

English Martyrs Catholic Primary School

Inspection report

Unique Reference Number	126051
Local Authority	West Sussex
Inspection number	381180
Inspection dates	17–18 November 2011
Reporting inspector	Robin Gaff

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Ron Noakes
Headteacher	Sue Harrison
Date of previous school inspection	18–19 March 2009
School address	Derwent Drive Goring-by-Sea Worthing BN12 6LA
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, observing all six teachers present in the school during the inspection, and examined samples of pupils' work. They held meetings with groups of pupils, as well as with staff, members of the governing body, and with parents and carers. The inspectors looked at planning and evaluation documents, and scrutinised the school's own analysis of pupils' attainment and progress. A total of 102 questionnaires completed by parents and carers were received and analysed, as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the school is succeeding in raising the achievement of pupils who may be underperforming, particularly in English.
- The extent of the school's success in ensuring that teaching and the curriculum lead to consistently good achievement for all groups and in all subject areas.
- The role of leaders at all levels in monitoring and improving the quality of teaching and learning.
- The extent of the school's success in promoting all aspects of pupils' spiritual, moral, social and cultural development, and to what extent it has improved its promotion of community cohesion.

Information about the school

English Martyrs is an average-sized primary school. Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is much lower than that found nationally. The proportion of pupils who have special educational needs and/or disabilities, including those who have a statement of special educational needs, is above the national average. Pupils who have additional speech, language and communication needs form the largest group. The proportion of pupils known to be eligible for free school meals is below the national average. The composition of the senior leadership team has changed since the school's last inspection. The current Chair of the Governing Body was elected to the post in September 2011. The school has gained a number of national awards since the last inspection, including Activemark Sports and Sports Partnership, Healthy Schools and Autism Aware awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

English Martyrs is a happy and cohesive school where the staff know the children and care for them exceptionally well. Pupils make satisfactory progress in their learning and, by the time they leave the school, their attainment is broadly average. Pupils thoroughly enjoy their time at the school, feel extremely safe there, and behave well. They show an exceptionally good understanding of the importance of healthy lifestyles. Pupils make an outstanding contribution to the school itself, with a very high proportion taking on positions of responsibility, and to the wider community. Pupils from a range of backgrounds and with different abilities get on very well together, and with the adults in the school. They gain a very clear understanding of the difference between right and wrong, and develop an excellent appreciation of their own and others' faiths and traditions.

Children make a good start to their formal education in the Reception class. Their progress thereafter is satisfactory, reflecting the overall quality of the teaching they receive. Teachers provide a good range of activities which match pupils' interests and abilities. However, the pace of lessons does not always challenge pupils sufficiently, and teachers do not always focus rigorously enough on accuracy, particularly in writing, when they mark pupils' work. The school provides a broad and balanced curriculum, which is well adapted to meet the needs of different groups of pupils and includes a very good range of extra-curricular activities and enrichment events. These have a strong impact on pupils' personal development.

The quality of the care, guidance and support provided by the school is outstanding, as are its systems for ensuring that children are kept safe. Pupils who have special educational needs and/or disabilities receive very effective support from teaching assistants as well as from their teachers, which enables them to make progress in line with their peers. Pupils, including those who start at other than the normal time, settle in very quickly and happily when they join the school, and are well prepared, by the time they leave, for the next stage of their education. The school engages extremely well with all groups of parents and carers. Many took the opportunity to comment very positively on their children's and their own experience of the school, especially its caring and supportive ethos, and the way in which their children are known and valued as individuals.

Leaders at all levels are passionately committed to promoting pupils' well-being and their personal development. They understand what constitutes effective teaching and have accurately evaluated most aspects of the school's performance, but have not

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set sufficiently specific and challenging targets for improving pupils' achievement overall. Together with the governing body, leaders successfully promote the school's distinctive character, which reflects its special status as a faith school. Governors are actively involved in school life, and challenge as well as support school leaders. The school has successfully addressed the weaknesses in specific areas that were identified by the last inspection, including its promotion of community cohesion, which is now good. These factors demonstrate the school's satisfactory capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- By July 2013, ensure that pupils' achievement in English and mathematics is consistently good by the time they leave the school.
- Increase the proportion of good and outstanding teaching throughout the school by ensuring that all teachers
 - conduct their lessons at a sufficiently challenging pace
 - let pupils know exactly what they need to do to improve the accuracy of their work, particularly in writing.
- Ensure that leaders set precise and sufficiently rigorous targets for improving pupils' achievement.

