



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

English Martyrs' Catholic Voluntary Academy

Willow Crescent, Oakham, Rutland, LE15 6EH

School URN:	139611
Inspection Date:	6 February 2017
Inspectors:	Dr Eilis Field and Mrs Siobhan Minford

Overall Effectiveness	Previous Inspection:	Good	2
	This Inspection:	Good	2
Catholic Life:		Outstanding	1
Collective Worship:		Good	2
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

English Martyrs' Catholic Voluntary Academy is a good Catholic school.

- English Martyrs' is a good Catholic school. Its caring, welcoming atmosphere reflects the living out of the school's Mission Statement and is reflected in the good relationships at all levels of school life. A member of staff said, 'I love coming to work here', and a child stated, 'It is a really loving school'.
- The exemplary behaviour of pupils reflects the efficacy of the school's behaviour policy which is founded on Gospel values and the teachings of the Catholic Church.
- The school is well led and managed by the executive headteacher, head of school, subject leader for Religious Education and a strong governing body. They rightly value and closely guard the strong Catholic identity of the school. They are strategic in ensuring that this is sustained as the school meets new challenges including welcoming a higher proportion of pupils who are of faith backgrounds other than Catholic.
- The strong partnership, between the school and parish benefits and is highly valued by the whole community. The parish priest is a regular and welcome visitor to the school. The close links are evidenced in the school and parish newsletters and in the school displays at Church.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- English Martyrs' is a smaller than average primary school. Since its last inspection in November 2011, the number on roll has increased from 101 to 128.
- The school serves the parishes of St Joseph's, Rutland and St Thomas of Canterbury, Exton.
- The school is federated with St Augustine's Stamford and is part of the St Gilbert of Sempringham Catholic Academy Trust along with Our Lady of Good Counsel Sleaford, Our Lady of Lincoln in Lincoln, St Hugh's Lincoln and St Peter & St Paul Lincoln.
- 48% of its pupils are baptised Catholic, 51.5% are from other Christian denominations and 7% are from a faith background other than Christian.
- 15% of pupils have special educational needs and/or a disability (SEND) at school support stage, none of whom have an education, health care plan (EHCP).
- 12% of pupils are eligible for the Pupil Premium.
- At the end of Key Stage 2, the vast majority of pupils transfer to Catmose College, Oakham. Others transfer to Oakham School, Casterton Business & Enterprise College, Stamford School or Uppingham Community College. The nearest Catholic secondary school is 20 miles away.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Catholic Life
 - The school now needs to further develop its strategies to facilitate pupils playing a genuine role in the decision-making processes and the development of the Catholic Life of the school.
- Collective Worship
 - Further develop pupil skills in preparing for Collective Worship so that they can play a more prominent role and work independently.
 - Further develop the robustness of monitoring of Collective Worship so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.
- Religious Education
 - Develop teachers' skills in questioning and responding to pupils' answers.
 - Develop more effective use of 'driver words' in marking and feedback.
 - Improve the pace of lessons by ensuring time is not wasted revising work pupils have already covered.
 - Develop the robustness of monitoring of Religious Education so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.
 - Ensure expectations are clear and are consistently applied in respect of the number of extended pieces of writing, use of worksheets and marking and feedback in books.

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.

1
1
1

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

- The school's behaviour policy, firmly rooted in Gospel values, results in exemplary behaviour throughout the school and the living out of the school Mission Statement, *'We follow as a family in the footsteps of Jesus'*.
- There is strong sense of belonging within the school. Staff and pupils described the school as, 'like a family'. The genuine care was evident in many of the responses such as, *'I am very happy at this school. Everyone is kind to one another'* and *'I love coming to work each day'*.
- Parents are very positive about the school and all feel welcome. One parent, who had moved her child from another local school spoke enthusiastically about the level of care her child receives from English Martyrs'.
- Pupils are developing greater ownership of developing the Catholic Life of the school. The pupil chaplaincy team, 'Little Lights' are good role models and play a key role in promoting the school's Catholic ethos. They train prayer leaders and run a lunch time club for younger children to fully involve them in the Catholic Life of the school.
- Catholic values are reflected in the ways that the pupils reach out to others. They fundraise for a number of charities, in particular for their adopted charity, the 'Malawi Project'. All children are welcomed into the school and children from other faiths other than Catholic perceive themselves to be valued members of the community.
- The school now needs to further develop its strategies to facilitate pupils playing a genuine role in the decision-making processes and the development of the Catholic Life of the school.

The quality of provision for the Catholic Life of the school - outstanding

- Pupils designed a logo to support the school's Mission Statement which is on the cover of all Religious Education books, policies and letterheads.
- There is a strong, caring atmosphere throughout the school; staff and pupils feel valued and know that they can turn to one another for support.
- The robust pastoral systems in place ensure that all pupils, including the most vulnerable, are well provided for. Recently, the school has been approached to take a vulnerable family based on the strength of their pastoral care, which is recognised in the local community.
- Staff, including those from faith backgrounds other than Catholic, value the support offered by the school and its caring Catholic ethos.
- The school has recently adopted a 'Journey in Love' - a scheme of work which assists in the delivery of Relationships and Sex Education (RSE) and the policy is currently being revised according to diocesan guidelines.
- The Catholic ethos is reflected in the bright and welcoming learning environment which celebrates pupil achievements and the values of the school. Pupils enjoy adding their 'heart prayers' to 'The Heart that Sees' tree displayed in the foyer.

