

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## **CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48**

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

ENGLISH MARTYRS CATHOLIC PRIMARY, A  
VOLUNTARY ACADEMY  
Dewsbury Road, Wakefield, WF2 9DD

School URN

141595

Date of Inspection and OE  
grade

21/22 March 2018  
GRADE: 2

E-mail address

headteacher@ems.bkcat.co.uk

Chair of the Academy Council

Mr James Rawlinson

Headteacher

Mrs Catherine Flood

RE Subject Leader

Mrs Sarah Delany

Date and grade of last S48  
inspection

17-18 January 2013  
GRADE: 1

Section 48 Inspector

Mrs Alixena Lubomski

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education. 2

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

**CATHOLIC LIFE** 2

**RELIGIOUS EDUCATION** 2

**COLLECTIVE WORSHIP** 2

### Summary of key findings:

#### **This is a Good Catholic school.**

- English Martyrs Catholic Primary is a good Voluntary Academy. It is a deeply committed and caring community which is united in promoting the Catholic mission of the school.
- All associated with the school are encouraged and supported to follow the mission of the school, which is to create and develop a community firmly rooted in the teachings of Jesus Christ.
- The headteacher and deputy head, who is also the Religious Education (RE) leader, are extremely dedicated to the mission of the Church. Together they ensure that 'Christ is at the centre' of their decision making and that a wealth of opportunities are provided to help pupils, staff and families develop their own personal relationships with God.
- The academy council are supportive of the development of the Catholic Life of the school. However they need to develop their monitoring and evaluative systems to ensure that they can provide an appropriate level of challenge to the school's leaders in all areas of the required inspection schedule.
- High quality Collective Worship is central to the life of the school and is a key part of every school celebration. It is a major strength of the school and all pupils play an active role in the preparation, delivery and development of Collective Worship.
- Pupils are extremely polite and helpful to visitors and this goes hand in hand with their excellent behaviour. They willingly accept responsibility for caring for each other.
- Teaching is good, some is outstanding but none is inadequate. Staff subject knowledge is good overall and pupils are motivated by the well embedded creative approach that the school employs in the teaching of RE.
- Pupil attainment is improving in the Early Years (EY) and Key Stage 1 (KS1) with growing numbers of pupils achieving the higher levels. Attainment in Key

Stage 2 (KS2) is in line with other core subjects. Action planning would benefit from the inclusion of measurable milestones focused on attainment and progress, this would aid governors in their monitoring of the impact of the plans.

- Assessment in RE is embedded within the curriculum. Regular moderation activities take place within the school, under the guidance of the experienced RE Leader, and with other schools across the Bishop Konstant Catholic Academy Trust (BKCAT).
- The RE leader ensures that analysis of data is rigorous. Termly 'Pupil Progress in RE' meetings provide teachers with specific feedback in relation to any additional support that may be required for groups within the school.
- The policy and provision for relationships and sex education (RSE) is currently under review in line with Diocesan requirements.
- All areas from the last Section 48 inspection have been addressed.
- All canonical and statutory duties are fulfilled.

### **What the school needs to do to improve further:**

- Drive up standards in RE teaching and learning, particularly in KS2, by ensuring that all tasks set provide opportunities for all pupils to develop the higher order RE skills.
- Ensure that action planning provides a secure measurable platform for year-on-year increases in the number of pupils achieving age-related expectations or better.
- Secure the knowledge and understanding within the academy council of the rigorous monitoring and evaluation procedures required in relation to the Section 48 inspection schedule.

### **Information about this inspection**

The Inspection of English Martyrs Catholic Primary School, Wakefield was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous Section 48 Inspection have been addressed.
- 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 governors promote, monitor and evaluate the provision of the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.
- How well pupils respond to and participate in the school's Collective Worship.
- The quality of Collective Worship provided by the school.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

The inspection was carried out by one inspector over one and a half days.

