



Archdiocese of Birmingham

Section 48 Inspection Report

ENGLISH MARTYRS' CATHOLIC PRIMARY SCHOOL

Evelyn Road, Sparkhill, Birmingham, B11 3JW

Inspection dates:

5th and 6th March 2019

Lead Inspector:

Debbie Huxtable

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Good

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- Catholic Life, Religious Education and Collective Worship at English Martyrs' Catholic Primary School are all outstanding because of the commitment and dedication of the whole school community.
- The headteacher and her deputy have a clear vision for their school and what it means to be part of a strong faith community.
- Pupils are proud of the school and can confidently explain what it means to be a member of this strong Catholic community.
- Pupils, staff, parents and governors all contribute to the systematic and well-planned evaluation of Catholic Life and the mission of the school.
- High quality teaching motivates and inspires pupils while promoting learning and enjoyment.
- Governors have a clear understanding of their role. They are totally committed to the school and have robust systems in place to both support and hold the school to account.
- Behaviour is outstanding and pupils demonstrate very high levels of reverence and respect during the varied opportunities for Collective Worship.
- Pupils of all ages confidently and competently, plan and lead Collective Worship.
- All recommendations from the previous inspection and monitoring visit have been met by the school.

FULL REPORT**What does the school need to do to improve further?**

- Deepen pupils' knowledge and understanding of the Liturgical Year and traditions of the Church.
- Further develop Collective Worship in the classrooms by ensuring there are spiritual experiences that are age appropriate and developmental across year groups.
- Develop staff and pupils' use of a greater range of contemporary hymns and songs to encourage further participation of pupils in classroom based Collective Worship.

THE CATHOLIC LIFE OF THE SCHOOL

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

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.**

- The school has a welcoming and engaging environment. Leaders and staff are proud of the school. Consideration has been given to all aspects of the building and how it reflects the Catholicity of the school.
- Displays around the school and in the classrooms are of a high standard and reinforce the Catholic identity of the school, as well as providing pupils with resources to support their learning.
- The school is a happy and joyful community where pupils demonstrate high standards of behaviour. They feel valued and as one pupil said, "Really lucky because it's a great school."
- Pupils know their mission statement very well, 'As a learning community centred in Christ, we walk hand in hand with God on our journey of faith.' Pupils of all ages are enthusiastic about sharing the mission and can explain what it means to them as a school community.
- The Catholic School's Pupil Profile (CSPP) is a key component of the Catholic Life of this school. Pupils of all ages know and confidently express how the virtues are put into action in their daily lives.
- Pupils are highly appreciative of the Catholic Life of the school and feel that all members of the community, irrespective of their age, gender or faith can and do, contribute to it.

- Pupils views and opinions are regularly considered as part of the evaluation of Catholic Life. Opportunities for less formal feedback with individuals or small groups also take place and are acted upon.
- Relationships between pupils are extremely positive. They show consideration, tolerance and respect around the school and on the playground. They recognise that diversity is a strength of the school and value the opportunities that this presents.
- Pupils value the school as a community of justice where they are treated with patience and fairness. They recognise that sometimes things can go wrong with relationships but they have a deep understanding of what it means to forgive, be forgiven and try again.
- Staff are highly committed to the Catholic Life of the school and believe it sets the school apart from others. They recognise that all members of the school community, including themselves, have a significant role in developing it.
- Pupils look forward to the celebration of the Eucharist in the parish church. They show reverence and respect during all services and enjoy talking to the parish priest when he visits the school.
- The school provides many opportunities for the moral and spiritual development of pupils through the curriculum and positive role models of staff. This is demonstrated in the way pupils and staff apply the Gospel values in their daily lives.
- Pupils have an in depth understanding and knowledge of vocation and understand that we are all called to serve. They readily take on responsibilities and know that they have a calling or vocation in life, which is specifically for them.
- The school is highly inclusive. Pastoral care of pupils is embedded into the school, where staff feel a shared responsibility for the well-being and welfare of all pupils. Extra provision is employed to support pupils and their families during times of need.
- Pupils' knowledge of other faiths comes from well-planned lessons and school visits. Their understanding of other faiths is based strongly on experiences and interactions within school and the wider community. They confidently talk about the need for patience and tolerance in all relationships and their hopes for a peaceful future.
- Pupils are acutely aware of the needs of others and have a good understanding of why they want to help those less fortunate than themselves. They raise money and support a variety of charities as part of their developing understanding of social justice.
- The school plans and delivers Relationships and Sex Education in line with diocesan expectations. Leaders ensure it adequately prepares pupils for the next stage of their physical, emotional and spiritual development.
- English Martyrs School is a diverse and distinctive family community, where all pupils have a strong sense of belonging. The outstanding Catholic Life is a testimony to the trust and confidence parents have in this special school.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- Governors have a clear and robust vision and know the school well. They are highly committed to the school's mission and effectively support and challenge the school.

