

Inspection of St Edmund Campion Catholic Primary School and Nursery

Altwood Road, Maidenhead, Berkshire SL6 4PX

Inspection dates:	24 and 25 June 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Requires improvement

The headteacher of this school is Jennifer Camp-Overy. This school is part of the Mother Teresa Catholic 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 (CEO), Bill James, and overseen by a board of trustees, chaired by Colonel Dave Kenny OBE.

What is it like to attend this school?

Pupils, including those with special educational needs and/or disabilities (SEND), flourish at this inclusive and extremely welcoming school. The school's extremely high expectations for pupils' achievement and success are rooted firmly in the school's ethos. Pupils make excellent progress in their learning, demonstrate high levels of happiness, and achieve exceptionally well.

Pupils' behaviour is exemplary. They manage themselves superbly as they move around the school. Social times are joyful occasions, where pupils play together harmoniously and enjoy each other's company. Pupils feel safe. They know that adults are on hand to deal with any issues and worries they have. Pupils learn about water safety and perfect their swimming skills in the on-site pool.

Pupils value the rich array of opportunities to be actively involved in school life. These include being monitors, 'eco-reps,' school councillors and acting as buddies for their younger peers. Pupils are confident and incredibly respectful, calm and caring members of this community. Trips to places such as the museum, the theatre and art galleries bring their learning to life. Pupils treasure the extensive range of activities, which nurture their hobbies and enhance their talents. Clubs such as sewing, fencing, choir and kickboxing are special highlights.

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

The curriculum is highly ambitious. The school has designed a creative and interesting curriculum in all subjects. It has identified clearly the essential knowledge and skills that pupils should know and remember from Nursery to the end of Year 6. This helps pupils to build on their prior learning and make meaningful links in the topics and concepts they are taught. Pupils leave school extremely well prepared for the next stage of their education.

Expert staff deliver the curriculum with skill and enthusiasm. They benefit from a thoughtful programme of professional development and support, provided in collaboration with the trust. Teachers use a range of resources and activities that foster pupils' love for learning. They introduce more complex concepts at exactly the right time. Teachers carefully check what pupils know and remember from the curriculum before moving on to new learning. The school assesses the needs of pupils with SEND highly effectively. These pupils benefit from the school's strong inclusive practice and individual support. As a result, pupils achieve highly.

Reading is taught exceptionally well. This begins in the early years, when children learn to read their first words using their growing knowledge of the sounds letters make. If any pupils struggle to read fluently, staff waste no time in giving them highly effective extra support. Story time is a joyous part of the day. Children listen eagerly to the wide range of diverse texts staff share, read and discuss. Older pupils speak with confidence about why reading is important. All of this means that pupils quickly gain the knowledge and skills they need to become fluent and confident readers.

Pupils' behaviour and their attitudes towards learning are commendable. A calm and peaceful atmosphere is the hallmark of classrooms. Pupils' commitment to their education is reflected in their high levels of attendance. From the moment they join the Nursery, staff build a comprehensive picture of each child, ensuring that the correct provision is in place. This helps children in the early years approach their learning with curiosity, focus and determination. They learn to take turns and share resources with others.

The school's work to promote pupils' character is exceptional. Pupils learn why it is important to show respect for others and the planet. They work on projects such as climate change and sustainability. This helps pupils to develop a deep appreciation of the significance of looking after the environment and being self-reliant. Pupils learn about different cultures and religions. They talk maturely about differences and similarities between religious celebrations and worship. Pupils have an age-appropriate understanding of what makes a healthy relationship and how to keep safe when online. They know what is and what is not acceptable. Pupils are very knowledgeable about their rights and those of others. One Year 4 pupil said, 'Everyone deserves to be treated with respect as we are all created by God in God's image.'

The trust and those responsible for governance are equally ambitious for all staff and pupils. The trust's support is central to the school's enduring success. Trustees and the local governing board fulfil their statutory duties very well. They provide highly effective support and challenge. The school's positive and supportive culture ensures that staff feel valued and empowered in their roles.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	144248
Local authority	Windsor and Maidenhead
Inspection number	10379917
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	503
Appropriate authority	Board of trustees
Chair of trust	Colonel Dave Kenny OBE
CEO of the trust	Bill James
Headteacher	Jennifer Camp-Overy
Website	www.st-edmund.org.uk
Dates of previous inspection	11 and 12 January 2023, under section 5 of the Education Act 2005

Information about this school

- St Edmund Campion Catholic Primary School and Nursery joined the Mother Teresa Catholic Academy Trust in February 2024.
- The school is a Catholic school and received a section 48 inspection in November 2019. Its next section 48 inspection is due in 2025/2026.
- There is a before- and after-school club, both of which the school manages.
- The school does not currently use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation 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.

- Inspectors met with the headteacher, senior leaders and four members of the local governing body, including the chair of governors. The lead inspector met with the CEO. Inspectors also spoke on the telephone with a representative of the diocese of Portsmouth and the vice chair of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also reviewed pupils' learning in other subjects.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- 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 reviewed the responses to the online survey, Ofsted Parent View. The inspection team considered the responses to the confidential staff survey and spoke to a wide range of staff about their views of the school.
- Inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body and trust board meetings and the school development plan.

Inspection team

Shazia Akram, lead inspector

His Majesty's Inspector

Christopher Toye

Ofsted Inspector

Charlene Bakermault

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025