



English Martyrs Catholic Primary School

Inspection Report

Unique Reference Number 125724
LEA Warwickshire
Inspection number 281984
Inspection dates 29 June 2006 to 30 June 2006
Reporting inspector Alison Cartlidge AI

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

Type of school	Primary	School address	High Street
School category	Voluntary aided		Hillmorton
Age range of pupils	4 to 11		Rugby, Warwickshire CV21 4EE
Gender of pupils	Mixed	Telephone number	01788 543423
Number on roll	215	Fax number	01788 543423
Appropriate authority	The governing body	Chair of governors	Mr Tony Mills
Date of previous inspection	6 November 2000	Headteacher	Mr Stuart Hallahan

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school has a very low proportion of pupils eligible for free school meals. Attainment on entry to the school is slightly above the expected levels and a below average proportion of pupils have learning difficulties. Pupils are from mostly White British backgrounds, with the proportion having English as an additional language being well below average. There are no pupils at the early stages of learning to speak English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

In this good school, pupils achieve well and their personal development is outstanding. Provision in the Foundation Stage is good. Children make good progress in the Reception class and by the end of the year their standards are above those found nationally. Standards by the end of Year 2 remain above average, although more able pupils are not consistently challenged enough and at times the pace of learning is too slow. Pupils make rapid progress in Years 3 to 6 enabling achievement to be good overall. By the end of Year 6, standards are well above average. Challenging targets for the end of Year 6 are exceeded because teaching is especially effective in this year group. Pupils' outstanding attitudes and thorough delight in school are evident in their excellent behaviour and very good attendance. Teaching is good overall, although teachers' expectations are not consistently high enough in Years 1 and 2. All teachers have excellent relationships with their pupils and manage behaviour exceptionally well. A good curriculum provides good opportunities for pupils to develop their literacy and numeracy, although some opportunities are missed for pupils to practise their information and communication technology (ICT) skills. Pupils receive exceptionally good pastoral care and support and good systems for monitoring academic progress are having a positive impact on standards and provision. Leadership and management are good. The school has a good understanding of its overall effectiveness based on thorough systems for monitoring its work. The views of senior leaders matches inspection findings accurately. The school's links with outside agencies to promote pupils' learning are outstanding with the school supporting others and in turn being supported very well. The school has improved well since the last inspection and is well placed to improve further. It provides good value for money.

What the school should do to improve further

- Improve the consistency of the pace and challenge of teaching in Years 1 and 2, especially for the more able pupils.
- Increase opportunities, particularly for older pupils, to take the initiative by making greater use of their ICT skills to support learning in other subjects.

Achievement and standards

Grade: 2

Pupils' achievement is good and standards are well above average by the end of Year 6. Children make good progress in the Reception class with most reaching the expected levels and several exceeding them. They are confident and keen to learn and are especially good at speaking and listening. By the end of the Reception Year, standards are higher than those found nationally. Progress from Year 1 to Year 6 is good overall but pupils, especially the more able, do not consistently make enough progress in Years 1 and 2. Whilst almost all pupils reach the expected Level 2, comparatively few reach the higher Level 3, given their good starting points. However, progress accelerates from Year 3 to 6, especially for boys, because teaching is more effective and the boys

appreciate the competitive challenge provided. By the end of Year 6, standards are well above average. Individual, challenging targets set for this age group are exceeded because the teacher has very high expectations and as a result these pupils remember what they have learnt very well. Pupils with learning difficulties make similar progress to other pupils.

Personal development and well-being

Grade: 1

Pupils' personal development including their spiritual, moral and social development is outstanding. Pupils enjoy learning and get on very well with each other and with members of staff. Their outstanding social and moral development is evident in their excellent behaviour. Pupils make a very positive contribution to the wider community by sponsoring two children and their school in Burma and by supporting elderly residents. Pupils show spiritual growth in the frequent opportunities to think beyond the material world. Pupils' good achievement is closely linked with their real enthusiasm for learning and very good attendance and punctuality. Pupils say that bullying is rare and most are confident that instances are dealt with effectively. Consequently, they feel safe, well cared for and valued in a school where 'everyone is special'. Children in the Reception class are confident, polite and friendly. Older pupils are very good role models and 'peer mediators' take their duties with mature responsibility. Pupils know how to stay safe and healthy and the skills required for their next stage of education and for later life are developed well.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning help most pupils to learn quickly. All teachers have excellent relationships with their pupils and use the interactive whiteboards and various activities well to make their lessons interesting. As a result, their very good management of behaviour appears to be effortless. However, teachers miss some opportunities to allow pupils to practise their ICT skills. In the Reception class, the teacher and teaching assistants work together well to provide a wide range of practical activities that engage the children fully in their learning. In Years 1 to 6, teaching is variable, with good and sometimes outstanding teaching in Years 3 to 6. Teaching is satisfactory in Years 1 and 2, where teachers do not consistently provide enough pace and challenge, especially for the more able pupils. Teaching is best in Year 6, where the teacher's well structured approach, very quick pace and high expectations encourage all pupils to do their best. Teaching assistants contribute well to lessons, especially in the support provided for less able pupils and those with learning difficulties. Teachers assess pupils' learning frequently, and a recently revised marking policy is being followed diligently and is having a good impact on identifying how pupils can improve further.

