

## DIOCESAN INSPECTION REPORT

# St Mary Queen of Martyrs VC Academy

(Part of St Cuthbert's M.A.T), Nidderdale, Sutton Park, Kingston upon Hull, HU7 4BS

School Unique Reference Number: **140903**

<b>Inspection dates:</b>	18 – 19 May 2022
<b>Lead inspector:</b>	Mr Simon Geaves
<b>Team inspector:</b>	Mr Martin Macaulay

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS, CARERS AND PUPILS

St Mary Queen of Martyrs VC Academy is an outstanding Catholic school because:

- St Mary Queen of Martyrs is a warm, welcoming and caring school. Every member of the school is valued and pupils are at the heart of every decision. The school is outstanding as it bears witness to its Catholic values daily and the children contribute fully to this.
- There is a genuine authenticity to the Catholic life of the school which is fully embraced by all. Relationships across the school are a real strength and they work together to fulfil the school mission statement which is understood by everyone. Leaders, at every level, rigorously monitor their school and as a result know their school very well and drive positive change. All stakeholders are not yet fully involved in evaluation procedures.
- The Academy's Chaplaincy team significantly contribute to the Catholic life of the school through a variety of enriching experiences. Pupils and staff have a clear sense of belonging and a commitment to living out their mission statement.
- Collective Worship is well developed across the school, and it provides the children with various experiences. There is a palpable enthusiasm for Collective Worship, reflected in the quality of communal singing, the quality of prayerful silence and the depth of participation in community prayers. Pupils lead collective worship and have an active voice in its development. Pupil mentoring is not yet fully implemented.
- Religious Education is outstanding because pupils achieve well, enjoy their learning, and can articulate their faith exceptionally well. Pupil's behaviour and attitude to learning is outstanding. Teaching is consistently good across the school, and some is outstanding. However further refinement is needed to ensure complete consistency and implementation of all systems.
- Staff professional development and formation have clearly benefitted the school. There are opportunities for staff to work collaboratively across the Trust. Staff new to the school are quickly empowered to carry out their duties effectively.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Mary Queen of Martyrs Voluntary Catholic Academy is part of St Cuthbert's Catholic Academy Trust. Presently, this Trust is made up of a group of eight schools, one Secondary School and seven Primary Schools.
- The school serves the parishes of St Mary Queen of Martyrs and St Francis of Assisi. St Mary Queen of Martyrs church is situated next door to the school.
- The school currently has 326 pupils on roll which is slightly higher than average. 34% of children who attend the school are baptised Catholics, with the remainder of children from other Christian denominations.
- The vast majority of pupils are from a white British background.
- 13% of the children within the school are on the Special Educational Needs and Disability (SEND) register.
- The proportion of pupils known to be eligible for pupil premium is 26% just above the national average. 41% of the school population live in the 5% highest level of deprivation nationally.
- Since the last inspection there has been significant change in the senior leadership of the school with an executive head teacher and head of school in post.
- 33% of teachers at the school are Catholic.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Strengthen the Catholic Life in the school by:
  - Embedding and enhancing the #SMQuality system to ensure all stakeholders play an active role in its continued implementation and success.
- To further develop the quality of Collective Worship by:
  - Using older pupils to mentor younger pupils so they can have a more active role in Collective Worship leadership at an age-appropriate level.
- To improve the quality of teaching, learning and assessment in Religious Education by:
  - Ensuring teachers consistently use time effectively to maximise learning opportunities.
  - Embed the teaching and learning procedures that are set up across the school and make refinements to ensure success for all learners.

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

- At St Mary Queen of Martyrs, the mission statement 'Be the best that you can be, Jesus loves you always,' has genuine authenticity across all areas of school life. Pupils show a deep respect for themselves and others as they enthusiastically embrace belonging to the Catholic community of their school. The chaplaincy team and the leaders of the school plan thoughtfully so that pupils can shape and experience the mission of the school.
- Pupils play a full part in developing the school's mission statement and how this is acted out in daily life. The RE ambassadors, junior chaplains and mini-vinnies could all articulate this clearly and these are just some examples of how pupils take full advantage of the opportunities the school provides for personal support and development. Pupils are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils speak with pride about recent events in the life of the school. Pupils enthusiastically live out their faith in school and the wider community. The combination of numerous whole school charitable acts and special events such as 'Mission Days' and 'Be Spirited days' ensures that pupils enthusiastically embrace a holistic approach to education. They joyfully offer their gifts in the service of others and value this deeply.
- The recent development of #SMQuality across the school has already enhanced the Catholic life of the school further. In time, parents and other stakeholders will be made more aware of these values and how they underpin the school's mission.
- The Catholic life of the school helps pupils to feel proud of their school, value the experiences they are given and respect the strong Catholic identity it clearly has.

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

- The school environment beautifully reflects the school's mission through a range of wonderful displays which promote its significance and importance. The RE Ambassadors spoke with pride, knowledge and understanding about their school and its Catholic life enhanced by the environment.
- All staff are fully committed to the Catholic life of the school. They are provided with highly detailed and well-planned professional development. This enables all staff have the necessary skills to ensure the school has its Catholic life at the heart of all that it does.

