

# NOTTINGHAM DIOCESAN STATUTORY INSPECTION REPORT ON DENOMINATIONAL EDUCATION



*Summer 2008*

*20<sup>th</sup> May 2008*

**English Martyrs' Catholic Primary School**

**Long Eaton  
Derbyshire.  
NG10 4DA**

(Section 48, 2005 Education Act)

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

|                                    |  |
|------------------------------------|--|
| <b>Name and address of School:</b> | English Martyrs' Catholic Primary School<br>Bracken Road,<br>Long Eaton,<br>Nottingham, NG10 4DA |
| <b>Headteacher:</b>                | Mrs. Ann Glynne-Jones  |
| <b>Chair of Governors:</b>         | Father Kevin Clark   |
| <b>Date of Inspection:</b>         | 20 <sup>th</sup> May 2008  |
| <b>Inspection Team:</b>            | Mrs. Jan Butlin<br>Mr. John Honey  |
| <b>URN &amp; DCSF Numbers:</b>     | URN: 112910<br>DCSF: 8303519   |
| <b>Overall Grade Awarded:</b>      | <b>1 - Outstanding</b>   |

### A. DESCRIPTION OF THE SCHOOL

English Martyrs is an averaged sized primary school, which serves the Catholic parishes communities of Long Eaton, Stapleford and Beeston. The children therefore come from a very wide catchment area and from a wide cross section of home backgrounds culturally, ethically, socially and economically. Of the 222 pupils on roll 84% are baptised Catholic, 11% are from other Christian denominations and 5% are not affiliated to any specific faith community. The great majority of children are White British; all of them speak English although for a small minority English is not their first language. The average attainment on admission is broadly in line with national expectations. The number of children with additional learning needs is very low at 9% with 2 statements. The number entitled to a free school meal is also very low 5%.

## B. OVERALL EFFECTIVENESS

**How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?**

|   | <b>Outstanding</b> | <b>Good</b> | <b>Satisfactory</b> | <b>Inadequate</b> |
|---|--------------------|-------------|---------------------|-------------------|
|   | <b>1</b>           |             |                     |                   |
| <p>The overall effectiveness of the Catholic life of the school and its provision for Community Cohesion is strongly effective and successful to an outstanding standard. Leadership and management have high expectations and they are extremely successful in communicating these aims to their colleagues. English Martyrs' is a school community where every child knows they are valued as a unique creation of God. The consequence is a hard working school where children flourish in every way.</p> <p>Standards of attainment in Religious Education are very high. The children make extremely good progress across all key stages, many of them surpass baseline expectations. High expectations and good subject knowledge facilitate the intellectual, moral and spiritual development of the children attending English Martyrs' school.</p> <p>Effective and appropriate steps have been taken to promote improvement since the last inspection and the targets have been largely achieved.</p> |                    |             |                     |                   |

## C. The capacity of the school to make further improvements and why.

|   | <b>Outstanding</b> | <b>Good</b> | <b>Satisfactory</b> | <b>Inadequate</b> |
|---|--------------------|-------------|---------------------|-------------------|
|   | <b>1</b>           |             |                     |                   |
| <p>The school has fully completed its Self-Evaluation Form and this inspection confirms the judgements the school has made about itself. In some cases however, whilst the judgements are accurate the justifications for some of those judgements need to be revisited. School leadership should be supported by Governors and all staff in completing this process. The school has excellent capacity to make further improvements. While there have been a number of key staff changes in the last few months, the quality of leadership from Governors and Headteacher has the capability to nurture the development of new staff. This needs to happen to ensure that the current high standards are sustained and built on.</p> |                    |             |                     |                   |

## D What steps need to be taken to improve the provision further?

|   |
|---|
| <p>English Martyrs is an outstandingly successful school and its strengths are many. Nevertheless, the school has the capacity to improve and the following areas for development are recommended:</p> <ul style="list-style-type: none"><li>• More formally monitor the Catholic life of the school including the evaluation with written records of Collective Worship.</li><li>• Include stakeholders in a review of the Catholic self-evaluation form ensuring that the narrative is evaluative and supports the judgements.</li><li>• Develop the role of the Religious Education Co-ordinator to include formal classroom observation and scrutinies of work are in place. This will ensure familiarity with standards, learning styles and differentiation across the whole school.</li><li>• Provide quality professional development for the Religious Education Co-ordinator.</li></ul> |
|---|

