

Inspection of a school judged good for overall effectiveness before September 2024: English Martyrs' Catholic Primary School

School Lane, Litherland, Liverpool, Merseyside L21 7LX

Inspection dates:

22 and 23 October 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils receive an exceptional education at English Martyrs' Catholic Primary School. They rise to meet the very high expectations that the school has for their achievement and conduct. Pupils want the school to be the best that it can be. They wholeheartedly feel part of the school team. Pupils value the many ways in which they can support leaders to shape the school offer. For example, as subject ambassadors who provide regular feedback on the curriculum.

The school is an oasis of calm. Staff know pupils' needs very well. This enables them to provide precise support that enables pupils to learn well and be happy in school. Learning is rarely disturbed. This is because, from the early years, staff set out clear routines, boundaries and build strong relationships. Social times are harmonious. Pupils organise activities and actively look out for the well-being of others.

Pupils benefit from a high-quality array of opportunities to support their personal development. These range from playing competitive sports to a high level, to working with community groups to improve the local area. The school provides a broad range of clubs. This ensures that pupils can develop and build on their talents and interests.

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

Pupils learn a curriculum that is meticulously set out. The school is very clear about what pupils should learn and remember at each stage. The curriculum supports pupils well to build new knowledge and apply what they know in a range of contexts. Pupils make links

between different parts of their learning. This helps them to remember their learning over time. For example, pupils articulately described the different styles of music from World War One to World War Two, explaining the reasons for this from their learning in both history and music. The school has clearly set out the vocabulary that it expects pupils to be able to use in each subject. Pupils go beyond this expectation and use their own research to expand their vocabulary and share this new knowledge with others.

The school has a highly effective approach in place to check what pupils know and remember. This information is used carefully by staff to design pupils' learning so that it follows on from what they already know. Staff know the needs of pupils with special educational needs and/or disabilities (SEND) very well. They use this to plan detailed packages of support for pupils. This includes a strong focus on each pupil's views. There are many well-planned opportunities for pupils to look back on their previous learning. This ensures that pupils consolidate their understanding before moving on. The school's effective work with external agencies, and close relationships with parents and carers, enables pupils to achieve well.

Pupils love to read. They diligently recommend books to teachers to be part of the new library. Pupils learn to read well because staff have an excellent understanding of the school's chosen approach to phonics. Consequently, staff quickly spot any pupils who fall behind with the pace of the phonics programme. These pupils receive the support and guidance that they need to catch up. Pupils take home reading books that help them to practise the sounds they know. This helps them to develop in to confident and fluent readers.

Children have the best start to their education in the early years. The environment is carefully planned to give children access to the resources that they need to learn with growing independence. There are many opportunities for children to practise mark-making which rapidly develops into early writing with increasing accuracy. Children are proud of their work on display. They benefit from the way that staff focus on developing their communication skills. This helps them to be able to discuss their learning with ease.

Pupils' behaviour is exemplary. They take care of each other and know how to behave appropriately in a range of situations. Pupils can explain how they each have a personal responsibility to make the school a kind and caring place to be.

Pupils are very well prepared for life in modern Britain. They have a deep knowledge of how different people live and why it is important to show respect to everyone. Pupils learn about the fundamental British values through all curriculum subjects. For example, pupils can talk about which societies value democracy and what this may mean for the people who live there.

Leaders have focused on sharp improvements in all aspects of the school's provision. The governing body check that leaders' actions have the required impact on the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in January 2015.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104931
Local authority	Sefton
Inspection number	10347921
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair of governing body	Bernie Coxon
Headteacher	Lewis Dinsdale
Website	www.englishmartyrs.co.uk
Dates of previous inspection	8 and 9 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school has a Christian ethos. The previous statutory inspection under section 48 of the Education Act was September 2019. The next section 48 inspection will take place before the end of 2026.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher and other members of the senior leadership team.
- The inspector visited a sample of lessons, looked at samples of pupils' work and spoke to some pupils about their learning.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector spoke with members of the governing body, including the chair of governors. She also spoke with a representative of the local authority and the diocese.
- The inspector spoke with staff about their workload and well-being. She also took account of the responses to Ofsted's online survey for staff.
- The inspector looked at a range of policies and documentation relating to pupils' welfare and education. She observed pupils' behaviour during lessons and around school.
- The inspector met with parents at the start of the school day. She took account of the responses to Ofsted Parent View, including the free-text comments.
- The inspector spoke with groups of pupils about their experiences at school. She also considered the responses to Ofsted's pupil survey.

Inspection team

Jane Dennis, lead inspector

His Majesty's Inspector

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