



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL

LITHERLAND

Inspection Date	25 September 2019
Inspectors	Mrs. Pat Peel Mrs. Meg Buckley Mrs. Louise Byrne
Unique Reference Number	104931
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

Type of School	Catholic Primary
Age range of pupils	3 - 11
Number on roll	458 (including Nursery)
Chair of Governors	Mrs. Bernie Coxon
Executive Headteacher	Mr. Lewis Dinsdale
School address	School Lane Litherland Liverpool L21 7LX
Telephone number	0151 928 5601
E-mail address	admin@englishmartyrs.sefton.org.uk
Date of last inspection	23 September 2014

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- English Martyrs is a larger than average sized Catholic Primary School situated in Litherland serving the parish of English Martyrs.
- There are 458 children on roll (including nursery) of whom 424 are baptised Catholic, 12 come from other Christian denominations. One child is from another faith or religious tradition. Twenty-one have no religious affiliation.
- There are 23 teachers at the school, 21 of whom are baptised Catholic. Twenty-one teachers teach Religious Education. Eleven teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been no significant changes in the school. Religious Education is now led by a team of three taken from across the school.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

English Martyrs is an Outstanding school in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils truly appreciate, value and actively participate in the Catholic Life at English Martyrs. They know, own and live out their Mission Statement, *'Through Christ we believe, inspire, achieve.'*
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others and have a very good understanding of right and wrong.
- Pupils enthusiastically embrace the demands that members of the school community entail such as becoming school and Eco councillors, playground buddies, digital leaders, peer mediators and Collective Worship Ambassadors.
- They take a leading role in those activities which promote the schools' Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Nugent and Seaforth Mission to name but a few. Within the locality they have supported the Sefton Food Bank, the Smile Project to improve the local community and the Oliver King Foundation a charity set up to promote safety and provide defibrillators for public places and schools.
- Pupils value and fully participate in opportunities provided by the school including a range of before, during and after school clubs including dance, Information and Communication Technology, aspects of the curriculum and a wide range of seasonal sports. They are members of the Children's University.
- Pupils take full advantage of the opportunities the school provides for their personal support and development they have an outstanding sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. On the day of inspection, a child commented that, *"This is a fantastic school, teachers make it fun and we are just like one big family."*
- The choir performs at school and many parish and community events including singing at Maple Court the local elderly people's home. They have also visited Parr Street Studio's to record a CD which was sold at Christmas time.
- Through their continued links with Sierra Leone and Faro International School the pupils sang together in a joint celebration with other local Catholic schools including St. Vincent's School for the Blind at a performance in concert at the Liverpool Philharmonic Hall.
- Pupils, appropriate to their age and capability, have begun relationships and sexual development lessons within the context of a Christian understanding.

- Pupils benefit from undertaking outdoor residential visits. Year 5 pupils visit Crosby Hall Educational Trust (CHET) and Year 6 pupils visit the YMCA National Centre, Lakeside in Cumbria.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. Pupils have been involved in a range of activities related to Adoremus – Year of the Eucharist, CAFOD's Zero Hero campaign, linked to Laudato Si, and have just begun preparations for God Who Speaks, celebrating the Year of the Word.
- Pupils are rewarded with 'Star of the Week' at their Friday celebration assembly and this is shared with parents through the website and parent app.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with English Martyrs parish celebrations and activities, irrespective of their own faith commitments.
- The pupils have further developed and strengthened their ecumenical links by working with St. Philip's Church of England School in a joint project to aid the community.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement, *'Through Christ we believe, inspire, achieve'*, its aims and objectives are a clear expression of the educational mission of the Church. It underpins every aspect of school life at English Martyrs.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- There is a keen sense of community at all levels, evident in the high-quality relationships and the centrality of prayer to the whole community. The school is an extremely supportive and joyful community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The displays, classroom focus' and sacred reflective spaces all create an overwhelming yet calm ambience which exudes English Martyrs catholicity and ethos. This is tangible throughout the school.
- The school has worked with an artist to produce a mosaic in the school hall which reflects its Mission. Archbishop Malcolm and Bishop Malone joined in celebrating the 20th anniversary of the new school building by blessing the mosaic with the local parish and school community.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its fundraising, eco stewardship and numerous outreach opportunities. This is a real strength in the school.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer and continuous professional development opportunities such as attendance at Archdiocesan led in-service days, Sefton Catholic Deputies Cluster Group and accessing training for new staff.
- Clear policies and structures are in place, which provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. The school mentor is effective and highly valued in the school community by pupils and parents.