- Determined and outstanding leadership of the school reflects, at all levels, the distinctive nature of a Catholic school and how that manifests itself in the daily lives of the pupils.
- The headteacher has a clear and focused understanding of her role as leader of Catholic Life. Her enthusiasm inspires and invigorates the whole community. She is skilled at working with all members of staff, to ensure that the pupils' experience of Catholic Life is rich and meaningful.
- Catholic Life development has a high priority for governors and they are actively involved in the evaluation process. Formal and informal reports, as well as regular reviews of Catholic Life Journals, means they are well informed and able to make significant contributions to self-evaluation.
- Leadership is highly committed to the further development of all staff both professionally and personally. Staff are encouraged to take advantage of all professional development opportunities provided by the diocese to further develop their skills and expertise.
- Staff appreciate opportunities to reflect on their own faith and spirituality through regular professional development and praying together. Pastoral care of staff has a high priority and staff feel well cared for by each other, as well as by school leaders.

RELIGIOUS EDUCATION

The quality of Religious Education.	Outstanding
How well pupils achieve and enjoy their learning in Religious Education.	Outstanding
The quality of teaching, learning and assessment in Religious Education.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Outstanding

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

The quality of teaching, learning and assessment in Religious Education.

- Religious Education is a core subject and is clearly given a high priority in terms of achievement and progress of pupils.
- Pupils enjoy their lessons and can relate previous learning to new and more challenging tasks. Pupils are keen to learn, can work collaboratively or independently, and enjoy discussing the key messages of the Gospels.
- Teachers plan in year group pairs where they support and challenge each other. This skilled planning has led to many opportunities in lessons for pupils to reflect more deeply and think ethically.
- Pupils recognise that Religious Education lessons are different and special. They are grateful for the time and energy staff spend to make their lessons interesting through open discussions, engaging tasks and use of the Bible.
- Assessment for learning is embedded into the practice of all staff. Observations, marking, key questioning and data from assessed units are all used to plan and deliver

focused lessons. These well-planned lessons ensure that outcomes for all pupils are at least good with many examples of outstanding.

- Pupils enter the school from very different starting points and pre-school experiences. Progress in Early Years is good and this continues into key stage 1 and key stage 2, where pupils make at least good progress with many making outstanding progress.
- Behaviour in lessons is outstanding and pupils are fully engaged and always on task whether activities are for individuals or collaborative groups.
- Good use of the unit markers means staff ensure pupils understand, and use appropriately, key vocabulary identified in their planning. This leads to pupils who are religiously literate and able to discuss and reflect on the impact of their lessons on how they live their lives.
- Moderation of pupils' work is ongoing and takes place in school, as well as with other schools across the diocese. This moderation, as well as staff training on assessment, means that leadership are confident in the accuracy of end of unit judgements and outcomes for all pupils.
- Pupils' are proud of the work in their books, which is of a high standard and well presented. Comparison with other subjects shows that most pupils take great care of their Religious Education books and have high regard for their presentation.
- Marking in pupils' books is effective and accurate. Gap tasks provide real opportunities for pupils to reflect on their learning. The excellent use of post-its to capture pupils' verbal responses, means irrespective of their literacy skills, all pupils can demonstrate their learning.
- Bibles are used as a key part of many lessons and pupils can quickly find appropriate references, particularly in the New Testament. This has led to good knowledge of key Bible stories by all pupils in line with age related expectations. In key stage 2, pupils confidently make links between stories and can apply their learning to how we should live our lives today.
- Lessons are well paced. Teachers use time and resources well to maximise learning in individual lessons and across units of lessons, achieving a balance of activity and recording.
- Teachers have excellent subject knowledge and are enthusiastic about how they can inspire and motivate pupils in their lessons. Less experienced staff feel they are well supported and can seek advice and help from the Religious Education Team, the headteacher and other members of staff.
- Teachers use the diocesan scheme of work to plan lessons but also supplement it to meet the needs of pupils and provide a stimulating and engaging curriculum.
- A baseline assessment is completed as pupils enter the school. This enables the school to review provision in line with the growing needs of the pupils as many enter school with very limited knowledge of religious artefacts or prayers.
- Lessons about equality and diversity are a key aspect of the curriculum and pupils respond positively to their learning about other faiths, religions and cultures.
- Support staff are well deployed to offer support to both teachers and pupils. They provide high quality input and have good subject knowledge. They question skilfully to extend learning and clarify misconceptions.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- Leaders and governors ensure that Religious Education meets the requirements of the Bishops' Conference and that it has full parity with other core subjects in terms of finance, resources, staffing and professional development.
- Leadership at all levels in Religious Education ensures that all members of the school community have high expectations and are constantly striving for excellence.
- The governing body regularly receives information on all aspects of Religious Education from the headteacher and this feeds into the self-evaluation cycle.
- The link governor for Religious Education is very well informed and frequently meets with the headteacher and members of the Religious Education team to review outcomes and conduct learning walks and book scrutiny.
- Leadership of Religious Education within the school is a shared responsibility between a team of three members of staff. This hardworking and enthusiastic team are deeply committed to their role and place high value on ensuring that pupils experience high standards of teaching and learning.
- The headteacher and Religious Education team ensure that not only is good practice identified and shared across year groups but that individual support is provided for staff where needed. Further development of the key roles within this team would provide members with the expertise to effectively challenge and hold staff to account.
- The headteacher and Religious Education team are committed to ensuring that all pupils experience the best possible teaching and learning through well planned and targeted lesson observations, drop-ins and work scrutiny.
- Outcomes of monitoring are reviewed with all staff so that professional development within school can be planned to support and challenge individuals and groups of staff.
- Senior leaders ensure that all staff have opportunities to attend high quality and appropriate training through the diocese and within school. Collaboration with the Sursum Corda group of schools also ensure all opportunities for professional development and dialogue are taken up by all staff.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Outstanding
How well pupils respond to and participate in the school's Collective Worship.	Outstanding
The quality of Collective Worship provided by the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Outstanding

