



English Martyrs' RC Primary School

Beaufront Gardens, Fenham, Newcastle upon Tyne, NE5 2SA

School Unique Reference Number: **108503**

Inspection dates:	05 – 06 October 2017
Lead inspector:	Mrs Nora Hughes
Team inspector:	Mrs Jane Weatherall

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 School is Choose Judgement

- The Catholic Life of the school is outstanding because leaders and managers have ensured that this is central to school life. Pupils participate enthusiastically in many and varied opportunities and live out their school motto daily.
- Religious Education is good because it is given such high importance within the school and enables pupils to make good progress.
- The Collective Worship of the school is outstanding because leaders and managers have shared their expertise with staff and pupils to ensure all worship is relevant and responses are heartfelt. Liturgies are truly joyous occasions.

Choose appropriate header text

- Religious Education is not yet outstanding due to inconsistencies in the quality of marking and feedback throughout the school.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- English Martyrs is a larger than average sized primary school which serves the parish of English Martyrs in Fenham.
- 48% of pupils are baptised Catholics.
- At 12%, the proportion of pupils with special educational needs is below that usually seen.
- The proportion of pupils who are in receipt of pupil premium is 26.3%, roughly in line with national averages.
- The percentage of pupils from ethnic groups or other faiths is 40.4%, above local and national averages.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Promote consistency of marking and feedback by:
 - Ensuring that marking consistently provides information to pupils about how to improve their work and pupils automatically respond – ensuring that best practice is implemented consistently across the school.
- To further develop the confidence of the Religious Education coordinator by:
 - Continued modelling of good practice by senior leaders and shared moderation experiences.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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.

- Faith is truly at the heart of this welcoming Catholic school. Pupils and staff, parents and governors are rightly very proud of their vibrant and inclusive school, and pupils speak of a deep sense of belonging.
- The school's child friendly motto "Loving Jesus, Loving Learning, Loving Life" is central to the work of the school and all know it, use it and live it.
- Pupils enthusiastically live out their faith, both in school, in the parish and in the wider community, taking a leading role when planning many of the fundraising activities and events, such as the choir recording a CD to raise funds for charity and when the Mini Vinnies joined the parish for the 24 hours of prayer. They recognise the need for social justice and their part in fulfilling the Church's mission. One pupil from the Mini Vinnies group spoke of, "turning a concern into an action" – a saying from St Vincent de Paul which had a profound impact on how she lives her life.
- Pupils are confident to share their experiences with others, including pupils of other world religions who are encouraged to share their experiences of faith with their peers. They enjoy taking part in local and diocesan events such as the Spirited Arts competition.
- Behaviour is exemplary and pupils feel safe, cared for and are happy to come to school. Pupils speak of the 'BE-attitudes' being really important to them because "they're making our school a better place, and showing us how to live."

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

- The school has a strong sense of spiritual purpose and its vision is deeply rooted in Christ and the teachings of the Catholic church. The mission statement is at the heart of everything that the school does
- Weekly statements of belief underpin daily life at English Martyrs and pupils' ability to live out this statement is celebrated each week by the whole school community with the Saint of the Week award.
- Pastoral programmes, Personal Social Health and Citizenship Education (PSHCE) and Relationship and Sex Education (RSE) are well planned and celebrate the teachings of the church. Parents and carers are kept informed through the school website and know that they can come into school to discuss any aspect of these with staff. They

appreciate the headteacher's presence on the yard each morning and her friendly approachable manner.

- Positive relationships are a key feature of the school, with pupils feeling that teachers really care and staff feeling well supported and valued by each other and by school leaders. Staff and pupils are mutually respectful and so a warm and positive atmosphere pervades.
- Staff embrace their role in the formation of the whole child and in nurturing each and every child so that they may live life to the full.
- Through the work of the family support worker and the effective use of counselling sessions and pastoral programmes, the school lives its faith by showing commitment to the most vulnerable within its community.

