



# English Martyrs' Catholic Primary School

Inspection Report

Better  
education  
and care

**Unique Reference Number** 120228  
**LEA** RUTLAND LEA  
**Inspection number** 280771  
**Inspection dates** 21 February 2006 to 22 February 2006  
**Reporting inspector** Mr. George Falconer LI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Willow Crescent
<b>School category</b>	Voluntary aided		LE15 6EH
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01572722400
<b>Number on roll</b>	74	<b>Fax number</b>	01572759192
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Monsieur.Peter Dooling
<b>Date of previous inspection</b>	27 March 2000	<b>Headteacher</b>	Mrs. Sue Hooley

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

English Martyrs' Catholic Primary School is a small voluntary aided Roman Catholic primary school for boys and girls aged four to eleven. The majority of pupils entering Reception have broadly average levels of attainment. This popular school draws pupils from a wide area. The percentage of pupils eligible for free school meals is much lower than the national average. The percentage of pupils from minority ethnic groups and pupils whose first language is not English are also much lower than found nationally. The school has a larger than average proportion of pupils with learning difficulties and disabilities.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

The overall effectiveness of the school is satisfactory and with a good capacity to improve following the recent appointment of the current headteacher. The school's self evaluation was over-optimistic in parts but it now demonstrates a realistic perspective. The headteacher has vision, direction and a strong sense of purpose. The school's current view of itself is that it is developing strongly after having undergone a very unsettled period of time with excessive staff turnover that impacted on the quality of education provided. It is now moving forward with a good team of staff and good support from the governing body. The inspectors agree with this view. There has been insufficient assessment of pupils' starting points. Children enter school with broadly average levels of attainment and they progress in line with national expectations. Year 2 standards were broadly average overall. The 2005 Key Stage 2 test results were above average in English for both boys and girls, slightly below average in mathematics and significantly below the national average in science. The school now has strategies in place to raise attainment levels in all core subjects, particularly in mathematics and science. The quality of teaching and learning is satisfactory overall but during the course of inspection there was also some good teaching observed and some that was outstanding. The quality of the curriculum is satisfactory overall and with some good features. However, the curriculum does not yet fully provide for the range and needs of all learners, particularly the more able and the gifted and talented. Boys do not always achieve as highly as girls. Care, guidance and support is good. Personal development and well being are good with a strong emphasis on pupils being safe, healthy and happy in their education. Spiritual, social and moral education are good and cultural education is becoming well established. Pupils make a good contribution to the community and they are well prepared for their future economic well being. The school provides satisfactory value for money.

### **What the school should do to improve further**

- Make sure that more effective plans for determining pupils' starting points on arrival are firmly established. - Using the strategies in place, continue to raise achievement and standards in mathematics and science. - Ensure that the quality of provision in teaching and learning, and the curriculum is as good as it can be for all learners, boys and girls, including the more able and the gifted and talented.

## **Achievement and standards**

### **Grade: 3**

Achievement and standards are satisfactory overall. Children come into school with attainment that is broadly average for their age although the intake does vary from year to year. Children in the Reception class settle quickly and generally make progress in line with national expectations. The 2005 national tests at Year 2 showed that standards were broadly average overall with pupils reaching higher than the national average in reading and writing but with some underachievement in the lower and

middle bands of mathematics. Science levels were broadly average. Year 6, Key Stage 2 test results were above average in English for both boys and girls, slightly below average in mathematics and significantly below the national average in science. Too few pupils attained at the higher levels in mathematics and science with boys underachieving in both. Whilst those pupils who have learning difficulties make similar progress to their peers, there is insufficient emphasis on the needs of the more able pupils and the gifted and talented. The recently appointed headteacher is now making sure that strategies are put in place to ensure all pupils, boys and girls, are being set targets appropriate to their capabilities.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well being are good in this school where there is a strong emphasis on pupils being safe, healthy and happy in their education. The School Council is instrumental in contributing to the school's development and has been involved in the provision of a trim trail and the Huff and Puff activities for keeping healthy. The school was awarded the Active School mark in 2004 and are involved in a great many sporting activities organised through Rutland Schools Sports. The Partnership Healthy School accreditation was achieved in June 2005 and this has a positive impact on the well being of the pupils. They have a clear sense of right and wrong and they are able to reflect on their actions as well as on those of others. Pupils are taught to care and make a positive contribution to the community and they are well prepared for the next phase of education and for their future economic well being. They are actively involved in supporting others less fortunate than themselves through various activities, including charitable events. The sustained support for the parish in India is one such initiative. Spiritual, social and moral developments are good and pupils' cultural development is becoming well established. Attendance is very good and learners have good attitudes to school and to their work. The recently introduced behaviour management strategy is now making a real difference to pupils' achievements. There are excellent relationships with the parish, diocese and local schools, sharing many activities and roles.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. However there is some good and some outstanding teaching. The school's leadership team has now plans to deploy teachers better to use their strengths in particular subject areas. Where the teaching and learning are good, the enthusiasm of the teaching motivates the pupils who are well informed of the expectations placed upon them. Where the teaching and learning are outstanding, the teaching is enthusiastic, knowledgeable and well resourced. Lessons are brisk and there are clear expectations placed upon the pupils who are reminded about their targets. The result is that teaching is well planned to

