

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



S48 Report
English Martyrs' RC Primary School
Sunderland

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: English Martyrs' RC Primary School

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School URN: 108842

Headteacher: Mrs Anne Mackay

Chair of Governors: Mr Darren Hubbard

Lead Inspector: Mr Martin Humble

Team Inspector:

Date of Inspection 3 and 4 October 2012

INFORMATION ABOUT THE SCHOOL

English Martyrs' is a Catholic primary school serving the parishes of St Hilda's and Sacred Heart in Sunderland. There is an executive headteacher, appointed in September 2008, who is also headteacher of St John Bosco, a neighbouring school. Almost all pupils are from white British backgrounds. A significant number of pupils have a special educational need and the number of pupils eligible for free school meals is significantly above the national average.

Pupil Catchment

Number of pupils on roll:	192
Planned Admission Number of Pupils:	30
Percentage of pupils baptised RC:	55%
Percentage of pupils from other Christian denominations:	45%
Percentage of pupils from other World Faiths:	0
Percentage of pupils with no religious affiliation:	0
Percentage of pupils from ethnic groups:	0.5%
Percentage of pupils with special needs:	23%

Staffing

Full time teachers:	9
Part time teachers:	2
Percentage of Catholic teachers:	100%
Percentage of teachers with CCRS:	30%

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

St Hilda's
Sacred Heart

INSPECTION JUDGMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

COLLECTIVE WORSHIP

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

- The overall effectiveness of the school in providing Catholic education is outstanding.
- The quality of the Catholic Life of the School is outstanding;
- The quality of Collective Worship in the school is outstanding;
- The quality of Religious Education in the school is good. It is not outstanding due to inconsistencies across school in the quality of assessment, marking and feedback. Planning for ability groups is also inconsistent across the school.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Ensure a high quality of assessment, marking and feedback is adhered to in all year groups by:
 - Reviewing policy and practice;
 - Sharing good practice in school;
 - Regular work scrutiny.
- Ensure planning consistently incorporates differentiated activities to challenge all ability groups by:
 - Reviewing policy and practice;
 - Sharing good practice in school;
 - Regular planning scrutiny.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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.

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

The mission statement is central to the life of the school and is fully embraced by all pupils in their daily school life. Opportunities to participate in the evaluation of the Catholic Life of the school are provided through the very effective school council and during RE lessons. Pupils have a deep sense of belonging to their 'school family' and they all strive to do their best to promote the strong ethos within their school family and in the wider community. They are well aware of the needs of others and seek to support others through awareness raising assemblies and fundraising.

Pupils take full advantage of the opportunities provided by school for their personal support and development. Pupils are happy, confident and secure in their own stage of spiritual and emotional growth. An effective programme for Relationships and Sex Education (RSE) allows pupils to develop and foster excellent understanding, appropriate to their age and understanding.

Pupils are very proud of their religious identity, deeply valuing the Catholic tradition of their school and its links to the parish communities. They are regularly involved with parish and diocesan celebrations, benefitting from staff involvement in school and parish activities.

The quality of provision for the Catholic Life of the school is outstanding.

The provision for the Catholic Life of the school has the highest priority which is reflected in the mission statement and how the mission of the school is 'lived out' by all in this family community. There is a very tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exist between all stakeholders. The school is a prayerful and fun loving community that provides a stimulating learning environment to reflect the school's mission and Catholic character.

Pastoral care for pupils is outstanding as a result of the commitment of all stakeholders and of having clear policies and structures in place. Pastoral programmes working alongside PSHE and RSE refer to Catholic teachings and principles. These programmes are designed to cater for the needs of all pupils with all staff playing an active part in their delivery to ensure the best possible outcomes for pupils. The school attends to the pastoral needs of staff to ensure the needs of all are understood and well catered for.

The behaviour of pupils in and around school is exemplary. Where conflict arises parents are satisfied that the school sets out to resolve issues in a way that embraces the importance of personal responsibility and the need for justice, but also facilitates healing and reconciliation.

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

The school's leadership is deeply committed to the Church's mission in education. The senior leaders in school fully embrace the task and provide inspiration within the school community. All leaders and managers, including the governing body, have high expectations for the promotion and continuing development of the Catholic life of the school. Senior leaders share the responsibility for the development and sustenance of the Catholic ethos very effectively.

The school's self-evaluation at all levels is a reflection of rigorous monitoring, analysis and self-challenge. There is a clear focus on the Catholic Life of the school leading to well-targeted improvements utilising key partners to enhance the ethos of the school. There is an outstanding understanding of the school's mission as staff and pupils share its purpose and actively participate in developing and supporting it.

The school engages very well with parents and carers to the great benefit of all its pupils. Parents have a very good understanding of the school's mission and are very supportive of it. Governors make a significant contribution to the Catholic Life of the school and they are passionate about the school's mission and their participatory role in 'living out' the mission. Governors are actively involved in the evaluation of the Catholic Life of the school and provide challenge and support where necessary.

COLLECTIVE WORSHIP

HOW EFFECTIVE LEADERS AND MANAGERS ARE IN DEVELOPING THE CATHOLIC LIFE OF THE SCHOOL

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- How well pupils respond to and participate in the schools' 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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The pupils response to and participation in the school's Collective Worship is outstanding.

Acts of worship engage the interest of all pupils and elicit deep thought and heartfelt responses. Pupils are very enthusiastic about collective worship and this produces quality responses in singing and prayerful silence as well as a depth of participation in communal prayers.

