

Inspection of English Martyrs Catholic Primary School, Worthing

Derwent Drive, Goring-by-Sea, Worthing, West Sussex BN12 6LA

Inspection dates: 4 and 5 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a school where every pupil is made to feel unique and special. One parent said, 'The school cares from the heart for our children'. Pupils listen to each other and say, 'Even if you disagree with someone, you should listen because you will learn something'.

Older and younger pupils love being 'buddies', helping each other with reading and playtime games. Pupils enjoy using the gym equipment and trim trail outside. They value physical education and are proud to represent the school in weekly competitions. Sports clubs such as street dance, netball and football are well attended, and everyone is included. 'Sports ambassadors' show leadership qualities when they plan activities for other pupils to enjoy. Pupils also speak highly of opportunities such as sewing and board games club.

Leaders normally have high expectations. Pupils move through the school showing calmness and respect. They are kind to each other. Bullying does not worry pupils. They know that adults will always help them with any worries.

Pupils are always excited when authors visit. They were inspired by their video calls with an American scientist. Pupils enjoyed learning about Islam. They warmly welcomed a local Muslim leader to help them learn about different faiths and beliefs.

What does the school do well and what does it need to do better?

Leaders have planned a curriculum which is ambitious and inclusive. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) receive the help they need. Teachers, including those at the start of their careers, show good subject knowledge. They plan activities which engage and motivate pupils. Helpful visual prompts in classrooms provide stimulating support for pupils' learning.

Reading is prioritised and pupils achieve well in phonics. Staff are well trained and the phonics programme is taught well. Pupils who find phonics hard receive effective help during same day 'catch-up' sessions. Pupils read books which match the sounds they are learning. As a result, reading is successful and enjoyable for pupils.

Mathematics and physical education (PE) are strengths. Pupils enjoy developing mastery of their number skills. In PE, they learn skills such as marking opponents. Pupils put knowledge into practice during games and challenges which keep them active and engaged.

Children make a strong start in early years. The environment is rich with language and well-considered learning activities. Children love learning to ride balance bikes. They thrive with opportunities to be independent, proudly sharing things they have made with careful use of resources such as scissors. Children with SEND receive personalised help which ensures they form friendships and settle happily.

The intentions of the curriculum are strong. Leaders have planned knowledge, skills and vocabulary for pupils to learn each year. However, plans are not consistently implemented. In some subjects, such as geography, it is not clear when specific knowledge should be learned. Assessment is more effective in reading and mathematics than in foundation subjects. Leaders should ensure that the clearly sequenced planning documents they have devised are used consistently to teach and assess knowledge.

Pupils are positive about coming to school, which is reflected in high attendance. They are keen to demonstrate the school values of community, respect, inspire and belief. Expectations are generally high, and behaviour is good. Leaders introduced a therapeutic approach to support pupils who find it hard to manage their emotions. This approach has not been communicated widely. Therefore, some staff and parents are not clear how behaviour is addressed. Leaders must communicate procedures to everyone to ensure that staff and families understand the approach.

Pastoral care is very strong. One parent reflected views of many by saying, 'Each child is treated with care and compassion.' Pupils adore the 'buddies' system. Young pupils look up to older pupils for support and guidance. Pupils enjoy roles such as library monitor and 'liturgy councillor'.

Many pupils represent the school at sports events. Leaders ensure that disadvantaged pupils access clubs and competitions. Pupils value swimming lessons. 100% of pupils could swim 25m by the end of their course last term. This was a school priority, in recognition of the coastal location.

Pupils study relationships and health education, but do not communicate a strong understanding of protected characteristics or British values.

Governors have supported leaders' efforts to develop the curriculum. Working with the local authority, governors visit school frequently to monitor standards. Governors can be sharper with questioning. They fulfil statutory duties but should be more proactive about equality objectives.

New teachers feel highly supported. Some staff find workload difficult. Everyone has worked hard to improve the curriculum, which is now being embedded. Sharper precision with planning and assessment would help workload and well-being. Parents appreciate the dedication of the headteacher, who they say, 'always goes above and beyond for our children'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders diligently ensure that pupils are safe. Staff work together to swiftly identify concerns. Everyone knows and understands policies and procedures. Recruitment practice and record-keeping are robust. Leaders are alert to risks and have been

proactive to help pupils stay safe online. Pupils understand the potential dangers of social media and know what to do if they are worried. Every pupil identifies trusted adults who help them.

Leaders are not afraid to challenge agencies if they are concerned about the support a family receives. Leaders pursue extra help tirelessly to ensure that vulnerable pupils are kept safe when away from school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the ambitious and well-sequenced planned curriculum is not always consistent across subjects. As a result, pupils do not always know and remember more. Leaders must ensure that subject plans are directly aligned to the progression documents they have identified. This will reduce the risk of variation and ensure that the curriculum has its intended impact.
- Assessment is not efficient or precise in foundation subjects. As a result, gaps in pupils' learning may not always be identified. Leaders have plans in place for a new assessment system that aligns with the planned curriculum. They should ensure that this system reduces workload for staff.
- The school's approach to behaviour has not been clearly communicated to all parents and staff. As a result, some people are worried about how behaviour is managed. Leaders must ensure that the behaviour policy is clear to everyone.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	126051
Local authority	West Sussex
Inspection number	10241528
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair of governing body	Frances Amos
Headteacher	Helen Townsley
Website	www.englishmartyrs.w-sussex.sch.uk
Date of previous inspection	8 and 9 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school is a voluntary-aided Catholic school, within the Diocese of Arundel and Brighton. Its most recent section 48 inspection took place in June 2017.
- Since the previous inspection, the leadership team and governing body have undergone significant changes. The assistant headteacher left and the new SEND coordinator joined in September 2022.
- The school currently uses one alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, leaders, staff and pupils.

- The lead inspector met with four governors, including the vice chair.
- Inspectors spoke on the telephone with representatives from West Sussex local authority and the Catholic Diocese of Arundel and Brighton.
- To inspect safeguarding, the lead inspector checked the single central record of recruitment checks, studied actions taken when referrals were escalated, and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils.
- Inspectors carried out deep dives in early reading, physical education, mathematics, and relationships and health education. For each deep dive, inspectors spoke to pupils about their learning, visited lessons, looked at pupils' work, spoke to teachers and discussed the curriculum with subject leaders.
- The lead inspector heard a selection of pupils read.
- Inspectors took account of responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors spoke to parents on both days and considered responses to Ofsted's Parent View questionnaire and the additional free-text responses.
- Inspectors met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.

Inspection team

Scott Reece, lead inspector

His Majesty's Inspector

Liz McIntosh

Ofsted Inspector

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