- The inspector, headteacher and deputy head /RE leader completed a ‘teaching and learning walk’ throughout the whole school.
- The inspector observed acts of Collective Worship involving the whole school led by year three and separately in two other classes.
- Meetings were held with the headteacher, deputy head , who is also the RE subject leader, parish priest, curate, governors, parents, parishioners, representatives from the school council, mini vinnies, chaplaincy team, ‘smarty martyrs’ and class representatives.
- A comprehensive sample of evidence covering the RE/Catholic Life of the school was made available.
- The school’s tracking files to show pupil progress and attainment data was analysed.
- Samples of pupils’ work, examples of marking and data from pupil and parent questionnaires, minutes from Academy Council meetings, headteacher reports and annual reports to governors by the RE leader were scrutinised.
- School newsletters, Collective Worship planning and RE action plans were scrutinised.
- Displays in classrooms and around the school and photographic evidence of activities throughout the liturgical calendar year, to show special themed work which has taken place in school and in the local community, have been noted.

### **Information about this school**

English Martyrs Primary School, A Voluntary Academy, is a one form entry school in the Bishop Konstant Catholic Academy Trust (BKCAT) serving the Catholic parish of St Martin de Porres within English Martyrs Church boundaries.

76% of the pupils are Catholic, 7% have another Christian denomination, 2% are from other faith backgrounds and 15% have no religious affiliation. There are eleven teachers and nine of these are Catholic. Three of the teachers hold the Catholic Certificate for Religious Studies or equivalent.

21% of the pupils are supported through the special educational needs and disabilities register with 8 of these having education health care plans.

The deputy head regularly attends BKCAT RE cluster meetings to share good practice with her colleagues.

English Martyrs promotes and benefits from collaborative working with the other BKCAT schools on a regular basis.

## Full report - inspection judgements

### CATHOLIC LIFE

#### The Catholic Life of the school is Good.

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	<b>2</b>
The quality of provision for the Catholic Life of the school.	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	<b>3</b>

- Pupils across the school at English Martyrs Catholic Primary readily demonstrate their appreciation for and active participation in the Catholic Life and mission of the school. The older pupils are particularly keen to share their ideas for developments with the staff and they know that their input is valued and acted upon.
- Pupils spoke with pride and enthusiasm about their involvement as part of the school council, mini vinnies, chaplaincy team and ‘smarty martyrs’ groups in the school. Pupils from year one upwards were able to give examples of how they are fulfilling the Church’s mission within their school and in the wider community. They fully understand the implications of living out the school’s current mission statement: ‘Walking with Jesus. God’s love in action.’
- Relationships within and beyond the school are very positive. There is a visible commitment within the school to maintain a peaceful environment in which pupils can thrive and feel secure. Older pupils look after younger children as buddies and pupils who require one-to-one support are cared for by staff who know their specific needs well. Staff and pupils treat each other with mutual respect, parents are very appreciative of the support the school provides for their children on a daily basis.
- The school community, led by the mini vinnies, raises large sums of money annually which benefit local and global charities. The pupils are very clear about their responsibilities as global citizens and, under the guidance of key staff, are very focussed in their planning and organisation of events
- The school environment at English Martyrs Catholic Primary reflects the school’s mission. The heart of the building is a showcase for religious artwork created by the pupils and their families on the school’s feast day over recent years. The Church’s Liturgical year is on permanent display which helps to support the pupils’ knowledge base.
- Displays within the classrooms celebrate pupils’ work and prayer focus areas are well resourced.
- Since the last inspection the school has successfully introduced a residential retreat for upper key stage two pupils. Staff and pupils reported that experience was spiritually uplifting and has had a significant impact on their faith journeys.
- The school’s chaplaincy provision is well established: the parish priest regularly celebrates mass with the whole school supported by the year six Chaplaincy team. His assistant priest also regularly visits the school and supports the pupils’ prayer life.
- A member of the parish is sharing her faith journey with the pupils across school each week through the Rosary club. She very proudly informed the inspector that the older pupils were becoming very confident in leading this special prayer time for the younger ones.
- The partnership between home, school and parish is being further strengthened through joint projects such as the travelling prayer bags. Pupils spoke enthusiastically

about taking these bags home during the year and being able to pray in a very special way with their families.

