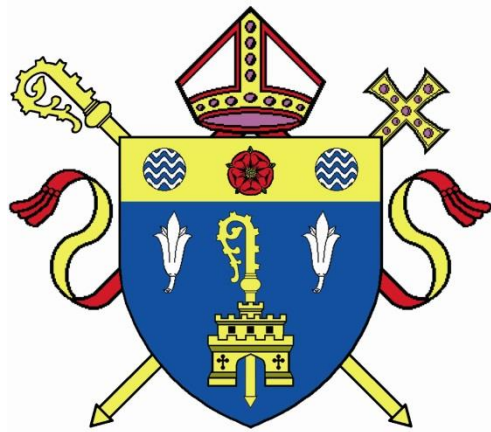




DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**English Martyrs' Catholic Primary
School, Preston**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

On

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:

English Martyrs' Catholic Primary

Address:

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School URN:

119605

Headteacher:

Mrs Annalisa Howarth

Chair of Governors:

Mr Simon Gillespie

Lead Inspector:

Mrs Jacqueline Hampson

Team Inspector:

Mrs Angela Hill

Date of Inspection:

4th March 2019

INFORMATION ABOUT THE SCHOOL

English Martyrs' Catholic Primary School is an average-sized primary school with 204 pupils on roll (plus 25 nursery) of whom 77 are baptised Catholic, 28 are from other Christian denominations, 70 are from other faith backgrounds and 29 have no religious affiliation. The school is situated in Preston in the Diocese of Lancaster. Since the previous inspection, the parish has closed. The school now mainly serves the parish of St John XXIII in Preston, but also draws pupils from other Preston parishes.

The school serves an area of high deprivation. The proportion of pupils in receipt of Pupil Premium is higher than that found nationally.

At the end of Year 6, a large majority of pupils transfer to Catholic High Schools: Our Lady's and Corpus Christi.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	29	27	30	30	30	28	30	204
Catholics on roll	7	5	12	10	20	10	13	77
Other Christian denomination	8	5	4	4	1	2	4	28
Other faith background	10	14	7	12	7	10	10	70
No religious affiliation	4	3	7	4	2	6	3	29
No of learners from ethnic groups	15	19	13	19	22	15	18	121
Total on SEN Register	1	3	3	5	2	6	2	22
Total with Statements of SEN				1	1			2

Exclusions in last academic year	Permanent	0	Fixed term	3
Index of multiple deprivation	E			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St John XXIII	171
St Walburg's	18

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.25	2.25	2.25	2.5	2.5	2.5	2.5	16.75
% of teaching time	10	10	10	10	10	10	10	10

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20	20	20	20	20	20	20	20

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20	20	20	20	20	20	20	20

STAFFING	
Full-time teachers	8
Part-time teachers	1
Total full-time equivalent (FTE)	8.5
Classroom Support assistants	15
Percentage of Catholic teachers FTE	47%
Number of teachers teaching RE	8
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	4
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	8
Average class size KS1	30
Average class size KS2	30

EXPENDITURE (£)	Last financial year 2017/18	Current financial year 2018/19	Next financial year 2019/20
Total expenditure on teaching and learning resources	£34, 570	£44,900	£45, 000
RE Curriculum allowance from above	£653 on resources	£1500 (actual to date £1653)	£1500
English Curriculum allowance from above	£1460	£1444	£1500
Total CPD budget	£13,367	£9711	£15000
RE allocation for CPD	£1500	£1750	£1500

How the school has developed since the last inspection
The school has successfully addressed all priorities for improvement from the last inspection: Governors now receive termly reports which include information on progress and attainment in curriculum RE; 'Fit for Mission? Schools' now informs improvement plans and planning for prayer and liturgy. Governors also receive half termly updates on RE through Standards and Effectiveness Committee meetings. The headteacher provides excellent leadership for this Catholic school and along with governors, continues to show commitment to the Church's mission in education. There is a newly structured leadership team and there is still one vacancy for an additional assistant head which the governors hope to fill for the new academic year.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

OVERALL EFFECTIVENESS

English Martyrs' is a good Catholic school, with many outstanding features. The dedication and drive of the headteacher, staff and governors leads to continuous improvement and good outcomes for all pupils.

Visitors to the school are greeted with the mission statement etched in glass in the reception area. Throughout the school, high quality displays include scripture, gospel values and prayers and are a celebration of the learning experiences and achievements of the pupils, providing evidence of their learning in and enjoyment of curriculum RE. In addition, art work by pupils from the local Catholic Sixth Form College takes pride of place around school, a message to the community of the Gospel values which are at the heart of school life.

Pupil behaviour and attitudes to learning are excellent. Pupils enjoy coming to school and are very proud to be part of this Catholic school. They benefit greatly from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, pupils who are members of the chaplaincy team lead liturgies for the whole school. Pupil participation in, and leadership of, the prayer and liturgical life of the school are excellent.