- The school is equally attentive to the pastoral needs of members of staff and pupils and ensures that every member's needs are understood and catered for.
- The parish priest is a frequent visitor to the school and is fulsome in his praise for the whole school collaborative 'team' approach. Catechists recruited from the parish support the pupils and their families undertaking the With You Always Sacramental programme.
- All the relevant documentation is in place and the school has made a commitment to support Relationships and Sex Education alongside Personal, Social and Health Education.
- The Friends of English Martyrs Association (F.O.E.M.A) whose motto is 'Doing it for the kids' is proactive in supporting the school with both its social and fundraising activities.
- The school provides in-house before school provision throughout the year. This is popular and well attended. After school provision is run by two outside providers dependent upon age.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The schools' leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders and is reflected in the school's self-evaluation document which is a coherent reflection of monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Relationships at every level are outstanding. The school operates exclusively as one team, and this is the key to its success felt in its calm, spiritually inviting, warm welcome.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it.
- The school has successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, sends out regular newsletters, has an up to date website and Arbor parent app. As a result, parents and carers have an outstanding understanding of the school's mission and are supportive of it.
- The home, school and parish links are well forged at English Martyrs. The Chair of Governors is the Link Governor with responsibility for Catholic Life, Religious Education and Collective Worship. She is also the parish administrator and an active parishioner.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Many of the governors are active in the parish and they make a valuable contribution to the Catholic Life of the school. They are very supportive of the school's Mission.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision for the Archdiocese throughout the school.
- Leaders and governors have made a commitment to further develop Relationships and Sex Education throughout the school alongside Personal, Social and Health Education by introducing 'No Outsiders' which supports teaching the Equality Act 2010.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make excellent progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Pupils concentrate well and understand how well they are doing because they are very familiar with the Driver Words.
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout. This was particularly evident in Year 5 where pupils were challenged to consider the life of the martyr Maximilian Kolbe. Groups of animated pupils discussed his qualities and faith with one girl gesticulating passionately that he was “Beyond a martyr... before adding that Mary had enabled him to sing and have a voice.” This was in reference to him singing and encouraging other prisoners who had no voice.
- Pupils enjoy a range of activities and respond extremely well to opportunities which extend their learning. Behaviour for learning is exemplary because pupils enjoy Religious Education and disruptions in lessons are unusual.
- The quality of pupils’ current work, both orally in class and in written work, is outstanding. Pupils take pride in their workbooks and the presentation is of a very high standard.
- Class floor books are testament to the wealth of work pupils have undertaken throughout topics.
- Pupils’ are undertaking formal assessment in line with Archdiocesan guidance and evidence kept.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- On the day of inspection there was some outstanding practice observed with nothing less than good.
- Staff are currently using the Archdiocesan template for planning Religious Education, but the school is keen to develop their own method in line with other subjects.
- Teachers are confident in their subject knowledge and have a very good understanding of how pupils learn. Some staff need to provide more opportunities for greater depth and challenge by using the driver words not just in the lesson objective but throughout lessons including in the plenary. This will enable the most able children to pre-empt the next steps in their learning.
- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are inspired, motivated and concentrate extremely well in lessons.