- Pastoral care is carefully planned and well-resourced within the school for pupils and staff alike. Parents report that they fully appreciate the care and support that they receive from staff at all levels in the school. They consider the children to be very well cared for during the school day and they always feel welcomed into the school.
- The Relationships and Sex Education policy is currently being updated in line with diocesan requirements.
- The pupils at English Martyrs Catholic Primary enthusiastically embrace all aspects of the pastoral education. A particular strength across the school is their enthusiasm for using their gifts in the service of others. Representatives of the different pupil-led groups were keen to share their successes with the inspector, they appreciate the opportunities that the school provides for them to take a lead on improving the curriculum, in particular in RE, and the school environment. They have a secure understanding of requirements of Catholic social teaching and are proactive in their outreach work as a school and within the academy trust.
- Over time the deputy head has systematically provided ongoing support for each new member of staff to develop their knowledge and understanding of their roles with the Catholic ethos of the school. Consequently most of the teachers are ensuring that their classroom displays and prayer areas securely reflect the mission of the Church.
- The headteacher and deputy head are effective in enhancing the day-to-day experiences that the pupils and staff have within the Catholic life of the school. They regularly gather pupil voice and, where appropriate, put the pupils' suggestions and ideas into place. The senior leaders now need to give less experienced staff more opportunities to take a lead in developing different key aspects of the Catholic Life provision for their own professional development.
- The headteacher provides information termly to the academy council about activities related to the Catholic Life of the school. However these reports do not provide the council with an impact analysis which would help them to evaluate the provision in place more readily.
- The academy council ensures that the development of the Catholic Life is the first priority on the school development plan. However there has been no evidence of any systematic monitoring and evaluation of the Catholic Life since the last inspection. The recently formed Catholic Life committee needs to develop secure terms of reference in order to be able to contribute accurately to the school's self-evaluation.

## RELIGIOUS EDUCATION

### Religious Education is good.

How well pupils achieve and enjoy their learning in Religious Education.	<b>2</b>
The quality of teaching, learning and assessment in Religious Education.	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	<b>2</b>

- Most pupils, including those with special educational needs, across the school make good progress from their varying starting points. Teachers are becoming skilled at recording pupil knowledge in a variety of ways which shows their true level of understanding. This good progress is accelerated in the EY and KS1 due to well targeted planning within lessons.

- Pupils across the school are religiously literate at age appropriate expectations. In the EY they are able to differentiate between a cross and a crucifix and they use key vocabulary well during activities related to Jesus being laid in the tomb.
- In year six, pupils can enthusiastically describe reasons why different religious and political groups reacted to Jesus' entry into Jerusalem in different ways. Their reasoning is based on a good working knowledge of the Gospels and a deepening understanding of wider issues that affected the Jewish people two thousand years ago.
- Teaching across the school is mainly good or better. The strongest practice ensures that all pupils are all engaged with the topic studied within the 'The Way, the Truth and the Life' scheme. In the best lessons teachers skilfully question the pupils, ensure that they always gave reasons for their ideas and opinions and provide challenging tasks which develop their independent learning skills.
- Creative strategies are well-embedded across the school and the pupils were keen to acknowledge how much they particularly enjoyed the artistic and dramatic elements of these lessons. There is some evidence of opportunities being provided for pupils to produce extended pieces of recorded work as they move through KS2.
- The RE curriculum is appropriately supplemented with regular periods when the whole school focuses on major world faiths. Pupils reported that they found these focus weeks useful as they were able to make comparisons with their own faith experiences.
- Pupil progress in RE is monitored by the senior leaders through the comprehensive whole-school tracking system which has been developed in the BKCAT Trust.
- Current data shows strong attainment throughout EY and KS1. In these classes teaching is well planned and linked carefully to current assessment requirements. As the pupils move through KS2, the number of pupils performing at age related expectations is decreasing over time. In some classes across the school, teachers are using the 'driver words' effectively to provide the pupils with clear guidance with how to achieve the higher levels of attainment.
- Pupils across the school are familiar with the 'I can' statements as an aid to the assessment of their progress. However they do need to develop the confidence to assess their own performance against the criteria as they move through the school.
- The RE leader has a very secure knowledge of the attainment and progress of groups across the school. RE data is discussed at Pupil Progress meetings with staff and the performance of individual pupils is challenged within these discussions.
- The quality of work in the RE books is of a good standard in most areas of the school. Pupils take pride in their work and marking is generally in line with the school's policy.
- Teaching Assistants are effectively deployed across the school in a number of ways during RE lessons. They are particularly effective when they take a leading role in group activities and where they work on a one-to-one basis with children who find it harder to access the curriculum independently.
- The school operates a systematic approach to the monitoring of teaching and learning in RE. However this needs to be more regular and rigorous in order to ensure that impact from any necessary improvements can be revisited and evaluated to inform future development planning.
- The RE Leader is very effective in her role. She has a clear vision for teaching and learning in RE and works tirelessly to upskill the teachers across the school. She also uses her extensive experience to positively influence developments not only within English Martyrs but also across the whole Trust through her participation in the RE leaders cluster group and her membership of the Trust Spiritual Development Committee.
- Governors receive annual reports from the RE leader which provide them with clear information about areas of strength within the teaching and learning in RE and areas that still need further development.