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 and strives to see the face of Christ in all they meet and be the face of Christ within the community. Leaders accept and embrace their responsibility to develop and sustain an authentic Catholic ethos.
- The headteacher is inspirational to the whole school family and has a clear vision for English Martyrs which is effectively communicated and shared by all.
- Self-evaluation is accurate and has led to well targeted and planned developments and improvements.
- Leaders see the monitoring and evaluation of the Catholic Life of the school as a continual process and seek to ever improve and extend the experiences offered to pupils here.
- Governors are ambitious for the school and are regular visitors, taking an active part and interest in its Catholic Life. They speak warmly of enjoying their role as governor and of both supporting and challenging in order to bring about continual improvement. The Religious Education governor makes a highly significant contribution to the Catholic Life of the school, making a regular weekly commitment to meet with the headteacher, Religious Education coordinator, staff or pupils to the benefit and appreciation of the whole school community.
- The school engages well with parents and carers who feel that they are included and welcomed to be a part of the Catholic Life of the school. They were actively involved in the creation of the school motto and feel it sums up the education at English Martyrs.

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.

- Worship and prayer are varied, engaging and stimulating – they are central to the life of English Martyrs. There is great enthusiasm for Collective Worship, pupils participate reverently and sing joyously.
- The annual legacy of year six pupils is to compose the music and lyrics for a song that reflects the mission and ethos of the school and diocese. In 2017 year six composed a song in recognition of Bishop Seamus' retirement which was sung by all year six pupils in the Catholic schools of Newcastle at the partnership leavers mass.
- Pupils are confident and skilled at planning and leading Collective Worship appropriate to their age and ability. Year six pupils act as buddies for reception children and plan liturgies together; they talked confidently about their choice of scripture, referring to the 'mustard seed', saying it was because their reception buddies were, 'like little seeds and we are helping them to grow'.
- There are regular opportunities for the children to be involved in parish masses and at diocesan events.
- Class Collective Worship boxes contain stimulating resources and children make excellent use of these. They proudly record their liturgies in their class Collective Worship floor book to celebrate their worship.
- Pupils have an excellent understanding of the liturgical year and know which colours and artefacts should be used according to the theme/season.
- No discrimination is shown to those of other or no faith. Pupils treat each other with respect and sensitivity; all pupils are happy to participate in prayer in a way that is respectful to their own beliefs.
- Experience of living in this prayerful community has a profound and visible effect on the development of all pupils, irrespective of ability or background.

The quality of provision for Collective Worship is outstanding.

- Praying together is part of the daily experience for all pupils and staff.
- 'The Examen' method of meditating on what pupils have done and what could be done better, is used daily and has a positive effect on behaviour for learning.

- Staff prayer is planned and often inspirational. They meet often throughout the week to pray with leaders and the parish priest. They participate in an annual diocesan conference with inspirational speakers, song and prayer, culminating in mass with the Bishop.
- Staff spirituality and faith development is given high priority, staff liturgies lead by the headteacher enable them to take time to reflect and pray. As part of the Year of Mercy all staff walked through the Door of Mercy and were led in prayerful worship by the parish priest. Many such opportunities nourish the staff and model good practice which they mirror with their classes.
- Collective Worship is given the highest possible priority in terms of planning and resourcing, resulting in experiences of worship that are of such high quality that they are universally cherished by every member of the community – pupils, staff and parents.
- Themes chosen for worship include the spiritual aspirations of all pupils and reflect a deep understanding of the Church's mission in education.
- Statements of belief are a weekly focus and are communicated to parents in the school newsletter. Families enjoy the Travelling Crib, Advent prayers and Journey through Lent.
- Class teachers are skilled in helping pupils to plan and deliver quality worship, they are passionate about ensuring that pupils have high quality experiences of the Church's liturgical life.

