

St Edmund Campion Catholic Primary School

URN: 144248

Catholic Schools Inspectorate report on behalf of the Bishop of Portsmouth

23 April 2026 – 24 April 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

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Yes

Yes

Fully

What the school does well

- Working seamlessly as one, the school and parish have created a community truly conscious that God is at the centre of everything they do.
- The school is relentless in its response to the principles of Catholic social teaching, holding a deep respect for everyone's personal dignity.
- Providing teaching that enables pupils to become religiously literate, to reflect spiritually, think ethically, and be agents of change.
- Teaching enables pupils to produce work of a consistently high quality, demonstrating excellent presentation, creativity, and depth in pupils' responses.
- Staff are highly effective in leading worship that is consistently engaging and provides the opportunity for those present to deepen their relationship with God.

What the school needs to improve

- Ensure that the introduction of the approved diocesan religious education resource is used effectively so the high standards within the school are maintained.

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

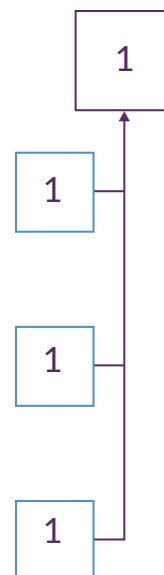
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



This is a school where its Catholic identity is not only overt in the environment, but more importantly, puts 'God at the centre of everything they do'. Pupils recognise the importance of faith and understand how it influences the way people live, taking an active role in the school's mission. They clearly understand the call to put their faith into action and take a leading role in organising and undertaking acts of social justice. They are motivated to follow the example of Christ and take action to promote justice. Even pupils in Key Stage 1 are able to articulate this, with one pupil saying, 'We are called to fight injustice'. Pupils recognise that Catholic social teaching is important, explaining, 'that is what putting God at the centre of everything we do means'. Pupils demonstrate a deep respect for personal dignity. This is evident in pupils' responses and actions. They clearly understand that they are valued and cared for as unique persons, made in the image and likeness of God. The excellent chaplaincy provision leads pupils to actively seek out liturgical ministries. Behaviour in lessons and around the school is exemplary. They are happy, confident, and feel secure.

Staff are committed to the school's mission. The parish priest affirms this by saying, 'For staff here, it is more than just teaching; it is a way of life for them – a vocation'. A strong sense of community is evident, reflected in the quality of relationships and a strong culture of welcome and inclusion. The school consistently creates an exceptionally supportive and joyful place for every member of the community. This includes staff working with refugees, pupils working to support those in the school, local, and global community, and a clear prioritisation of the most vulnerable, both young and old. One parent remarked, 'My child has flourished here...and I have too'. Through their relationships with each other and the love and care they

show for pupils, staff bear witness to the school's mission. Staff deliver high-quality pastoral care for pupils, with a clear and tangible commitment to supporting them. Through their actions in school and the community, staff are excellent role models, and the varied and creative chaplaincy provision effectively supports the spiritual and moral growth of pupils and staff alike. The provision of relationships education reflects the mission of the school and is led with enthusiasm and skill.

Leaders at all levels understand the mission of a Catholic school and ensure it underpins all that they do. The school is run with an attitude of humility and servitude, which permeates policy, provision, and action, demonstrating that they are living Christ's love in all they do. Governors are dedicated to the school and have high expectations of its Catholic life and mission. Their expertise and active involvement in the evaluation of the school mean that both challenge and support are offered appropriately. Leaders are forward-thinking, fully engaging with the diocese, and recognising their role in the diocesan community. At St Edmund Campion, the school and parish work closer together to create a community truly conscious that God is at the centre of everything they do. Leaders ensure that the relationship is reciprocal, and, as the parish priest says, here 'Parish means school'. Parents recognise that the excellent teaching and moral foundations stand their children in good stead for the future. Through effective induction procedures, leaders ensure that new staff are inspired to play their part in the Catholic life and mission of the school. Staff feel very well supported by the leadership. 'I feel loved and respected' is a common sentiment among staff, who also value the recognition of their dignity and well-being.

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

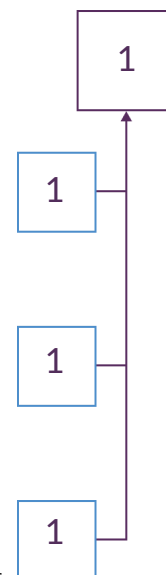
How well pupils achieve and enjoy their learning in religious education

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



Across the school, pupils, including the most disadvantaged, make consistently good progress throughout the year, resulting in all pupils achieving well and growing in their knowledge and understanding of the faith. The high attainment of pupils is exemplary. Pupils are particularly aware of how their learning influences their decisions, with one pupil saying, 'Jesus motivates me to do the right thing, even if it's not the easiest.' Pupils show an excellent understanding of the world, themselves, and the teachings of Jesus. When talking about their future selves, pupils say that they want to be people who care for others, with one stating they wish to be 'a person who prioritises helping others'. Pupils are religiously literate, and use their knowledge to reflect spiritually, think ethically, and be agents of change. They speak fluently and confidently about their learning, using key concepts and subject-specific vocabulary. Even in the Nursery year, children use appropriate vocabulary such as 'disciples' for Jesus' friends. Pupils have a clear understanding of how they have made progress and their next steps. In lessons, they are actively engaged, showing great interest, passion and enthusiasm. Outcomes in books are exceptional. Pupils produce work of a consistently high quality, demonstrating excellent presentation, creativity and depth in their responses.