## THE CATHOLIC LIFE OF THE SCHOOL

### Leadership and Management

#### 1. How effective are leadership and management in developing the Catholic life of the school?

|  | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
|  | <b>1</b>    |      |              |            |
| <p>Everything that happens in English Martyrs' School is based on its Catholic mission. This is driven and sustained by a highly focused governing body. Leaders and managers in school all communicate a strong sense of spiritual purpose and they are determined to enable children to achieve the fullest spiritual and moral development. Every child is valued highly by the whole staff team and in that environment the children thrive. There is a complete absence of discrimination. Excellent links are securely in place with parents and parishes. There are many other links with key partners in the children's learning, all of which have a very positive impact on their development. The Chaplain/parish priest makes a good contribution to the Catholic life of the school. Much informal monitoring and evaluation of the Catholic life of the school is operating. However, if this were to be made more formal in a not too onerous way, the views of all involved could be harnessed over time and used to achieve yet higher standards. Pupils have a strong sense of commitment and responsibility for their school and the learning environment. This is nurtured through and effective school council who make a vibrant and effective contribution.</p> |             |      |              |            |

## Collective Worship

#### 2. How good is the quality of Collective Worship?

|   | Outstanding | Good | Satisfactory | Inadequate |
|---|-------------|------|--------------|------------|
|   | <b>1</b>    |      |              |            |
| <p>The quality of provision for prayer, Collective Worship and liturgy at English Martyrs is excellent. The Eucharist and prayer are central to the life of the school. Provision for private prayer has been created in two different locations, one of them very innovatively placed outside among the trees. Children respond very positively to Collective Worship and are keen to be involved. They gather calmly and participate fully through reflective prayer and song. Planning of these occasions is good but the monitoring and evaluation could be developed further. It happens already in an informal way, but provision could be improved by a more systematic approach to evaluation. Nevertheless, Collective Worship makes an outstanding contribution not only to the spiritual and moral development of the children, but to their enjoyment of school life as well.</p> |             |      |              |            |

## Community Cohesion

3. How effectively the school promotes community cohesion: inwardly (within the school); within the local faith community (parish and education communities); and the wider social, cultural and educational communities.

|   | Outstanding | Good | Satisfactory | Inadequate |
|---|-------------|------|--------------|------------|
|   | 1           |      |              |            |
| <p>The inspection confirms the self-evaluation of the school that its provision for community cohesion is outstanding. All leadership in school - indeed, all who work in school – are firmly focused on ensuring that there is harmony and inclusion for all within the English Martyrs' community. They are successful in achieving this to an outstandingly good degree. The recent award of the 'Inclusion Quality Mark' is appropriate and richly deserved. The children visibly care for each other both within and across the year groups and they welcome new arrivals. They are very conscious and responsive to the needs of others beyond the immediate school community. When they become aware of a need they propose a response and get publicity for their endeavour that generates further support. School management effectively supports these initiatives. Excellent relationships exist with a range of other educational establishments and the school plays a full role in a whole variety of civic and Local Authority events. The visits made and visitors received have been a rich resource in developing the children's community awareness to a high standard. The Religious Education programme promotes Community Cohesion to an outstandingly good standard.</p> |             |      |              |            |