How well pupils respond to and participate in the school's Collective Worship.

The quality of Collective Worship provided by the school.

- Pupils experience a varied programme of Collective Worship including, the celebration of Mass, whole school gospel assemblies, phase assemblies, class liturgies and liturgies focused on the pattern of the Church's year.

- There is a genuine enthusiasm exhibited by pupils and staff that demonstrates that Collective Worship is an integral part of their day and central to the very life of the school.
- Pupils are excited and eager to lead Collective Worship in the classrooms and staff provide support and a set format to ensure consistency. Consideration should now be given to further developing pupils' skills. This will enable pupils to experience prayer at an even deeper and mature level, as they progress through the school.
- Pupils have excellent knowledge and understanding of the traditional and formal prayers of the Church. Staff ensure that pupils experience and learn a variety of prayers appropriate to their age group. Daily use of these prayers, where pupils choose which prayers they say, leads to pupils' eagerness to use and demonstrate their faith through these prayers.
- Many pupils have a good understanding of the Church's liturgical year, seasons and feasts. However, this knowledge and understanding is inconsistent and at times lacks the depth and complexity appropriate to the age and experience of pupils.
- Irrespective of their ability or faith, being part of a faith community of prayer and worship has a significant impact on pupils moral and spiritual development. They have a deep respect for all faiths and this is reflected in their daily lives and acts of worship.
- Pupils sing joyfully during the celebration of Mass and assemblies in school. Further opportunities to develop staff and pupils' use of age appropriate hymns and songs would encourage further participation of pupils in classroom based Collective Worship.
- Staff briefings begin with a meaningful prayer service led by individuals or groups. This is greatly valued as an opportunity for personal growth and reflection.
- The school offers opportunities for parents and carers to attend Mass and Collective Worship in school. Attendance during the special seasons of Advent and Lent is very good and parents express their enthusiasm for these special occasions and their pride in the pupils and how they conduct themselves.
- Pupils enjoy composing their own meaningful prayers, which are used in their class Collective Worship and assemblies.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- Leaders and governors see Collective Worship as central to the daily life of the school.
- Leaders, governors and staff have the skills and an understanding of the Church's year, its seasons and feasts, to develop meaningful themes for the Mass, assemblies and other liturgies.
- The headteacher and her deputy are highly committed to continually develop Collective Worship to ensure pupils experience high quality liturgies that lead them closer to God.
- Some governors regularly attend Mass and other liturgies and then feedback to the rest of the governing body, both formally and informally. As a result, all are well informed of the high-quality experiences' pupils receive.

- The headteacher and Religious Education Team have invested time and energy in training and support to develop staff skills of planning and leading Collective Worship. This has made a significant impact on the quality of Collective Worship, at all levels.
- Training and support for all staff in developing and delivering Collective Worship is a key component in the leadership of Collective Worship.

SCHOOL DETAILS

Unique reference number	103425
Local authority	Birmingham
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	4 – 11 years
Gender of pupils	Mixed
Number of pupils on roll	416
Appropriate authority	The governing body
Chair	Suzan O'Meally
Headteacher	Evelyn Harper
Telephone number	0121 464 3150
Website address	www.englishmartyrscatholicprimaryschool.co.uk
Email address	enquiry@englishmartyrs.bham.sch.uk
Date of previous inspection	4 th & 5 th March 2014

INFORMATION ABOUT THIS SCHOOL

- English Martyrs is a two-form entry primary school situated in Sparkhill, Birmingham serving the parishes of English Martyrs and St Anne's, Digbeth.
- The percentage of Catholic pupils is currently 8%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of pupils with special educational needs and/or disabilities is above the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with English as an additional language is above the national average.
- Attainment on entry is below age related expectations.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Debbie Huxtable and Stephen Godber.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across all classes to evaluate the quality of teaching, learning and assessment. Some of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the governors, the headteacher, Religious Education team, the parish priest, staff, parents and pupils.
- The inspectors attended a whole school Mass, examples of Collective Worship and undertook a learning walk to look at the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan and teachers' planning.