

English Martyrs Roman Catholic Primary School

Inspection report

Unique Reference Number	100824
Local Authority	Southwark
Inspection number	276395
Inspection dates	4–5 May 2006
Reporting inspector	Wendy Simmons

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	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Tony Amura Mrs Anne Boyd
Date of previous school inspection	Not previously inspected
School address	Flint Street London SE17 1RB
Telephone number	02077034726
Fax number	02072771743

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a popular and oversubscribed school serving a culturally diverse mix of pupils. The school is situated in an area of significant social and economic deprivation and has a high proportion of vulnerable pupils and a very high percentage of pupils are eligible for free school meals. Most pupils are from Black British African backgrounds, but other significant groups included Black Caribbean. A small proportion is from White British or Irish heritages. Almost 80 percent of pupils speak English as an additional language. Although the school has an average number of pupils who experience learning disabilities and difficulties, many have a statement of special educational need. The school has found it difficult to recruit experienced staff.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Improve the management of mathematics and science.* Raise attainment for the more able pupils in mathematics and science by setting more challenging opportunities for pupils.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are satisfactory. Teachers have good relationships with their pupils. Learning is good for pupils with learning disabilities and difficulties because they are quickly identified, work is well planned and they benefit from good support from assistants. Teachers are quick to praise pupils for their good work, generating enthusiasm and confidence. Skilled questioning, together with the use of 'talking partners', help pupils to broaden their speaking skills to good effect. Outstanding teaching in the Nursery promotes quick development of basic skills. English teaching is good. Music is taught well by specialist and results in pupils flourishing in many musical activities.

There are times when the work planned for the higher ability pupils is insufficiently challenging, in mathematics and science and the marking of their work does not promote thinking and investigative skills. Occasionally, the management of pupils' behaviour is not firm enough. In such situations learning is sometimes inadequate.

Curriculum and other activities

Grade:

The curriculum is satisfactory and provides a good range of additional activities, which support pupils' effective personal development. Notably, the good curriculum for the Foundation Stage and English enables pupils to make good progress.

Notable strengths include the promotion of healthy lifestyles, citizenship and pupils' financial awareness. Links with other schools and the community are well established, broadening pupils' skills and enjoyment for learning. For example, pupils develop dance skills by linking with the Royal Opera House.

The school has a satisfactory overview of the curriculum but, the quality of evaluation, between different subjects, varies too much. As a consequence, pupils do not always make similar rates of progress. The curriculum for pupils with learning difficulties and disabilities and English is good. But planning for higher ability pupils it is not sharp enough in science and mathematics. While gifted pupils attend helpful workshops elsewhere, they do not have enough opportunities to carry out challenging investigative work in school.

Care, guidance and support

Grade:

The good care, guidance and support for pupils are significant strengths of the school, particularly given the complex problems in the locality. Parents and pupils are pleased with the care and support given and commented that, 'They feel safe and cared for' in school. Good relationships, focusing on safety, the promotion of healthy lifestyles, and rigorous child protection procedures contribute well to pupils' personal development and care. There are good links with external agencies supporting vulnerable pupils and those with learning difficulties and disabilities, thus enabling them to make good progress. Teachers use assessment information satisfactorily. Pupils know their targets for improvement, but the marking of their work is not of a consistently high standard to guide them on how to improve.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection****Pupils**

You may remember that three inspectors came to your school recently to find out how good it is and how well you were doing. Thank you for being so friendly and telling us about your school. We are writing to let you know that we found your school to be satisfactory. This means that there are many things that the school does well, but there are things that need to be done to make it even better for you.

You are lucky enough to be in a school where all of the staff and governors take good care of you and relationships are good. I know that you really value the school because you feel safe, are happy and you enjoy many extra activities. There are many good opportunities for you to appreciate spiritual, social and cultural experiences. Your personal development is good and we especially like the way this starts in the Nursery. We think the nursery is outstanding. We also think that those of you who do not find learning so easy are helped to make good progress. Your headteacher runs the school smoothly, and with the other staff and governors, is keen to help you do even better. We were impressed by your good behaviour in most lessons and at playtime and delighted to find that you are doing so well in English and music. Well done for this and keep it up!

So that you can learn even faster these are the things that your teachers need to do. Please help them by working as hard as you can.* Develop mathematics and science so that you do more investigative work* Help those of you who find learning easy to do more challenging activities, so that you can make even faster progress in mathematics and science.

Yours sincerely

Wendy Simmons

Lead inspector