



DIOCESE OF Arundel and Brighton

DENOMINATIONAL (S48) INSPECTION REPORT

English Martyrs Catholic Primary School

Address: Derwent Drive, Worthing, West Sussex BN12 6LA

Telephone: 01903 502868

Email address: office@englishmartyrs.w-sussex.sch.uk

School Unique Reference Number: 126051

Headteacher: Dr H. Townsley

Chair of Governors: Mrs M. O'Dell

Lead Inspector: Mrs A. Oddy

Associate Inspector: Mrs A. Ireland

Inspection date: 15th June 2017

Previous Inspection: 2

Overall Effectiveness

This inspection: 2

Catholic Life: 1

Collective Worship: 1

Religious Education: 2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

English Martyrs is a good Catholic school because:	
- It is a warm and welcoming school offering a good standard of education within a happy Catholic community. Its attractive learning environment clearly proclaims its Catholic identity. - The mission statement is at the heart of school life. It informs all school policy and practice and is known and lived by all members of the school community. - The headteacher, senior leaders and governors have a clear, shared vision for the school. They demonstrate a purposeful commitment to continued school improvement and to ensuring that the strong Catholic ethos of the school permeates all areas of school life. - Pupils feel safe and happy and enjoy coming to school. They describe their school as 'a family' and are kind and considerate to each other. They are given many opportunities to develop independence and responsibility and are proud to serve their school in this way. They are aware of the needs of others and have a strong sense of moral purpose. - Parents feel part of the school community and value the Catholic education it offers.	- Collective worship is of a high standard. A wide variety of opportunities celebrate the liturgical year, themes in religious education and school events. Parents and parishioners are often invited and enjoy joining the school as part of a worshipping Catholic community. - Collective worship is reverent and meaningful, with a clear message. It is made accessible to all pupils. Pupils enjoy school collective worship, singing joyfully and responding thoughtfully. - Prayer is central to school life. Pupils are familiar with the traditional prayers of the Church and at ease with composing and using their own prayers. Beautiful prayer spaces around the school and prayer focus areas in classrooms invite pupils to pray throughout the school day.
- The Catholic life of the school embraces all members of its school community. It is evident in the rich programme of events related to prayer and worship and is celebrated in the many beautiful displays around the school. - Effective systems of pastoral care support pupils, families and staff. Outreach includes caring for others in need and the school is active in supporting a wide range of charities. - The school has excellent links with its local parishes and priests, who are very supportive of the school. Strong links with the Worthing Deanery and with the Diocese reflect that the school and its pupils are members of the wider Catholic family.	- Teaching and learning in religious education are good. Teachers are enthusiastic and communicate this in their teaching. Careful planning and interesting activities ensure that individual needs are met and pupils progress in their learning. - Pupils enjoy their religious education lessons and the variety of cross-curricular links that enhance the curriculum. They recognise the importance of religious education to their own lives and can reflect on their learning. They demonstrate a high standard of religious literacy and take a pride in their work. - Systems of monitoring and assessment are good. As these are developed and embedded they will enable the school to analyse attainment and progress more closely. - Recommendations made by the last inspection have been addressed.
The school is not yet outstanding because:	
Current good practice in the assessment of Religious education needs to be developed and embedded.	Standards of teaching and learning in Religious education are good but not yet outstanding, although some lessons show outstanding features.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

English Martyrs Catholic Primary School is a one form entry school. It is situated in the Worthing Deanery of the Diocese of Arundel and Brighton. It is voluntary aided and is maintained by West Sussex Local Authority. The principal parishes which the school serves are English Martyrs, Goring and St Michael's, Worthing. The proportion of pupils who are baptised Catholics is 90%. The average weekly proportion of curriculum time given to Religious education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 210. Pupil premium funding is received for 12% of pupils; this is below the national average. 21% of pupils have Special Educational Needs or Disability (SEND); this is above the national average. 14% of pupils speak English as an additional language (EAL) which is lower than the national average.

