

Haydock English Martyrs' Catholic Primary School

Inspection report

Unique Reference Number	104818
Local Authority	St. Helens
Inspection number	336370
Inspection dates	14–15 January 2010
Reporting inspector	Clare Henderson

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 of pupils on the school roll	299
Appropriate authority	The governing body
Chair	Mr Brian Dooner
Headteacher	Miss Karen Prescott
Date of previous school inspection	0 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documents relating to safeguarding, the progress and attainment of pupils, the curriculum, the school's development plan and the way the school evaluates its own performance. The views of parents and carers, through 190 returned inspection questionnaires, and the views of staff and pupils, were evaluated and reviewed.

- the attainment, progress and learning for pupils in Key Stage 1, and for all groups of pupils throughout the school, in writing
- the quality of teaching and assessment in ensuring that all pupils achieve their potential in their learning#
- the quality of pupils' behaviour, enjoyment of school, safety, healthy lifestyles, involvement in the community and preparation for the next stage in their education
- the effectiveness of leaders and managers in bringing about sustained improvements in pupils' learning.

Information about the school

This school is larger than average. The proportion of pupils eligible for free school meals is above average. The percentage with special educational needs and/or disabilities is below average. Most pupils are of White British background. The Early Years Foundation Stage consists of a Nursery and Reception class. The school has gained a number of awards; these include the National Healthy Schools, BECTA ICT mark, Artsmark Silver, Activemark, Basic Skills Quality Mark and Early Years Kitemark. On site, there are before- and after-school clubs managed by the school. Inspection of this provision is included in this report.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils achieve well. The school motto 'lighting the flame for lifelong learning', is lived out in this extremely caring school where outcomes for pupils are outstanding. The rate of learning and the progress pupils make have improved tremendously since its last inspection. This is because leaders, staff and governors have rigorously set about raising attainment by improving the quality of teaching and learning and of the curriculum.

Children begin school with skills which vary. They make good progress in the Early Years Foundation Stage because of the high priority adults give to developing children's communication skills. This good progress continues as pupils move through the school. In recent years pupils' attainment has accelerated, particularly in Key Stage 2, where it is high in mathematics and science and above average in English by the time they leave in Year 6. Pupils' current work and the school's own data show that their progress is good overall across the school, including for those pupils with special educational needs and/or disabilities and the more vulnerable.

The school's work has outstanding features. These include pupils' excellent attitudes to learning and their exemplary behaviour. They demonstrate immense pride in their school and are keen to share their excellent understanding of the importance of leading a healthy lifestyle. They say they feel extremely safe and have a genuine voice in the school and that they are constantly encouraged to share their opinions.

Good-quality teaching and effective curricular provision allow all pupils to develop their individual strengths. Their personal development is particularly enhanced as a result of the wide range of out-of-school opportunities available. Pupils' spiritual, moral and social development is outstanding overall, and their cultural development is good. This is because they have limited opportunities to meet pupils from religious and cultural backgrounds different from their own.

Senior leaders have worked tirelessly and very successfully since the last inspection, to improve learning for all pupils. The school has a clear picture of its strengths and areas for development and all staff contribute to monitoring the school's performance. Central to improvement in pupils' achievement is the rigorous self-evaluation and ongoing review of pupils' learning that leaders, staff and governors undertake. This demonstrates the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Extend community cohesion by:

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Please turn to the glossary for a description of the grades and inspection terms

- - providing pupils with further opportunities to engage with pupils from different religious, ethnic and cultural backgrounds in Britain, and monitoring the impact of this strategy on pupils' attitudes.

Outcomes for individuals and groups of pupils**1**

Achievement is good and pupils say they enjoy learning because, 'Teachers make lessons fun.' In all lessons observed by inspectors behaviour was exemplary. Pupils are focused and subsequently make good progress in their learning. They show a willingness to learn and a love of being involved in assessing their own and their classmates' learning. Where the quality of learning is outstanding, pupils are well motivated and learn invaluable skills, for instance of cooperation, research and communication.

