



DIOCESAN CANONICAL INSPECTION

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

School:	English Martyrs' Catholic Voluntary Academy
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School URN:	140070
Headteacher:	Miss Anna Gee
Chair of Governors:	Mrs Kathleen Mortimer
Date of Inspection:	21 January 2015
Inspectors:	Mrs Anne Recchia Mr Gregory Hughes
Overall Effectiveness:	1
Date of Previous Inspection:	20 May 2008
Overall Effectiveness:	1

INTRODUCTION

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the Evaluation Schedule for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 10 Religious Education lessons and 1 whole school Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the senior leadership team and governors. Discussions were also held with pupils, the chaplaincy team and parents.

The inspectors scrutinised a range of documents including the school Improvement plan and self-evaluation evidence. They also examined the work in pupils' Religious Education books.

INFORMATION ABOUT THE SCHOOL

- English Martyrs' is a primary Catholic Voluntary Academy and is part of the St Robert Lawrence Catholic Academy Trust.
- The school is average in size and draws pupils from a wide area, which covers several parishes; St Francis of Assisi, Long Eaton; St John the Evangelist, Stapleford and The Assumption, Beeston.
- English Martyrs' has 40 children in each year group and remains a popular school within the local community. The majority of pupils are of White British origin.
- 69% of pupils are baptised Catholic, 14% are from other Christian denominations, 1% are from other World Faiths and 16% have no religious affiliation.
- The proportion of disabled pupils and those who have special educational needs is around 6%. This is below the national average.
- The proportion of pupils for whom the pupil premium provides support is 10%, this is below the national average. The pupil premium is additional funding for pupils eligible for free school meals or who are looked after.
- Staffing has changed significantly since the last Inspection and indeed in the last year. Since the last inspection, the senior leadership team has changed. There has been a change in headteacher and deputy headteacher. This academic year, the school has a new Religious Education subject leader. It has also employed 4 newly qualified teachers.
- The school has a popular breakfast and after school activity club.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

1

RELIGIOUS EDUCATION

1

KEY FINDINGS

- English Martyrs' is an outstanding Catholic school.
- The school's Catholic Life is outstanding. English Martyrs' is a vibrant Catholic community where the Catholic Life is a tangible and intrinsic feature at all levels. Pupils are proud to belong to this community and act as excellent ambassadors in all aspects of the school's work.
- Collective Worship is outstanding. English Martyrs' is a spiritual and prayerful community where prayer and worship form part of every school day. Pupils' response to and participation in Collective Worship is outstanding. Leaders and managers are deeply committed to providing high quality experiences for pupils. They strive to improve provision through very effective monitoring and evaluation leading to the continued development of outstanding practice.
- The quality of Religious Education is outstanding. Pupils at English Martyrs' enjoy the subject and are extremely motivated to achieve high standards. Behaviour for learning is exemplary. Teachers plan and deliver high quality lessons that are creative and engaging. Assessment for learning is well established and ensures that pupils are aware of their own targets, how to achieve them and how to improve. The Religious Education subject leader and the headteacher have a clear vision for the development of the subject. They inspire and lead staff extremely effectively.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To further develop opportunities for pupils to worship, celebrate and share their own faith tradition and beliefs with others.
- To ensure that governors play a more active role in ensuring that pupil progress in Religious Education is challenged and effectively monitored and evaluated.

CATHOLIC LIFE

THE QUALITY OF 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.
- 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 quality of the Catholic Life of the school is outstanding.

Pupils at English Martyrs' have a deep experience of belonging to a community that values their opinions and ensures that they are at the centre of shaping the school's educational mission. Pupils have taken a lead role in the recent development of the school's mission statement and refer to it frequently when talking about their calling to lead a Christian life. The school's behaviour policy is based on Gospel values and staff are consistent and clear about the school's expectations. As a result, the behaviour of almost all pupils is exemplary at all times. They understand and are sensitive to the needs of others, are quick to congratulate their peers and support those who are in difficulties. In proportion to their years, pupils show compassion and seek justice for those less fortunate than themselves; they contribute and actively support a number of charities such as the Canaan Trust throughout the year and engage enthusiastically in school, parish and diocesan celebrations and activities.