The current headteacher is relatively new to the school having started at English Martyrs in January 2017.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Develop and embed recently introduced systems of assessment and pupil tracking in religious education to enable more detailed analysis of pupil progress and inform school development planning.
- Continue to raise standards in religious education by building on current good practice in order to achieve outstanding teaching and learning across the school.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

1

1

1

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding because:

- The rich Catholic life of the school embraces and enriches pupils' lives and they in turn are proud and happy to be active participants in this, living out the school vision of 'A Learning Community in Christ.'
- Pupils are fully aware of the mission statement and its importance at the heart of the school. They are involved in reviewing it annually. Discussions in class and religious education lessons contribute to their understanding of it and its application to school and daily life.
- Pupils feel safe and happy and enjoy coming to school. Attendance is high. Pupils know they have a part to play in making the school a happy and inclusive community. The school encourages them to take on responsibilities and they respond very positively, seeing these as contributing to the values of the school and as part of their service to others. Pupils represent their classes on the liturgy council, eco council and school council as well as acting as peer mentors and librarians. Attractive display boards around the school feature these councils, their members, their aims and current events.
- Pupils are aware of the need to help those less fortunate than themselves and organise and contribute to fundraising for a wide range of charities, including CAFOD, MENCAP, Missio and the St Vincent de Paul Society. School council members are currently organising and carrying out a campaign to support the Worthing Churches Homeless Project.
- Pupils are regularly given the opportunity to express their own views and ideas. They do this confidently, knowing that these are listened to and taken into account. Results of pupil surveys inform school self-evaluation and development planning.
- Pupils value and respect the Catholic tradition of the school. They benefit from a rich programme of collective worship and prayer opportunities. They know they are part of the wider Catholic family and enjoy participating in deanery and diocesan events.
- Pupils are aware of the need for respect for the religious beliefs of others. They enjoy opportunities to learn about other beliefs and cultures and to celebrate and share their learning with the school. 'Other Faiths' week culminated in assemblies prepared and presented by the pupils.

- Pupils are kind and considerate to one another. They appreciate the need for forgiveness and can relate this to the teachings of Jesus. They know the standards expected by their school and are happy to abide by these. During this inspection pupil behaviour was exemplary in lessons and around the school. This is reinforced by excellent and sensitive systems of behaviour management.
- Pupils know that adults are there for them if they have any anxieties and that any concerns are swiftly resolved. Peer mentors trained by the school play a significant role in creating happy and harmonious break times.
- The school is valued by all members of its community who appreciate the Christ centred education it offers. A parent commented, "The school is a warm, family like place where my children have felt safe, secure and part of a community. Everyone looks out for each other. The children are taught to think of others." A pupil said, "English Martyrs is a happy school. Everyone knows each other. Adults and children have fun together." Parental questionnaires returned as part of this inspection were generally very supportive of the school.

The quality of provision for the Catholic Life of the school is outstanding because:

- The mission statement is at the heart of school life. It is clearly displayed in the school and informs school policy and practice. All members of the school community have been involved in its review. As a result, there is a shared vision and commitment to the school as a Catholic community.
- The Catholic life of the school is reflected in the school's very attractive learning environment. Prayer areas and displays invite prayer and reflection as well as celebrating the liturgical seasons of the Church and themes in religious education. Sensory elements are creatively used to enhance prayer.
- Supportive relationships are a feature of the school. Staff work together as a cohesive team; school leaders and managers recognise that support for staff and for school families is important. It is a joyful and supportive community.
- Pastoral care for pupils is excellent. Pupils who may be in need of pastoral care are identified at weekly meetings and support put in place as appropriate. The school works with a range of outside agencies to complement school provision.
- Pupils for whom pupil premium funding is received are supported through a range of strategies so that they can achieve their full potential. These range from financial assistance for trips and clubs to play therapy and family support.
- The uniqueness of each individual is recognised and celebrated. Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) are well established in the school and are in line with Diocesan recommendations and the teachings of the Catholic Church. Safer internet and anti bullying initiatives help

pupils to keep themselves safe and ensure they know what to do if they have any problems in this respect.

- The Catholic Chaplaincy, Ethos and Mission: Worthing Deanery is valued and recognised by the school community. Together with the parish priests, it provides significant support for the Catholic life of the school and religious education. Deanery links are very strong, including with the local Catholic secondary school. The school is very much part of the wider Catholic family.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding because:

- Leaders and managers at all levels are deeply committed to the Church's mission in education and to the Catholic life of the school. They are committed to a holistic approach, ensuring the continued development of the academic, spiritual, moral, social and cultural life of the school and that this at all times reflects its Catholic mission.
- Governors are fully involved in monitoring and evaluating the Catholic life of the school. They are frequent visitors to the school and play an important role in its Catholic life. Governor visits and regular reports from the headteacher and religious education coordinator form the basis for discussion and inform self-evaluation. Governors are passionately committed to the school as a Catholic learning community.
- Parents and carers are kept informed of the school's Catholic life and regularly invited to events. Their views and suggestions are sought and acted upon. A parent commented, "As a parent I feel so very welcome in the school and especially to take part in special Masses or to enjoy class liturgy."
- Diocesan and Deanery links are actively fostered and contribute to the school's Catholic life.
- The school learning environment is exceptionally attractive. It strongly reflects its Catholic life and celebrates pupils' work. Examples include a beautiful colour themed display on 'I am the Vine' and lovely banners created by the pupils for the May Procession.
- Strong links with local parishes are in place. Parishioners are invited to liturgical celebrations and the parish of English Martyrs provided generous funding for improvements to the school entrance area to promote the Catholic identity of the school.
- The headteacher, senior leaders and governors, supported by staff, offer inspirational leadership and are excellent role models.

