

English Martyrs Catholic Primary School

Derwent Drive, Goring-by-Sea, Worthing, West Sussex, BN12 6LA

Inspection dates 24–25 September 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- This is a school that has rapidly improved because senior leaders and governors have focused on improving the quality of teaching and the progress of pupils.
- Governors have responded quickly to the previous inspection report. They now challenge the school effectively to achieve the best outcomes for pupils.
- All groups of pupils, in every year group, now make good progress from their starting points. By the end of Key Stage 2 pupils attain above the national average in reading and mathematics and they are in line with the national average in writing.
- Personal development, behaviour and welfare are outstanding. Pupils have exceptional attitudes to learning. Behaviour over time is typically exemplary. Attendance is very high. All pupils feel safe and happy at this school.
- Teachers are effective as they plan exciting lessons across a range of subjects. They regularly check the progress that each pupil is making.
- The early years provision is good. Parents are very pleased with the effective arrangements in place for the induction of their children. Children are well prepared for Year 1 because the majority of children reach a good level of development at the end of Reception.
- The school is effective in developing pupils' spiritual, moral, social and cultural awareness.

It is not yet an outstanding school because

- Not enough pupils make good progress in writing as the school's new initiatives have not yet demonstrated their full impact.
- Children do not make maximum progress in the Reception Year because learning is not always carefully recorded.

Full report

What does the school need to do to improve further?

- Ensure that the school's new initiatives to increase the proportions of pupils making better than expected progress in writing have a greater impact.
- Carefully record all learning to ensure that children make maximum progress in the Reception class.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, along with other senior leaders, has been effective in making rapid improvements in the quality of teaching and pupils' progress. Teaching staff are highly motivated to continue these improvements. For example, middle leaders have undertaken lengthy external training to improve their role. All teachers are set challenging targets to ensure the maximum progress of the pupils they teach.
- The range of subjects the school provides has a positive impact on pupils' development and progress. Subjects are creatively designed and implemented, and based on learning through themes such as the Second World War. Staff ensure that subjects excite pupils and are as 'hands on' as possible. For example, when pupils were studying the Egyptians they created a large model of a mummy complete with internal organs. They then investigated how these internal organs were removed and embalmed for preservation. Pupils' environmental and economic awareness is developed through both the eco-council and pupils learning how to grow and then sell vegetables. Extra-curricular activities, such as the range of sports clubs, contribute to the varied range of opportunities that pupils are offered.
- British values are carefully promoted. Pupils learn about the importance of democracy through voting for members of the school council. Some pupils have also visited the Houses of Parliament.
- Parents are highly supportive of the school and its staff. They say they are very happy with how well their children are doing.
- The school ensures that pupils' spiritual understanding is well developed. There are regular visits from the local priest. Pupils also have an opportunity to learn about a range of other faiths. Assemblies often have a moral theme and pupils know the difference between right and wrong. Cultural development is strong; pupils have the opportunity to develop their music skills. For example all learn how to play the clarinet in Year 4. Studying famous authors such as Shakespeare gives pupils a deeper understanding of a rich literary tradition. The school works hard to develop pupils' social awareness; all pupils are encouraged to support each other and take part in the variety of activities.
- Additional funding called the pupil premium is well used. Eligible pupils benefit from a range of support that is carefully targeted to their needs. If a pupil is not making progress the type of support is changed to something more effective; for example some pupils benefit from one-to-one tuition.
- Additional funding for primary physical education and the sports premium is well used. Sport is an important aspect of life at English Martyrs. All pupils, whatever their level of ability, are encouraged to join in and have fun playing sport.
- The safeguarding of pupils is a priority and all those who were spoken to said that they feel very safe at the school. Leaders engage very closely with parents, carers and other stakeholders to make sure that all pupils are exceptionally well cared for and supported.
- **The governance of the school**

Since the previous inspection governors have been very proactive in securing improvements. They are now far more challenging to the school and senior leaders. They are well trained and regularly review how much progress pupils are making. Governing body records are particularly thorough and

comprehensive. They clearly show that all governors are very conscientious in performing their roles. Governors have an interest in all aspects of school life. Some work with staff to regularly monitor pupils' progress and others help develop pupils' creative skills. The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- Teaching is effective in ensuring that all groups of pupils make good progress in a range of subjects including English and mathematics.
- The impact of extra guidance provided by both teachers and support assistants is highly effective at deepening knowledge and understanding. For example, in one group last year almost all the pupils exceeded the progress expected of them and reached high standards in mathematics.
- Reading is effectively taught. Pupils make very good use of the school library. All staff regularly encourage pupils to read more challenging books. Phonics skills (the sounds that letters make) are well taught. Pupils continue to achieve much better than the national average in the Year 1 phonics reading check.
- In writing, teachers provide clear guidance with many examples to help pupils to develop their skills. Senior leaders are aware that while some of the new initiatives to improve pupils' progress in writing have started to be successful, they are yet to demonstrate their full impact.
- In all classes teachers encourage pupils to think about their work. Marking in pupils' books is consistent across the school and helps to move pupils forward in their learning.
- Classrooms are well organised and attractive. Displays on the walls in class help pupils to refresh their knowledge of key points in literacy and mathematics. As one pupil said, 'if I get stuck for a word I often look at the displays and these help me'.