## PART 2 CURRICULUM RELIGIOUS EDUCATION

### Achievement and Standards

#### 4. How well do learners achieve?

|  | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
|  | 1           |      |              |            |
| <p>Overall pupil attainment in Religious Education at English Martyrs is of a very high standard. Attainment on entry is broadly in line with national expectations. However, by the time pupils leave the school the majority have achieved well beyond this. Children with learning difficulties make good progress over time. Standards in Religious Education compare favourably with those in English.</p> <p>In most classes work in pupils' books, which included extended writing, showed a variety of tasks designed to enable children to apply knowledge to their daily lives, think ethically and respect their own feelings and those of others. At the upper end of Key Stage 1 children were able to think of ways to enhance friendship once they had said sorry. While at the top end of Key Stage 2 pupils were effectively 'hot seating' and writing accounts from the perspective of different characters, which they were then able to apply to their own lives. Pupils enjoy Religious Education, willingly answering questions and working collaboratively.</p> <p>Learning objectives were shared in all lessons that we observed and in some were used for pupil self assessment. The school now needs to consistently set challenging targets in Religious Education in line with other core subjects.</p> <p>The standard of achievement in pupil behaviour in all classes and around the school is exemplary. This illustrates the good relationships between staff and pupils, which is a hallmark of this Catholic school. It impacts very positively on achievement and standards. The childrens' care for each other, as seen in the way in which Key Stage 2 pupils help those in Key Stage 1. The pupil instigated fundraising and they take pride in their achievements, these are examples of the positive impact of Religious Education on the lives being led by the children.</p> |             |      |              |            |

## Quality of Provision for Religious Education

### 5. How effective are teaching and learning?

|  | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
|  | 1           |      |              |            |
| <p>Teachers' subject knowledge is of a high standard. The quality of teaching is overall outstanding. Work is well planned and largely delivered in interesting and varied formats which facilitates learning. The use of I.C.T. in Religious Education has been developed and now needs to be consistently embedded across the school. During the inspection some of the youngest children were engaged in collaboratively building a bridge in the outdoor play area while others were writing and illustrating examples of being a good friend. The latter formed a 'friendship chain' which was shared at the end of the day. Pupils are eager to learn and respond well to their teachers.</p> <p>The school has embraced the assessment for learning procedures introduced nationally this academic year. They confidently level pupils work accordingly. The Religious Education Co-ordinator has been largely responsible for leading this successful initiative. In order to develop her role and expertise she now needs to be given the opportunity to systematically carry out formal classroom observations and scrutinies of work which lead to reports to staff and governors.</p> <p>The school effectively covers the teaching of other world religions thereby fostering respect and understanding for others. There have been visits by people of other faiths and a visit to a Mosque for pupils in Key Stage 2 is planned for later this term. Tasks are tailored to pupil ability and classroom support is effectively deployed. The school Chaplain is a valued member of this team. Parents are kept informed about the Religious Education Curriculum via the Diocesan leaflet, which is sent out on a termly basis. They are also invited to termly Parents' Evenings and receive an annual report, all of which include attainment in Religious Education. On a less formal note, parents are delighted with and supportive of the school and the standards and values it achieves.</p> |             |      |              |            |

**6. How well does the Religious Education curriculum meet the needs and interests of learners?**

|   | <b>Outstanding</b> | <b>Good</b> | <b>Satisfactory</b> | <b>Inadequate</b> |
|---|--------------------|-------------|---------------------|-------------------|
|   | <b>1</b>           |             |                     |                   |
| <p>The Curriculum provision fulfils the requirements of the Bishops Conference 'Curriculum Directory for Catholic schools' and is appropriately based on the approved 'Here I Am' programme. The Religious Education themes and topics follow the 'Here I Am' programme and include the liturgical year. The 10% entitlement is in place. Progression is evident throughout the school. The children often come into school with very little religious knowledge or experience, but this is addressed sensitively and consistently. Childrens' faith, knowledge and response is nurtured throughout their time at English Martyrs. The high quality Religious Education received is reflected in the pupil ability to understand the links between what they are being taught and how they are called to live. Teachers actively facilitate this. In a Key Stage 1 class where all the children were able to give examples of how to build friendship the teacher challenged them to make friends promptly for the rest of the week. In upper Key Stage 2 the children willingly agreed to show an anonymous act of kindness to the person whose name they had taken from a bag.</p> <p>Pupils are aware of the Christian responsibility to share their gifts and resources with those less fortunate than themselves. The school council provided many examples and assured us that they were able to choose charities and organise events. They enjoy these activities. The children value the variety within Religious Education lessons which include acting and working in groups. The School Council said that through Religious Education they made friends, helped others and ensured that no serious bullying happened. They also appreciate their school assuring us that it is 'brilliant' and that the teachers are 'funny'. The pupils are confident, happy and well motivated, reflecting the care they receive at English Martyrs.</p> |                    |             |                     |                   |

