

Inspection of English Martyrs Catholic Primary School

High Street, Hillmorton, Rugby, Warwickshire CV21 4EE

Inspection dates:	3 and 4 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Rebekah Jones. This school is part of Our Lady of the Magnificat Multi-Academy Company, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Tom Leverage, and overseen by a board of trustees, chaired by Yvonne Brennan. There is also an executive principal, Charlotte Miller, who is responsible for the school.

What is it like to attend this school?

Pupils are proud to be members of this warm and welcoming school. The school motto 'where everyone is special' describes this school well. Staff take time to get to know pupils and their families. Pupils get along well with each other. They are safe and happy in school.

The school sets high expectations for pupils' achievement. Pupils enjoy coming to school and are enthusiastic learners. Most pupils achieve well. Pupils enjoy coming to school, which is reflected in their high attendance. They are polite and welcoming. The school rules, 'ready, respectful and safe', are part of school life. Pupils behave well in lessons and around the school. Children in the Reception Year learn how to follow class routines and adult instructions. Pupils learn how to keep themselves safe, including when online. They feel well supported by trusted adults. As a result, they feel safe and happy in school. They learn a range of strategies that help them to manage their emotions.

Pupils experience a range of opportunities that enrich the curriculum. This helps to prepare them well for life in modern Britain. Their learning is enhanced through trips and visits. For example, pupils visit places like museums and 10 Downing Street, and go on a residential trip. There are many opportunities to take part in both competitive and non-competitive sports.

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

The school has welcomed working with the expertise and support of the trust to make improvements to the curriculum. The curriculum is well thought out from Reception Year through to the end of Year 6. The school has identified the important knowledge, skills and vocabulary that pupils need to learn in each subject. The school's three pillars underpin the curriculum. They encourage pupils to engage positively in their learning, to have high aspirations for what they can achieve and to want to learn.

There is a consistent approach to teaching across the curriculum in most subjects. Teachers deliver the curriculum as intended. They provide clear explanations and examples. This helps pupils to understand new learning and to develop their knowledge and understanding in those subjects. However, in a small number of subjects, teachers' subject knowledge is less secure. Where this is the case, pupils do not learn as well as they could.

In core subjects, the school accurately checks how well pupils understand the curriculum. In these subjects, teaching uses this information to address gaps and misconceptions. In a few subjects, information is not used as effectively to identify what pupils know and can do and where there are gaps or misconceptions. This means some pupils have gaps in their learning that are not addressed.

The school provides strong pastoral support for pupils. Adults know pupils well as individuals. Leaders have implemented initiatives to support pupils' well-being, such as worry boxes in classrooms. The school identifies the needs of pupils with special

educational needs and/or disabilities (SEND) well. It puts effective support into place. Teachers make useful adaptations to the curriculum. This helps pupils with SEND to achieve well.

The school prioritises reading. Pupils throughout the school enjoy reading and develop regular habits of reading for pleasure. Staff have received training in how to teach the school's phonics scheme. They teach this with consistency. Pupils who need help to catch up get swift support. Handwriting practice begins in Reception, where children learn to form letters correctly. However, staff's expectations of handwriting are not always high enough. Some pupils do not develop successful letter formation or handwriting skills as quickly as they could.

In the early years, children develop their language and communication skills through stories, songs and rhymes. For example, they enjoy singing along to songs such as 'Five Currant Buns in the Baker's Shop'. Children learn and play cooperatively. They learn how to concentrate and listen to their peers well. Staff use outdoor spaces like the mud kitchen and the planting area to help children to develop their confidence and independent learning skills.

Pupils are well prepared for life in modern Britain. They learn age-appropriate knowledge about healthy relationships. They are taught about the fundamental British values, such as democracy and the rule of law. Pupils have a growing number of leadership opportunities, such as being school councillors, eco committee and faith leaders. This helps pupils contribute to their school community.

Leaders, including trust leaders, teachers and support staff contribute towards a happy and cared for staffing team. Trustees and local governors have a good understanding of the school's strengths and areas of development. Staff receive regular training and mentoring to help improve their teaching practice. Staff feel proud to work at English Martyrs.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects in the wider curriculum, a lack of subject knowledge means that the curriculum is not implemented effectively. As a result, in these subjects, pupils do not learn as well as they could. The trust should ensure that teachers have the expertise to implement the curriculum, including the use of assessment, to support pupils with learning effectively across all subjects.
- The school's approach to teaching handwriting is not yet as consistent as other aspects of the English curriculum. This means that some pupils do not secure foundational skills

in handwriting, such as accurate letter formation, sufficiently well. The school should ensure that it supports staff to deliver the new handwriting programme well.

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 special educational needs and/or disabilities (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	149303
Local authority	Warwickshire
Inspection number	10378292
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	Board of trustees
Chair of trust	Yvonne Brennan
CEO of the trust	Tom Leverage
Principal	Rebekah Jones
Website	www.emc.magnificat.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is a Catholic faith school and is part of Our Lady of the Magnificat Multi-Academy Company, comprising 19 schools.
- The school was last inspected under section 48 in November 2016.
- The school runs a breakfast club.
- The school makes use of two alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, executive principal and other leaders. Inspectors held a meeting with the chair of the trust board and the chair of the local governing board. Inspectors spoke to a representative from the Archdiocese of Birmingham and met with the CEO. Meetings were held with curriculum leaders, teachers and support staff.
- An inspector listened to pupils reading to a familiar adult.
- Inspectors observed pupils' behaviour and interactions during lessons and at breaktimes and lunchtimes, and they spoke to many pupils during the inspection.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning, and looked at samples of their work.
- Inspectors reviewed a range of documents. These included the minutes of local governing board meetings, and information about pupils' behaviour, attendance, the school's curriculum, self-evaluation and improvement planning.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors spoke to parents and reviewed responses to Ofsted's online staff and pupil surveys.

Inspection team

Janice Wood, lead inspector

Ofsted Inspector

Gill Turner

Ofsted Inspector

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