Personal development, behaviour and welfare are outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- All pupils who spoke to inspectors were very happy and self-confident in this supportive and nurturing school. Pupils are keen to talk about their achievements. For example, one pupil had written his own book because he was inspired by working with the school librarian.
- There are excellent arrangements in place for pupils' physical and emotional well-being. A specialist group has been set up so that pupils can talk about personal issues such as anxiety or grief. Parents were highly complimentary about the effectiveness of this group for their children.
- Physical well-being is a priority; to demonstrate this, pupils have created a set of values for sports, which are 'pride, respect and enjoyment'. Each month there is a celebration of the pupil who has made the most progress in sport. Pupils like the fact that they can talk to pupil sports ambassadors to find out if they would enjoy a particular sport. Pupils have been very successful in progressing to the regional finals in a tag rugby tournament. Netball successes have included winning the Knights of St Columba tournament. All groups of pupils, whatever their level of fitness, are encouraged to participate and this has been acknowledged by various national external award schemes.
- There are many chances for pupils to take responsibility. As one pupil said, 'by having the eco-council, the school council as well as the liturgy council we help each other and work together to make this a better place to learn'.

Behaviour

- The behaviour of pupils is outstanding.
- School records show that typically behaviour over time is exceptionally good. Pupils conduct themselves extremely well in lessons and around the school.
- Pupils know about the different types of bullying and reported no issues. As one pupil said, 'we don't bully at this school because it upsets people, if anyone has a minor upset they can talk to their buddy or an adult'.

- In every year group pupils are taught to keep themselves safe and also to help keep others safe. During the inspection many received their first aid certificates which had been awarded by a national organisation. Safety when using the internet is regularly discussed. Pupils are very aware that they should not reveal their name or address to strangers.
- The school has worked hard to ensure that attendance levels remain high. Some classes have been awarded 100% attendance for several terms running. The percentage of pupils who are persistently absent is extremely low. Pupils are punctual when arriving at school.
- Pupils have excellent attitudes to learning, they listen attentively to the teacher and their books are very well presented. Pupils regularly help each other to improve their work, and this has the impact of improving the progress of all.

Outcomes for pupils are good

- There has been a significant improvement in pupil progress since the last inspection two years ago. Now all groups of pupils make good progress from their starting points across a range of subjects and in all year groups. Last year pupils made particularly strong progress in mathematics in Year 2, in writing in Year 3 and in reading in Year 4.
- In Key Stage 1, pupils' outcomes are similar to those of other pupils nationally. By the end of Key Stage 2 pupils' attainment is typically above the national averages in reading and mathematics and in line with the national average in writing.
- There are too few pupils eligible for additional funding to report their attainment without them being identified. However, in all year groups pupils make good progress. Gaps are very small between the progress and attainment of disadvantaged pupils compared with other pupils in the school and all pupils nationally.
- Those who are most able make good progress throughout the school. At the end of Key Stage 2 in 2015 pupils reached high standards particularly in reading and mathematics. This is because they are given good support to reach their full potential.
- Disabled pupils and those with special educational needs do well. Progress was particularly strong last year in reading in Year 2, in writing in Year 4 and in reading in Year 5.
- Pupils who need to catch up make good progress. This is because the school is rigorous in making sure that these pupils are given effective support.
- In reading, pupils make good progress. In 2015 all pupils in Year 6 gained the expected level or above. Support staff, including the school librarian, have had a positive impact on reading across the school.
- In writing pupils make expected progress and reach standards that are typical of the national average in both Key Stage 1 and Key Stage 2.
- In mathematics pupils make good progress and do well. In Key Stage 2 in 2014 and 2015 over half of the pupils attained the higher level.

Early years provision is good

- Parents were very complimentary about the school's arrangements for when their children start school. Many said that they were delighted with the way that their children had settled into school routines and how supportive staff had been in ensuring a smooth transition. Effective partnerships with other agencies ensure that children who have additional needs get the help they need to succeed.
- During the inspection children who had only been in school for a few weeks were very confident in speaking to teachers and other adults. For example, they were delighted to talk about the outfits they were wearing to celebrate characters from books written by the author Roald Dahl.
- Teachers have a positive impact on the learning and progress of children. As a result, children make typical progress and the majority reach a good level of development by the end of Reception. Children are well prepared to move into Year 1.
- Children behave very well and the school nurtures their personal development. For example, children learn to keep themselves safe when working with scissors.
- Leadership of the early years has created a culture where children have a range of exciting learning

activities both inside and outside. However, children do not make maximum progress because learning is not always carefully recorded.

School details

Unique reference number	126051
Local authority	West Sussex
Inspection number	10002299

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

Type of school	All-through
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Elizabeth Ticehurst
Headteacher	Susan Harrison
Telephone number	01903 502868
Website	www.englishmartyrs.w-sussex.sch.uk
Email address	office@englishmartyrs.w-sussex.sch.uk
Date of previous inspection	17 September 2013

Information about this school

- English Martyrs Catholic Primary is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for support through pupil premium funding is lower than the national average. Pupil premium money is additional funding provided by the government for disadvantaged pupils.
- The proportion of disabled pupils and those with special educational needs on the school roll is lower than the national average.
- The early years provision consists of a full-time Reception class.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors observed learning in 15 lessons and part lessons. Some were observed jointly with the headteacher. In addition, the inspectors heard pupils reading in Year 2 and Year 6.
- Meetings were held with a group of pupils and school staff. There was a discussion with the Chair of the Governing Body and three other members. A meeting was held with a representative from the local authority.
- Inspectors took account of 57 responses to the online questionnaire, Parent View. Other sources of parental views that were considered included discussions with parents at the end of the day.
- Inspectors observed the school's work and analysed a wide range of documents and policies, including the school's own information on pupils' current progress and documents checking the quality of teaching and learning. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 28 responses to the staff questionnaire.

Inspection team

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