- In books there is evidence of continuity in lessons and across sequences of lessons. Parents are routinely invited to the Rejoice celebration assembly aspect of the topics. In some year groups there is an over reliance on worksheets. This needs to be considered as part of the work life balance on the well-being of staff.
- In the best lessons observed teachers used questioning techniques very well. They adapted explanations using the language of the new standards i.e. driver words catering for the needs of all pupils.
- High quality resources e.g. *Come and See* website, *God's and Church's Story*, audio and visual media are employed to engage pupils in their learning. However, on the day of inspection the use of Information and Communication Technology being used by the pupils was not observed.
- Other adults are used very effectively to optimise learning for pupils who need their support and encouragement to maximise their outcomes. They are a real strength in the school.
- The school has adopted their own methods for marking in line with other curriculum subjects. This is effective and not onerous on staff well-being.
- Achievement and effort are celebrated immediately leading to outstanding levels of motivation from pupils. Dojo's are used as a motivation strategy.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation. The subject leadership team regularly attends Archdiocesan in-service training and meets together with other schools to support monitoring and evaluation of the subject. One of the team is a member of the Archdiocesan core cluster group.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation e.g. planning, monitoring and tracking are fully embedded.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by best practice in Religious Education.
- Whole school tracking is in place and the school has begun to adopt a different approach in line with the Bishops' of England and Wales directive regarding the draft Interim Standards. The school has recently invested in an *app* which has allowed them to create a much more effective tracking system. It is hoped this will pave the way for all the other curriculum subjects over time.
- The subject leadership team are a real strength in the school. Together they have an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision. They are passionate in their commitment to the role. Since the monitoring visit a new member has joined the team and another has returned from maternity leave. Despite this together they have continued to drive forward standards. They are relentless in their endeavours to keep moving forward and create opportunities for further development in all aspects of the curriculum.
- Leaders and governors ensure that Religious Education is planned to meet the needs of different groups of pupils.

COLLECTIVE WORSHIP

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

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with reverence and are keen to participate in Collective Worship.
- They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- The early foundations for worship are clearly evident in the school and music is used to great effect for the benefit of engagement with the pupils.
- Pupils are routinely involved in planning, preparing and/or leading worship with confidence, enthusiasm and a degree of independence. The Worship Ambassadors commented that "...they love being part of the group." They spoke confidently about the different elements to their roles from the very youngest to the oldest and were proud to be given the opportunity to wear their badges.
- Occasionally pupils evaluate Collective Worship as a participant, but this needs to be further developed across the school to ensure that all pupils have the opportunity both as a leader and a participant.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer.
- Pupils value and participate voluntarily in liturgy and prayer and say that they really enjoy Collective Worship in class and together in larger groups.
- Pupils have a very good understanding of the Church's liturgical year, its seasons and feasts.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Staff regularly use *Come and See for Yourself* Collective Worship materials prior to beginning a new Religious Education topic.
- Collective Worship and resourcing are given a high priority in the school and evidence is kept. The school environment has lots of quality artwork, stained glass and quiet spaces for pupils and staff to reflect and give thanks.
- Collective Worship has a purpose, message and direction although evidence suggests on occasion pupils have not always listened to Scripture during it. This needs to be addressed to ensure all pupils are exposed to the Word of God.
- Staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have quality experiences of the Church's liturgical life.
- The themes chosen for worship reflect an excellent understanding of the liturgical seasons and the Catholic character of the school.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is very good. The school uses 'Stay and Pray' as a method to engage with parents.
- The parish priest presides at Mass for key celebrations throughout the Church's liturgical year and supports in class during some Religious Education topics.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. There is an up to date policy in place.
- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts. They make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are excellent models of good practice for staff and pupils.
- Staff promote pupils' planning and leading Collective Worship and recognise the importance of the role of the Worship Ambassadors across the school.
- Governors are always invited to celebrations across the Church's year.

What the school needs to do to improve further

- Further develop the work being undertaken in Catholic Life by:
 - continuing to embed '*Journey in Love*' into lessons to support Relationships and Sex Education and introducing '*No Outsiders*' to support Personal, Social and Health Education.
- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

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 governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate