



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HAYDOCK ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL

HAYDOCK

Inspection Date 3 February 2015

Inspectors Rev D Melly Mrs S Banister Mrs A Radford

Unique Reference Number 104818

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 3-11

Number on roll 309

Chair of Governors Mr B Dooner

Headteacher Miss K Prescott

School address Piele Road
Haydock
St Helens
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Date of last inspection 18 May 2010

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Haydock English Martyrs School is a larger than average sized Catholic Primary School situated in Haydock serving the parish of English Martyrs.
- There are 309 number of children on roll of whom 252 are baptised Catholic, 23 come from other Christian denominations, and 2 from other faith or religious traditions. Thirty two pupils have no religious affiliation.
- There are 12 teachers of whom 12 teach Religious Education. Two teachers have a suitable qualification in Religious Education and a further 2 are in the process of obtaining the CCRS. Seven teachers are baptised Catholic.
- Since the last inspection the school has had two major building projects significantly reshaping the school. A new deputy Headteacher and a new Religious Education co-ordinator have also been appointed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Overall effectiveness:

Haydock English Martyrs is an outstanding school in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and understand the part they play within it. They are constantly involved in its evaluation.
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. They take on responsibility for planning and leading Collective Worship. They are also members of the School Council, Eco reps, Playground Buddies, Line Monitors, Lunch Time Helpers, Librarians and Class Monitors.
- Pupils are actively involved in developing the Catholic character of the school by their living out of the Mission Statement, their involvement in Collective Worship and their involvement in the House Points rewards system which seeks to develop a sense of community. As the Self Evaluation Document says 'In all these activities children are given the opportunity to develop a sense of responsibility and fairness, to care for the needs of others and to become a true Christian, "Living in the Spirit of Jesus".'
- Pupils benefit from participation in away days in Winmarleigh and in Shropshire in year 3 and Year 6. The opportunity to reflect on the day is a key part of the experience.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others especially at the Friday Assembly. They show a readiness to embrace and celebrate their lived experiences.
- Pupils are involved in service to the local faith and religious communities, the immediate neighbourhood served by the school and the wider community. They are actively involved in the Dawn Patrol scheme run by the Red Cross which requires them to take on responsibility in the local community for the care of local senior citizens. The school has provided Christmas parties for elderly residents who have also come into school to share their memories with classes as part of the history curriculum. Links have also been formed with Lymewood Court Care Home, Tesco, the library and The Ramada Hotel. There are performances at Harvest (when harvest gifts are distributed), at Christmas and Easter. They show respect and understanding of other faiths and religions.
- Pupils embrace opportunities to meet their potential in all aspects of school life.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a very limited or no knowledge and understanding of the Catholic faith.

- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding. These pupils are well supported and fully included in the curriculum.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage while many exceed. The triangulation of evidence provided from lesson observation, scrutiny of pupil work and interviews with pupils demonstrated that there is progress over time. Internal moderation indicated that assessment is accurate.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They become familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures. This is well proclaimed.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship from their earliest years.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding overall.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding. There is increasing evidence of differentiated work as they progress through the school.
- Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources including other adults, Information and Communication Technology and story and music to maximise learning.
- Pupils are informed of their progress but marking could provide more challenge to inform next steps. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is outstanding.

- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as the after school clubs and the residential visits have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Priti Mistry has been invited into school to share her faith with the children. This has been extremely well received. Consideration is now been given to visiting places of worship including our own cathedral.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers, the local and wider faith communities to participate in a variety of celebrations of the Church's liturgical year. Consideration could profitably be given to inviting members of the community to topic celebrations.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children are constantly involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement. This is being celebrated in pictorial form showing the Mission Statement in action. They plan and lead Collective Worship. All are treated with reverence and respect.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge. Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The SED is concise but comprehensive and obviously has a great impact on the Catholic life of the school.
- The school provides excellent induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. Excellent use is made of opportunities for professional development which are mainly provided by the Department for Christian Education.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are very positive and supportive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. They are invited to Masses and celebration assemblies.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their generous sharing of their time and expertise. They are very obviously passionate about the life of the school.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.

- Continuing professional development opportunities are provided for all especially by the Department for Christian Education.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is outstanding in guiding Religious Education. She shows extraordinary commitment and introduces new initiatives when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated especially at the Friday assembly.

What the school needs to do to improve further?

- Enhance provision for curriculum Religious Education
 - by placing more emphasis on the driver words especially in planning;
 - sharing learning objectives with the children to enrich their understanding and opportunities for self assessment.
- Further develop marking to provide more challenge and identify next steps.
- Ensure that RE is listed as the first subject on reports and that comments are linked to the learning outcomes of Come & See.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate