

DIOCESE OF **Hexham & Newcastle**  
SPIRITUALITY, FORMATION & EDUCATION SERVICE



**S48 Inspection Report  
Our Lady Queen of Martyrs'  
RC Primary School,  
Durham Road, Esh Winning,  
County Durham**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

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<b>School:</b>	Our Lady Queen of Martyrs' RC Primary School
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<b>School URN:</b>	114269
<b>Headteacher:</b>	Miss Erica Smith
<b>Chair of Governors:</b>	Mr Jack Boyle
<b>Inspector:</b>	Mrs Denise Kendall
<b>Date of Inspection:</b>	17 and 18 January 2012

This Inspection Report is produced for the Rt. Reverend Séamus Cunningham, the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

## **INFORMATION ABOUT THE SCHOOL**

Our Lady Queen of Martyrs RC Primary School is an oversubscribed Catholic school in a semi-rural mining village which serves the parish of Our Lady Queen of Martyrs', Esh Winning. The village has a large proportion of council and privately rented property, interspersed with some privately owned properties. The majority of pupils entering school have accessed nursery provision. Attainment on entry is generally below, or well below national averages. A number of pupils have transferred to the school from a local school which closed down.

## **FACTUAL INFORMATION**

### **Pupil Catchment:**

Number of pupils on roll: 92

Percentage of pupils baptised RC: 52.2%

Percentage of pupils from other Christian denominations: 22.8%

Percentage of pupils from other World Faiths: 2.2%

Percentage of pupils with no religious affiliation: 22.8%

Percentage of pupils from ethnic groups: 0%

Percentage of pupils with special needs: 2.2%

### **Staffing**

Number of full time teachers: 3

Number of part time teachers: 4

Percentage of Catholic teachers: 85.7%

Percentage of teachers with CCRS: 65.2%

### **Percentage of learning time given to Religious Education:**

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

### **Parishes served by the school:**

Our Lady Queen of Martyrs', Newhouse, Durham

## OVERALL EFFECTIVENESS

**How effective the school is in providing Catholic education**

1

**The school's capacity for sustained improvement**

2

### MAIN FINDINGS

Our Lady Queen of Martyrs is an outstanding Catholic school, which has a welcoming, caring and supportive ethos. The staff work hard together to ensure that their pupils have the best possible care. Pupils enjoy coming to school and work well together. They speak proudly about their school and care for one another. The Justice and Peace group is an important part of school life and this helps all children to learn how important it is to treat everyone with respect and understand what is right and wrong.

All pupils work well in lessons and have positive attitudes to learning. From low starting points children make at least satisfactory and in the majority of cases, good progress with standards of attainment in the final key stage being above average. Pupils respond to prayer with reverence and respect. The promotion of spiritual and moral development is outstanding. The school is very much at the heart of the community and has excellent relationships with the parish, parents and the local community.

The school's provision for Religious Education is good. Teaching is good and a range of quality resources are used to enhance the experiences offered to the pupils. A number of teaching strategies are used throughout the school. These contribute to the pupils' enjoyment of their Religious Education lessons. The curriculum is enriched through a variety of imaginative and well planned strategies particularly in key stage two (KS2) and takes into account the learning styles and interests of the pupils. Assessment procedures are in place and are used to support planning for teaching and learning thus improving outcomes for pupils. However the 'I Can statements' are not used consistently throughout the school and teachers' marking does not always provide information to pupils about the next steps in their learning. Pupils' response to and participation in collective worship is outstanding. Prayer is at the heart of the school and an impressive range and variety of prayer opportunities are provided in which pupils, staff and parents are able to participate.

Leadership and management of the school are outstanding. There is a clear vision which is shared by all and this has a positive impact on school improvement. The governing body has a good understanding of the school's strengths and weaknesses and provides very good support. The school has very good relationships with the parents, the parish and the local community. The promotion of community cohesion by leaders and managers is outstanding and a strength of the school. This impacts, significantly on pupils' understanding of social justice.

