



DIOCESAN CANONICAL INSPECTION REPORT

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

English Martyrs' Catholic Voluntary Academy

Bracken Road, Long Eaton, Nottingham, NG10 4DA

School URN:	140070
Inspection Date:	11 March 2020
Inspectors:	Mr Martin Fitzwilliam, Mrs Siobhan Minford and Mrs Helen White

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

English Martyrs' Catholic Voluntary Academy is an outstanding Catholic school.

- English Martyrs' is an outstanding school which successfully lives out its mission to light up the lives of the pupils who attend the school and beyond. Parents say that the faith development at English Martyrs' is 'stitched into its fabric'. Pupils recognise and appreciate how the Catholic mission improves them as individuals and leads them towards a happier life.
- The Catholic Life of English Martyrs' is vibrant, loving and inclusive. Teachers, pupils and leaders are valued and the school is inspirational in its promotion of Catholic Social Teaching. Behaviour is exceptionally strong as are the relationships between all members of the school family. Pupils say that they are happy and proud to be pupils of the school and are clear as to what makes their school a Catholic school. The school environment is well organised and religious displays are thought provoking, informative and colourful.
- Teaching and learning of Religious Education at English Martyrs' is outstanding. Lessons aim to inspire and build independence; the school works closely with the diocese and trust to ensure that all pupils benefit from the curriculum. All staff know their pupils well and they carefully plan for each step in their Religious Education learning. Over time, almost all pupils make outstanding progress, well above the average seen across the diocese. The curriculum is adapted to meet the age appropriate endpoints for all pupils and is creatively amended to ensure consistent challenge.
- Collective Worship at English Martyrs' is outstanding. Pupils engage exceptionally well and are eager to take part in all forms of worship. The chaplaincy team has grown in number this academic year, so much so that the school has been able to develop their responsibilities. The adults working with the pupils are highly skilled in supporting pupils with their Collective Worship planning and preparation. All pupils are given the opportunity to take part in leading Collective Worship on a regular basis, the very large majority of pupils choose to take this up.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- English Martyrs' is an average sized primary school situated in Long Eaton in the Erewash district of Derbyshire just north of the River Trent and 7 miles south-west of Nottingham. It became part of the St Ralph Sherwin Catholic Multi Academy Trust on 1 September 2018.
- The school serves the parishes of St Francis of Assisi, Long Eaton; St John the Evangelist, Stapleford and The Church of Our Lady of the Assumption, Beeston.
- 60% of pupils on roll are baptised Catholic, 21% are from other Christian denominations and 15% of pupils have no religious affiliation.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of pupils supported by the pupil premium is 15% which is below the national average. This funding relates to pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- There have been no fixed term or permanent exclusions in the past two years.
- The school's substantive headteacher was seconded to the St Ralph Sherwin Catholic Multi-Academy Trust in October 2018. The school's acting headteacher was appointed in 2018 after serving as deputy headteacher and acting head of school.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Catholic Life:
 - The quality of provision for the Catholic Life of the school is outstanding and therefore other schools within the Ralph Sherwin Catholic Multi Academy Trust, as well as the Diocese of Nottingham, would benefit from having this good practice shared with them.
- Religious Education:
 - Embed the school's presentation policy to maintain and further improve the quality of Religious Education work in pupils' books.
- Collective Worship:
 - Leaders now need to teach pupils about how to use prior evaluations of Collective Worship to plan liturgies for themselves taking into account previous feedback from stakeholders.
 - Liturgies could become even more vibrant and meaningful if pupils used more of their own personal interests, skills and talents when planning and leading Collective Worship.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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- 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 governors 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 – outstanding