meet the needs of all pupils with much emphasis being placed on the individual pupil. Pupils whose first language is not English are well supported. The pupils respond positively to their teachers with enjoyment and they share their ideas productively and willingly with others.

## **Curriculum and other activities**

### **Grade: 3**

The quality of the curriculum is satisfactory overall and with some good features. Pupils have access to a wide and varied curriculum where specialist teachers are brought in to enhance the teaching of PE, history and music. Pupils also have many good opportunities for off site education in art, physical education, history and science. Visits are a feature of the school provision for the pupils. The curriculum includes French and German as well as a good range of extra activities which are now popular. Provision for information, communication technology is now satisfactory and developing quickly under the direction of the recently appointed headteacher and the enthusiastic management of the teaching assistant / technician. However, the curriculum does not yet fully provide for the range and needs of all learners throughout the school, particularly the more able and the gifted and talented. There is also variation between the attainment of boys and girls. Some pupils, therefore, do not always meet their full potential. Golden Time is used to good effect to give the pupils time to enrich their enjoyment and achievement whilst providing good opportunities for building teams across all age groups.

## **Care, guidance and support**

### **Grade: 2**

Care guidance and support is seen as a particular strength by the school and by the parents who value the emphasis that the school places on this particular aspect. The inspection agrees with the school that there are good professional relationships with the school nurse, educational psychologists and speech and language therapists. The school is now using help from specialist teachers for dyslexia, behaviour and reading to good effect. There is a good relationship with the local special school where guidance can be sought, particularly for learning support assistants. All staff are trained in child protection and first aid and pupils feel safe and secure in this caring environment. The strong leadership of the new headteacher has done much to develop the ways of checking on progress and target setting in this current year and there are planned phases for its future development. Pupils report that they feel safe and can go to an adult in school if they have any problems. Teaching assistants play a valuable role in caring for and in the education of the pupils.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The leadership, management and staffing of this school has gone through a very unsettled period over the last five years but

the school is now very much more secure under the new headteacher. It now has direction and the headteacher communicates her vision for the school very clearly with staff, governors, pupils and parents. A great deal has already been achieved in a short space of time. The school understands that there is clearly more work to be done in order to ensure better and more consistent pupil achievement and better levels of attainment for all pupils. Determining what children on entry can do, with a more robust system is a priority for the headteacher and staff as there has been little analysis of pupils' starting points in the past. Performance management for all staff has now been introduced and steps have already been taken to establish subject leadership. Staff now have a much better understanding of their roles in the newly established leadership and management team and appreciate the inclusive approach taken by the headteacher. Parental responses to questionnaires show their very strong support for the new leadership which is already making a difference to progress, personal development and the well being of the learners. The school shows a good capacity to improve and the long-term development plans of the headteacher and senior management team are already well set out and under way with the strong support of the governing body. One parent took the time to write, 'On the whole the school has gone through a very positive transformation under the leadership of the new head, Mrs. Hooley. It has a very good local reputation now and continues to improve.'

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

I am writing to say thank you for being so welcoming and for helping me when I visited your school. I was only there for two days but I learned a great deal from you and your parents as well as from Mrs. Hooley, the governors and the staff. You are very fortunate to be in such a caring environment where you feel safe and secure. Your teachers are very keen to help you with all your learning and the assistants in the school do a very good job of supporting both you and your teachers. Your parents are very pleased with the school. I think it is good that you have the opportunity to participate in such a lot of out of school activities including music and sports that help you to keep fit and healthy. You also show how kind and considerate you are in helping your friends and people in the local community. The amount of help you regularly give to the Parish in India is really great and the opportunities you have for planning and fund raising are giving you lots of good skills for later on in life. You obviously like your school a great deal and you appreciate Mrs Hooley and the staff because they are always there to help you. Some of you told me that it is the best school in Oakham! Mrs. Hooley showed me all her plans for your education and particularly how she is making sure that your learning, right from when you enter school, is just right for each one of you. This also means that, as you progress through the school, the levels of learning in all your subjects will stretch all of you. I know she has particular plans for mathematics and science that will help you to do the very best that you can and she is going to make sure that both boys and girls reach the highest levels possible. I wish you all the best for the future, and thank you once again.