resources for the exploration of other world religions. This is evident in the work displayed in the classrooms, where pupils and students have access to relevant websites, such as Cafod and Traidcraft. They have also explored many opportunities for the social justice and Common Good, during this holy Year of Mercy.

### **Pupil achievement in religious education is good**

The overall attainment in religious education is good across the key stages. The GCSE results for 2016 (87% A\*- C), were good and represented an increase of 7% from the previous year. The department team is working relentlessly to increase standards across all key stages. All pupils and students make at least good progress, with some groups and individuals making outstanding progress. This is particularly evident for pupils and students with little or no previous religious education. Evidence of progress was measured against appropriate benchmarks, from the national levels of attainment in RE. The diocesan baseline tests are used in Elements (Year 7) to provide an specific RE benchmark against which to measure progress. The new standardised tracking and monitoring system provides more robust analysis of progress and provides students and pupils with the opportunity to review their own progress twice a term. This not only allows them to know their current performance but also what progress they have made within this level.

### **The quality of teaching is good**

Overall, teaching in religious education is consistently good, with some outstanding features in lessons. Pupils are keen learners and are engaged in group and partner discussions. They are confident and articulate in sharing their views. Teachers have strong subject knowledge and are able to state the Catholic Church's teaching when challenged by pupils, as evidenced in a lesson observed on the role of the Virgin Mary. Teachers deepen pupils' religious literacy, including the recently introduced use of religious 'big words,' to improve their religious vocabulary, across Key Stage 3. Pupils and students across the school are encouraged to make links between previous learning. Questioning is effectively used by the teachers to probe the theological thinking of the pupils and

students. The newly introduced marking and self-evaluation systems are having an impact, but are not as yet being consistently applied across the department. The responses to the teachers' comments by pupils and students, are not always effective nor challenging, to enhance their learning in religious education. Feedback also includes verbal discussions between the teacher and the pupils and students about their learning and progress. The range of teaching strategies observed supports and engages pupils and students in their own learning, which empowers them to learn well in their lessons. The leader has introduced the use of special covers on the books, and are encouraging improved presentation, raising the status of religious education across the whole school.

### **The leadership and management of religious education**

**are good**

The school has re-structured the leadership of religious education in recent times. The newly appointed leader has overhauled the schemes of work. She has implemented key strategies for improving the quality of teaching to impact on learning. She is monitoring the quality of the provision on a regular basis. This has resulted in significant improvements being made and her partnership with the ex-interim leaders is now leading the provision of religious education forward at a more rapid pace. They are fully committed and dedicated, to further raise the profile and importance of religious education across the school.

### **What should the school do to develop further in classroom religious education?**

- Ensure that tasks set, marking and feedback are bringing about improvements to pupils' and students' learning which challenge the more able whilst empowering others to reach, and, where possible, exceed their targets
- Ensure that the monitoring cycle includes swift follow-up actions to any identified areas for development
- Develop a range of networks for empowering accurate moderation across the local, deanery and diocesan models of good practice

## **B. The Catholic life of the school**

### **What has improved since the last inspection?**

The school has fully met the requirements identified for Key Stage 3. The chaplaincy is now well developed, including its active committees with cross-denominational representation. The mission statement has been reviewed and is represented through a 'photomosaic' in the shape of the Cross, reminding all in the community of the centrality of faith and teaching in their daily lives. Retreats and opportunities for students and pupils to celebrate their faith in action are effectively planned. The theology underpinning their acts of service, which utilises their gifts and talents, gives pupils and students a clear grasp of why they think and pray beyond themselves, including those pupils and students of non-Catholic tradition and of no faith.

### **The place of religious education as the core of the curriculum**

**is outstanding**

Religious education receives the full 10% at Key Stages 3 and 4, with 5% at Key Stage 5, as required by the Bishops' Conference of England and Wales. Religious education is at the heart of the school and the core of the curriculum. This includes increased emphasis on cross-curricular links through PSHE and science. The governing body, with the headmaster and leader of the Catholic life of the school, offer outstanding guidance to ensure that religious education is extremely well supported. The recent re-structure of the department is testament to the improvements in the quality of planning, assessment and teaching of religious education. The generous budget for RE and the Catholic life of the school is evident in the rich quality and range of resources, including for the exploration of world religions, in-service training and the vibrant work of the chaplaincy. The college is fully committed to providing highly effective continuing professional development opportunities for all staff, through a well-planned cycle of in-service, networks and external professional development.

### **The experience of Catholic worship – prayer and liturgy – for the whole school community**

**is outstanding**

The experience of Catholic worship, prayer and liturgy, central to the daily life of the college, is outstanding. There is a clear outline of liturgical and worship opportunities for all pupils, students and other members of the school community, woven into the annual calendar which follows the liturgical year. These include regular adoration of the Blessed Sacrament, opportunities for Catholic pupils and students to receive the Eucharist and the Sacrament of Reconciliation. Sixth form students are commissioned as Eucharistic Ministers on the annual feast of the Immaculate Conception. There are extra liturgies planned for the boarders, including Compline. Parents are invited regularly to attend the schedule of Masses and other liturgical events. The celebration of the college feast day includes a special Mass in honour of St. Edmund for the whole school community, followed by year group celebrations. The annual retreat week offers opportunities for staff and pupils to strengthen their relationship with God and to take time out to reflect and pray. The Year of Mercy logo and prayer, created by the pupils and students, are prominently displayed around the school and on the special corridor, through the 'Door of Mercy', leading to the Pugin Chapel. Through prayer and reflection opportunities, pupils' spiritual growth is enhanced and is central to their lives and to becoming leaders, within their college community and beyond.

