

English Martyrs Catholic Primary School

Inspection report

Unique Reference Number	125724
Local Authority	Warwickshire
Inspection number	381117
Inspection dates	5–6 December 2011
Reporting inspector	David Shears

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	219
Appropriate authority	The governing body
Chair	Tony Mills
Headteacher	Stuart Hallahan
Date of previous school inspection	6 May 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons taught by seven different teachers, and held meetings with representative members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documents, assessment data and pupils' work. They analysed the questionnaires returned by 69 parents and carers, 17 members of staff and 125 pupils.

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

- How effective and consistent is teaching in helping all groups of pupils to make good progress, particularly for girls and pupils with average attainment?
- How well are pupils' core skills developed within the curriculum, particularly in literacy, numeracy and information and communication technology (ICT)?
- How effective are leaders and managers in bringing about improvements to ensure better progress?
- What is the impact of outdoor learning on the quality of provision and outcomes for children in the Early Years Foundation Stage?

Information about the school

English Martyrs is a smaller-than-average primary school. The very large majority of pupils are of White British origin. The proportion of pupils who have special educational needs and/or disabilities is lower than the national average. A small proportion of pupils have a statement of special educational needs. Their needs are mainly moderate learning difficulties, with a few with behavioural, emotional and social difficulties. The proportion of pupils who speak English as an additional language is lower than the national average and very few are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is lower than the national average. The school has attained the International Schools award, Healthy Schools status and Activemark.

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?

2

The school's capacity for sustained improvement

2

Main findings

English Martyrs Primary is a good school. In the majority of classes pupils make good academic progress because effective teaching moves their learning on quickly. Consequently, the overall attainment of pupils is high by the time they leave the school. This has improved since the previous inspection. Pupils enjoy school and this is reflected in their high levels of attendance, with very few pupils being persistently absent. They behave exceptionally well in lessons and, while a very few find this harder in the playground, rare incidents are managed well.

Leaders and managers have maintained the focus on the highly effective care, guidance and support for pupils since the last inspection. This ensures that pupils' personal development, such as their understanding of how to stay safe and healthy and their spiritual, moral, social and cultural development, are outstanding. Pupils show great care for each other and the impact of this stretches beyond the school so that their contribution to the wider community is also outstanding.

The school uses a wide range of outside agencies to provide highly effective support for pupils, whether this is for individuals with special educational needs and/or disabilities or more widely, such as providing meaningful experiences to enrich the curriculum. Through the clear and accurate self-evaluation of the senior leaders, the school has continued to develop well, demonstrating its good capacity for sustained improvement.

Although most groups of pupils make good progress, some middle-ability pupils do not always make the same gains in their learning. This is because the work is not consistently matched to their needs in lessons. Teaching assistants are not always used well enough during whole-class sessions to help these pupils achieve as well as their peers. Most pupils know their targets in literacy, although this is less secure in numeracy. While senior leaders and managers identify pupils at risk of underachievement and provide interventions to address their difficulties, the monitoring and evaluation to demonstrate how effectively this has met their needs is not rigorous enough. Consequently, these pupils make satisfactory rather than good progress.

Subject leaders are enthusiastic about their responsibilities but, other than English and mathematics, do not have sufficient opportunities to monitor the effectiveness of these areas of the school's work. Similarly, the governing body gives good support and encouragement to the school, but does not challenge the school sufficiently

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about the learning of different groups of pupils.

The curriculum is continuing to improve, particularly in making it exciting for pupils. There are good opportunities for pupils to practise their writing skills in other subjects, but opportunities for embedding skills in mathematics and information and communication technology are less developed.

What does the school need to do to improve further?

- Improve teaching and learning and thereby raise the progress of pupils to outstanding overall by ensuring that:
 - work consistently matches the needs of all pupils in lessons, particularly those of middle ability at risk of underachievement, and that teaching assistants are more effectively used to meet their needs
 - all pupils have a clear understanding of their next steps in their learning, particularly in numeracy.
- Increase the effectiveness of the curriculum by ensuring that opportunities for pupils to apply their numeracy and information and communication technology skills are consistently planned and evaluated.
- Improve the effectiveness of leaders and managers by ensuring that:
 - the governing body has sufficient skills to be able to monitor and challenge the school, particularly in relation to the learning of all groups of pupils
 - senior leaders rigorously monitor and evaluate the impact of interventions to improve the progress of pupils who are at risk of underachievement
 - subject leaders have more opportunities to develop their monitoring and evaluative skills.

