



DIOCESAN INSPECTION REPORT

Our Lady Queen of Martyrs Catholic Primary School

(part of St Margaret Clitherow Catholic Academy Trust, Hamilton Drive, York,
YO24 4JW)

School Unique Reference Number: **147436**

Inspection dates:	22 – 23 June 2022
Lead inspector:	Michelle Ryan
Team inspector:	Karen Siedle

Overall effectiveness	Previous inspection:	Requires Improvement	3
	This inspection:	Good	2
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady Queen of Martyrs Catholic Primary School is Choose Judgement

- The Catholic Life of the school is outstanding because the mission statement “Living, loving, learning- Christ at the centre” is evident in all relationships in school. There is a strong sense of everyone growing in faith together. However, the leadership lacks sufficient capacity, at present, to implement its ambitious plans.
- Religious Education overall is good with best practice observed in classes where the adults allow the pupils to take an active part in their own learning. Overall, the pupils are age appropriate religiously literate, so this is a very solid base to build upon. Vulnerable pupils throughout the school progress well in relation to their peers. Pupils make good progress overall, and attainment in Religious Education is good. Teaching is good overall, and some outstanding. However, younger pupils are sometimes inactive for overly long periods and time could be better used to enhance their learning.
- Collective Worship is outstanding because the school is passionate and committed to providing and encouraging purposeful worship to bring the pupils and staff closer to God. The pupils at Our Lady Queen of Martyrs benefit from a purpose -built environment. The development of further spaces for the pupils to gather for Collective Worship both in and out of the school building is limited

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Our Lady Queen of Martyrs is a large two form entry school which serves the parishes of Our Lady's Acomb and English Martyrs, Holgate York.
- The school currently has 391 pupils on roll with 69% of pupils baptised Catholics, 14% from other Christian dominations, and 2% from other world faiths.
- The proportion of pupils eligible for pupil premium is below average.
- The percentage of SEND pupils is 12% which is in line with the national average
- The percentage of pupils with English as an additional language is 20% which is below the national average.
- Our Lady Queen of Martyrs became part of St Margaret Clitherow Catholic Academy Trust (SMCCAT) in 2018.
- The headteacher has been in post since September 2018
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WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- The school need to do to improve further by:
 - Improve the capacity of the Religious and Catholic team to include another staff member to help sustain the rapid improvement.
- Improve Religious Education by:
 - Allowing all pupils to be actively involved in their learning.
 - Develop strategies in all classes to support all pupil's independence in Religious Education lessons.
- Improve Religious Education by
 - Providing more Collective Worship spaces both inside and outside the school environment

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- The mission statement “Living, loving, learning-Christ at the centre” is central to the Life of the school and is understood and embraced by all.
- Pupils in school have a deep sense of belonging to both their ‘school family’ and ‘parish family’ and speak about these with warmth. The partnership was further strengthened during Covid in which the parish supported families in school through food bank as well as offering other levels of support. This continues and has furthered strengthened and supports in leadership team’s drive to celebrate the church’s mission in education is truly alive and embedded in the actions of Our Lady Queen of Martyrs pupils.
- Pupils are polite and courteous and behaviour across the school is very good.
- Class saints are embedded in the fabric of the school life and children look forward to special celebrations involving their class saint.
- Pupils are proud of the Our Lady Queen of Martyrs family and show this in many ways, not least in their excellent attitudes towards each other and to their work. Pupils show respect to all involved in school.
- Pupils believe that they attend an excellent school which teaches them how to become better people and bring them closer to God. Older pupils act as excellent role models to the younger pupils.

The quality of provision for the Catholic Life of the school is outstanding.

- School has many embedded systems for the development of Catholic Life for example ‘Buddy Masses’ in which two classes across the school to form partnerships and celebrate Mass led by one of the parish Priests.
- The school is a welcoming, inclusive place with many outward signs of Catholicity. The strong Catholic character of the school can be seen in every classroom, corridors, and communal areas.
- Both parishes are very much alive in the school. An example of this is the high number of families receiving sacramental preparation.
- Links with parents are very strong and this was further developed during recent lockdowns where school leaders gained further insight into the needs of families.