- The chaplaincy provision is exemplary in supporting and promoting the Catholic Life of the school. They have a strong partnership with the leadership team and the RE leaders who have a shared ambition and commitment to continually seek to improve the provision further. This work is imaginative, robust and creative and provides the pupils with further signs of its Catholic character.
- Families were universally in support of the school and spoke enthusiastically and passionately about its Catholic life. One parent alluded to this by commenting that 'this is not just a school; it is a family'. During the pandemic it was the Catholic life of the school that continued to give families support and pupils fully embraced all activities given to them. Pupils will be inspired by the work of the school to discuss enthusiastically the values the school holds dear in their home lives. Parents and other stakeholders share this sense of community and value this dearly.
- The school is attentive to the pastoral needs of staff and ensures that almost every member's needs are catered for.
- Pupils access pastoral programmes effectively. PSHE and RSE are thoughtfully designed, consistently well taught and celebrate Catholic teachings and principles.

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

- The Catholic life of the school is given the highest priority by leaders. This is a priority also shared by the wider Academy Trust and the work they complete with schools. Leaders have a clear direction for the school and this is lived out in its actions. Leaders at all levels are ambitious for the Catholic life of the school and they lead by example.
- Leaders are passionate about the Catholic Life of the School and this contributes to the effectiveness the school has to deliver wonderful experiences. Working alongside senior leaders, they ensure that it is the core responsibility of the school. School self-evaluation reflects effective monitoring, analysis and self-challenge. Leaders know their school well and are enthusiastic in their approach to continuous improvement.
- Support for staff through continuous professional development is outstanding. Staff new to school complete a comprehensive induction programme with direct guidance to ensure they settle quickly. As a result of this the staff's understanding of the school's mission statement is clear and staff feel valued to make positive contributions to the school.
- The Trust's chaplaincy team gives the Catholic life the highest priority. Their evaluation drives the ambitious work of the school to continually develop. They provide an excellent example for staff and children to follow.
- Executive leaders are also highly ambitious for the school and have high expectations. They make a significant contribution to the Catholic life of the school. They are actively involved in its evaluation and are ready to challenge as well as support where necessary.
- Engagement with parents is excellent. They value deeply the Catholic life that the leaders promote and act out. They are keen to support the school in its pursuit of its mission statement.

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

- Collective Worship is central to the life of the school and it has a clear purpose and direction. There is a genuine enthusiasm for Collective Worship, reflected in the quality of communal singing, the quality of prayerful silence and the depth of reverent participation in communal prayer.
- Pupils are engaged in Collective Worship. They are confident to deliver worship in a variety of ways using creative and appropriate resources. They value the prayer experiences shared by the school, as one child said, 'When I am in a bad place, I know I can go to a quiet place and pray'.
- Pupils have an excellent understanding of the Liturgical year and religious seasons. They were able to articulate their understanding of seasons and feasts and prepare acts of worship which fully reflect this.
- Staff are excellent role models for the pupils. They encourage a culture of prayer that supports pupils' confidence and enthusiasm.
- Pupils are keen to take part in staff-led prayer and worship which is well planned and reflective. The pupils responded really well to the 'resilience' worship and participated fully. Pupils also engage fully in pupil-led worship. They have a detailed understanding of how to prepare for Collective Worship and happily evaluate experiences upon their conclusion. It was a pleasure to witness Nursery children praying together before singing and dancing.
- Older pupils are excellent role models for younger pupils to follow. The RE Ambassadors and Chaplaincy team readily take the initiative in leading worship.

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff.
- At all times during the inspection pupils engaged fully in Collective Worship. From the early years to Year 6, pupils experienced prayer through organised adult-led worship, child-led class worship, prayer group activities and outside prayer with the RE ambassadors.
- Collective Worship is planned to reflect the liturgical year and is both inclusive and reflective. Staff are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.

- Sacred spaces and RE displays are prominent around the school, these are used to stimulate reflective prayer experiences.
- The highly effective chaplaincy team ensure that staff are supported and become highly skilled to help pupils to plan and deliver quality worship. They enable pupils to experience a wide variety of methods and styles of prayer.
- Due to the pandemic, parental participation in Collective Worship has been limited over the past few months. It still has been fully inclusive and parents have valued the return to 'live' experiences recently.

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

- Leaders are dedicated and knowledgeable about Collective Worship. They have an extensive understanding of the Church's liturgical year, seasons and feasts. There is a planned cycle of Collective Worship using a range of forms and resources to engage all pupils.
- The executive head teacher, head of school, RE Leaders and chaplaincy team are a source of strength for the school and provide excellent support to less experienced staff. They are visible as leaders of Collective Worship in the school and are models for outstanding practice for staff and pupils. Staff formation is a strength and the commitment to deliver varied experiences of prayer to the children is shared by all.
- Leaders seek meaningful opportunities to promote the spiritual life of the school with parents/carers. Newsletters promote the spiritual experiences of the children and the use of the school's twitter feed has helped parents to feel included and welcome.
- Evidence is clear that there are robust procedures for monitoring and evaluating Collective Worship across the school. This has a positive impact on the quality of the provision the school offers.
- Leaders and directors from the Trust board place the highest priority on the school's self-evaluation of Collective Worship. They regularly review where the school is and challenge and support the school in its effectiveness of Collective Worship. They value the work of the school and the commitment and impact of the leadership and Chaplaincy teams.