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

- The executive headteacher, head of school and subject leader for Religious Education ensure that the Catholic Life of the school remains central to all that they do both within the school and in the wider community. In keeping with the Church's understanding of parents as 'the first and foremost educators of their children', the school works very hard to engage all parents from all backgrounds and opinions. A parents' forum meets termly to discuss the ethos and vision of the school.
- Governors have a very good understanding of the Catholic Life of the school and robustly hold the school to account regarding its Catholic Life. The linked governor for Catholic Life has benefitted from training opportunities offered by the Diocese.
- The link governor for Religious Education is proactive in developing a strategic approach to ensuring that the Catholic ethos is sustained in light of the anticipated increase in the number of children from other faith backgrounds.
- The school is well supported by the parish priest who is a regular and welcome visitor. He has visited classes to talk to them about his vocation and further visits around vocation are planned. The school and parish regularly support one another in social and fundraising activities.
- Leaders have established robust induction systems for new staff so that all staff, including those from faith backgrounds other than Catholic are clear about the expectations of a Catholic school and are well supported in meeting them.
- The geographical location of the school presents a challenge for staff participating in Diocesan training, nevertheless, leaders have been proactive in seeking advice and guidance of the Diocesan Adviser for Religious Education.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	2
-----------------------------------	---

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

2
2
2

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

- Since the last inspection, under the guidance of the subject leader for Religious Education, the level of pupil involvement has improved significantly and reflects the revised expectations for a 'good' grading.
- Pupils show great reverence and respect throughout Acts of Worship and are able to quietly reflect during prayerful activities.
- Pupils' knowledge of the Church's liturgical year is very good. They are confident in reciting traditional prayers and know the correct responses, for example at the beginning and end of a reading from the Gospel.
- Pupils are able to apply their knowledge of the Church's liturgical year to create appropriate focal points for assemblies and other Acts of Worship.
- Pupils are gaining confidence in preparing class worship and supporting adults in preparing whole school Acts of Worship.
- The school recognises the need to further develop pupils' skills in preparing for Collective Worship so that they can play a more prominent role and work independently.

The quality of provision for Collective Worship - good

- Prayer is an integral part of school life and is woven into the school day. Morning briefing, staff and governors' meetings all begin with prayer and staff value this opportunity to reflect and seek guidance.
- Pupils' enjoyment of a wide variety of liturgy and prayer has been greatly enhanced by the addition of the new chapel.
- Acts of Worship are well resourced. The school has invested in new liturgy boxes which are also used as prayer tables and a wide range of musical resources including those of John Burland.
- Parents and parishioners value the invitation to attend and take part in Collective Worship and liturgies and speak very positively about their experience.
- Mass is celebrated each month in school and this is well supported by parents and parishioners.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - good

- The executive headteacher, head of school and the subject leader for Religious Education are well trained and highly experienced in delivering good quality Collective Worship and use this to disseminate good practice across the school.
- The parish priest uses the Mass as an opportunity to model good practice and involve pupils. The success of this approach has resulted in an increase in the number of pupils serving at Sunday Mass.
- The subject leader for Religious Education has been diligent in developing increasingly robust systems for monitoring the quality of Collective Worship throughout the school.
- The school now needs to give pupils a greater role in independently planning and leading Acts of Worship.
- The link governor, who has benefited from diocesan training, provides a strong lead and has an accurate view of the quality of Collective Worship across the school.
- The school now needs to further develop the robustness of monitoring of Collective Worship so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.

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 promote, monitor and evaluate the provision for Religious Education.

2
2
2

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

- Caution needs to be applied when analysing data due to the small cohorts within the school. (3 disadvantaged pupils, worth 16%, account for the dip in attainment for this year). Overall, pupils make good progress in Religious Education relative to their starting points.
- Pupils enjoy Religious Education and engage enthusiastically with the tasks set.
- Pupils' knowledge of Bible stories and traditions of the Church is very good; pupils are demonstrably 'religiously literate'.
- Pupils take a pride in their work and respond positively to teacher feedback.
- Pupils' oral responses do not always reflect the level of understanding they are capable of.
- Pupil learning outcomes in their Religious Education books do not always reflect their ability.

The quality of teaching and assessment in Religious Education – good

- Teachers conscientiously plan and mark for Religious Education.
- Teachers and pupils are developing an awareness of 'driver words' and are beginning to apply them to their assessment of Religious Education.
- Teachers are becoming more effective in differentiating tasks to meet the needs of the pupils.

The school now needs to extend pupils' depth of understanding and accelerate their rate of progress by:

- Developing teachers' skills in questioning and responding to pupils' answers.
- Using 'driver words' in marking and feedback to effectively move learning on.
- Improving the pace of lessons by ensuring time is not wasted revising work pupils have already mastered.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – good

- Leaders ensure that all classes meet the episcopal requirement to devote at least 10% of curriculum time to Religious Education.
- Leaders regularly monitor and evaluate the provision for Religious Education through carefully planned lesson observations, learning walks and work scrutiny.
- Leaders and managers support new staff in planning and delivering lessons using the *Come and See* programme.

The school now needs to:

- Develop the robustness of monitoring of Religious Education so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.
- Ensure expectations are clear and are consistently applied in respect of the number of extended pieces of writing, use of worksheets and marking and feedback in books.

SCHOOL DETAILS

School Name	English Martyrs' Catholic Voluntary Academy
Unique Reference Number	139611
Local Authority	Rutland

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the Evaluation Schedule for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors jointly observed 5 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the executive headteacher, the head of school, the subject leader for Religious Education, two governors, the parish priests and an additional priest serving in the parish. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

Chair of Governors:	Mrs Sarah Archer
Executive Headteacher:	Mrs Patricia Mason
Head of School:	Mrs Alison Chambers
Date of Previous School Inspection:	2 November 2011
Telephone Number:	01572 722400
Email Address:	achambers@englishmartyrs.rutland.sch.uk

WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.