Teachers demonstrate high levels of confidence, rooted in secure pedagogy and subject knowledge. They have an astute expertise for identifying key themes within their teaching to ensure that learning goes beyond a surface-level understanding. As a result, pupils learn extremely well. They teach with enthusiasm and authenticity. It is apparent that staff recognise the importance of religious education in shaping children's lives and are dedicated

to providing the highest quality of teaching and learning. Highly effective, well-planned lessons provide appropriate challenge for all pupils. Staff are adept at questioning pupils so that, as well as assessing their learning, they are able to draw out responses from pupils to enable them to demonstrate a greater depth to their thinking, maximising learning for all pupils. Lessons provide pupils with a variety of ways to demonstrate their understanding. This helps pupils to learn what they need to but also helps them to develop their love for the subject. Pupils say that teachers make learning engaging, saying, 'If religious education wasn't your favourite subject, they would find a way to make it.' Feedback is effective in moving learning on so that progress is seen both within lessons and across units of work.

Outcomes for pupils and the quality of provision in teaching and learning reflect the high expertise of subject leadership. This takes time to establish and it is, therefore, evident that leadership has been highly effective over time. The subject leader has a vision for exceptional teaching and learning, along with the expertise needed to successfully realise it. Leaders and governors ensure that religious education has parity with other core curriculum subjects through effective professional development, timetabling and resourcing. The curriculum is thoughtfully designed, creating a clear and progressive sequence that becomes increasingly challenging while ensuring pupils are both supported and stretched. This is then delivered through imaginative and well-considered planning that meets the needs of different pupil groups. Learning is appropriately and effectively built on each lesson to deepen prior learning. Leaders ensure that teaching meets the needs of the pupils, so that learning is structured in a way that supports pupils' progress. Monitoring is regular and robust, and self-evaluation is accurate and reflective. This results in effective strategic action that ensures that improvements in the subject are made swiftly and effectively. This ensures leaders and governors have an excellent understanding of religious education in the school, leading to teaching and learning in religious education that is outstanding.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

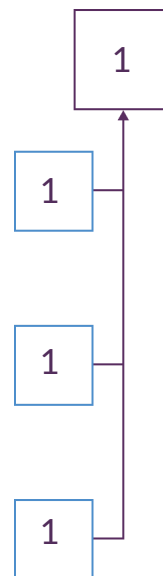
How well pupils participate in and respond to the school's collective worship

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



Pupils experience prayer and liturgy of a high standard. Pupils are deeply engaged and the experiences provided encourage full, active, and conscious participation. This is evident in the quality of their reflective silence, as well as their attentiveness and meaningful responses during prayer and liturgy. Pupils undertake ministries with reverence. The excellent formation of the chaplaincy team means that pupils know the importance of the reasons behind what they do. One pupil stated, 'What I am reading needs to resonate with me, but it also needs to resonate with everyone else.' Pupils have a detailed understanding of the different ways of praying that are part of the Catholic tradition, and they readily reflect on their experiences of these. As well as being able to explain the ways in which it shapes their thinking, they also appreciate the impact their celebrations of the word can have on others. Pupils are growing in their ability to evaluate the quality of the prayer and liturgy they have planned so that they can identify how to improve it further. This effective practice can now be extended so that a greater number of pupils across the school take active roles in the collaborative planning of worship so they have greater ownership of it.

The prayer life of the school is central to its community. Opportunities for the school and parish to worship together help to embed the naturalness of prayer to support daily life. When leading celebrations of the word, there is a sense that staff are truly living their faith. The structure and resources chosen intrinsically link the message and the celebration. Celebrations are thoughtfully created to ensure that all present can deepen their understanding of scripture, and in turn, their relationship with God and the world. These skills are then passed on to pupils through the support provided to the chaplaincy team enabling

them to lead well-constructed celebrations of the word. Membership of the chaplaincy team is viewed by pupils as a position to aspire to, and with over 100 pupils attending the after-school liturgical choir group there is an excellent opportunity for a great many pupils to develop a love of ministry within the Church. Liturgical music is a significant strength of the school. The school has composed a school song, linked to its mission statement, which the school community sings in such a way that it becomes a mantra. Music in the school very much acts as a form of worship in itself.

Leaders value prayer and liturgy and have ensured that the formation of staff and the chaplaincy team is effective and embedded. They have developed a strategic approach to the development of worship throughout the school, including the development of pupil-led and evaluated celebrations of the word. Across the year, leaders plan the calendar to ensure there are opportunities to regularly celebrate the Eucharist frequently and to mark key liturgical events. Leaders and clergy have created a culture in the school where faith is of the utmost importance, evidenced, for example, by the number of staff who, inspired by a speaker at a diocesan event, chose to make their own pilgrimage together out of school hours. Supported by the clergy, professional development and formation of staff and pupils are strong. Effective leadership, based on a comprehensive understanding of the richness of prayer and Catholic tradition, ensures that prayer and liturgy opportunities are engaging, of a consistently high quality, and accessible and meaningful to all who are present.

Information about the school

Full name of school	St Edmund Campion Catholic Primary School
School unique reference number (URN)	144248
School DfE Number (LAESTAB)	8683337
Full postal address of the school	Altwood Road, Maidenhead, SL6 4PX
School phone number	01628 620183
Headteacher or Head of School	Mrs Jennifer Camp-Overy
Chair of Governors	Mrs Julia Evans
School Website	www.st-edmund.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Mother Teresa Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	27 November 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Jeffrey Sendall

Lead

Sherlyn Lown

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