



## Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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.

## Description of the school

English Martyrs is a Catholic Primary School serving the parish of Blessed English Martyrs, Haydock. There are currently 252 children on roll of whom 232 are baptised Catholics and 17 from other Christian denominations. There are three children attending the school from another religious tradition. All the teachers in the school teach religious Education. There are 12 teachers of whom 7 are Catholics. Three of the teachers have a Religious Education qualification with a further three who have part completed the Catholic Certificate of Religious Studies. The Deputy Headteacher has recently retired and the Religious Education Coordinator will retire in the summer.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

## **Overall effectiveness of the school**

Haydock English Martyrs is an outstanding Catholic school. It is an inclusive community, underpinned by a strong caring and compassionate Catholic ethos, which establishes a positive climate for work, and where everyone tries their best. The Mission Statement states that everyone will be encouraged “to live in the Spirit of Jesus” and very evidently underpins every aspect of school life. This is a school where the well being of every child is of paramount importance to the dedicated and hard working staff. Each person is a valued member of the school community and encouraged to develop his or her full potential from every opportunity provided. Displays and areas all around the school show how this is put into practice. Relationships are excellent at every level. All are made welcome.

Achievement and standards overall are outstanding. Learners achieve well and make outstanding progress throughout the school. Overall, teaching and learning is outstanding. Assessment is beginning to provide clear guidance on learning. The curriculum is generally well planned. Learners’ behaviour is exemplary. The Religious Education curriculum meets well the needs and interests of learners, enabling them to make meaningful connections between life and faith. The provision for learners’ spiritual and moral development is outstanding. Both curriculum Religious Education and Collective Worship make a significant contribution to this development. The Religious Education coordinator is exemplary in the manner in which she leads and manages Religious Education. She has been realistic in appreciating the hard work and effort that needed to be applied in order to improve achievement and standards throughout the school. She has been shadowed during this year by the teacher who will take over this role in the next academic year. The school’s provision for Collective Worship is outstanding. The school is outstanding in promoting community cohesion. This is most evident in the manner in which the school serves the parish, local and wider community.

**Grade: 1**

### **Improvement since the last inspection**

Since the last inspection the school has made outstanding progress and improvement. This improvement is the result of the vision of the subject leader and headteacher, and commitment of the staff in embracing this vision. The continual review and development of the Mission statement has developed its understanding. In-service has been provided for staff. This has improved the planning and implementation of Religious Education and Collective Worship. Monitoring has taken place. The school continually sets itself targets in order to meet fresh challenges. Any new initiatives introduced by the Archdiocese are acted upon promptly.

**Grade: 1**

### **Capacity to improve**

The school’s self-evaluation is good. The school has very clearly identified its strengths and areas for improvement. It has also a very clear understanding

of the strategies that will enable this to happen. Parents and governors are aware of and greatly appreciate the work being undertaken and the dedicated leadership that is currently directing and guiding every aspect of school life. The leadership has a clear vision of what and how to improve and openness to new challenges. There is outstanding capacity for further improvement as shown by the commitment to Religious Education and related whole school issues.

**Grade: 1**

### **What the school should do to improve further**

The school should ensure the areas identified in its own self-evaluation document are addressed along with the minor issues in this report.

## **Achievement and standards**

Learners' attainment on entry to the school is generally about or below that expected. Learners make outstanding progress in the school. Standards in Religious Education overall are outstanding, with most learners meeting learning objectives and outcomes set, according to their age and stage of development. There is no difference in performance by learners of different gender. Learners with special needs make outstanding progress in Religious Education. Support provided by the excellent teaching assistants and there is recognition that differentiation of tasks would further meet their needs.

The school checks on the progress made by all through assessment and with positive and encouraging marking. Children show a developing confidence in discussion and feedback, and a real knowledge and understanding of the subject and its relevance in their lives. Some children show enthusiasm and excitement for the subject when undertaking their work. Standards will be maintained by the ongoing use of the information gathered through assessment, monitoring of planning, teaching and learning, and the moderation of work that has recently been introduced.

