

DIOCESE OF **Hexham & Newcastle**
— DEPARTMENT FOR EDUCATION —



S48 Report

**English Martyrs' RC Primary
Beaufront Gardens
Fenham
Newcastle upon Tyne
NE5 2SA**

URN 108503

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: English Martyrs' RC Primary

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School URN: 108503

Headteacher: Mrs Denise Kendall

Chair of Governors: Mr Tom Laidler

Lead Inspector: Elaine White

Team Inspector: Jill Burgess

Date of Inspection 15 – 16 January 2013

INFORMATION ABOUT THE SCHOOL

English Martyrs' is a larger than average sized primary school which serves the parish of English Martyrs' in Fenham, Newcastle. The school community is primarily English speaking and the proportion of pupils who speak English as an additional language is similar to that found nationally. The proportion of pupils known to be eligible for the pupil premium is higher than the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is lower than that usually seen.

Pupil Catchment

Number of pupils on roll:	469
Planned Admission Number of Pupils:	60
Percentage of pupils baptised RC:	59.9%
Percentage of pupils from other Christian denominations:	14.4%
Percentage of pupils from other World Faiths:	11.63%
Percentage of pupils with no religious affiliation:	14.07%
Percentage of pupils from ethnic groups:	31%
Percentage of pupils with special needs:	17.5%

Staffing

Full time teachers:	17
Part time teachers:	7
Percentage of Catholic teachers:	80%
Percentage of teachers with CCRS:	75%

Percentage of learning time given to Religious Education

FS	10%
Year 1	10%
Year 2	10%
Year 3	10%
Year 4	10%
Year 5	10%
Year 6	10%

Parishes served by the school

English Martyrs', Fenham

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

- The provision for the Catholic Life of the school has the highest possible priority with the school's mission statement permeating throughout the school ensuring that Christ is at the centre of all that takes place at English Martyrs'. The leadership and management of Catholic Life and Collective Worship is outstanding. The headteacher and highly skilled senior leadership team work well together to ensure that the school's shared mission, vision and aims are driven forward. Collective Worship is central to the life of the school and a key part of every school celebration. The overall quality of Religious Education is good. The school is a very inclusive and welcoming community. Priorities since the last inspection have been met and there is a continuous drive for improvement.
- Catholic Life of the school is outstanding because governors, leaders and staff have high expectations and a shared vision with regard to the Catholic mission and ethos of the school which is monitored rigorously in order to ensure continuous development. There is a strong team spirit amongst all staff and sharing knowledge and good practice is commonplace. All staff play an active part in the delivery of the school's pastoral programme and are committed to ensuring the highest possible outcomes for pupils. Pupils make an outstanding contribution to the Catholic Life and take a leading role in activities which promote the school's ethos within the school and wider community.
- The overall quality of Religious Education is good but requires more consistently outstanding teaching for this to be outstanding overall. Assessment is used effectively throughout the school by teachers in setting targets for improvement but activities are not always sufficiently challenging to enable the more able pupils to attain the higher levels. The pupils' quality of learning and progress in Religious Education is good.
- The provision for Collective Worship is outstanding, is central to the life of the school and is a key part of every school celebration. The headteacher and senior leadership team display expert knowledge of how to plan and deliver high quality experiences of Collective Worship. There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure that Collective Worship is both regular and inclusive. Pupils' response to and participation in Collective Worship is outstanding. They often take the lead in preparing their own liturgies and are at ease when praying with the school community.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Raise standards in Religious Education ensuring that the more able pupils are appropriately challenged by:
 - Ensuring tasks are sufficiently challenging and engaging for pupils to attain the higher levels.
 - Consistently giving pupils time to respond to advice given by teachers after marking their work.

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.

Pupils make an outstanding contribution to the Catholic Life which has high priority across the school. Pupils are at the centre of shaping the school's mission and ethos and are actively involved and take on responsibilities very enthusiastically such as the writing of the pupils' version of the Mission Statement which is displayed prominently around the school and on which the school rules are based. They take full advantage of the many opportunities offered to them and take a leading role in those activities which promote the school's ethos both within the school and the wider community. They are alert and respond willingly to the needs of those beyond the school and can articulate their views with confidence explaining the purpose of fundraising for various charities such as CAFOD World Gifts. Pupils show a very good understanding of the importance of key celebrations throughout the liturgical year both in school and the parish community and understand that religious belief and spiritual values are important for many people.

The provision for the Catholic Life of the school is outstanding. It has the highest possible priority with the school's mission statement permeating throughout the school ensuring that Christ is at the centre of all that takes place at English Martyrs'. There is a strong team spirit amongst all staff and sharing knowledge and good practice is commonplace. All staff play an active part in the delivery of the school's pastoral programme and are committed to ensuring the highest possible outcomes for pupils. From the moment you enter English Martyrs' it is apparent that this is a school committed to the Catholic tradition and ethos. Displays throughout the school support this as does the welcome that visitors receive from both pupils and staff. Clear policies and procedures are in place which provide a high level of pastoral support to all pupils across the school.