- One of the parish priest described the Catholic Life of the school as 'It is the air that we breathe'.
- Parents receive termly Religious Education newsletters and the weekly school newsletter which keeps parents/ carers fully informed of school activities. Parents value the open level of communication with the school.
- There are opportunities for pupils, wherever they are, to reflect on their own actions and what Jesus would do. These speech bubble reminders are clearly visible and understood by all.
- The school provides a variety of opportunities for its pupils to participate in the Catholic Life of the school and serve others, including being a member of the Chaplaincy team in year 6 and being part of the Mini Vinnies in year 5. Both groups carry out their work with enthusiasm.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The commitment and determination of the headteacher and Religious Education (RE) team strive to make Our Lady Queen of Martyrs the best it can be, is evidenced in the school self-evaluation documents. Leaders know their school very well; their evaluations are accurate.
- Opportunities for continuing professional development of the Catholic Life of the school are extensive, and staff are well supported by leaders to take up these opportunities to develop their practice.
- Governors make a significant contribution to Catholic Life of the school through their commitment and involvement in school in the form of a Catholic Life team. Governors visit school on a regular basis as part of their evaluations.
- The leadership of the headteacher and her leadership team, including governors, in promoting the Catholic Life of the School is outstanding
- Diocesan Synod requirements were embraced by whole community with children taking a lead in responding to questions. The location of the display at the heart of the school highlighted the priority of this.
- All leaders feel they can offer their views on improvement and have high expectations with regards to the school's Catholic Life.
- All leaders see the monitoring and evaluation of the Catholic Life of the school as a continual process. However, at present, there is insufficient capacity to support their vision moving forward of seeking to ever improve, and extend the pupils experiences.
- Parents are overwhelming positive about the school and say that teachers and adults in the school are welcoming. They expressed joy in that all pupils were treat as individuals and that the celebrations they were invited to were joyful. Any queries to the school are dealt with swiftly and parents have confidence in the school

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is outstanding.

- The leadership team for RE are dedicated and knowledgeable about Collective Worship and have a deep-rooted understanding of the church's liturgical year and ably support the pupils to develop their understanding and independence preparing and delivering Collective Worship.
- Prayer and worship are central to the life of all at Our Lady Queen of Martyrs. Pupils have many opportunities to participate in worship whether in class or during whole school Collective Worship.
- Pupils' response to and participation in prayer and worship is whole-hearted. Worship has a clear message and sense of purpose contributing well to pupils' spiritual and moral development.
- Pupils are confident in planning and leading worship, liturgies and planning for Mass. They are supported by adults who act as excellent role models in supporting their endeavours. During the inspection, year 6 confidently used their initiative to plan and delivered a liturgy for some year 1 pupils based on the uniqueness of the individual. They related this Liturgy to the pupils' themselves to help understand how to live their lives.
- The whole school worship led by the RE leader celebrated the 'Life of Martyrs' and the knowledge shared in this worship was referenced by pupils throughout the week.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is central to the life of the school through both staff and pupil prayer and daily acts of worship for pupils.
- The two parish priests are welcome visitors, and the pupils enjoy meeting them. Links with the parish are strong and the entire school and parish community work together for support the pupils and families on many levels.
- Parents are highly positive about the prayer and worship life of the school commenting on how they feel very much part of the worship and learn from these experiences. Parents value the travelling cribs which offer a small moment of peace and reflection in busy lives.
- School staff have a vital role acting as catechists preparing children for their First Holy Communion celebration, parents were highly appreciative of this support and the care provided for their children who gave up time to carry this out.
- Prayer opportunities are stimulating for pupils and parents enjoy being able to participate.

- Focal points and displays in each classroom and throughout the school are thought provoking, well-resourced and provide very good support for reflection and prayer.