- Pupils speak readily about how they are valued and how much they enjoy being pupils at English Martyrs'. They speak with enthusiasm and passion about the activities and groups they are involved in and are proud to be able to support their peers as well as people and groups outside of their school.
- Pupils talk about the mission of their school and how it is important to them saying; 'The mission statement helps me to remember what people expect of me'. This is because they have been given the opportunity to write it but also to revisit it regularly, revising its importance and what it means to them in their everyday life.
- All pupils show great respect towards each other and to the adults around the school. Behaviour is outstanding in all areas and at all times, including communal areas when children are moving around the school. Pupils listen very well to others and are eager to talk about their learning, being proud of all that they and their peers have achieved.
- Pupils are very confident about what it means to be a Catholic and what it means to be in a Catholic school. Their commitment to living out the Gospel values is seen in their roles as Ambassadors where they go out to the three parishes served by the school. Throughout the year, they inform parishioners of their charity work and express their pride in their learning and the activities they are involved in.
- Pupils value highly the opportunity to be involved in the school's chaplaincy team. They work hard to ensure that the provision is accessible to all pupils and they have a clear vision of their roles. As the prayer team they; 'share the Word', as the liturgy team they, 'celebrate the Word' and as the Gospel team they, 'live the Word'. Through their profuse use of blogging, pupils have demonstrated that they are missionaries of their faith.
- Through their participation in the *Journey in Love* programme for Relationships and Sex Education (RSE), pupils demonstrate that they have an excellent understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love.

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

- The school has an exceptionally well embedded mission statement that is known, understood and valued by all members of the school community. It is prominent in all areas of the school; in pupils' books, school documents and is revisited and discussed regularly.
- All staff show a high level of commitment to the Catholic Life of the school, embracing the opportunity to pray and learn together as part of their daily routines and continuing professional development. Two members of staff have recently completed the Catholic Certificate in Religious Studies and staff support their colleagues in the development of outstanding practice as well as electing to have their own staff charity which they all support.
- The entire school curriculum has been planned so that Catholic Social Teaching is at the fore. Each class elects to support a charity throughout the year as well as the whole school drive to support a Ghanaian school in 'Building hope for Bunkpurugu'. The school responds swiftly and fully to diocesan and papal initiatives; such as the 'Year of the Word' and the 'Heart that Sees' programme. Staff are committed to enabling their pupils to be active within the development of their faith by promoting the Faith in Action award. The school has been actively involved in this award for the past five years, being a part of the pilot project. It is therefore a well embedded and successful feature of school life.
- The quality of provision for the Catholic Life of the school is outstanding; other schools within the St Ralph Sherwin Catholic Multi-Academy Trust, as well as the Diocese of Nottingham, would benefit from having this good practice shared with them.

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

- Leaders are committed to the Church's mission and are quick to respond where they see areas for development in the school. Pupils' knowledge and understanding of the Gospel values has been successfully deepened by sharing them out amongst the ten classes within the school. In doing so, pupils have explored what they mean to them in their lives and have incorporated them within their charity work.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. Self-evaluation is thorough and well evidenced; it has a positive impact on the school development. All leaders share this responsibility and commitment.
- The school has highly effective strategies for ensuring that all parents and carers are engaged. Parents say that they feel included and welcome in the school and value the opportunity to be involved in its Catholic Life. Leaders have promoted a range of events such as open door mornings, CAFOD breakfasts and class liturgies where opportunities for pupils to celebrate with their families are grasped.
- As leaders, the local governing body greatly values the promotion of the Catholic Life of the school. They are a consistent support and lead by example ensuring that the Catholic Life of the school is a prominent feature of school improvement. They share in the mission of the school, being a part of its evaluation and monitoring. They are also as happy to challenge the leaders of the school as well as to support. They have ambition for the school and appreciate the support given to families other than Catholic through the 'Footsteps into Faith' programme (a programme written by the school for pupils with no faith background who enter the school mid-way; it provides foundations for future learning in Religious Education).

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	1
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