The school's capacity for sustained improvement is good in all areas. The school's own self – evaluation is accurate thus ensuring that strengths are celebrated and areas for improvement identified. Areas for improvement highlighted in the last report have been addressed.

**What the school needs to do to improve further**

- To raise standards in Religious Education by:
  - ensuring that marking is more consistent and that it clearly identifies to pupils how to improve their work and the next steps in their learning;
  - ensuring the consistent use of the 'I Can statements' throughout the school so that all pupils are well aware of their personal targets.

## PUPILS

### How good outcomes are for pupils, taking particular account of variations between different groups

1

Pupils enjoy their Religious Education lessons, have good attitudes and want to do their very best. They show good understanding and their knowledge and skills are developing well according to their age and ability. Pupils are able to talk confidently about their work in Religious Education. There are no notable differences between groups of learners and arrangements are in place to ensure that whenever necessary, pupils are supported in order to make progress according to their needs and capabilities. Pupils enter school with starting points that are well below average. Pupils make good progress and achieve well in the foundation stage. Pupils make satisfactory progress through key stage one (KS1) and pupils' attainment is in line with expectations by the end of this key stage. Assessment data indicates that standards of attainment for KS2 are above average with most pupils achieving level four or above at the end of this key stage.

Pupils make an outstanding contribution to the Catholic life of the school and benefit greatly from it. They understand what it means to live by Gospel values and belong to a Catholic school. Through the work of the school's justice and peace group they are able to talk about the importance of acting fairly and justly and know that in doing this they are following the teachings of Jesus. They care for one another and demonstrate this in the way they speak to one another and play together. They appreciate their learning about other faiths and know that religion is important to many people whose beliefs are different from their own.

Pupils' response to and participation in collective worship is outstanding. The pupils are confident in leading and contributing to collective worship. They speak highly of the work they do in preparing for prayer and collective worship. They are reflective and focused during collective worship and through participation in dance and drama demonstrate their understanding of the gospel message. They are reverent and respectful and enjoy singing during collective worship and at other times during the school day. There is a range and variety of prayer opportunities provided – some voluntary, in which pupils, staff and parents are able to participate. The pupils have a good understanding of religious seasons and festivals. Collective worship contributes significantly to the spiritual and moral development of the pupils.

## PROVISION

### How effective the provision is in promoting Catholic education

The quality of teaching and learning in Religious Education is good overall and there is evidence of some outstanding features throughout KS2. This ensures that all pupils make at least satisfactory, and in the majority of cases, good progress. Where there are elements of outstanding teaching, a range of teaching styles are used. Lessons are well paced and good use is made of ICT, drama and role play. Good questioning techniques are employed to extend pupils' learning. Teachers in all key stages ensure that a broad range of quality resources are used and this results in good learning taking place. Teachers have good subject knowledge which is demonstrated in both planning and teaching and this ensures that they effectively build on pupils' prior learning at all times.

The school has an accurate picture of pupils' achievement and assessment and monitoring procedures are in place to support this. At present, marking is inconsistent throughout the school and does not always use religious language in marking or identify for pupils the next steps in their learning. Therefore not all pupils are aware of their targets in Religious Education or how to improve their work. There is some evidence that the school is using the 'I Can statements' to support learning and assessment however this is inconsistent throughout the school.

The Religious Education curriculum is good at meeting the needs and interests of all pupils and fulfils the requirements of the Bishops' Conference well. The curriculum is enriched through a variety of imaginative and well planned strategies particularly in KS2 and takes into account the learning styles and interests of the pupils. Through the Religious Education curriculum the pupils are given many opportunities to learn about religion and how they can use the knowledge and skills they have learnt and apply them in their everyday lives.

The quality of collective worship provided by the school is outstanding and ensures that the spiritual needs of all pupils are met. Prayer is at the heart of the school community. It is evident that from the beginning of their school life pupils are encouraged to have a special relationship with God through prayer. Many different opportunities are taken to ensure that pupils are able to participate in prayer in different ways. Different styles of worship are offered and through this the pupils are being given the opportunity to lead prayer and worship within their classes. A variety of well planned imaginative and creative liturgical opportunities provided by the school enable parents and the parish community to join the pupils in worship and prayer. This has a significant impact on spiritual and moral development.

## LEADERS AND MANAGERS

1

### How effective leaders and managers are in developing the Catholic life of the School

The school's leadership and management are outstanding. The deep commitment of the headteacher is an inspiration to the whole school community. The headteacher, staff and governors are very effective in supporting and developing the Catholic life of the school. They demonstrate a clear understanding of the school's role in the mission of the Church. Together they ensure that Catholic values are given high priority and that pupils experience a rich, broad and balanced Religious Education curriculum. They promote Catholic values and principles extremely well and the Catholic ethos underpins all aspects of the life of the school. Self-evaluation reflects effective monitoring and analysis. This results in targeted planning and actions which ensures continuous improvement in all aspects of the Catholic life of the school.

The monitoring and evaluation of the provision for Religious Education is good. The headteacher together with the staff team ensures that good monitoring systems are in place and this together with a well written action plan clearly identifies planned improvements in outcomes for pupils. There is some evidence of pupils being guided to achieve at the highest levels however not all pupils are aware of their targets in Religious Education or how to improve their work. Assessment for Learning strategies are not fully developed as the use of the 'I Can statements' is inconsistent throughout the school.

The governing body knows the school well and are valued members of the school and parish community. They discharge their statutory and canonical duties correctly and are very supportive of the headteacher and the school. They are knowledgeable and well informed about the school particularly in relation to matters relating to Religious Education and the Catholic life of the school. They know what needs to be done in order for the school to develop further. They are forward thinking in their approach to the challenges that face a small school and are able to challenge and make decisions in order to support the school in moving forward.

Through the outstanding work of the headteacher, particularly in relation to the work she undertakes as an inspirational leader of two neighbouring catholic schools, excellent partnerships have been developed with local schools, the parishes and the local communities. Every opportunity is taken to support parish and community activities thus ensuring that the school is at the heart of service to and with others. The school has participated in a range of activities including a service to commemorate the mining heritage in the area and a concert in Durham cathedral thus ensuring the promotion of Catholic learning and well being.

Through the inspirational work of the headteacher together with the staff team and governors the promotion of community cohesion is outstanding. A well established tradition of charitable service is prevalent in school with local, national and international organizations being regularly supported through a range of activities. Harvest hampers are collected for distribution to the sick and aged of the parish, fundraising events are held for a number of charities including CAFOD, St Cuthbert's Care, The Sharing Fair, Children in Need and the Children's Mission. The work of the school's Justice and Peace group supports the school's work in raising awareness of social cultural and moral issues and as a result pupils have an excellent understanding of the meaning of social justice.

## SUMMARY OF INSPECTION JUDGEMENTS

**Key for inspection grades:**

Grade 1 **Outstanding**    Grade 2 **Good**    Grade 3 **Satisfactory**    Grade 4 **Unsatisfactory**

<b>Overall effectiveness</b>	<b>1</b>
<b>The school's capacity for sustained improvement</b>	<b>2</b>
<b>How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• how well pupils achieve and enjoy their learning in Religious Education</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>❖ the quality of pupils' learning and their progress</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>❖ pupils' standards of attainment in Religious Education</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• the extent to which pupils contribute to and benefit from the Catholic life of the school</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>• how well pupils respond to and participate in the school's collective worship</li> </ul>	<b>1</b>
<b>How effective the provision is in promoting Catholic education</b>	<b>2</b>
<ul style="list-style-type: none"> <li>• the quality of teaching and purposeful learning in Religious Education</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• the effectiveness of assessment and academic guidance in Religious Education</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• the extent to which Religious Education curriculum meets pupils' needs</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• the quality of collective worship provided by the school</li> </ul>	<b>1</b>
<b>How effective leaders and managers are in developing the Catholic life of the School</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>• how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>• how effectively leaders and managers promote community cohesion.</li> </ul>	<b>1</b>