The school is a purpose built and is set in a very beautiful environment. The use of this space to further creative Collective Worship is limited at present.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- The headteacher, her staff and the local governing body are outstanding in promoting the provision for Collective Worship. They are passionate and committed to delivering meaningful and purposeful worship to bring pupils closer to God. The vibrant displays in classrooms, communal areas and prayer focus areas remind the children daily of the importance of worship in their lives.
- The leadership team for RE are dedicated and knowledgeable about Collective Worship and have a deep- rooted understanding of the church's liturgical year. They ably support the pupils to develop their understanding and independence preparing and delivering Collective Worship.
- Continual improvement is at the heart of the RE leaders' vision for Collective Worship and ensure that staff receive continual professional development and are supported in their journey.
- Collective Worship in school is delivered effectively because it is relevant to the lives of the pupils.
- Leaders regularly review Collective Worship throughout the school. They seek the views of pupils and parent and appreciate their feedback. One parent described how as a family they had been involved in environmental discussions following a collective worship based on Cafod's, 'Eyes of the World' project.
- Parents appreciate the welcoming community the school offers when they are invited to join in acts of worship and in church.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils, from varied starting points, including pupils with Special Education Needs and Disabilities (SEND) make good progress in Religious Education.
- Behaviour for learning throughout the school is very good. Pupils are alert to the needs of others; they are ready to support each other and celebrate each other's qualities and successes. The pupils are encouraged to articulate their views and opinions; they listen to views of other and responded well to each other's questions.
- In a year 6 lesson, pupils' learning was moved on rapidly through very good questioning and answering. The teacher and other staff members skilfully utilised different activities throughout the lesson that served to maintain pupil engagement with some excellent written work.
- Pupils' commitment and keenness to their learning in RE is evident in all lessons observed. However, opportunities for pupils to develop further independence in their own learning is often limited
- Pupils tackle a variety of tasks with enthusiasm and are willing to contribute to class discussions and work collaboratively in a group. For example, a year 5 lesson moved pupils' learning forward through strong classroom management and a well-planned, well-resourced, and paced lesson. The pupils were able to reflect upon the ten commandments and how they impacted their lives. The lesson displayed strong deep engagement with other beliefs and values.
- Pupils make good progress across a range of skills and are developing well in their knowledge and understanding. They demonstrate good prior knowledge and can use this well in their new learning

The quality of teaching and assessment in Religious Education is good.

- The RE curriculum meets the external requirement of the Bishops' Conference.
- Behaviour in lessons is very good with most pupils saying that they enjoy Religious Education lessons.
- Lessons are linked to pupils' current assessment so that most pupils learn well. As a result, teaching is mostly good with some examples of outstanding.

- Some teachers employ a range of teaching strategies in the classrooms; however, this could be further enhanced by developing a range of strategies to improve learning opportunities through dance, art, drama and thinking skills to form the foundation for higher-order learning outcomes.
- Teachers manage time well to secure good learning in most of the lessons observed. In some lessons, the pace is a little stilted, which needs to be addressed to challenge pupils continuously.
- To reach the highest standards in RE lesson pupils need to quickly move onto their independent tasks in class.
- Teachers communicate high expectations in RE lessons, which motivates pupils to produce work of a good standard.
- Good quality feedback both in lessons and in pupils' books leads to most pupils' engagement, interest, and achievement.

Pupils explore the beliefs and values of other faiths and religions through Global Challenge and other faith weeks. As a result, pupils are encouraged to respect others.

- Teachers use the recommended diocesan RE scheme, and this is used to provide consistency in planning and development of religious skills.
- Regular and robust monitoring in year groups, whole school, and Diocese input have ensured RE assessments are correct. Staff are confident in discussing their pupil's next steps in learning.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The Religious Education curriculum, including curriculum time, meets the Bishops' Conference of England and Wales requirements and the additional requirements of the Archbishop of Birmingham.
- Governors and the senior leadership team in school ensure that Religious Education is the core of the core of the curriculum.
- The school self-evaluation is detailed and coherent, reflecting on monitoring and analysis. Strategic action has taken place by the school, leading to good outcomes in all key stages in Religious Education
- Religious Education curriculum leaders have a clear vision for teaching and learning and have a good level of expertise in securing the vision. They are used effectively to improve teaching and learning in Religious Education, resulting in overall good teaching and some examples of outstanding teaching.
- Staff are supported by an effective Religious Education team and benefit from guidance and support they have received overtime and has led to increased subject knowledge and confidence of both teaching and support staff.
- There is a planned and well-established cycle of monitoring and evaluation in Religious Education. The subject leaders have scrutinised books, monitored assessments, spoken to pupils and governors, and monitored teachers' planning. This has resulted in leaders having a clear and detailed development plan, resulting in improvements across the school.

- Performance data in Religious Education is carefully analysed and used to inform the actions in the improvement plan.
- The subject leaders attend governors' meetings and present comprehensive reports about the quality of Religious Education in the school. Governors are updated about the progress of the subject improvement plan, and they challenge leaders appropriately. As a result, the governors have an accurate understanding of the quality of Religious Education at Our Lady Queen of Martyrs.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

COLLECTIVE WORSHIP:**1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

School details

School name	Our Lady Queen of Martyrs Catholic Primary School
Unique reference number	147436
Local authority	York L.A./ St Margaret Clitherow Catholic Academy Trust
This Inspection Report is produced for the Rt Reverend Terence Patrick Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
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