- The governing body has recently been given access to overall data for attainment in RE. They now need to develop their own skills in holding the school's leaders to account in order to further raise attainment in all areas of the school.

## COLLECTIVE WORSHIP

### Collective Worship is Good.

How well pupils respond to and participate in the school's Collective Worship.	<b>2</b>
The quality of provision for Collective Worship.	<b>2</b>
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	<b>2</b>

- The quality of Collective Worship in the school is good. The inspector witnessed whole school and class worship, pupils participated prayerfully and expressed their joy and thanksgiving through formal and informal prayer and singing. From their earliest years, pupils are able to express their developing relationship with Jesus as a friend and helper to all through simple prayers and songs. Meditation sessions provide every pupil in the school with a time to reflect each day.
- Their experiences of Collective Worship are well supported by informative displays linked to the Liturgical year and age-appropriate religious resources on the prayer areas throughout the school.
- Pupils take an active role in planning, leading and delivery of Collective Worship. From their earliest days in the school, high expectations are set by the school with regard to pupils' preparation for and participation in daily Collective Worship. The inspector observed year one pupils preparing a central prayer focus, confidently responding to the chosen reading and then meditating for an extended period about the message from the reading. In year four, two pupils had prepared the worship and thoughtfully guided their peers through a reflection on the chosen reading and gave them a clear mission to follow for the rest of the week.
- The skills for planning and leading Collective Worship are well embedded in KS2, both within the classrooms and during whole school opportunities for worship. In order to further enhance this provision, pupils should be encouraged to include Gospel acclamations in their class worship.
- In KS1, pupils are mentored by KS2 pupils to develop their Collective Worship leadership skills. The impact of the mentoring is very positive: the inspector witnessed the confidence in which the younger pupils prepared their classroom for Collective Worship and helped their peers to understand the chosen Gospel reading.
- The school plans for Mass to be celebrated at important times, with whole school and class masses through the year. The parish priest works closely with the school to plan the themes and practice of each Mass. He spoke very positively to the inspector about the school in its preparation of worship and in the response and participation of pupils.
- Teachers' knowledge of the leadership of Collective Worship and Catholic tradition is regularly updated through an effective training programme led by the RE leader and in collaboration with other trust schools. With support from the senior leaders, staff follow an appropriate plan of themes, readings and prayers, allied to the liturgical

season, and these are adapted by groups of pupils, to provide acts of worship in their classes.

- Some evaluation of the impact of Collective Worship among pupils is carried out by the senior leaders. This needs to become a regular and systematic activity, which provides opportunities for the parents and staff to also relay their feedback.
- The headteacher and deputy head are committed to ensuring that Collective Worship is central to the life of the school. Their hard work has resulted in an age appropriate programme being in place which ensures all pupils are given ample opportunities to explore their developing relationships with God.
- Members of the academy council are regularly visitors to the school and provide informal feedback to the school about the quality of the Collective Worship that they attend. They now need to consider formalising this feedback in order to ensure that they are rigorous in their monitoring the impact of the provision for Collective Worship at English Martyrs Catholic Primary.