Good progress in Years 1 and 2 lead to slightly above average attainment in reading and mathematics. Although attainment was below average in writing in 2009, this represents good progress given pupils' low starting skills in writing. In Key Stage 2 progress continues at a good pace. In recent years attainment in the Year 6 national tests has risen significantly. The school recognises that progress in writing has been less rapid than in reading, mathematics and science. However, recent enrichment to the curriculum, through linking subjects together in order to increase pupils' desire to write, is paying off. Inspection scrutiny of the quality of pupils' writing throughout the school demonstrates that attainment is good overall and, when teaching and learning is at its best, is outstanding.

Excellent relationships exist between pupils and they leave school as mature and socially confident young people, well prepared for the next stage in their education. They benefit from taking on responsibilities, such as becoming school councillors or playground leaders. Their involvement within the local community is impressive, as is the concern they show and the money they raise for those less fortunate than themselves. Pupils respect each other and their teachers and learn to make judgements on moral dilemmas such as racism. Pupils develop an excellent understanding of safety, and behaviour is outstanding. They say incidents of bullying 'do not exist' and that they could talk to any member of staff if they had a problem. The breakfast club also contributes to healthy eating and to pupils' above average attendance. The school promotes pupils' health and well-being very well. This is confirmed by a pupil who said, 'When I joined this school in Year 4, it was very welcoming.' This sense of belonging is shared by the vast majority of pupils.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

quality is outstanding. Strengths include teachers' high expectations of learning, clear plans to extend what pupils already know and high-quality marking which effectively moves pupils on to the next step in their learning. This was evident in a Year 3/4 outstanding English lesson. Pupils were on the edge of their seats to share their opening sentences of how a Roman gladiator might feel as he waits to enter the arena. The teacher skilfully linked pupils' previous learning in music, dance, art, and information and communication technology (ICT) to enable them to produce high-quality written work. This linking of subjects was similarly evident in outstanding lessons inspectors observed in Years 5 and 6, where the use of assessment strategies, such as talk partners, research using ICT and pupils' self-assessment, accelerated progress and prompted much enjoyment in learning. Such high-quality teaching is not yet fully evident in all lessons and occasionally gifted and talented pupils are not sufficiently challenged. Highly skilled teaching assistants ensure that pupils with special educational needs and/or disabilities make the same good progress as their peers.

Pupils make the most of and thoroughly enjoy the many opportunities they are given to join in sporting, social and artistic activities. The recent move towards a more creative, thematic curriculum has impacted positively on pupils' writing skills, increasing their desire to write. These opportunities, though highly effective, are not yet fully embedded throughout the school. Members of the school leadership team are aware of this and have a clear vision for its further development.

The vast majority of parents and carers say that the school is very caring. This is borne out by inspection findings. Pupils are well looked after and the school is an extremely

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safe and secure place. The comment: 'My child is very happy at this school and always looks forward to going. I wouldn't change schools for anything, it is a great school,' supports this view well. Pupils are happy to go to staff with any concerns. All adults are particularly sensitive to more needy pupils. Pupils learn from their example; even the very youngest children demonstrate sensitivity and care towards one another. The excellent work of the learning mentor and strong links with outside agencies and families are already paying off and attendance has improved significantly since the last inspection. Induction and transfer to secondary school are managed very well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Inspirational leadership by the headteacher and senior leaders has been pivotal in providing clear direction and improvement. This has resulted in an impressive rise in pupils' attainment and in improvements in the quality of teaching and learning and in curricular provision. This high-quality management and the rigorous monitoring of teaching are shared by all staff. The school knows itself well and has a very clear picture of how it can improve further. The ethos established in the school is one of promoting equality for all. This is evident in the many aspects of support for different groups of pupils, such as in narrowing the gap in attainment in writing and in raising attainment in mathematics and science for all groups of pupils. The special educational needs coordinator provides outstanding management to ensure that the personal and educational needs of those with additional needs are very well met.