Outcomes for individuals and groups of pupils**1**

Attainment on entry to the school is generally above that which is expected nationally. Throughout their time at the school, most pupils make good progress. Consequently, they leave with attainment that is high, demonstrating outstanding achievement. Pupils with special educational needs and/or disabilities make good progress because they are well supported by teaching assistants who encourage them to give of their best. Less-able pupils also receive good support. For example, in one lesson about researching for information, these pupils were given one article written in an accessible style with clear questions to focus and structure their learning. Leaders and managers have focused well on ensuring that more-able pupils are sufficiently challenged in lessons and this has had a positive impact on the progress that they make. For example, in a lesson seen in the Early Years Foundation Stage, the focus on counting objects was extended for more-able pupils who were encouraged to put them in groups of two, supporting their early understanding of using multiplication to count more effectively. Both girls and boys make similar

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progress through the school.

All pupils feel safe and secure in the school environment and have an excellent knowledge of how to keep safe, such as on roads or near the river and when using the internet. Pupils have a strong understanding of healthy lifestyles. They make an excellent contribution to the school community through taking on a variety of responsibilities either through the school council, taking on roles within the school or being peer mediators on the playground. They extend their contribution into the wider community, such as engaging in fund raising for the local hospice and the choir singing regularly at different events. They support national events and charities, such as sponsoring an Olympic athlete and raising money through the Catholic Agency for Overseas Development (Cafod). The development of pupils’ spiritual, moral, social and cultural understanding is a strength of the school. They have a keen sense of right and wrong and have well-developed social skills. There are many opportunities for them to engage in spiritual reflection, both in collective worship and participating in prayer in individual classes. Pupils are knowledgeable about a range of cultures and faiths, strengthened by the school’s international links with China, Burma and America. The extent to which pupils develop workplace and other skills is good rather than outstanding because they do not always have a clear understanding of what they need to do to improve in lessons, particularly in numeracy.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils’ behaviour	1
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?

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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Positive relationships are the hallmark of every classroom and this results in pupils having an excellent attitude towards their school work. Pupils work extremely well together, either talking with a learning partner or working together in groups. Teachers share what pupils are going to learn each lesson. Lessons proceed at a good pace and there are high expectations of learning and behaviour. In a few lessons, however, teachers do not check carefully enough how well all pupils are learning in order to re-shape tasks to meet their needs. Teaching assistants are not always deployed well enough to support pupils who may be at risk of underachievement. However, those teaching assistants who provide individual support for pupils with special educational needs and/or disabilities are very effective in helping them to make good progress. Marking is thorough in literacy and gives pupils a clear understanding of what they need to do to improve. This is not as strong in numeracy.

The curriculum is supported well through a wide variety of enrichment activities, including visits out and special visitors to the school. Thematic days serve to enrich the curriculum further, such as one on global awareness. Workshops are organised for pupils who are gifted and talented in particular areas and the curriculum is modified to meet the needs of pupils with special educational needs and/or disabilities. Personal, social and health education (PSHE) is a strength of the curriculum, giving good support to pupils’ personal development.

The school’s provision for pupils’ care, guidance and support is a key strength. Pupils who need additional help are supported exceptionally well and benefit from a wide range of effective strategies to meet their specific needs. Transition arrangements are effective, not just when children start school but also between each year group, and pupils in Years 5 and 6 to attend taster days in the local secondary school. The school has excellent procedures to promote regular attendance and, as a result, it has risen so that attendance is now high, with persistent absence being well below the national average.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Senior leaders and managers have a clear understanding of the school’s strengths and use data well to correctly identify what needs to improve. There are clear action plans to address these areas, which are particular effective in literacy and numeracy, those related to pupils with special educational needs and/or disabilities and in

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respect of the Early Years Foundation Stage. At the end of each year, a review document is produced to analyse how well each year group has performed, with helpful data that highlights the progress of different groups of pupils. Appropriately challenging targets are set for all pupils, although some of the average ability pupils do not always attain these. The governing body is given much information regarding the school’s progress, but does not yet use it effectively enough to challenge the school appropriately. The safety and welfare of pupils are core strengths of the school’s leadership. In particular, comprehensive risk assessments are used to ensure that pupils are safe whether these are activities within the school or on trips out. These are personalised to meet the needs of particular individuals where appropriate, such as those with medical needs. The school engages parents and carers well and the large majority are positive in their views about the school. Partnerships with outside agencies make an excellent contribution to pupils’ achievement and well-being, such as the school nurse supporting pupils’ understanding of healthy living, and work with a cluster of schools that enrich the curriculum.