## 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 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 outstanding.**

- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills. Their behaviour for learning throughout the school is excellent enabling high quality learning to take place.
- Pupils concentrate well in sessions and have a clear understanding of what they need to do to improve. When asked, pupils were able to articulate how they have made progress and this was evident across many year groups. The use of driver words and knowledge maps helps pupils to achieve this well.
- Almost all groups of pupils, including those with special educational needs, are making progress comparable to the progress of other pupils.
- Pupils are religiously literate. They use their knowledge, understanding and skills to reflect spiritually and think ethically and theologically. The pupils make links across a range of sources and draw upon prior learning to make further progress.
- In early Years Foundation Stage (EYFS) the staff are extremely skilful in engaging pupils in meaningful ways. Pupil's love their learning and engage with a sense of awe and wonder.
- The quality of pupils' current work, both in class and in written work is outstanding. They enjoy RE and are rightly proud of their work. Their RE work is held in high esteem and the evidence from these books as well as lesson observations show an excellent variety and range of learning activities where very good progress is evident.

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

- The teaching of RE is at least good and it ensures that most pupils learn well. There are examples of outstanding teaching in some classes across the school.
- Teachers are confident in their subject expertise and the school has developed a consistent approach to the delivery of RE sessions. The thoughtful 'rapid recap' session at the beginning of RE lessons and knowledge organisers, enables pupils to address any gaps in learning or misconceptions before they move on. There is a clear and logical sequence to the learning that draws on a range of resources.
- Teachers use scaffolding effectively in some lessons to provide the support some pupils need. In older classes the work on Beatitudes and the Anointing of the Sick, teachers skilfully scaffolded and guided the pupils into developing a variety of links which deepened their understanding. This was

mirrored in younger classes with work on Reconciliation and the Sign of Peace using a similar age-appropriate scaffolded approach.

- Progress of pupils is closely monitored, and this approach was used highly effectively during the pandemic to assess children's current learning. Any gaps quickly were identified and taught. As a result of these systems, progress is at least good.
- The school has worked on a common approach to 'working walls' and 'sacred spaces'. These were well presented and used in sessions to enable pupils to understand and remember key concepts.
- Relationships is a strength in the school. The teachers share the vision of the leaders for teaching and learning and trust the structure that has been put in place.
- Classes are calm and pupils engage with their learning. Occasional inconsistencies with time and pace within a session leads to low level minor distractions of a minority of pupils. When teachers consistently use time effectively all learners benefit.
- Teaching assistants are used effectively to support individual and group learning. They help to ensure pace and progress in lessons.

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

- Leaders have ensured that the school meets the requirements of the Bishop's conference and that the minimum of 10% of curriculum time is dedicated to the teaching of RE.
- Leaders articulate their commitment to the subject being the 'core of the core' and this is evident in all the work that takes place. There is parity with other core subjects and through discussion with pupils and parents it was evident that they perceive it as a core component of learning.
- Leaders are inspiring and motivational at all levels. There is a clear vision of outstanding teaching and learning and a high level of expertise in securing this vision. Support is given to all staff by this secure leadership team. Leaders are committed to high standards and robust monitoring systems are in place to ensure this happens.
- Leaders ensure that staff formation and continuous professional development (CPD) remain priorities. It was evident that Early Career Teachers (ECTs) are given high quality CPD in Religious Education which means they are already teaching at a good standard.
- Leaders are well informed of current developments in RE through Diocesan and Trust advice which ensures staff are kept up to date with contemporary thinking and practice.
- The parish priest provides the school with meaningful school and parish links. It is hoped that there will be further opportunities for this to return to previous experiences in the future.
- Leaders and Directors ensure that Religious Education is imaginatively and thoughtfully planned to meet the needs of different groups of pupils and each key stage and phase is creatively structured to build on and enhance prior learning.



## SUMMARY OF INSPECTION JUDGEMENTS

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

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

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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.

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**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:****1**

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

1

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

<b>School name</b>	St Mary Queen of Martyrs VC Academy
<b>Unique reference number</b>	140903
<b>Local Authority</b>	Kingston Upon Hull
This Inspection Report is produced for the Rt Reverend Terence 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.	
<b>Chair of the Board of Directors</b>	Mr Peter Fearnley
<b>Executive head teacher</b>	Mrs Michelle Ryan
<b>Date of previous school inspection</b>	May 2017
<b>Telephone number</b>	01482 825625
<b>Email address</b>	admin@smqhull.org
<b>Head of School</b>	Mrs Catherine Coldham
<b>CEO</b>	Mr Gerard Fitzpatrick