



English Martyrs RC Primary

Redcar Road, Sunderland, Tyne and Wear, SR5 5AU

School Unique Reference Number: **108842**

Inspection dates:	26 – 27 September 2017
Lead inspector:	Karen L Holmes

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

English Martyrs RC Primary is an outstanding Catholic school because:

- The Catholic Life of the school is outstanding because the well-being and personal development of all pupils is at the heart of the school's vision and all staff are united in implementing this across all areas of school life.
- The quality of Religious Education is good. It is not yet outstanding due to inconsistencies, for all ability groups, in marking and in the planning of differentiated tasks to move learning forward.
- The quality of Collective Worship is outstanding. From an early age pupils are encouraged and supported in their ability to plan and lead worship with reverence and respect. They do this with enthusiasm and enjoyment.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- English Martyrs is a Catholic primary school serving the parish of St Hilda's in Sunderland.
- The headteacher has been in post for two years, having previously served as deputy headteacher within the school.
- The vast majority of pupils are from white British backgrounds.
- The proportion of pupils known to be eligible for pupil premium funding is above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, pupils from service families and those pupils who are looked after by the local authority).
- The proportion of pupils with special educational needs and/or disabilities is above the national average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Develop the effectiveness of the learning process by ensuring that:
 - The best practice in marking is used consistently throughout the school in order to inform pupils how to improve their work.
 - All staff use attainment information to plan challenging, differentiated activities which consistently build upon, and extend, learning.

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 English Martyrs pupils are at the heart of shaping the school's mission and ethos; they have a deep understanding of how to live out their mission in school and in the wider community. Pupils have a deep experience of belonging and they enthusiastically embrace the demands that membership of the community entails.
- Pupils feel that they have a valued voice in the decision making process, confidently expressing their views and feelings. They confidently put ideas before the democratically elected school council ensuring that they contribute to the Catholic Life of the school in a systematic way. This was particularly successful with the development of the playground area.
- Pupils are proud of their school and the part they play in their community. They are proud of their religious identity and deeply respect the Catholic traditions of their school. They willingly take on roles and responsibilities such as Mini Vinnies, school councillors and play leaders.
- Pupils demonstrate a very good understanding of the importance of how they live their lives and how they treat others, recognising that respect has to be earned and valued. One pupil commented, 'We learn a lot about Jesus and how to be like him, caring and loving'.
- Pupils are happy, confident and secure in their own stage of spiritual growth, demonstrating exemplary behaviour towards adults and each other.
- Pupils are clearly supported throughout school by a range of pastoral care from caring adults. All staff play their part and everyone is valued for their contribution. One parent commented, 'Our children are valued and cared for as individuals within the school'.

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

- People are at the heart of this nurturing community. The strong family ethos is welcoming and caring, where faith is modelled and each person is valued as a member of God's family.
- Excellent relationships exist between all staff, governors, parents and pupils. Everyone is mutually supportive and goes about their work joyfully. All stakeholders are encouraged to be fully involved in school life and feel well informed.
- English Martyrs is a school committed to Catholic tradition and ethos; displays and

artefacts and the beautifully refurbished chapel support this and are of an exceptionally high quality.

- Clear policies and procedures are in place providing the highest levels of pastoral support to pupils, with an explicit commitment to the most vulnerable and needy. Programmes for Personal, Social and Health Education and Relationships and Sex Education have been thoughtfully designed and carefully planned throughout the curriculum, in line with Catholic teaching. These have a significant impact on pupils and their families.
- The school attends to the pastoral needs of staff to ensure that the needs of all are understood and well catered for.
- The behaviour of pupils in and around school is exemplary. Where conflict arises parents are very satisfied that the school sets out to resolve issues in ways which embrace the importance of personal responsibility, the need for justice whilst also facilitating reconciliation.

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

- The school's leadership is deeply committed to the church's mission in education. Leaders, including governors, are energised by the task and are a source of inspiration to the whole community, leading to highly effective monitoring of the Catholic Life of the school.
- All leaders and managers have high expectations for the promotion and continuing development of the Catholic Life of the school. Senior leaders share responsibility for the development of the Catholic ethos very effectively.
- The headteacher, Religious Education coordinator and parish priest are excellent role models for all staff; they are motivated and enthusiastic about the journey that the school is on.
- The Catholic Life of the school is carefully monitored on a regular basis to inform priorities and evaluate success. Governors are confident in holding the leadership team to account, whilst being actively involved in supporting its mission.
- High quality performance management and support systems, as well as well-matched continuing professional development opportunities, are provided.
- This is a school which is constantly looking to improve and it thrives on self-challenge, ensuring the best possible care for all pupils.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

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

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

- English Martyrs is a very prayerful and spiritual school where worship is a regular and meaningful part of the day.
- Pupils' involvement in Collective Worship is a central part of their experience from their earliest years. This was evidenced in a beautiful liturgy with reception class where the structure of liturgy was constantly reinforced with the pupils making choices throughout.
- Pupils take an increasing lead in planning, preparing and leading liturgies in class and in larger groups throughout the school. Pupils are inspired by, and enthusiastic in their approach. This is evident in their keen participation, particularly their gathering, joyful singing and prayerful reflection.
- Pupils speak highly of the different ways they pray in school; they are particularly proud of the recently refurbished school chapel and grotto which they are free to visit at break times. They enjoy the calm, prayerful atmosphere.
- Almost all pupils have an excellent understanding of the church's liturgical year and expressed enjoyment of the various seasons and feasts. There is a deep sense of respect for different faiths.
- All of these contribute very positively to the spiritual and moral development of all pupils which is outstanding.

The quality of provision for Collective Worship is outstanding.

- The quality of Collective Worship provided by the school is outstanding and forms the heart of every school celebration. Praying together is a natural part of the school day for all staff and pupils. From the beginning of their school life pupils are encouraged to have a special relationship with God through prayer.
- There is a clear policy for Collective Worship and a good range of structures to ensure that it is regular and inclusive. Attendance by adults associated with the school is encouraged and the response is good. Parents comment that they appreciate the efforts by staff and pupils, feeling very welcome in the family orientated environment.
- There is a rich variety of different forms of worship which are enthusiastically embraced by the whole school community. Year five provided some beautiful singing for the First Holy

Communion and year six performed a lovely liturgical dance.

- Adults are passionate about ensuring that Collective Worship is of the highest quality and take every opportunity to model high quality liturgies. They have a thorough understanding of the purpose of Collective Worship and they ensure a progression of skills from early years through to year six.
- Families are increasingly involved through weekly circulation of the Wednesday Word, travelling cribs during Advent and Lenten bags. The Oscar Romero project, which involved working at home with parents, provided some excellent examples of working together.

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

- The headteacher has set a very high standard for Collective Worship in school. She leads by example, ensuring that pupils and staff develop a deepening appreciation of the church's traditions, seasons, rites and symbols. These prayerful, reflective opportunities contribute to the spiritual formation of pupils and staff.
- Leaders and managers regularly review the quality of Collective Worship and this informs future developments and training needs. The professional needs of all staff are identified and supported through well targeted professional development.
- The Religious Education coordinator has a very visible presence in school and a clear understanding of the strengths and areas for development in Collective Worship through both formal and informal monitoring.
- Leaders regularly seek the views of parents and staff. Their responses are highly valued and lead to further developments.
- Leaders ensure that pupils have excellent sacramental preparation, working closely with the parish priest and catechists.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

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2

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

- The quality of learning and progress in Religious Education is good. The Religious Education curriculum is creatively adapted to meet the needs of all pupils. This is evident through a variety of well-planned strategies and relevant resources which engage and motivate pupils.
- Behaviour for learning is good; most pupils apply themselves diligently and endeavour to produce their best work. The majority of pupils demonstrate positive attitudes and work well in lessons, showing interest and enthusiasm.
- Book scrutiny evidences an interesting and varied range of learning activities where learning is planned across a number of lessons and progress is evident. Pupils take pride in their work and their books are beautifully presented.
- Pupils make good progress across a range of skills and are developing well in their knowledge and understanding. They demonstrate good prior knowledge and are able to use this well in their new learning.
- Pupils enter school with knowledge and skills that are below what is expected for their age. They make good progress through early years and key stage one. This continues throughout key stage two where attainment is slightly above the diocesan average.
- Inspection findings and evidence provided by the school show no notable differences between the progress of different groups of learners.

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

- The quality of teaching and assessment in Religious Education is good and ensures that many pupils make good and, in some cases, outstanding progress.
- Teachers demonstrate high expectations and have good subject knowledge. They are creative and plan interesting and imaginative lessons using a good range of high quality resources.
- A range of teaching styles, good questioning techniques and clear explanations ensure that all pupils are consistently interested in their learning and make good progress.
- As a result of assessment procedures teachers and other adults have a good awareness of their pupils' prior learning and capabilities. However, these are not always used effectively

to plan appropriate tasks to move the learning forward, or to meet the needs of all pupils.

- Effective use of information communication technology (ICT) inspires and motivates pupils. This was evidenced in a lesson on 'The Creation' where pupils were attentive, motivated and confident in their responses.
- Time is managed well to ensure the coverage of the Religious Education programme and that pupils forge links between their study of religion and belief and their everyday lives.
- There is a lack of consistency in the guidance provided by teachers in marking; consequently pupils are not always clear about what is expected of them in order to improve their work.

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

- The role of Religious Education leader is given high priority within the school which ensures that Religious Education has a high profile. Leaders and managers are well aware of the areas for development in the teaching of Religious Education and see this as a high priority within the school improvement plan.
- The Religious Education leader is very enthusiastic, motivated and well aware of what the school needs to do in Religious Education to maintain and further enhance the current provision.
- Leadership is well-informed by current developments in Religious Education and continues to monitor and evaluate to further improve and support teaching.
- Staff and governors are kept informed of the priorities identified to bring about further improvement. Governors are regular visitors to the school and are committed to the development of the school working with the headteacher and senior leadership team.
- The Religious Education curriculum meets the requirements of the Bishops' Conference and is given a high profile throughout the school, contributing very effectively to pupils' spiritual and moral development.

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.

1

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

1

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

1

COLLECTIVE WORSHIP:**1**

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

1

The quality of provision for Collective Worship.

1

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

1

RELIGIOUS EDUCATION:**2**

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

2

The quality of teaching and assessment in Religious Education.

2

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

2

SCHOOL DETAILS

School name	English Martyrs RC Primary
Unique reference number	108842
Local authority	Sunderland
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
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