

English Martyrs Catholic Primary School

Derwent Drive, Goring-by-Sea, Worthing, West Sussex, BN12 6LA

Inspection dates 17–18 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is school that requires improvement. It is not good because

- Teaching has not been challenging enough over time to ensure that pupils consistently make good progress. Although improvements have been made, teachers' expectations are sometimes not pitched at the right level in Key Stages 1 and 2.
- Pupils' achievement requires improvement because pupils' progress is not consistently rapid across the school. The gap between the standards pupils achieve and the national average is not closing quickly.
- Pupils, especially boys, have too few opportunities to develop their writing skills at Key Stage 1.
- Teachers do not always use assessment information well enough to make sure that pupils' work is closely matched to their abilities, especially for average and more able pupils.
- Marking does not always give enough guidance to pupils about how they could improve.
- Pupils are not always given the opportunity to act on the advice given following the marking of their work.
- Leaders and governors have not been effective enough in securing rapid improvement in teaching and pupils' achievements since the previous inspection. New subject leaders are at an early stage of developing their role.

The school has the following strengths

- The headteacher, senior leaders and governors have high expectations for all pupils and are driving forward such that they are beginning to see an improvement, especially in reading and mathematics.
- Pupils' spiritual, moral, social and cultural development is well promoted through the curriculum, visits and school clubs and fosters their good attendance, behaviour and positive attitudes to learning.

Information about this inspection

- Inspectors observed 11 lessons, of which three of these were observed jointly with senior leaders. In addition, inspectors made a number of short visits to lessons. They looked at a range of pupils' work and sampled books and observed other aspects of the school's work.
- Meetings were held with senior and middle leaders and other teaching staff, the Chair of the Governing Body and one other governor, and a representative of the local authority was spoken to by telephone.
- Inspectors took account of 60 responses to the Ofsted's online Parent View questionnaire, and the 13 questionnaires completed by staff.
- Inspectors spoke to parents and carers and considered four letters from parents.
- Inspectors discussed lessons they had seen with teaching staff and examined a range of documents, including the school's own information relating to pupils' achievements, the school self-evaluation summary and school improvement plan, planning documentation, records relating to behaviour, accidents and attendance and checks on teaching, policy documents and documents relating to safeguarding. The inspectors also looked at the school's website.

Inspection team

Valerie Cobb, Lead inspector

Additional Inspector

Sheila Browning

Additional Inspector

Full report

Information about this school

- English Martyrs is an average-sized primary school.
- The vast majority of pupils are of White British heritage and those that speak English as an additional language is much lower than that found nationally.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above national averages.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and those children of service families, is below the national average.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The new leadership was formed in September 2012 consisting of the current headteacher and two assistant headteachers one of whom joined the school in autumn 2012.
- Two newly qualified teachers joined the school in September 2013, one member of the teaching staff has been seconded to another local authority school for the year.

What does the school need to do to improve further?

- Improve the quality of teaching so none requires improvement and all teaching is consistently good or better by:
 - using information on how well pupils are doing and ensuring lessons are pitched at the right level of difficulty so all pupils, especially those of average ability and the more able, make good progress
 - ensuring there is more consistency in marking and that pupils have regular opportunities to respond to the comments and that pupils know how to improve their own work.
- Raise Key Stage 1 boys' achievement in writing so that it is at least in line with national averages by:
 - providing more opportunities for pupils in Key Stage 1 to use and develop their writing skills across different subjects.
- Improve the impact and quality of leaders and managers, including governors, at all levels by:
 - developing the role of new subject leaders in driving forward improvements in their subjects
 - sharing the good practice through coaching that illustrates high expectations for all pupils and in engaging pupils more effectively in learning
 - an external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because pupils' progress has not been consistently good over time in Key Stage 2 in English and mathematics, particularly for average and more able pupils.
- Children join Reception with skills and knowledge below those typical for their age. Early identification of children needing additional support enables them to make good progress from their starting points. However, by the time children start in Year 1 their skills in personal and social development, linking sounds and letters and writing are below national expectations.
- Over the last three years, pupils' attainment in Key Stage 1 has been similar to the national average. From lower than expected starting points in Reception to the end of Key Stage 1, pupils generally make good progress with the exception of boys' writing. Opportunities to use their writing skills are sometimes missed, this limits the progress pupils make.
- Pupils' levels in reading by the end of Key Stages 1 and 2 are broadly average. The school uses the phonics screening check results to target any needing extra support. Reading skills have developed in the Early Years Foundation Stage and Key Stage 1 because of the focus on systematic approaches to the teaching of how letters and sounds link (phonics), including the introduction of 'Fred Time'.
- At the end of Key Stage 2, attainment is similar to the national average. The most recent unvalidated mathematics results show improvement in those reaching Level 4. Evaluations by senior leaders show that progress is improving at a faster rate over the last year, but they recognise much work remains to be done to ensure consistently good progress.
- The gap in attainment between pupils known to be eligible for the pupil premium and others in school was greater than the national picture in 2012, especially in mathematics. Pupils were up to three terms behind their classmates in English and over four terms behind in mathematics. The school's tracking shows that these pupils are now making better progress as a result of the interventions which are having an impact, particularly in reading and writing but less so in mathematics.
- The very few pupils who speak English as an additional language make good progress.
- Disabled pupils and those with special educational needs make good progress. Their needs are clearly established and interventions put in place effectively by specialist teachers and assistants.