Pupils take part in, lead and prepare prayer and liturgy with enthusiasm and increasing ease and confidence. Pupils know what constitutes the various elements of worship and are skilled in using a variety of ways of praying. They have a very good understanding of the Church's liturgical celebrations and are able to prepare for these celebrations, in line with their age and ability, with developing levels of liturgical expertise.

Respect for different faiths is reflected in the inclusive manner in which pupils prepare for liturgy. Collective worship contributes extremely positively to the spiritual and moral development of pupils. Pupils participate actively and with great enthusiasm in the school and parish linked sacramental preparation programme. This has a very positive impact upon their ongoing spiritual development. The pupils are very enthusiastic about living, growing and learning in a praying community and it has a profound effect on their moral and spiritual development irrespective of their background.

The quality of Collective Worship provided by the school is outstanding.

Collective Worship is central to the life of the school and is shared with parents on a regular basis. The prayer life of the school is an important and central aspect of community life for staff and pupils. The school chapel provides the prayerful space for all to experience prayer and worship and develop their spirituality.

Skilled staff enable pupils to confidently plan, prepare and lead quality Collective Worship. All staff prepare quality Collective Worship and are mindful of the Church's liturgical heritage, rites and seasons when developing high quality experiences for all pupils. An end of topic liturgy for the Foundation Stage pupils took place in the school chapel. This was a very well planned high quality Collective Worship, engaging all pupils spiritually and prayerfully reinforcing for them how special they are in the eyes and heart of God.

Staff plan carefully for the liturgical formation of their pupils. Age appropriate planning that encompasses the religious beliefs and backgrounds of all pupils, shows

progression as pupils journey from foundation stage to year six. Pupils have the confidence to plan, prepare and lead good quality collective worship having participated in good quality worship led by staff providing very good role models.

The way leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

This is formulated on the basis that leaders and managers have expert knowledge of how to plan and deliver quality experiences of Collective Worship. They provide opportunities for pupils to reflect upon the Church's liturgical year, seasons, rites and symbols through the provision of quality worship experiences in a contemporary context. Liturgical and spiritual development is seen as a priority in ongoing professional development and staff access training opportunities wholeheartedly.

Senior leaders and the RE coordinator are highly visible leaders of Collective Worship within school. They lead high quality collective worship experiences for both staff and pupils and are models of outstanding practice. Leaders also ensure that the pupils have the best possible sacramental preparation in accordance with diocesan policy.

Leaders and managers regularly review the quality of Collective Worship and this informs the development process and possible training requirements. Planning the school's prayer and liturgical life is given high priority each year by school leaders as it is the heart of the school's ethos and character. The views of pupils, staff and parents are valued and acted upon to ensure high quality Collective Worship continues to evolve throughout the school and parish community.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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

2

2

2

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

Pupils enjoy and understand the value of Religious Education and are keen to do well. They work well in lessons, applying themselves to the tasks and work at a good pace. They seek to produce their best work and show interest and enthusiasm about their learning.

Pupils are making good progress in their learning as they journey through school. There are no specific differences in the progress made by specific pupil groups. Pupils acquire knowledge quickly and are secure in their understanding. Pupils are developing and applying a range of skills including independence, imagination, the ability to interpret sources and symbol, the ability to reflect and evaluate, the ability to engage with religious ideas and integrate them into their lives.

Attainment is above average with a very large majority of pupils meeting age related expectations at the end of key stage two (KS2). There continues to be an upward trend in attainment, with an increase in attainment for the more able pupils. Planning often includes challenging targets in lessons and differentiation by task but this is not consistent throughout school.

The quality of teaching and assessment in Religious Education is good.

Teaching is mainly good with some that is outstanding. Most pupils and pupil groups are achieving well over time. Teachers have a clear understanding of the value and importance of Religious Education which is communicated effectively to their pupils. They are confident in their subject knowledge and positively embrace the current changes to the Religious Education programme. Teachers use a range of resources and teaching strategies to promote good learning. Whilst good progress has been made in challenging more able pupils this is not always consistent throughout school. Time is managed well to ensure the coverage of the Religious Education programme and that pupils forge links between their study of religion and belief and their exploration of more personal reflections on issues of meaning and purpose. In year six the pupils were confidently able to develop discussion and debate around the issue of 'unconditional love' in a contemporary context, prompted by the story of the prodigal son.

As a result of good assessment procedures teachers and other adults have a good awareness of their pupils' prior learning and capabilities. This is reflected in good planning to meet the needs of all pupils. There is some inconsistency in the quality of marking and constructive feedback to enable pupils to fully understand what their next steps for development are. There is evidence of some excellent marking and feedback.

How well leaders and managers monitor and evaluate the provision for Religious Education is good.

Leaders and managers have conducted a range of monitoring activities relating to provision and outcomes in Religious Education. They are well aware of the areas for development in the teaching of Religious Education and see this as a high priority within the School Improvement Plan. Planning is therefore founded on sound evidence and data. Leadership is well-informed by current developments in Religious Education and continues to monitor and evaluate to further improve and support teaching. The recently appointed Religious Education Leader in school is knowledgeable, enthusiastic and aware of what the school needs to do in Religious Education to move from good to outstanding. There is a shared common purpose amongst staff to gain that higher level of consistency in assessment, marking and feedback.

The Religious Education curriculum is planned by teachers to meet the needs of all their pupils to ensure effective continuity and progression for all learners. The school has good links with a variety of agencies, the wider community and local schools and parishes to provide an enriched curriculum and activities promoting learning and engagement. Religious Education meets the requirements of the Bishops' Conference well.

SUMMARY OF INSPECTION JUDGMENTS

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 schools' 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	
Religious Education	2	2	2	2
Catholic Life	1	1	1	1
Collective Worship	1	1	1	1
	1	1	1	1