The governing body makes sure that all statutory requirements are met. Governors are supportive of, but also challenge, the school's work. The school's procedures for safeguarding are outstanding, ensuring that staff are suitably recruited and vetted. Partnerships with others are excellent, particularly in promoting pupils' well-being and their social and emotional development. Parents and carers say how pleased they are with the school and how welcome they are made to feel. The school makes a good contribution to community cohesion. As a result, pupils' involvement within the local community is excellent, although this has not been extended to provide them with first-hand experiences of meeting pupils from different religious and cultural communities in Britain.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children start the Early Years Foundation Stage with skills that vary within year groups. These range from skills which are either in line with or below the levels expected for their age, particularly in their speaking, writing and social skills. All children make good progress towards the early learning goals because teaching is good and staff pay close attention to providing children with time to investigate, explore and chat over what they discover. When they move to Year 1 they are working within age-related skills in all the areas of learning. The quality of adult support for learning is good. Well-planned indoor and outdoor learning areas develop children's speaking, listening and social skills well. Boys in particular are motivated to enjoy learning by being given tasks that involve speaking about what they do. For instance, in Reception, children imaginatively transformed a blue towel into the sea for their pirate ship to sail upon.

Children's personal development is excellent and behaviour is outstanding. Children have warm relationships with adults and they play together happily. Leadership of the Early Years Foundation Stage is good. A varied curriculum is well planned, and has imaginative play and children's interests at its heart. The manager knows clearly how improvements can be made. For example, there are plans to extend the excellent communication which already exists with parents and lunchtime staff to those adults who run the before- and after-school clubs, in order to help children apply and extend the skills they learn in school. Children's welfare and progress are carefully monitored and all aspects of safeguarding are in place.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of the 190 parents and carers who responded to the questionnaire are highly satisfied with the school and comment very positively about the quality of care, the quality of leadership and management, the impact of teaching and the overall provision in the school. Many positive comments were received by inspectors about how caring the school is and how much their children like school. Inspectors agree with these opinions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haydock English Martyrs' Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 190 completed questionnaires by the end of the on-site inspection. In total, there are 299 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	50	85	45	6	3	1	1
The school keeps my child safe	121	63	67	35	2	1	0	0
The school informs me about my child's progress	99	52	87	46	3	2	0	0
My child is making enough progress at this school	86	45	95	50	7	4	1	1
The teaching is good at this school	97	51	91	48	0	0	0	0
The school helps me to support my child's learning	82	43	97	51	9	5	0	0
The school helps my child to have a healthy lifestyle	93	49	89	47	4	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	94	49	79	41	7	4	0	0
The school meets my child's particular needs	92	48	89	47	6	3	0	0
The school deals effectively with unacceptable behaviour	98	51	87	46	5	3	1	1
The school takes account of my suggestions and concerns	78	41	105	55	4	2	0	0
The school is led and managed effectively	114	60	76	40	0	0	0	0
Overall, I am happy with my child's experience at this school	113	59	73	38	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 January 2010

Dear Pupils

Inspection of Haydock English Martyrs' Catholic Primary School, St Helens, WA11 0JY

I would like to thank you for the help you gave the team when we inspected your school. Now I would like to share with you what the inspection found out about your school. It is a good school, overall. However, many aspects are outstanding. These are some of the best things about it.

- Children have lots of fun and enjoy learning while they play in the Nursery and Reception classes.
- All adults take outstanding care of you and you told us that you feel very safe in school.
- You make good progress and reach above average standards in English and high standards in mathematics and science by the time you leave.
- You behave exceptionally well and have excellent knowledge of how to lead a healthy life.
- The school provides many exciting things for you to learn and lots of clubs for you to develop your talents.
- The school is run very well and the adults who are in charge know just how to improve things even more.

To make the school even better, I have asked your teachers to:

- broaden your experience of different people and religions by extending links outside your local area.

I send you all my best wishes for the future and hope you all make the best of all that your school offers.

Yours sincerely

Mrs Clare Henderson

Lead Inspector

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