The quality of teaching

requires improvement

- Teaching is not consistently good. For example, teachers do not use information about what pupils already know to plan challenging work that is pitched at the right level, especially for average and more able pupils.
- The most effective teaching occurs in the Early Years Foundation Stage, where it is good. Teachers use their knowledge of the children to plan exciting activities that engage learners. Consequently, children make good progress in most areas, but levels in personal and social development, linking sounds and letters remain below the national.
- School leaders have identified the need to improve teaching, especially the focus on well-pitched work, marking and feedback. Although marking has improved, and is frequent, at times it does not always help pupils to see their next steps in learning. Pupils have insufficient opportunities to respond to the teachers' comment.
- In some classes, where teaching is consistently good or better, pupils make good progress because expectations of all pupils are high, including those of lower attaining pupils. Teachers regularly check pupils' understanding, use effective questioning and give clear instructions so that pupils understand what to do.
- Teaching assistants work collaboratively with teachers and help those with additional learning

needs effectively. When this support is at its strongest, teaching assistants ask challenging questions and enable the learner to 'have a go', as seen with a group of Year 2 pupils who were undertaking a task for instruction writing about getting dressed.

- Relationships are a particular strength. The impact on pupils' learning was evident in a Year 6 mathematics lesson, when more able pupils made good progress because of the high levels of respect the pupils had for the teacher and the teacher was clear about the level of work.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are generally good. In lessons where teachers have high expectations pupils respond well which aids their learning and progress.
- Pupils' spiritual, moral, social and cultural development is strongly promoted and a key strength in the school.
- Pupils say they enjoy school and feel safe. Pupils listen to each other's views and opinions and support those in difficulty in class and around the school.
- Pupils have a good understanding of different forms of bullying, such as internet bullying and name calling, and say bullying is rare. They are confident that any issues would be dealt with swiftly. They are very supportive of those that present challenge and this supports pupils feeling safe and happy in school.
- Above average attendance reflects the close working with parents, especially for the few whose attendance was a concern. The attendance of pupils on free school meals has improved. There are no exclusions.
- This is an inclusive community. The pupils talk about their important roles, for example as school councillors, eco-reps and buddies. The buddies enjoy their responsibilities and make a difference by playing with the younger children and guiding them in how to play with the equipment, this leads to pupils playing well together.
- The large majority of parents who completed the online questionnaire agreed that their children are well looked after, safe and behave well. The school fosters good relationships with parents.

The leadership and management requires improvement

- The work of leaders and managers has not yet led to securely good teaching and good progress over time.
- Teaching is improving but remains inconsistent between year groups. Robust checks on pupils' progress are used by leaders to identify any underperformance. Information on how pupils are doing is not used systematically by all teachers to raise expectations of what pupils can do.
- Key issues at the last inspection were addressed, but changes in the teaching now mean that the school has some work to do to ensure consistently good teaching across Key Stages 1 and 2, especially in core subjects.
- The Early Years Foundation Stage is well managed. Staff have very good links with children's families that help children settle into school quickly. The school makes good use of its outdoor and indoor areas for learning, and focuses on promoting personal, social and emotional development as the basis for their settling to work effectively.
- The school has recently put in place a new team that includes governors to develop the roles of middle leaders. This is a recent initiative and plans to give new subject leaders opportunities to develop their skills through the whole school focus on developing pupils' independence, creativity and thinking skills.
- Leaders ensure pupil premium funding is used appropriately. Additional support through a range of interventions is delivered by specialist teachers, assistants and other agencies. The funding also extends to clubs, in particular a popular breakfast and after-school club, as well as support for residential trips.
- The school's sports funding is used to support the teaching of physical education and staff

development. Many pupils participate in a wide range of sports, which contributes to their developing healthy lifestyles, better physical well-being and improved performance levels. The school has many sports achievements of which it is very proud.

- The local authority has provided valuable light touch support, including training to help teachers improve their practice.

The school is planning a new library and research centre as part of the school's 40th anniversary

- The school's ethos is inclusive in seeking to promote equality, any discrimination is not tolerated.

■ **The governance of the school:**

- Governors have a good understanding of the standards and achievement of pupils and how these compare nationally. They know that there have been improvements, especially in underachievement in mathematics and through the recent initiatives for English. They ask the headteacher and staff tough questions about pupil achievement, and do their best to support staff in their efforts to raise standards further. Governors bring a range of skills in finance, health and safety to ensure the school is a safe place and they ensure safeguarding arrangements are met. They know that spending on pupil premium is having a positive effect, and that the gap is beginning to narrow for these pupils.
- Governors are aware of the quality of teaching and that teachers' pay is aligned with performance. They have clear systems in place for the headteacher's performance management and regularly review the school's statutory policies. They have systems in place for their professional development and for inducting new governors.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126051
Local authority	West Sussex
Inspection number	426522

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

Type of school	All-through
School category	Voluntary Aided
Age range of pupils	4–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Ron Noakes
Headteacher	Susan Harrison
Date of previous school inspection	17–18 November 2011
Telephone number	01903 502868
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