Almost all pupils are able to take full advantage of the opportunities that the school provides for their personal development; they are happy, confident young people, secure in their spiritual and emotional growth. They are able to talk about the distinctive nature of the school and are proud and passionate about the school's Catholic identity. One pupil, whilst making reference to the level of emotional support offered, said, 'We are not afraid to chase our dreams'. Pupils take on positions of responsibility and leadership within the school with willingness and eagerness. The range of opportunities offered to them is vast and include, the chaplaincy teams in Years 2 and 6, school council members, peer mentors, school ambassadors and mini leaders. They are currently working enthusiastically and successfully towards the 'Faith in Action' award.

The parish priests are welcome and regular visitors to the school ensuring that links with the local parishes are good. The mission statement is clear, concise and lived out in the day-to-day life of the school. All staff are fully committed and make reference to it both in and outside of the classroom. Relationships between teachers, support staff and pupils are strong and are testament to the tangible and intrinsic Catholic ethos of the school. The school is also attentive to the pastoral needs of staff. This results in a supportive, inclusive and joyful community where morale is high.

The learning environment positively reflects the mission of the school. The interactive displays and the encouragement to 'Think, Pray and Do' offer opportunities for pupils to

think more deeply about their vocation and ponder some of the challenging questions about their faith.

Clear policies are in place that reflect the teachings of the Church and the pastoral care of pupils. The Relationships and Sex Education programme is well established and consistent with Church teaching. The development of pupils' spiritual, moral, social and ethical development is given high priority and is evident in the mature and respectful relationships found within the school.

The school's dedicated and inspirational headteacher articulates and communicates the educational mission of the Church both through word and example; she is well supported by other senior leaders including the subject leader for Religious Education, (many of these staff are relatively new in post). Good succession planning has ensured that staff changes are well planned and that key staff have the appropriate training and support to make the transitions to new posts seamless.

The school monitors and evaluates the quality of its Catholic Life effectively. Plans for improvement are founded on sound analysis and effective communication with key partners. The views of parents and carers are sought on a regular basis; the vast majority support the mission of the school and value its aims and values. Governors make a valuable contribution to the Catholic Life of the school. They take part in a range of monitoring activities in relation to this aspect; they are well informed and supportive. As a result, they hold the school to account effectively.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- 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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The quality of Collective Worship at English Martyrs' is outstanding

Pupils are interested and inspired by Acts of Collective Worship. They act with reverence when praying and participate with enthusiasm, listening attentively and acting on the message they hear. Pupils are creative and resourceful in their planning of liturgy and are keen to ensure that it is of the highest quality. They take the initiative and use knowledge and skills learnt in the classroom and from the outstanding examples offered by their teachers and the chaplain. The school has given high priority to developing pupil-led Acts of Collective Worship since the last inspection. The recruitment of an outstanding chaplain who is able to nurture and develop pupils' liturgical skills and understanding from an early age has also had a very positive impact on the quality of Collective Worship within the

school. The needs and sensitivities of those from other faiths are respected and accommodated. Plans are in place to develop further opportunities for pupils of other faiths to worship and celebrate their own faith tradition in ways they feel comfortable with. Pupils demonstrate an excellent understanding of the Church's seasons, appropriate to their age and level of understanding. The impact of Collective Worship on pupils' spiritual and moral development is outstanding.

At English Martyrs', Collective Worship is at the heart of every day and is part of every school celebration. Pupils see prayer as a fundamental part of their lives and their daily experience. During the inspection, the very youngest pupils had brought in intentions from their families and were enthusiastic about including these in their morning prayer. The celebration of the Eucharist is a highlight for the pupils. They particularly treasure the opportunities to plan and participate in class Masses.

The school plans opportunities for Collective Worship in a way that facilitates attendance by parents and carers and frequently this invitation is taken up by a good number of parents. They are encouraged to join in their child's faith journey through initiatives such as 'The Travelling Crib'. Their evaluations and responses to their experience of Collective Worship are extremely supportive and positive. They acknowledge the outstanding impact that this aspect of the school has on their child's life.

Leaders and managers demonstrate an excellent understanding and knowledge of the Church's liturgical year, its seasons, rites and symbols; they use this to plan and deliver high quality Acts of Worship. Training of staff is given high priority; new and inexperienced members of staff are given excellent support and swiftly gain confidence and inspiration from the senior leadership team and chaplain. The inclusive culture of the school has ensured that the response to training is wholehearted and enthusiastic which has led to creative and innovative provision for prayer and worship.