The behaviour of children throughout the school is outstanding. The school is outstanding in the manner in which it manages children, kindly, fairly and consistently. The children are enabled to make an outstanding contribution to the school and wider community through initiatives such as the buddy bus stop and school council.

**Grade: 1**

## **Quality of Provision for Religious Education**

### **Teaching and learning**

Overall, the quality of provision for Religious Education is outstanding. Teachers show an enthusiasm for the subject. The learning needs of children, including those with additional needs, are addressed. Where teaching and learning is outstanding the use of creative and imaginative

teaching and learning strategies, including ICT, are employed, there is some differentiation of tasks and additional support is provided by the excellent teaching assistants. Children show an enthusiasm for their work, enjoy undertaking the tasks set and are challenged appropriately. Sharing this good practice through the monitoring process will continue to enable teachers to share the strategies that enable high quality teaching and support the ongoing development of all. Well prepared resources significantly enhanced the delivery of lessons. Teachers and their assistants provide a creative and stimulating environment in many classrooms and particularly around the school which supports and challenges all children.

Planning of the Religious Education programme varies. Ongoing monitoring of planning, workbooks and lesson observations will ensure greater consistency across the school. The lessons observed had good pace and timing, which maintained the interest and concentration of learners and kept them on task and focussed. Work is provided that enables children to work well independently and collaboratively. Teachers ensure that learners understand the purpose of the lesson by sharing the learning objective at the start of the lesson. Formal assessment procedures have been introduced that show progress is being made and that most learners are meeting the expectations in Religious Education. This information needs to direct future planning, particularly with regard to differentiation more fully. The school has undertaken moderation of children's work together. This will significantly enhance a common vision and consistency in the levelling of work. Use of the driver words for each level will help focus teaching more clearly on the expected outcome.

Parents and carers involvement in the children's Religious Education is good. Parents and carers are enabled to become involved in their children's Religious Education by the provision of regular newsletters which need to be more detailed. Displays and focus areas in the school related to the children's work in Religious Education are another way of sharing children's achievement with parents and visitors. Parents are consulted regularly.

## **Grade: 1**

### **Curriculum**

The Religious Education curriculum is outstanding in meeting the needs and interests of learners. The school, using the *Here I Am* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.

Catholic beliefs and values are at the heart of learners' outstanding spiritual and moral development. There is evidence of this in classrooms and all around the school. It is very evident in the care that has been shown in creating the whole learning environment. Some displays, quiet areas for

prayer and reflection, posters and photographs provide evidence of this outstanding practice. Overall the Religious Education curriculum makes an outstanding contribution to learners' spiritual and moral development. Children have a good sense of right and wrong. The school is constantly introducing pro-active initiatives to encourage the positive behaviour and moral development of all. The school also provides outstanding opportunities for spiritual development. Teachers make the curriculum challenging and relevant by providing some stimulating resources. Children have a very good understanding of the life and teaching of Jesus and other significant Christians. Some creative strategies, including those using information communication technology are used to enable them apply this teaching to their own lives. E.g. drama, role play, and other cross-curricular links. Outstanding work has been undertaken on *Other Faiths*. This has helped the children understand how others make sense of the world in which we live and also promotes tolerance and respect for those whose views differ from our own. Inviting visitors from other religious traditions to share their different beliefs has enabled children make greater sense of the diversity experienced in living in a multi faith society.