COLLECTIVE WORSHIP AND PRAYER LIFE

1

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life.
- The quality of provision for Collective Worship and Prayer Life.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

1

1

1

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding because:

- A wide range of collective worship and prayer opportunities are offered to pupils, who respond very positively.
- Pupils are involved in planning and preparing liturgies. Pupils from Years 2 to 6 are members of the liturgy council and work with staff to prepare and deliver school worship. They have created an 'English Martyrs Prayer' to be used across the school. The liturgy council are conscientious in their role and creative in their approach to liturgy.
- Assemblies offer pupils opportunity to reflect on and discuss the Gospel messages. Pupils enjoy these assemblies and appreciate their importance to their own lives. Pupil surveys indicate that pupils enjoy assemblies and liturgies, both in taking part and being part of the assembled congregation.
- Pupils across all year groups are involved in composing and leading prayers. Class prayer books are a feature of every classroom. They contain prayers written by the pupils and are well used.
- The act of worship observed as part of this inspection was a whole school assembly led by the headteacher. The school gathered with lovely singing to the assembly, which was based on 'The Bread of Life'. They greeted the Gospel with a sung alleluia and responded thoughtfully and reverently throughout. There were opportunities for discussion and reflection and a message to take back to class. It was a joyful and prayerful occasion and an excellent example of high quality provision to which pupils responded well.
- Pupils' respect for other faiths was evident in the responses given by a pupil to a question asked as part of the assembly observed.
- Parents appreciate the school's nurturing of their children's prayer life. A parent wrote, 'Daily prayer is much appreciated. Thank you.'

The quality of provision for Collective Worship and Prayer Life is outstanding because:

- The school's mission statement states that it is a 'Christ-centred, worshipping community' and the wealth and quality of provision for prayer and worship is evidence of this.
- A planned programme of Masses and liturgies reflects the liturgical and school year and provides a variety of high quality experiences to foster pupils' spiritual development and their sense of being part of a Catholic worshipping community.
- Art, music and ICT enhance prayer and worship and help to engage and enthuse the pupils. The school is aware that worship should be inclusive, enjoyable and accessible and staff are mindful of these when planning collective worship. The example of collective worship observed as part of this inspection was an excellent example of this.
- Class prayer focus areas reflect the liturgical year and themes studied in religious education. They are used effectively as a focus for class prayer and worship. They are age appropriate and feature attractive books and artefacts.
- Prayer is also a feature of staff training days, staff and governor meetings, emphasising its importance to all members of the school community.
- Prayer and liturgy opportunities are now offered to parents and carers, who respond appreciatively. Parents spoke of how much they enjoyed a recent Early Years liturgy and many mentioned the recently introduced memorable May Procession.
- A wide variety of liturgies and class prayer enrich pupils' spiritual development and provide opportunities for them to develop their relationship with God. Considerable efforts are made to include all pupils in the school's prayer life. An example of this inclusivity was the String Prayer Cross in the library to which pupils could contribute by weaving wool into the frame of the cross as they said a prayer.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding because:

- Leaders and managers recognise the value and importance of collective worship to the life of the school and are committed to delivering high quality provision to the school community.
- School leaders model good practice and support staff in planning collective worship.
- The school actively promotes provision for collective worship to the wider community, with parents, governors and parishioners invited and welcomed to a range of prayer and worship activities. An example was the recent May Procession, which was well attended by parents, governors and parishioners.
- The parish priests provide valued support to the school, celebrating Masses and liturgies.
- Monitoring and evaluation of provision for collective worship is well established in the school as part of its self-evaluation process. The results of pupil surveys and monitoring by leaders and governors inform school development planning.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