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

- The headteacher and leaders have expert knowledge of how to plan and deliver quality experiences of Collective Worship. They lead the school in a deepening appreciation of the Church's traditions in a way that is relevant to pupils, their families and staff. They are models of outstanding practice for staff and pupils.
- Liturgical and spiritual development is seen as a priority in the professional development of school leaders and staff. Teachers are encouraged to undertake the Catholic Certificate in Religious Studies and 80% of them have this qualification.
- Leaders regularly seek the views of pupils, staff and parents/carers regarding Collective Worship and are quick to respond to the findings in a thorough manner.
- Leaders feel passionately that Collective Worship is, 'not about putting on a performance' but about experiences of praying which impact on the faith journey.
- All members of the school community value the work of leaders, especially the headteacher, in making the school a place where prayer and reflection is embraced by all, whatever their faith background. Parents say the headteacher always makes them welcome at liturgies or on any visit to the school.
- The parish priest is very visible around the school and he promotes excellent links with the parish such as weekend masses lead by children. Children prepare bidding prayers for mass each week.
- Governors offer good support and challenge in equal measure. They are each linked to a class and make time to visit the school.

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.

2

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2

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

- Pupils enjoy Religious Education and are able to talk about its importance.
- Children take a pride in their work which is beautifully presented. They talk knowledgeably about their role in assessing their own work by using the 'I can' sheets.
- Pupils concentrate very well and are rarely off task. They apply themselves well, make good progress and produce a good standard of work. Data shows that from below average starting points pupils become more spiritually literate as they move through the school and are above diocesan averages by the end of key stage two.
- Pupils are eager to share their achievements. Good work is celebrated in beautiful displays throughout the school.
- Marking is used to celebrate what has been done well. Sometimes feedback is given to indicate the next steps for improvement and children respond in 'green pen time' but this element is not consistent throughout the school and needs to be a focus.
- Pupils like that Religious Education isn't just about writing. They like to think, they were able to articulate the importance of the Beatitudes, 'because they're making our school a better place, showing us how to live'. They like discussions and using drama. They are keen that issues discussed are taken further as one pupil reminded the group that, 'St Vincent de Paul said you had to turn a concern into an action'.
- Pupils of other faiths enjoyed sharing their expertise when studying other world faiths.

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

- Teaching observed during the inspection was mostly good. The school's records reflect this, with some outstanding features seen.
- Teachers have a confident level of specialist expertise which they use well in planning and teaching Religious Education. As a result, they use appropriate, quality resources to engage pupils effectively and they learn very well.
- Staff are developing their skills in quality marking and feedback, however this needs to be developed further as there is inconsistent practice throughout the school. Pupils are sometimes encouraged to improve the work they do, however this needs to be a more regular feature.
- Planning is very effective in ensuring that the work set provides challenge to all children.

The work meets the needs of all pupils, both the most and the least able.

- New staff are supported well through induction to promote good learning. They appreciated the opportunities offered by the school to develop their knowledge through attending courses provided by the diocese.
- Pupils are regularly involved in evaluating how well they have done through use of 'I can' statements. They spoke confidently about their role in assessing their work, demonstrating a good understanding of the process.
- Success is celebrated through the whole school house system and the sharing of work with senior leaders, parents and through whole school displays. Children chosen as Stars and Saints are celebrated on the school website.

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

- Leaders and managers conduct a range of monitoring activities relating to provision and outcomes in Religious Education. Feedback is always given to staff to drive continual improvement and forms part of the School Improvement Plan.
- The headteacher and senior leaders have a high level of expertise and a clear vision which focuses on improving teaching and learning in Religious Education. The headteacher is diocesan inspection trained and acts as a mentor for newly appointed headteachers.
- The Religious Education coordinator is solely responsible for Religious Education curriculum and is developing his expertise in this role by attending diocesan meetings and training, as well as working alongside senior leaders.
- Governors are very well informed about the Religious Education curriculum and regular informal and formal meetings take place. They have contributed to the school's self-evaluation and improvement planning.
- The parish priest is very visible in the school, forging fantastic links between the school and parish. Sacramental preparation is delivered well and in accordance with diocesan policy.
- Cluster meetings have a Religious Education focus and schools work collaboratively to support each other.
- Continual professional development is seen as a priority by leaders. A large majority of staff have the Catholic Certificate in Religious Studies and all new staff are encouraged to complete this training.

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 School
Unique reference number	108503
Local authority	Newcastle
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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