**Grade: 1**

## **Leadership and Management**

### **Religious Education**

Leadership and management in raising achievement and supporting all learners in Religious Education are outstanding. There is a very clear vision for the subject within the mission of the school with a focus on maintaining standards. The coordination of Religious Education is being undertaken in an outstanding manner. Her enthusiasm and commitment provides excellent leadership and support to all staff. This work has been greatly supported by the recently retired Deputy Headteacher and the teacher shadowing the coordinator this year. Good documentation guides and directs all staff in their delivery of the subject. There is also evidence of the quality of practice and achievement in Religious Education and associated whole school issues. Documentation makes great use of photographic evidence and samples of the most creative work displayed around the school. Coordinators' meetings are always attended and information is disseminated to all staff during staff meetings or in-service time. A rolling programme enabling all teaching staff to attend Archdiocesan in-service supports them further in their planning and delivery of the subject and has deepened their understanding of the underlying theology. Performance in Religious Education is monitored. The scrutiny of work and lesson observations are carried out. Feedback and support is provided. This ongoing scrutiny of planning, workbooks and teaching and learning and effective use of the findings will enable even greater consistency and maintain standards.

English Martyrs is socially inclusive by providing equality of access and of opportunity for all learners to make progress. Only 3 teachers have a suitable qualification in Religious Education with a further three who have part completed the course. The school should encourage again those without a

suitable qualification to enrol for the *Catholic Certificate in Religious Studies*. Priorities for the subject are identified and targets set. Funding for Religious Education is very good. Resources have been purchased and are deployed to achieve high standards. The school is making good use of interactive white boards, and other technology in Religious Education and Collective Worship. Outstanding use is made of display and photographic evidence especially in the 8 evidence files.

The headteacher keeps the governors informed on matters relating to Religious Education. The governors have an excellent involvement in the life and work of the school especially through the Religious Education link governor and his commitment to Catholic education. They discharge their responsibilities most effectively and are greatly involved in decision making.

**Grade: 1**

### **Catholic Life of the School**

The leadership and management in developing the Catholic life of the school through the Mission Statement are outstanding. It is a community that believes and lives its mission. English Martyrs is a real community reaching out to the local and wider community. It aspires to encourage the gifts and talents for all. It is a community in which care and compassion permeates every aspect of its life and work. Excellent relationships are at the heart of every activity. The Mission Statement is displayed as you enter the school, in classrooms, documents and other places around the school. The aims and objectives direct and guide every aspect of school life. The Mission Statement is regularly reviewed and celebrated each year.

**Grade: 1**

### **Collective Worship**

The quality of opportunities and experiences offered for Collective Worship are outstanding. This has been an impressive improvement since the last inspection. Inservice has clearly impacted on the provision observed. The school provides Collective Worship in a variety of ways for each child daily, in class, and whole school gatherings. This fulfils government and Archdiocesan guidance. Guidelines that support the planning and delivery of Collective Worship wherever and whenever it takes place have been produced, including a simple format for planning. Collective Worship stimulates reflection on spiritual and moral issues and on personal beliefs. Creativity is used to support learners' ongoing spiritual and moral development during acts of Collective Worship e.g. use of different types of prayer, music and symbol. A focus for worship is provided in classrooms using suitable religious objects and artefacts. Children are encouraged to participate in a meaningful manner both in class and larger gatherings through prayer, poetry, song, dance mime etc. Liturgical celebrations are planned well in advance and these take place throughout the year. Mass is celebrated.

Parents, governors and friends of the school community are invited to a variety of assemblies and services. This is greatly appreciated.

**Grade: 1**

## **Community Cohesion**

The school is outstanding in promoting community cohesion. The leadership of the school is clearly dedicated and instrumental in enabling this to happen. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities. The school continues to identify and develop strategies for strengthening community links even further. Collective Worship celebrates, reflects and respects the diversity within the school.

The use of the Religious Education Programme, *Here I Am*, supports community cohesion. Children have explored the beliefs and values of other faiths and cultures. This helps promote tolerance and respect for those who think differently. It has been good that the school has invited speakers from other religious backgrounds into school and also arranged visits when possible to places of worship. This enables children to further deepen their knowledge and understanding of these communities. The school has a clear sense of its mission in reaching out to those who are less fortunate supporting a variety of local, national and international charities both by becoming better informed and by raising funds and resources e.g. CAFOD, Nugent Care, Mission Together, Buckets of Love, Willowbrook Hospice, Children in Need, Chernobyl Christian Care to name but a few.

**Grade: 1**