The headteacher provides excellent leadership and ensures that there is a clear, shared vision for this fully inclusive school, which is understood by all. She is totally committed to the Church's mission in education, is an authentic witness to her faith and is a source of inspiration for the whole community. She supports staff incredibly well, ensuring they have the skills to be confident in preparing and leading prayer.

Outcomes in curriculum RE are good. As RE Subject Leader, (RESL), the headteacher leads by example to provide an effective development cycle to improve pupil outcomes at the end of each Key Stage.

Teaching is good and the teachers plan well, using a variety of strategies, to create imaginative and enjoyable lessons.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Share best practice so that teaching is consistently good across all three Key Stages, for example, the use of age-related expectations to plan appropriate activities across all age groups.
- Further develop the feedback provided to pupils so that they can make improvements to their work.
- Ensure that there is clearer recording, in the minutes of meetings, of the challenge governors make, particularly in Religious Education.

CAPACITY FOR SUSTAINED IMPROVEMENT

1

There have been many changes to staffing in recent years. Governors are currently recruiting an additional assistant head to join the senior leadership team.

The headteacher, who is the Religious Education subject leader, provides excellent support for staff and drives continuous improvement in school.

All priorities for improvement since the last inspection have been successfully addressed. The Human Relationships and Sex Education (HRSE) curriculum has been successfully embedded into the RE curriculum.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

1

1

1

Inspection confirms the school's judgement that pupils make an outstanding contribution to the Catholic Life of the school and benefit from it.

Pupils regularly lead and take responsibility for shaping activities with a religious character. Year 6 pupils can join the chaplaincy team, leading prayer across the school and taking a key role in preparing for school Masses. Pupils across the school show a good understanding of the liturgical year and key celebrations. They use this knowledge when planning and leading worship in school.

In Early Years, the children are able to sit quietly whilst listening to scripture, make the Sign of the Cross and join in with their class prayer.

During inspection, children in Key Stage 1 were guided by the teacher to reflect on the healing of the lepers and think about times they should say thank you.

During inspection, pupils in upper Key Stage 2 planned and led a collective act of worship in class. They carefully chose scripture, a prayer, a hymn and led a guided reflection based on the Calming of the Storm. They used quiet music to gather their peers and encouraged everyone to share the Sign of Peace.

In all three Key Stages during inspection, pupils showed great reverence and respect during times of prayer and reflection.

Through the commitment of all those in school to its Catholic mission, pupils are encouraged to know about, value and experience the call to, and action for, justice. They recognise that each of them has a call by Jesus, to do kind and charitable works, helping those in need. For example, children speak with pride about the fundraising activities they take part in, showing an awareness of the need to help others and linking it to the teachings of Jesus.

Pupils of all faiths confidently share their beliefs and understanding of their own and others' faith. As a result of the strong Catholic ethos, where all pupils are nurtured, there is true respect for all members of the school community. Pupils are aware that each of them has a special calling from God. One pupil told

inspectors, 'We are taught that we are all unique and that Jesus loves us all.'

The school's self-evaluation of the leadership and management of its Catholic Life are outstanding and inspection confirms this.

There is a newly structured leadership team in school. Members of this team work closely with governors to ensure the Catholic mission of the school is at the heart of all school life. All stakeholders were recently involved in writing the school's mission statement, 'Our children are all unique, beautiful individuals but together we are a masterpiece, brothers and sisters in Christ.' By ensuring this mission statement and gospel values underpin the work of the school, leaders are able to help all children fulfil their potential and lead rich and full lives.

The headteacher leads by example and inspires the staff and pupils, by making her beliefs and values known to all in school, through every personal interaction. Working with the governors, she ensures an authentic, vibrant experience of belonging to a faith community for pupils and staff.

Leaders, including governors, are committed to ensuring high quality professional development for all staff, including support from the Diocesan Leader of Education. Currently, four members of staff are studying for the Catholic Certificate for Religious Studies (CCRS).

Staff speak positively about how leaders and managers enable them to contribute to the Catholic Life of the school. They feel their contributions are recognised and they value the support they are given.

Inspection confirms the school's judgement that the quality of provision for the Catholic Life of the school is outstanding.

In 2017 English Martyrs' was recognised as a 'School of Sanctuary'. Pupils are able to articulate what this status means for them: 'School has to be safe for everyone – people feel safe in our school.'

Leaders have developed many partnerships which make a positive contribution to the Catholic Life of the school and broaden pupils' experiences. For example, the work with the cluster schools enables children to participate in many activities with a religious character. There are shared Inset opportunities with the other Catholic schools in the local area. Governors are invited to join staff on this training. In addition, one of the priests from St Wilfrid's has taken on the role of school chaplain. He works closely with the headteacher to plan liturgies throughout the year.