Curriculum and other activities

Grade: 2

The good curriculum covers a wide range of interesting activities and experiences, enabling pupils to achieve well. The curriculum for children in the Reception Year includes a good mix of supported and independent tasks, giving children a good start to their education. Across the school, there are good opportunities for pupils to use their literacy and numeracy skills to support learning in other subjects, although there are comparatively few examples of ICT being used in this way. The school involves the pupils in their own learning successfully by encouraging them to use symbols to evaluate their work. However, the curriculum in Years 1 and 2 is not always adapted enough to challenge the more able pupils consistently. The school provides very good opportunities for pupils to learn about other cultures as well as their own. For example, an annual multicultural art week and an artist in residence are much appreciated by the pupils. The curriculum is further enriched by a wide range of sporting, musical and cultural clubs. Sponsorship from industries such as a car manufacturer and a bank prepare pupils well for the world of work and have provided valuable resources such as security cameras and a pond.

Care, guidance and support

Grade: 2

Pupils receive good care, guidance and support, enabling them to achieve well. Members of staff create a friendly and secure learning environment where all pupils are valued equally. They provide pupils with clear and effective guidance about their academic performance and how they can improve. Additionally, they are successful in helping pupils to assess their own performance. As a result, most pupils, including those with learning difficulties, are happy and confident about seeking help and trying new ways of working. This is more effective in Years 3 to 6 than in Years 1 and 2, where information is not always used well enough to meet differing needs. The excellent system for tracking the progress of pupils with learning difficulties is enabling the school to provide beneficial focused support. The regular and effective meetings between teachers, support assistants and outside agencies are enabling these pupils to achieve well. Arrangements for child protection and for pupils' health and safety are robust and regularly reviewed. They ensure that all pupils are safeguarded rigorously. Good arrangements for when children first start school enable them to settle quickly. The school's supportive ethos promotes enjoyment in learning so that pupils are confident learners.

Leadership and management

Grade: 2

Leadership and management by members of staff and governors are good. The school's motto 'where everyone is special' is clearly evident in all the school's work. Pupils' personal development is supported exceptionally well and the joy of learning is seen on the faces of pupils and members of staff. The school runs very smoothly and there

is a calm and purposeful working atmosphere in lessons. The school's self-evaluation is good and matches the findings of the inspection. The headteacher and senior leaders monitor teaching and learning rigorously and have a clear understanding of strengths and weaknesses in provision. There is a shared commitment to raising standards further and a sophisticated system for monitoring pupils' progress has identified where progress needs to be increased. For example, the school has been successful in improving standards in writing by the end of Year 6 by providing more meaningful writing tasks in science and the humanities. Priorities are relevant to the school's needs. Most resources are used well, although the new bank of computers in the corridor is not used fully. Governors are very supportive and are increasingly asking critical questions to ensure all pupils achieve consistently well. The school provides good opportunities for consulting pupils and parents. For example, the school uniform was changed following suggestions made by a group of girls. Links made with external agencies are outstanding in furthering the pupils' enjoyment and education, especially for those with learning difficulties. Good improvements since the last inspection demonstrate that the school is well placed to improve further.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Dear Children Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. What we liked most about your school:

You make a good start in the Reception class.

You learn quickly and are very good at English, mathematics and science.

You behave exceptionally well and enjoy school.

Your teachers are kind and caring and work hard to make lessons interesting.

Your headteacher, members of staff and governors are working hard to make the school even better.

Your parents and carers are very pleased that you come to this school. What we have asked your school to do now:

Help you to learn even more quickly in Years 1 and 2.

Give you more opportunities to use ICT when you are working in other subjects. We thoroughly enjoyed talking to you about your work and watching you learn, and we wish you all well for the future. Yours sincerely Mrs Alison Cartlidge Additional Inspector