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

- Pupils at English Martyrs' make outstanding progress in Religious Education. When pupils begin school in Reception class, their knowledge of Religious Education is not as developed as it could be. However, through careful planning and the high ambition of all stakeholders, pupils make rapid progress year-on-year and complete Year 6 with attainment levels well above those seen in other schools across the diocese.
- At the heart of its success, assessment in Religious Education is used tenaciously to ensure that teachers understand precisely what pupils know and do not know so that challenging activities are provided for all pupils. Whenever assessment systems identify that an individual pupil is not making the progress they should be making, the school rapidly intervenes and provides additional or alternative support. The progress of these pupils accelerates swiftly as a result of this intervention and they quickly catch up with their classmates.
- The conduct and learning attitudes of pupils are other strengths of the school and allow the very large majority of pupils to focus on their Religious Education work. Pupils and parents agree. On the very rare occasions when behaviour lacks its usual high quality, pupils say that staff do something about it. As a consequence, pupils say that Religious Education is a subject that they love.
- The quality of the content of pupils' work is outstanding. Verbal responses and class discussions demonstrate that pupils are well accustomed to explaining their understanding of age-appropriate but complex theological concepts. One child explains how Lent allows her to compare what we want against what we need. She says that through focusing on what we need, we realise how close we already are to God. At times, the presentation of some pupils' work is inconsistent and does not match the high quality of the content.
- The school is always enthusiastic to be involved with diocesan initiatives at every level. Pupils are aware of *driver words* in Religious Education and use them to improve their verbal responses and written work. They understand why the head, heart and cloud are displayed around the school and use them to further develop their ideas.
- Pupils are enthusiastic to learn about the other faiths of members of their community and beyond. They demonstrate great interest and respect whilst handling religious artefacts and can clearly articulate the differences and similarities against their own faith.

The quality of teaching, learning and assessment in Religious Education – outstanding

- The quality of teaching at English Martyrs' is outstanding. Strong teaching in the Reception class lays firm foundations of pupil knowledge which are progressively built upon as pupils progress through the school.
- The *Come and See* scheme of work is used with great creativity and innovation. Supported by leaders, teachers do not shy away from altering and tailoring activities to meet the needs of their pupils. All stakeholders insist that pupils demonstrate great independence in their work as a consequence of high expectations, for example, one child recognises that he can improve his use of scriptural referencing within his work so he independently accesses a class Bible to improve the activities he is completing.
- Teachers carefully model what they expect pupils to produce in their work. They sensitively correct and confirm verbal responses and construct examples of written work which pupils use as a milestone for their own work. Teacher questioning is used with skillfully to ensure that on the rare occasion pupils provide simple responses, teachers guide pupil answers to ensure a clearer understanding of the topic being studied.
- Teacher feedback and marking ensure that pupil misconceptions are identified, rectified and knowledge is embedded. Almost all pupils are acutely aware of why their work is successful and what they must now do to make further advancements. Pupils are fully conversant with *driver words* and reference them in their own work and whilst moderating the work of their peers.
- Class teachers and leaders alike have a clear understanding of assessment across the school and how to use it to maintain high outcomes. Through work in books and pupil responses, staff identify what pupils know and what they do not know. The school's adapted and creative planning format then allows for the next steps in pupils' learning to be identified and delivered in future lessons.

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

- The Religious Education subject leader is a model of the highest quality both within the classroom but also at a whole-school strategic level. She leads with modesty, integrity, ambition, and vision. Through supporting all staff and particularly those new to the school, she has sown the seeds for continued success at English Martyrs'.
- The acting headteacher has maintained and developed a whole school ethos in which teachers and pupils can thrive, develop and grow. She recognises the importance of the Religious Education curriculum and how it influences the high outcomes in other subjects. She is unwavering in her commitment to maintain the central role Religious Education plays in the education of all pupils at English Martyrs'. She encourages staff to apply a creative approach to school improvement and the outcomes and outcomes of pupils is always at the forefront of her mind.
- The school has established a tracking system which allows leaders to carefully check how well pupils and groups of pupils are achieving in Religious Education. Alongside other core subjects, leaders meet with teachers regularly to ensure all pupils are making at least expected progress. On the rare occasion they are not, leaders respond swiftly to ensure that provision is amended and tailored intervention provided. As a consequence, when any individual pupil is identified as not making the progress in Religious Education that leaders would want, the prompt response from all stakeholders ensures that they quickly catch up.