The leadership and management of the school in promoting the Catholic Life of the school is outstanding. The headteacher, who is a positive presence around the school, together with the senior leadership team, have a very clear understanding of Catholic education and of the role of the Catholic school. This they are embedding very effectively in the school so that pupils, staff, and parents recognise and support its realisation. They have a deep commitment to the Church's Mission in education; personal development and high quality care are paramount. They are outstanding role models providing very clear direction for improvement and ensure that opportunities for pupils' spiritual and moral development are frequent and these have significant impact. The governors involve themselves wholeheartedly, as appropriate, in the life of the school and are fully committed to promoting its religious and spiritual life. The school's mission statement is a living document that receives a very high profile throughout the school and underpins all policies. Self-evaluation is rigorous in order to identify correctly areas for development. Pastoral care provision is outstanding, reflecting concern for the welfare of all. Behaviour around the school is very good. The Pastoral Assistant very effectively supports sacramental celebrations, prayer and worship in school, links with local parishes and engages many pupils in exploring and living out their faith in school, in their local community and beyond. The outstanding leadership of the Catholic Life of the school ensures that all pupils are well cared for and nurtured in this happy, caring, safe and supportive environment in which high expectations of behaviour are communicated to 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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Pupils' response to and participation in Collective Worship is outstanding. Prayer is integral to the everyday life of the school and acts of worship engage all pupils' interest and inspire in them deep thought. Pupils are keen to participate and are at ease when praying with their school community. They listen and sing with enthusiasm and respond to acts of worship with reverence and respect. Pupils participate in voluntary prayer opportunities during morning break at different times of the church's year. They display an excellent understanding of the church's liturgical year and respond appropriately to the different celebrations. They often take the lead in preparing their own liturgies, writing prayers and leading worship throughout the whole school. There is a calm and peaceful ethos which pervades the school and is reflected in the pupils' very good behaviour and consideration for others.

The provision for Collective Worship is outstanding, is central to the life of the school and is a key part of every school celebration. There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure that Collective Worship is both regular and inclusive. Through a well planned programme of Masses, liturgies, assemblies and other liturgical celebrations which are appropriately matched to the pupils' stages of development, pupils are given many opportunities to participate and lead in a range of Acts of Worship. Traditions such as the Rosary and Stations of the Cross are very much part of the school year and families are becoming more involved in the pupils' religious development through the seasonal 'travelling artefacts' such as the 'travelling crib' and 'Journey with Jesus'. There is a focal point in each class with well thought out resources impacting significantly on the quality of prayer and providing pupils with stimulus for thought and reflection.

The headteacher and senior leadership team exude energy and enthusiasm and display expert knowledge of how to plan and deliver high quality experiences of Collective Worship. They have a very clear understanding of the Church's liturgical year and use this to good effect in leading the school in its knowledge and understanding of Catholic rites and symbols. The example the senior leadership gives inspires all members of the teaching staff in leading Collective Worship. They regularly seek the views of pupils, staff and parents regarding the quality and significance of Collective Worship in school and respond to these findings appropriately. Their dedication and commitment are instrumental in the drive to provide high quality Collective Worship and quality prayer life throughout the school. As a result, pupils have an excellent understanding of the purpose of worship and the wide variety of forms it can take.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2
2
2
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 monitor and evaluate the provision for Religious Education

The pupils' quality of learning and progress in Religious Education is good. Outcomes for pupils overall are good. Pupils start school with knowledge and skills that are below what is expected for their age, however they make good progress throughout the early years foundation stage and key stage one (KS1) with standards being in line with Diocesan expectation. Good progress continues in key stage two (KS2) and by the end of year six standards are above Diocesan expectation, however some of the higher attainers are not always sufficiently challenged to achieve the higher levels. Those pupils identified as having a special educational need make good progress as they are well supported by effective teaching assistants. Pupils demonstrate good levels of enjoyment and enthusiasm for Religious Education and have positive attitudes to learning. They are becoming increasingly religiously literate and many are very articulate and reflective in their oral responses. Across the school there is an increasing sense of purpose about learning in Religious Education and pupils respond well to the praise and rewards they receive for good effort.

The quality of teaching and learning in Religious Education is good overall and as a result pupils achieve well over time. Pupils' learning is better in classes where teachers have high expectations of pupils, set the right level of challenge for the more able and help them improve by careful marking and advice to help them move on. Pupils are encouraged to reflect on their learning at home and are often given tasks to investigate at home relating to their work in Religious Education. Relationships between children and teachers are warm and constructive and contribute successfully to their obvious keenness to learn. Assessment is used effectively throughout the school by teachers in setting targets for improvement but activities are not always sufficiently challenging to enable the more able pupils to attain the higher levels. Marking and feedback is good, however pupils are not always consistently given time to respond to questions in order to further enhance their learning. The school has an accurate picture of pupils' achievement in Religious Education. It has developed a rigorous tracking system which impacts positively on standards and progress providing a firm basis for appropriate diagnosis of the school's strengths and areas for further development.

The leadership and management of Religious Education is good and improving. The Religious Education coordinator and senior leadership team have accurately identified the school's main strengths and put in place action to bring about improvement. The staff, who have leadership roles in promoting the teaching and learning of Religious Education, have a strong sense of commitment towards improvement. As a result, teaching across the school contributes very effectively to the pupils' spiritual and moral development. The School Improvement Plan provides clear direction for the work and future developments in Religious Education. Both the headteacher and the senior leadership team give good leadership, clearly focused on raising achievement. Together they have a clear vision and sense of direction and understanding of what is required to bring about improvement and they share this with staff. Their dedication and commitment are instrumental in the drive to provide high quality teaching and learning in Religious Education. The governing body fulfils its role well with regard to Religious Education and offers both challenge and support. They ensure that all statutory and canonical responsibilities are very well met.

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

	Pupil Outcomes	Provision	Leadership and Management	
Catholic Life	1	1	1	1
Collective Worship	1	1	1	1
Religious Education	2	2	2	2
	1	1	1	1