Outcomes for individuals and groups of pupils**3**

In recent years, pupils' attainment when they join the school has been below average. Their attainment, as represented by their scores in national tests taken at the end of Year 6, has shown some variation in recent years, but is broadly average. Pupils are keen to learn. They settle quickly to classroom activities, are attentive to their teachers and are willing to listen to and learn from one another, for example when working in pairs or groups. In a mathematics lesson, all the pupils made good progress in learning how to calculate the interval between different times because they were working on tasks which corresponded well to their interests and different ability levels. Pupils make slower progress, however, when lessons do not proceed at a brisk enough pace or provide sufficient challenge, leading to lower levels of focus and engagement. Pupils who have special educational needs and/or disabilities, as well as those who are learning English as an additional language, are fully included in classroom activities. The good support they receive, from teaching assistants and from other pupils, enables them to make as much progress as their classmates.

Pupils behave well in lessons and assemblies, and play sensibly and very safely together in the playground. They are courteous and helpful to visitors and are keen to tell them about their school. They are not worried about bullying because they

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know that adults, as well as other pupils, will help them to resolve any problems that may occur. Their excellent understanding of the importance of healthy lifestyles, and especially of physical exercise, is confirmed by their high participation in out-of-school sport, and the school’s achievement of a number of awards in this area, including Healthy Schools and Activemark. Pupils throughout the school have many opportunities to take up positions of responsibility. A very high proportion of them do so, by, for example, helping younger children with their reading, and acting as playground buddies, sports ambassadors, and members of the school and eco councils. Pupils make a very positive impact on the local and wider community. They help to organise events for elderly people, and raise considerable sums of money for a wide range of local, national and international charities. Their excellent spiritual, moral, social and cultural development is demonstrated by their ability to discuss in depth their feelings and their values, their understanding of environmental issues, and by the way they value their own and different traditions. Pupils’ sound grasp of basic skills, their high level of attendance, and their development of strong social and leadership skills confirm that they are well prepared for the next stage of learning and for future employment.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers establish good working relationships with pupils and know them well as individuals. Most lessons proceed at a good pace and are sufficiently challenging for different groups. On occasion, however, teachers spend too long in talking to the whole class before enabling pupils to work independently, and do not ensure that

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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transition between different activities is smooth. Teachers make good use of questioning to check and to develop pupils’ understanding, and vary activities should the need arise. They mark pupils’ work regularly and give pupils detailed written feedback. Teachers’ comments, however, do not always focus sufficiently clearly on the need for pupils to improve their accuracy, for example with regard to spelling and punctuation, and are not always followed up rigorously, with the result that pupils too often repeat the mistakes they have made.

The school’s well-organised curriculum successfully engages pupils and promotes their personal development, and is well adapted to meet the needs of particular groups. For example, ‘resilience group’ sessions enable small groups of pupils who require additional support to explore and to express their feelings, and to develop their self-confidence. Themed events, as well as visitors and visits, including residential trips, provide pupils with memorable experiences and help them to develop their independence and their problem-solving and teamworking skills. Cooperation with other local schools, for example through the local sports partnership and with the neighbouring special school, enhances pupils’ personal development and well-being. Pupils benefit from a good variety of well-attended extra-curricular clubs and activities, including a wide range of competitive sporting events.

The school has developed extremely effective systems for supporting its pupils, especially those who have special educational needs and/or disabilities, or whose circumstances make them vulnerable. Staff devise and implement detailed plans to promote pupils’ development, which they regularly review and adapt in line with individual pupils’ development. They liaise closely with one another, with parents and carers, and with a range of outside organisations and professionals, to ensure that pupils, for example those who have autistic spectrum disorder, receive the support they need. Rare instances of poor behaviour are dealt with effectively. The school successfully promotes and rewards good behaviour and high or improved attendance, so that pupils fully understand their importance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, together with her senior team, some of whom are relatively new to their posts, ensures that staff share and support the school’s aims. Middle leaders are enthusiastic and knowledgeable, and have helped to develop the curriculum.

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They are taking increasing responsibility for improving teaching and learning, for example by sharing and disseminating good practice. Leaders have developed a good range of partnerships, including with other local schools, which are having a beneficial effect on pupils’ personal development. They have identified appropriate priorities in terms of raising pupils’ academic attainment but have not established sufficiently precise or challenging targets for improvement. The governing body includes a wide range of expertise, which is used to good effect, with regard, for example, to financial management and in ensuring pupils’ safety. Governors understand and fulfil their responsibilities well, for example by regularly reviewing and updating policies and procedures.