# Leadership and Management

## 7. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

|  | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
|  | 1           |      |              |            |
| <p>The leadership and management of Religious Education is one of the many strengths of this outstanding Catholic school. The Headteacher has high aspirations for the children in her care. These are effectively communicated to all staff and embraced. The Headteacher and Senior Leadership Team have an accurate picture of the strengths and areas for development in Religious Education, which are set out in the School Improvement Plan. The faith development of pupils, academic rigor and the inclusion of all is integral to the life of the school.</p> <p>Both the Religious Education Co-ordinator and school chaplain are knowledgeable and supportive of staff in the planning and delivery of the Religious Education Curriculum. However, they need to ensure that the 'Before we begin' section of the 'Here I Am' programme is appropriately and effectively implemented for on going staff development. The coordinator, who has the potential to be outstanding, needs to be given the opportunity to fully develop her role within the school and the time necessary to complete the appropriate tasks.</p> <p>The Governors play an active part in the leadership of Religious Education, which includes a monitoring role as 'critical friend' to the school.</p> <p>The school has ample accommodation, which has been developed and enhanced since the last inspection. This includes an appropriate prayer area in the grounds. The standard of display in classrooms and shared areas is of a high standard. Each classroom has a prayer focus, Religious Education display and appropriate artefacts. The provision is well resourced within the school. There are strong links with the local Catholic schools that include an effective transition process. Links with the local Catholic parishes are strong; the priests are regular visitors to the school and supportive of it.</p> <p>English Martyrs is a school where unity of purpose among all the stakeholders enables children to flourish.</p> |             |      |              |            |

### Common grading scale for all inspection judgements

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

|  |   |
|--|---|
| How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?   | 1 |
| <ul style="list-style-type: none"> <li>the overall effectiveness of the Catholic life of the school and its provision for community cohesion;</li> </ul>                                   | 1 |
| <ul style="list-style-type: none"> <li>the overall effectiveness of the provision for the Catholic Religious Education curriculum, its main strengths and areas for development</li> </ul> | 1 |
| <ul style="list-style-type: none"> <li>the effectiveness of steps taken to promote improvement since the last inspection</li> </ul>  | 1 |
| <ul style="list-style-type: none"> <li>the capacity to make further improvements</li> </ul>  | 1 |

### THE CATHOLIC LIFE OF THE SCHOOL

|  |   |
|--|---|
| How effective are leadership and management in developing the Catholic life of the school?   | 1 |
| <ul style="list-style-type: none"> <li>how well the governing body fulfils its role in relation to the school's Catholic foundation</li> </ul>   | 1 |
| <ul style="list-style-type: none"> <li>how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement</li> </ul> | 1 |
| <ul style="list-style-type: none"> <li>the quality of the leadership of the Headteacher and senior staff in leading and developing the Catholic life of the school</li> </ul>                    | 1 |
| <ul style="list-style-type: none"> <li>how effectively leadership at all levels in the school promotes learners' spiritual and moral development</li> </ul>                                      | 1 |
| <ul style="list-style-type: none"> <li>the impact of the involvement of the chaplain on the work of the school</li> </ul>  | 2 |
| <ul style="list-style-type: none"> <li>how effectively the Catholic life of the school is monitored and evaluated</li> </ul>   | 2 |
| How good is the quality of Collective Worship?   | 1 |
| <ul style="list-style-type: none"> <li>the quality of the provision for prayer, Collective Worship and liturgical life of the school and its frequency</li> </ul>                                | 1 |
| <ul style="list-style-type: none"> <li>learners' response to the school's provision</li> </ul>   | 1 |
| <ul style="list-style-type: none"> <li>how effectively the provision is planned, monitored and evaluated</li> </ul>  | 2 |
| <ul style="list-style-type: none"> <li>how well the liturgical life, prayer and Collective Worship contributes to the spiritual and moral development of the learners</li> </ul>                 | 1 |
| How effectively the school promotes Community Cohesion?  | 1 |
| <ul style="list-style-type: none"> <li>how effectively leadership at all levels promote community cohesion within the school</li> </ul>  | 1 |
| <ul style="list-style-type: none"> <li>the efforts of the school to promote community cohesion with the wider Catholic faith and education communities</li> </ul>                                | 1 |
| <ul style="list-style-type: none"> <li>how well does the school work in partnership with the wider education, cultural and social communities</li> </ul>   | 1 |
| <ul style="list-style-type: none"> <li>the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school</li> </ul>                                     | 1 |
| <ul style="list-style-type: none"> <li>how far the Religious Education curriculum promotes community cohesion</li> </ul>   | 1 |