Leaders and managers regularly review the provision for Collective Worship, seeking the views of pupils, staff, parents and governors. They are quick to respond to findings in a systematic and thorough way, leading to the continued development of outstanding practice.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- 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 (including governors) monitor and evaluate the provision for Religious Education.

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The quality of Religious Education at English Martyrs' is outstanding.

The vast majority of pupils have a high level of interest in Religious Education. Pupils are highly motivated, engaged and remain on task throughout their lessons. Drama, ICT, art and music are all incorporated into lessons to add to the richness of the learning experience and to reinforce the lesson objective. Behaviour for learning is exemplary. Pupils are polite towards each other, diligent and keen to make progress in order to achieve their potential. Pupils are aware of their current levels of achievement and their expected target grade. They enter the school slightly below expectations in Religious Education and make good progress throughout the Foundation Stage and Key Stage 1. At the end of Key Stage 1, outcomes are in line with diocesan averages. At the end of Key Stage 2, the majority of pupils are in line with diocesan averages and a significant number of pupils exceed these. This is due to the consistently high expectations of teachers allied to the close tracking and monitoring of all pupils. Progress is consistent across all year groups and has been consistently high over the past three years. Consequently, both attainment and pupil progress in Religious Education over time are outstanding.

The 'Come and See' programme is effective in developing skills and knowledge in Religious Education. As a result, pupils become increasingly religiously literate as they progress through the school. Teachers are thorough in their planning, ensuring that lessons have a clear focus and that they are differentiated to cater for different ability groups. Resources are carefully chosen and teachers are imaginative in their delivery. A variety of teaching styles are used. Consequently, pupils enjoy their work as it is well matched to their age and ability; it is challenging. Some pupils in upper Key Stage 2 are able to access higher levels of attainment. They have the ability to cross reference real life experiences with scripture. In a particularly effective lesson, pupils were using the Catechism of the Catholic Church, the Bible and quotations from Pope Francis to support their arguments.

Teachers' marking is of a consistently high standard. Pupils receive effective feedback as well as clear targets at the end of pieces of work through a range of colour-coded marking clearly seen in all books. During lessons, teachers move learning forward by continually challenging pupils to improve the content of their work. All classes use progress challenges linked to the attainment targets in Religious Education to inform next steps for learning. Pupils understand how to use these prompts and are keen to challenge themselves in order to make further progress. Time for pupils to respond to marking, target setting and peer assessment are also used effectively to accelerate learning.

Whole school leadership is robust. Senior leaders have a clear view of priorities and show an impressive drive in terms of monitoring, assessing and ensuring that all pupils achieve their potential. Their judgements are accurate and they are analytical with their findings. Governors are well informed by senior leaders and are confident in the information presented to them. There is potentially room for increased involvement through even more rigorous monitoring and evaluation, where governors could play a more pivotal role in ensuring that outstanding progress in all areas is continually challenged and evaluated.

The curriculum for Religious Education is well resourced and the 'Come and See' programme has been thoughtfully added to with resources such as: YouCAT, Class Bibles, Friends of Jesus resources, Reach through CathCom and Pathways development.

Regular moderation of work and pupil progress meetings take place each term. Staff moderate samples of work, discuss barriers to learning for vulnerable groups, look at intervention to accelerate learning and close the gap. As a result, pupils in intervention groups make significant progress and all groups of pupils are appropriately differentiated for and effectively challenged.

The subject leader for Religious Education is newly in post and has quickly and effectively taken on the role continuing the outstanding work of her predecessor. She is mindful of ensuring that newly qualified teachers receive appropriate and timely support. She has attended and actively participated in moderation and assessment training and has had a high level of engagement with NRCDES training and events. The subject leader for Religious Education has a clear understanding of levelling pupils' work and has built up a portfolio to aid whole school assessment. She has an attention to detail, a dedication and application in respect of the provision and leadership of Religious Education, Collective Worship and the Catholic Life of the school.

The Religious Education curriculum meets pupils' needs extremely well and fulfils all the requirements of the Bishops' Conference of England and Wales. Leaders have supported staff to embed the 'Come and See' scheme of work and this has been developed in a creative and vibrant way focusing on the needs and interests of the pupils. The curriculum provides many opportunities for pupils' spiritual, moral and cultural development and impacts positively on it.

WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.