### **The commitment and contribution to the Common Good – service and social justice**

**are outstanding**

The commitment to the Common Good is outstanding. The excellent relationships, evidenced through mutual respect, empathy and genuineness, between both the pupil, and the pupils and the

staff, are at the heart of this strong, caring, family community. The staff are excellent role models, knowing and valuing all pupils and they nurture the outstanding behaviour throughout St Edmund's. The pupils and students have a great concern for social justice, and appreciate the importance of this to the Christian mission of the college in spreading gospel values. They have an excellent understanding of the theology which underpins these. There is a plethora of opportunities for service and fundraising locally, nationally and internationally and the pupils embrace these with great enthusiasm. Examples of fundraising include: the annual charity week during Lent supporting a different charity each year; pupils leading assemblies on Cafod, in preparation for Harvest Fast Day, supporting local foodbanks and the annual Christmas lunch for the elderly. Some sixth formers annually travel to India to work in a school in Bangalore and fundraise with their peers during the preceding year to provide much needed resources for their hosts. Others similarly travel to Douay, Madrid, Thailand and Lourdes. On their return from these voyages they lead assemblies to share their rich experiences with the younger pupils.

**Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf**

**is outstanding**

The partnerships between parents, the school and the wider parish communities are outstanding. They are made welcome at Masses, key celebrations and refer to the school as, 'an amazing place for Catholic practice.' The evidence from the wide range of testimonials, letters of appreciation and other correspondence reflects the gratitude and appreciation of their stakeholders for the nurture, warmth and excellent provision from the college. The outward looking nature of the school includes their extensive networking both at home and abroad, such as their links with schools in Madrid, India and the community at Douay, in northern France. The school has worked in partnership with the diocesan advisors and officers, and actively attend relevant in-service. The annual past pupil celebrations, including the Remembrance services and the forthcoming 450th anniversary celebration of the founding of the college, demonstrates their full and dedicated commitment to their current wider community, as well as treasuring their historical legacy. The school motto, 'Avita pro fide' (for the faith of our fathers), is taken very seriously by all pupils, as a Year 7 pupil described 'the faith of our Fathers is our fundamental dignity'.

**The effectiveness of the leadership and management in promoting the Catholic life of the school**

**is outstanding**

The leadership and management of the Catholic life of the college are clearly outstanding. The leader of the Catholic life has a firm and dynamic grasp of all aspects of the Catholic life of the college. Her selfless commitment reflects the charism of St Edmund, woven through the well planned liturgical, sacramental and spiritual growth opportunities for the whole college community. The governing body and the headmaster ensure that the Catholic identity is widely celebrated. The pro-active governing body is significantly driving forward the school priorities, in close partnership with the dedicated headmaster and his senior team. This extremely strong Catholic identity and tradition, spanning nearly 450 years, includes the 'Old Edmundians' annual invitation to Mass and ongoing celebrations. This is also a dedication to continuity, reflecting the ways in which the school has developed its strong historical Catholic roots from Douay to the present day.

**What should the school do to develop further the Catholic life of the school?**

- Develop further the excellent practice for all aspects of the Catholic and liturgical life of the college community as opportunities arise

## Information about this school

- The school is an independent Catholic College day and boarding school in the locality of Ware, East Hertfordshire.
- The school serves a number of parishes both locally, nationally and from abroad.
- The proportion of pupils who are baptised Catholic is 34%.
- The proportion of pupils who are from other Christian denominations is 40% and from other faiths is 6%. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 41%.
- There are 20 % of pupils in the school with special educational needs or disabilities of whom one child has a statement of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is below average.
- The number of pupils speaking English as an Additional Language is average.
- This is an independent school.

<b>Department for Education Number</b>	9196115
<b>Unique Reference Number</b>	117633
<b>Local Authority</b>	Independent School

<b>Type of school</b>	Independent Day and Boarding
<b>School category</b>	Independent Catholic College
<b>Age range of pupils</b>	11-18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on roll</b>	632
<b>The appropriate authority</b>	The governing body
<b>Chair</b>	Mr. Patrick Mitton
<b>Headteacher</b>	Mr Paulo Duran
<b>Telephone number</b>	01920 821504
<b>Website</b>	<a href="http://www.st-edmundscollege.org">www.st-edmundscollege.org</a>
<b>Email address</b>	<a href="mailto:Enquiries@stedmundscollege.org">Enquiries@stedmundscollege.org</a>
<b>Date of previous inspection</b>	06 December 2010
<b>Grades from previous inspection:</b>	Grade I

## Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 11 lessons or part lessons were observed.
- The inspectors attended 2 assemblies and a number of acts of worship.
- Meetings were held with school staff, pupils, parents and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

## Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Tina Cleugh

Lead Inspector

Mr Kieran Campbell

Associate Inspector

Mr Chris Cleugh

Associate Inspector

Mrs Angela Podmore

Associate Inspector

Diocesan inspection has four grades:

- outstanding
- good
- requires improvement
- causing concern

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This publication is available at: <http://rcdow.org.uk/education/schools>

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