There are excellent links with outside agencies to support pupils with special educational needs and/or disabilities. The school effectively challenges all forms of discrimination and their effectiveness in promoting equal opportunities is good. It is not yet outstanding because there are still some variations in the progress of pupils, particularly those of middle ability. The school is good at promoting community cohesion. In particular, the school community is a harmonious, happy place to be, where relationships are strong and pupils from different backgrounds and cultures noticeably get on well together. Pupils have a good understanding of the local community and the international links with schools in a variety of places abroad give excellent support to their understanding of the global community. While pupils support national charities, such as the Poppy appeal, links with contrasting communities in the United Kingdom are less well developed.

These are the grades for leadership and management

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

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money

Early Years Foundation Stage

Children settle very quickly into the Early Years Foundation Stage because well-organised induction arrangements are clear and effective. Positive relationships with parents and carers are rapidly established. This results in confident children who feel safe and secure and are ready to learn. The welcoming and bright surroundings arouse their curiosity and they quickly begin to make good progress. This is because teaching is enthusiastic and children enjoy learning. Lessons are planned to develop their skills in all six areas of learning and ongoing assessments are used effectively to plan work to meet the needs of all children. Staff ensure that children understand what they are going to learn in lessons and provide extra challenges for those of higher ability. Those with special educational needs and/or disabilities are identified early and given appropriate support. A number of support staff have recently joined the Early Years Foundation Stage and are developing their knowledge of the curriculum and assessment procedures. Nevertheless, they work well with the teacher to ensure the health, safety and well-being of the children. The outdoor area is developing well and is used consistently both for whole-class teaching and for child-initiated learning.

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 very large majority of parents and carers who responded to the questionnaire were positive in their views about the school. Almost all agreed that their children enjoy school. Most parents and carers agreed with the majority of the other statements. A few parents and carers were concerned about the effectiveness of dealing with unacceptable behaviour, that the school does not take enough account of their concerns and that their children are not well prepared for the future. Inspectors found that the behaviour of pupils was outstanding overall, and well-managed with a very few pupils finding this difficult. The school could point to a number of instances where plans were changed in the light of the views of parents and carers, such as organising a meeting about mathematics to show how they could help their children at home. Inspectors found that while pupils were prepared well for the next class, they were not always aware of what they needed to do to improve their learning, especially in numeracy.

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 69 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	54	30	43	0	0	1	1
The school keeps my child safe	40	58	25	36	4	6	0	0
The school informs me about my child’s progress	17	25	40	58	11	16	1	1
My child is making enough progress at this school	18	26	43	62	6	9	1	1
The teaching is good at this school	26	38	38	55	3	4	0	0
The school helps me to support my child’s learning	19	28	43	62	7	10	0	0
The school helps my child to have a healthy lifestyle	21	30	44	64	2	3	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)	19	28	35	51	6	9	3	4
The school meets my child’s particular needs	16	23	42	61	6	9	3	4
The school deals effectively with unacceptable behaviour	18	26	35	51	13	19	1	1
The school takes account of my suggestions and concerns	16	23	38	55	10	14	2	3
The school is led and managed effectively	28	41	31	45	9	13	0	0
Overall, I am happy with my child’s experience at this school	28	41	36	52	4	6	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.



7 December 2011

Dear Pupils

Inspection of English Martyrs Catholic Primary School, Rugby, CV21 4EE

Thank you for the welcome that we received when we visited your school recently. It was lovely to meet you all and find out about your good school. We found that you make good progress and that your achievement is outstanding because you attain high standards. This is very good news.

You told us that you feel very safe at school and your parents and carers agree. This is because your school takes very good care of you. We found that you look after each other very well too, and we were very impressed with your behaviour and good manners. You are also very good at helping others outside the school. We found that you have an excellent understanding of how to keep safe and healthy. Well done.

Although most of you make good progress in your learning, we are sure that you could make even better progress. To help you to do this, we have asked your teachers to make sure that the work they give you always matches what you need to do next. We have asked teachers to always tell you how to improve, especially in numeracy. You can help by telling your teachers if you are finding the work too easy or too hard.

We have also asked the school leaders to check more carefully that all of you are making as much progress as you can in all subjects.

We wish you all the very best in your future lives.

Yours sincerely

David Shears
Lead inspector

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