The school communicates extremely well with parents and carers, and succeeds in involving them closely with its work, by means of, for example, regular workshops for those whose children have special educational needs and/or disabilities. The school promotes equality of opportunity well. It has succeeded in closing gaps in the attainment of different groups of pupils, including between average and higher-attaining pupils. There is no evidence of any discrimination, and racist behaviour is extremely rare. The school has developed extremely comprehensive arrangements for safeguarding children, including regular staff training, the vetting of new appointments, and regular unannounced checks by governors on the security of the premises. The school’s effective promotion of community cohesion is demonstrated by the ways in which the links it has established with schools in Romania and in Kenya, as well as in other parts United Kingdom, enable pupils to gain first-hand knowledge of different ways of life elsewhere in the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children make good progress in their learning and development, because staff plan a good range of activities for them, and care for them very well. The setting provides a good variety of resources for indoor as well as outdoor learning and play. This enables children to develop in self-confidence and to become independent. Children behave well, for example when playing together and in assemblies. They learn to listen to one another and to adults, and are keen to take part in activities. They develop their creative skills by experimenting with a variety of musical instruments and taking part in role-play activities. Children make a good start in learning to read, by linking sounds to letters, and to write by, for example, making labels for the pictures they have painted. They do not always have sufficient opportunities to choose what they are going to do and how they are going to do it.

Staff ensure that children develop good routines with regard to health and hygiene, and learn how to behave and play safely. They accurately assess children’s levels of attainment when they start school, identify any additional needs they may have, and carefully monitor their progress by means of regular observations. Whole-class activities sometimes last too long, so that children do not have sufficient opportunities to reinforce their learning by working independently or in small groups. Leaders work closely with parents and carers, and keep them well informed about their children’s learning and development. They show a good understanding of the requirements of the Early Years Foundation Stage. This enables them to plan effectively to meet children’s needs, and to improve further the quality of provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who completed questionnaires was well above average. A large majority of the responses were positive, in many cases overwhelmingly so. All those parents and carers who responded agree, for example, that their children enjoy school and that it keeps them safe. Inspectors’ judgements support the views of parents and carers in this and in other respects. A small minority of parents and carers do not agree that the school deals effectively with poor behaviour, and a very few are not convinced that the school prepares pupils well for the next stage of their education. Inspectors found that the school has strong and effective systems for encouraging pupils to behave well, and that pupils are well prepared to begin secondary school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at English Martyrs Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 102 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	72	27	26	0	0	0	0
The school keeps my child safe	76	75	26	25	0	0	0	0
The school informs me about my child’s progress	44	43	58	57	0	0	0	0
My child is making enough progress at this school	50	49	46	45	3	3	0	0
The teaching is good at this school	55	54	47	46	0	0	0	0
The school helps me to support my child’s learning	50	49	46	45	3	3	0	0
The school helps my child to have a healthy lifestyle	59	58	37	36	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	41	45	44	2	2	0	0
The school meets my child’s particular needs	49	48	46	45	5	5	0	0
The school deals effectively with unacceptable behaviour	29	28	53	52	16	16	1	1
The school takes account of my suggestions and concerns	39	38	51	50	7	7	0	0
The school is led and managed effectively	56	55	43	42	1	1	0	0
Overall, I am happy with my child’s experience at this school	61	60	37	36	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

21 November 2011

Dear Pupils



Inspection of English Martyrs Catholic Primary School, Worthing BN12 6LA

Thank you for the warm welcome and the help you gave the inspectors when we visited your school recently. We enjoyed meeting you and listening to what you had to say.

English Martyrs gives you a satisfactory standard of education. You say you feel extremely safe there because there is very little bullying and adults help you to deal with it well if it happens. You behave well in lessons and around the school, and you show that you really understand the importance of a healthy lifestyle by taking part in lots of sporting activities. You get on very well indeed together, and you make an excellent contribution to the school and the wider community by helping one another in lots of different ways and by raising large amounts of money for the school you support in Romania, and for different charities – well done! You know the difference between right and wrong, and can talk about your feelings and what you believe. You learn a lot about different traditions and ways of life in this country and around the world from the contacts you have with children in other schools. You work hard in lessons and you make satisfactory progress in reaching the levels expected of you. Teachers give you a good range of things to do in lessons. You enjoy taking part in special events and visits, and in out-of-school activities. Adults look after you extremely well and keep you very safe.

The headteacher, all the staff and the governing body are working hard to make the school even better. To help them do this, we have asked them to do the following things.

- Make sure that teachers always help you to learn quickly enough, and to understand how to make your writing more accurate.
- Take care that senior staff set challenging targets to help you achieve even better in English and in mathematics.

All of you can help by trying hard to get your spelling and punctuation right, and not making the same mistakes twice.

We wish you all the very best for the future.

Yours sincerely

Robin Gaff
Lead inspector

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