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- The local governing body provides school leaders with support and challenge. They are critical friends of the school and champions of all pupils who recognise the strengths of English Martyrs' but have a clear ambition to make the school even better. They monitor rates of progress in Religious Education through reports provided to them by leaders and then ensure there is opportunity to visit classrooms, talk to pupils and discuss with parents to verify that what is being reported to them is accurate.
- The Religious Education curriculum meets pupils' needs and fulfils the requirements of the Bishops' Conference of England and Wales fully. Leaders have taken steps to ensure that the Religious Education curriculum goes beyond the norm. Leaders and local governors ensure that the episcopal requirement to provide 10% of curriculum time to Religious Education is followed but they also provide an additional weekly opportunity to study Scripture in greater depth. This is reaping rewards as evidenced in the impressive knowledge of pupils and how they use this knowledge to improve their work.
- School leaders are well supported by the St Ralph Sherwin Catholic Multi-Academy Trust. Through well-established relationships, school leaders have been appropriately supported to maintain and improve standards in Religious Education.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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- 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 governors promote, monitor and evaluate the provision for Collective Worship.

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

- Pupils are keen engage with the Collective Worship at school. There were so many pupils in fact, who wished to be on the chaplaincy team in Year 6, that the school set up three groups, the Prayer Team, the Liturgy Team and the Gospel Team in order to share and expand these roles.
- During the inspection, inspectors attended a whole-school Act of Worship. Pupils were reflective and remained prayerful throughout, engaging appropriately throughout the liturgy. Pupils' behaviour throughout the liturgy was exemplary. A variety of prayer forms were used which including meditative prayer and more traditional forms; the school prayer was also sung.
- Pupils take the lead in the planning and delivery of Collective Worship, both liturgies and Masses; they do this with the support of the school's lay chaplain. The examples of the Collective Worship over the past years were extensive. Artwork and photographs evidenced the themes and the pupils' involvement.
- Throughout the examples, it was clear to see that the school followed the liturgical year and diocesan initiatives, more recently, during Lent, these themes have been on fasting, reconciliation and Ash Wednesday. Pupils are carefully guided on the themes being focused upon and are then able to choose appropriate scripture to use within the Liturgy with little support from the adults.
- Pupils spoke enthusiastically about their worship in school. They took tremendous pride in taking part and sharing the worship with their larger community on the school liturgical blog which is updated on a daily basis by the pupils themselves.

The quality of provision for Collective Worship – outstanding

- Collective Worship is given the highest priority and is embedded into the school life. Prayer punctuates the school day and pupils are given the opportunity to attend Mass between five and eleven times throughout the academic year.
- Staff have an excellent understanding of the Church's liturgical year. The themes for the Collective Worship vary to reflect these times and Church events.
- The school environment reflects the liturgical year well. When talking to pupils, it is clear that they understand the Lenten season for example. Older pupils monitor and mentor their younger peers with the understanding of this.
- Throughout the school, there are areas designated for prayer, these include prayer stations and a prayer garden dedicated to Mary. The school has a beautiful chapel, known as the Light Room which houses the Blessed Sacrament; this was recently blessed by our bishop.

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

- Leaders, including the lay chaplain, have expert knowledge on how to support the pupils in planning and the delivery of high-quality Collective Worship. Evaluation of worship in school is carried out continually. The school's liturgical blog evidences what has happened on a daily basis.
- Leaders extensively promote pupils' planning and leadership of Collective Worship in a variety of contexts and settings.
- Leaders and local governors place the highest priority on evaluations of Collective Worship. The school's lay chaplain plans to up-skill the pupils to action the evaluations themselves, rather than carrying out this role herself.
- The school would benefit from developing their liturgies to give the pupils opportunities to share their skills and talents within the Acts of Worship, leading to more variation and at times increasingly vibrant celebrations.

SCHOOL DETAILS

School Name	English Martyrs' Catholic Voluntary Academy
Unique Reference Number	140070
CMAT	St Ralph Sherwin Catholic Multi-Academy Trust

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 (September 2018)* 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 observed 10 Religious Education lessons and 3 Acts of Collective Worship.

Meetings were held with the acting headteacher, the subject leader for Religious Education, the chair of governors, the school's lay chaplain, the trust lead lay chaplain, the director of performance and standards and one of the parish priests. Discussions were also held with pupils and parents.

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

Chair of Governors:	Mr David Boott
Headteacher:	Mrs Kate Mann
Acting Headteacher:	Mrs Emma Jones
Date of Previous School Inspection:	21 January 2015
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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 18 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.