Parents are overwhelmingly supportive of the school and feel that Catholic Christian values influence every part of school life. One parent wrote, 'the school does a fantastic job and as a parent I am very happy and my children are happy.' Some parents would like the school to celebrate more of the cultural diversity in the area. However, inspection finds that leaders work hard to celebrate the lives of everyone in the school community.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

2

2

2

The inspection finds the curriculum RE to be good and also recognises the excellent contribution the headteacher as RESL (Religious Education Subject Leader) makes to the Leadership and Management of the subject.

The RESL has worked with the staff to develop a creative RE curriculum with a firm foundation reflecting the RE Curriculum Directory and the Diocese of Lancaster Curriculum Framework which also incorporates a wide range of published resources, (Caritas in Action, CAFOD Universal Units, Come and See) and interactive teaching strategies using drama, art and craft and ICT. These elements provide stimulating lessons which fire the pupils' imagination and make their learning memorable. When the inspector met with pupils, they were able to describe lessons and give examples of stories from the Old and New Testaments. One Year 1 pupil described, in detail, the story of 'The Good Samaritan.' This was then added to by a Year 5 pupil who explained the link to their own behaviour, 'We learn about how to make the right choices.'

The RE displays in school are exemplary; they reflect the learning in lessons but are also linked to global issues highlighted by Pope Francis and the call to action. The pupils are very proud of their displays and were able to articulate how pupils are chosen to work on new projects; a number of pupils were keen to show the inspector which parts they had made. The school also has strong links with Cardinal Newman College; sixth form students have produced bespoke paintings based on the Mission Statement of English Martyrs'. These framed pieces give inspiration to both staff and pupils.

Pupils were also able to confidently talk about how they learned about other World Faiths; showing examples in their books of work on Judaism and describing how pupils of the Muslim faith freely shared their experiences in RE lessons, providing concrete examples of similarities and differences which the pupils can explore and discuss; promoting an ethos of mutual respect.

RE lessons observed in Reception, Year 2 and Year 6 were at least good, demonstrating effective planning for the needs of all pupils and incorporating assessment procedures. In the Year 2 lesson about, 'Saying Sorry,' the children confidently talked about 'courage' and 'forgiveness' and the teacher linked both

elements to, 'helping our bond with God to grow stronger.' The teacher's skilful scaffolding of the lesson promoted independence and allowed the pupils to concentrate on the content of their prayers. In all of the lessons observed, the pupils were attentive and responsive, displaying good learning behaviours. The use of Teaching Assistants and additional adults in lessons was effective and promoted pupil engagement and positive learning. This practice needs to be shared throughout the school to ensure the consistency of good teaching across all three key stages.

The pupils were able to positively describe how their teachers help them to be better at RE but a work scrutiny carried out during the inspection revealed inconsistency in the approaches used and the expectation of pupils' responses. The Leadership Team needs to address these points to improve the feedback provided by teachers in order for pupils to build on their knowledge and make improvements to their work.

On entry to Reception, baseline assessment shows that most pupils have little knowledge or understanding of the Catholic faith. End of Key Stage 1 and end of Key Stage 2 data reflects very good progress with pupil outcomes generally in line with national expectations. The RESL identified a dip in outcomes at the end of Key Stage 1 in 2018; this has been effectively addressed with positive progress reported in recent data analysis. The school is currently involved in the Diocesan pilot for the new assessment procedures. This reflects the leadership's commitment to engaging with initiatives that will strengthen the practice and promote positive pupil outcomes. The school are active members of the local cluster and regularly moderate pupils' work to quality assure internal assessment. The RESL also attends the annual Diocesan moderation to further affirm judgements.

The RESL has a comprehensive monitoring timetable using a range of strategies; learning walks, work scrutiny and lesson observations, all detailing successes in school and areas of development. These, along with detailed analysis of RE assessment data, provide points of action for the School Improvement Plan and effective improvement for pupil outcomes.

The RESL provides detailed reports for Governors at the Standards and Effectiveness Committee and Full Governing Body Meetings. The reports include analysis of data and assessment, including significant groups pertaining to the school; the development of initiatives, e.g. the Chaplaincy Team, the introduction of 'Awe and Wonder Books'; the impact on pupil attainment of Staff CPD and INSET. This reflects rigorous monitoring, searching and analysis but governors need to ensure there is clearer recording, in the minutes of meetings, of the challenge governors make and the solutions and explanations given.

Parents are able to access a wide range of good quality information about RE at English Martyrs' through the well maintained website and termly RE newsletters. Pupil progress and attainment in RE is shared in the annual pupil report. The parental questionnaire responses supported the inspection findings and reflected a very positive view of the school.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	1
Catholic Life	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.	1
The quality of provision for the Catholic Life of the school.	1
Religious Education	2
How well pupils achieve and enjoy their learning in Religious Education.	2
How well leaders and managers monitor and evaluate the provision for Religious Education.	2
The quality of provision in Religious Education.	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	2	2	2	2