

# Inspection of Our Lady & St Edward Primary & Nursery Catholic Voluntary Academy

Gordon Road, St Ann's, Nottingham, Nottinghamshire NG3 2LG

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Inspection dates: 14 and 15 May 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The headteacher of this school is Rachel Byrne. This school is part of the Our Lady of Lourdes Catholic Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, James McGeachie, and overseen by a board of trustees, chaired by Nigel Stevenson.

## **What is it like to attend this school?**

Our Lady and St Edward Primary and Nursery Catholic Voluntary Academy is a school where the mission to ensure that children are 'kind, respect differences and show compassion to all' is lived out. It is an inclusive school. One pupil echoed the views of many when they described the school as a 'Christian community where all are valued.' Pupils show kindness towards each other.

The school has high expectations of all pupils. Most pupils work hard to achieve these expectations. Staff know the pupils and their families well. Pupils talk about how they are supported to become confident learners. Recent work around developing pupils' communication skills means that pupils feel confident in sharing their views with others. Behaviour around the school is positive. Pupils know that they can talk to any member of staff if they have any worries or concerns.

Pupils benefit from being able to take on leadership roles. For example, pupils act as eco-warriors, librarians, well-being champions and house captains. Pupils are proud to take on these roles. Older pupils act as good role models to younger pupils.

## **What does the school do well and what does it need to do better?**

The school has an ambitious curriculum in place. Consideration has been given to how pupils can build their knowledge from when they start school through to Year 6. In some subjects, pupils revisit previous learning to help them deepen their understanding. This also helps pupils to make connections between the different subjects they study. Teachers have secure subject knowledge. They check pupils' understanding and help them to address misconceptions. However, on occasion, teachers do not present information clearly or ensure that the activities pupils complete help them to learn the curriculum.

Pupils in the early years benefit from a phonics programme, which helps them to develop their ability to read. Teachers ensure that children are introduced to phonics as soon as they start school. This means that pupils who require additional support with reading are quickly identified, and they receive the precise help that they need. Older pupils have access to a range of texts through the school library. Some of the pupils are library monitors and often read to younger pupils. Older pupils are not yet routinely helped to develop skills connected to reading, for instance the ability to quickly identify the meaning of a text.

The school has systems in place to identify pupils who may have special educational needs and/or disabilities (SEND). The strategies and targets identified to support pupils with SEND do not always precisely break down what teachers need to do to ensure that all pupils can access the curriculum. This means that, at times, adaptations to support some pupils with SEND are not as effective as they could be in helping pupils build their knowledge.

Children in Nursery flourish. They are taught how to listen, take turns and share. There is a focus in the early years to ensure that children have a firm foundation for future learning. Teachers in the early years recognise how learning builds from nursery into Reception and beyond. This means that they are able to swiftly identify and address any gaps in children's knowledge.

The majority of pupils behave well. They show respect towards staff and each other. There are some pupils who need extra support to regulate their behaviour. Staff have received training about how to support pupils to improve their behaviour. The school does not yet review behaviour incidents to identify areas of strength and areas for improvement.

The school has a well-designed personal development curriculum. Pupils are able to recall their learning about staying physically and mentally healthy. Pupils are aware of the importance of treating people with respect. They can talk confidently about the Christian ethos of the school and their own spiritual development. The extra-curricular provision at the school is limited. Pupils enjoy sports related clubs and activities. Some pupils would like the opportunity to develop their talents and interests beyond the subjects they study in the classroom.

Staff are proud to be members of the school community. They feel supported by leaders at all levels. Staff say that the school is supportive in relation to their workload and well-being. Staff praise the calm environment in the school, for pupils and themselves. One staff member echoed the views of many when they stated: 'This school is a real safe haven.'

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some of the targets that the school has written for pupils with SEND are not precise and measurable. Teachers do not always receive sufficient guidance about how to meet pupils' needs. As a result, pupils with SEND do not build their knowledge as well as they could. The school should ensure that staff have the knowledge and information they need to enable them to consistently help pupils with SEND to build their knowledge.
- The school has not ensured that the curriculum is consistently well implemented in some subjects. Some teachers do not always present information clearly enough or select the most appropriate methods and resources to ensure that all pupils are able to learn and remember the information that they need. This means that some pupils do not develop a deep understanding of the subjects

they are learning. The school should ensure that staff have the knowledge and confidence to teach the curriculum consistently well.

- Pupils say that they would like a greater range of regular opportunities to join clubs and take part in activities. The lack of such opportunities means that some pupils miss out on developing their interests and talents to support their wider development. The school should ensure that it provides the necessary breadth of opportunities for all pupils, especially those who are disadvantaged, to enable pupils to explore their interests and develop their skills.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	137439
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10241717
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	247
<b>Appropriate authority</b>	Board of Trustees
<b>Chair of trust</b>	Nigel Stevenson
<b>CEO of the trust</b>	James McGeachie
<b>Headteacher</b>	Rachel Byrne
<b>Website</b>	<a href="http://www.elseacademy.org.uk">www.elseacademy.org.uk</a>
<b>Date of previous inspection</b>	24 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Our Lady of Lourdes Catholic Multi Academy Trust.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors carried out deep dives in reading, physical education, mathematics and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and looked at samples of pupils' work for geography.
- Inspectors met with the headteacher, deputy headteacher and subject leaders and a sample of teaching and support staff. Inspectors met with the leaders with responsibility for pupils with SEND, the early years foundation stage, behaviour and attendance, and personal development.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, the school improvement plan and documentation relating to behaviour, attendance and governance.
- The lead inspector listened to a sample of pupils in Years 1, 2 and 3 reading aloud to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with governors and trustees, including the chair of the local governing body and the vice chair of trustees.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of the Ofsted staff survey

## Inspection team

Roxanne Fearn-Davies, lead inspector      His Majesty's Inspector

Michelle Thompson      Ofsted Inspector

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