

Inspection of Haydock English Martyrs' Primary School

Piele Road, Haydock, St. Helens, Merseyside WA11 0JY

Inspection dates: 18 and 19 June 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Haydock English Martyrs' is a warm, welcoming and caring school. It sets high expectations for pupils' achievements. Pupils, including children in the early years, have highly positive attitudes to their learning. They are enthused by their lessons, take pride in their work and achieve well. The school has successfully achieved its aim to 'light the flame for lifelong learning' in their pupils.

Pupils behave exceptionally well. As a result, there is a calm, respectful and purposeful atmosphere throughout the school. Pupils respond positively to staff's requests and direction and openly offer support and help to their fellow pupils. Pupils are happy and feel safe at school. They are aware of who they can talk to if they have a concern.

Pupils benefit from the school's extensive grounds. This helps to stimulate their engagement and learning. All pupils, including those with special educational needs and/or disabilities (SEND), have access to an extensive range of activities and experiences. For example, team building and sporting clubs allow pupils to develop their talents and interests.

What does the school do well and what does it need to do better?

The school has established a well-structured curriculum which is ambitious for pupils, including those with SEND. The school has identified the important knowledge that it wants pupils to learn and when they should learn it. Teachers' subject knowledge is strong. Children in the early years benefit from a well-thought-through curriculum. This helps children to be well prepared for key stage 1. Typically, assessment strategies are used well to identify gaps and misconceptions in pupils' subject knowledge. This enables most pupils to securely build their knowledge over time. However, at times, assessment strategies are not used as the school intends. This means that some pupils do not deepen their learning as well as they could.

The school prioritises reading. Pupils benefit from a wide range of reading resources which promote a love of reading. Older pupils talked enthusiastically about the books that they have read. The use of 'favourite five' has allowed pupils to select and share books that they like and enjoy. Children in the early years benefit from a series of books that are carefully chosen to underpin their learning opportunities and support their eventual move into key stage 1.

Staff have benefited from training in the school's phonics programme, which is delivered consistently. Children start to learn phonics as soon as they enter the Reception class, having benefited from initial exposure to a language-rich Nursery. They read books which are closely matched to their knowledge of phonics. Teachers' regular checks ensure that those who struggle to keep up with reading are identified quickly and receive effective support. Most pupils read confidently and fluently by the time they leave Year 1.

The school ensures that pupils with SEND are identified early. This allows families to access the support that they need. Parents and carers recognise the additional lengths to which the school goes to ensure that pupils' needs are met. This provides the opportunity for pupils with SEND to learn successfully alongside their peers. Pupils with SEND achieve well.

Pupils' behaviour in class and around school is exceptional. This allows them to learn in a calm and orderly atmosphere. Children begin to develop their awareness of routines and the school's high expectations for their behaviour in the early years. Pupils chosen as the 'bees knees' learn to understand the importance of making and receiving positive comments. Pupils show consistently high levels of respect for others. They recognise and celebrate differences in a caring and considered way. Acts of kindness make a positive and valued contribution to life in school. As a result, pupils feel recognised and valued.

The school has developed an extensive range of opportunities for the wider development of pupils. This has ensured that pupils have an informed understanding of different needs, cultures, beliefs and faiths. Pupils are keen to take on responsibilities through a range of roles. These support pupils' character development, allowing them to develop their leadership skills or learning to work as part of a team. For example, Year 6 pupils organised a football club for younger pupils. These experiences develop a strong joy and commitment in pupils for their life in school.

The school has fostered a strong, positive and supportive culture among staff. Staff feel recognised and supported in undertaking their responsibilities. The school has taken carefully considered actions to support the workload of staff, for example the streamlining of assessment tasks.

Governors know the school well. They have a knowledgeable and accurate understanding of the quality of education that pupils receive. Governors ensure that challenge and support go hand in hand for all staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, the school does not use all of the assessment information available to support pupils' learning. This impacts on some pupils' ability to connect wider aspects of their developing knowledge and skills. The school should ensure that assessment strategies are used consistently.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104818
Local authority	St Helens
Inspection number	10321248
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	Brian Dooner
Headteacher	Karen Prescott
Website	www.hemcps.co.uk
Dates of previous inspection	15 and 16 February 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not place any pupils in alternative provision.
- The school is a voluntary-aided Roman Catholic primary school. The most recent section 48 inspection of the school's religious character took place in February 2023. The next section 48 inspection is due in February 2028.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgment about the quality of the school's education provision.

- This was the second routine inspection since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, design and technology and geography. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors observed pupils read to a familiar adult.
- The lead inspector met with members of the governing body, including the chair of the governing body.
- The lead inspector spoke by telephone with a representative of the diocese.
- The lead inspector met with the local authority representative.
- Inspectors evaluated parents' responses to Ofsted Parent View and the surveys completed by staff and pupils.

Inspection team

Iain Sim, lead inspector	Ofsted Inspector
Jake Nicklin	Ofsted Inspector
Sue Farrimond	Ofsted Inspector

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