### RELIGIOUS EDUCATION

|   |   |
|---|---|
| How well do learners achieve in Religious Education?  | 1 |
| <ul style="list-style-type: none"> <li>learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners</li> </ul> | 2 |
| <ul style="list-style-type: none"> <li>the standards of learners' work</li> </ul>   | 1 |
| <ul style="list-style-type: none"> <li>learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners</li> </ul>   | 1 |
| <ul style="list-style-type: none"> <li>the extent to which learners enjoy their work</li> </ul>   | 1 |

|   |          |
|---|----------|
| <ul style="list-style-type: none"> <li>the behaviour of learners</li> </ul>   | 1        |
| <ul style="list-style-type: none"> <li>learners' spiritual, moral, social and cultural development</li> </ul>   | 1        |
| <ul style="list-style-type: none"> <li>the extent to which learners' contribute positively to the school and broader community in the school</li> </ul>   | 1        |
| <b>How effective are teaching and learning in Religious Education?</b>  | <b>1</b> |
| <ul style="list-style-type: none"> <li>how well teaching is used to meet learners' needs and curriculum requirements</li> </ul>   | 1        |
| <ul style="list-style-type: none"> <li>the suitability and rigour of assessment in planning, monitoring and informing learners' progress</li> </ul>   | 2        |
| <ul style="list-style-type: none"> <li>the diagnosis of, and provision for, additional learning needs</li> </ul>  | 1        |
| <ul style="list-style-type: none"> <li>the involvement of parents and carers in their children's learning and development</li> </ul>  | 1        |
| <b>How well does the Religious Education curriculum meet the needs and interests of learners?</b>   | <b>1</b> |
| <ul style="list-style-type: none"> <li>the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience</li> </ul> | 1        |
| <ul style="list-style-type: none"> <li>how far the Religious Education curriculum meets external requirements and is responsive to local circumstances</li> </ul>                                 | 1        |
| <ul style="list-style-type: none"> <li>the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners</li> </ul>                    | 1        |
| <ul style="list-style-type: none"> <li>the extent to which the Religious Education curriculum contributes to learners' enjoyment and achievement</li> </ul>                                       | 1        |
| <b>How effective are leadership and management in raising achievement and supporting all learners in Religious Education?</b>   | <b>1</b> |
| <ul style="list-style-type: none"> <li>how effectively whole school and subject leadership in Religious Education lead and support their staff</li> </ul>   | 2        |
| <ul style="list-style-type: none"> <li>how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment</li> </ul>                      | 1        |
| <ul style="list-style-type: none"> <li>how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential</li> </ul>                            | 1        |
| <ul style="list-style-type: none"> <li>the adequacy and suitability of staff to ensure that learners are well taught</li> </ul>   | 1        |
| <ul style="list-style-type: none"> <li>the adequacy and suitability of specialist equipment, learning resources and accommodation</li> </ul>  | 1        |
| <ul style="list-style-type: none"> <li>how effectively and efficiently resources are deployed to achieve high standards</li> </ul>  | 1        |
| <ul style="list-style-type: none"> <li>The extent to which governors discharge their responsibilities</li> </ul>  | 1        |