- 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

2

2

2

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

- Pupils enjoy religious education and recognise its importance to their lives. Pupil surveys are very positive regarding religious education; the great majority of pupils reported finding religious education interesting and enjoyable. This view was supported by pupils interviewed as part of this inspection.
- School monitoring of religious education lessons indicates a high level of pupil interest and engagement, with good standards of behaviour for learning. Lessons observed as part of this inspection supported this.
- Pupils were generally keen to do well, attentive and enthusiastic and applied themselves to their work. Teachers should now ensure that all pupils are focused throughout.
- The great majority of pupils attain age related expectations by the end of Key Stage 2, with significant numbers attaining the higher level. Progress is good for all groups of pupils, with pupils supported and challenged appropriately according to their needs.
- Standards in religious education are at least comparable and sometimes exceed those in other core subjects.
- Pupils are keen to explore ideas and ask questions, as well as displaying a thoughtful approach to teachers' questions. They are encouraged to deepen their understanding and reflect on their learning. They show good standards of religious literacy and knowledge of scripture and are able to demonstrate this in their written work. Where tasks were clear, pupils were able to respond well.
- Cross curricular links contribute to pupils' achievement and enjoyment. Lessons observed as part of this inspection featured art, drama and ICT used very effectively.
- Work in pupils' books was beautifully presented and reflected the pride pupils have in their work. They regard their religious education books as special and important to them.

The quality of teaching and assessment in Religious Education is good because:

- School monitoring indicates that teaching in religious education is consistently good with some outstanding features. This is in line with findings from lessons observed as part of this inspection. The school should now build on and extend current good practice to achieve outstanding teaching and learning across the school.
- Teaching in religious education interests and engages pupils. Good questioning helps pupils to think more deeply about their learning and reflect on the lesson theme. Teachers have a clear understanding of the value of religious education which they communicate to their pupils.
- Good teaching results in good progress for all groups of pupils. Careful planning and differentiated tasks cater for the individual needs of pupils and groups. Other adults in the classroom are effectively employed in providing support to pupils.
- Teachers demonstrate good subject knowledge and show enthusiasm for religious education. A range of teaching strategies and styles are used to good effect.
- Teachers check pupils' understanding during the lesson, using questioning effectively as part of this.
- Learning objectives and success criteria are linked using the recently introduced FAB (Fantastic, Amazing, Brilliant) system. As this becomes established it will complement the school's current systems of assessment and directly involve pupils in this aspect of their learning.
- Formal assessment takes place on a regular basis and includes AT1 and AT2. Moderation of pupils' work takes place at school, deanery and diocesan level, validating teachers' judgements. Highly effective systems of assessment in Early Years make good use of imaginative software which also enables parents to monitor their child's progress.
- The school has identified extending and embedding its current systems of assessment as an area for development. As these become embedded, the school will be able to compare results over time and analyse progress more closely.
- Comprehensive and effective systems of marking are in place and consistently used across the school. Pupils know and respond well to the marking systems, creating an effective dialogue between pupil and teacher which deepens understanding and extends pupil learning. Achievement and effort are celebrated and displayed in classroom and throughout the school.

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

- School leaders and managers are committed to the provision of high quality religious education. The leadership team and the governing body recognise its importance in the school curriculum and to the lives of the pupils.
- The religious education subject leader is passionate and conscientious in her role. She is an excellent role model. She maintains meticulous records and uses these to inform her action planning. Working closely with the headteacher, areas for development have been accurately identified.
- Monitoring of religious education includes lesson observations, planning scrutiny, book scrutiny and pupil surveys and are carried out by school staff and governors. Feedback is provided on an individual and group basis. Results of monitoring are discussed with governors, who are fully conversant with school data in religious education.
- The headteacher's report to governors includes the Catholic life of the school, collective worship and religious education, keeping governors informed regarding events, monitoring and pupil progress.
- The school follows the 'Come and See' programme of religious education. The requirements of the Bishops' Conference are fully met regarding curriculum and time allocation.
- Curriculum planning includes the use of cross curricular links, enrichment activities and the inclusion of relevant happenings in the world.
- Relationships and Sex Education is well established in the school, which follows the 'Journey in Love' programme. Teaching is in line with Diocesan recommendations and the teaching of the Catholic Church.
- The teaching of other faiths provides an opportunity to raise awareness of different faith communities locally, nationally and globally. The school includes teaching about Islam on an annual basis, recognising it as a key issue in today's world. Pupils recognise the importance of learning about other faiths and the need for respect and tolerance of the beliefs and practices of others. This is apparent throughout the school and reflects the importance the school places on it from the pupils' earliest years.
- Parents are informed of religious education topics and events in newsletters and on the school website. Newsletters are regular, attractive and invite comments, suggestions and responses. They also include an appropriate reflection, strengthening the links between home and school and recognising parents and carers as part of the school faith community.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

2

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 and Prayer Life

1

How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

1

The quality of provision for Collective Worship and Prayer Life.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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