



St Martin de Porres Catholic Primary School

URN: 103467

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

06–07 March 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

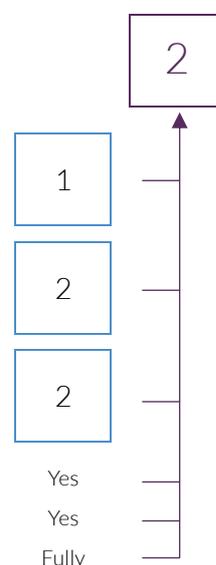
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- Everyone is welcomed and valued, regardless of background or individual needs and circumstances.
- Excellent pastoral care ensures pupils' needs, as are their families, are identified and supported.
- Relationships are based on mutual respect and love for Christ and each other.
- Pupils enjoy their religious education lessons and are engaged in and enthusiastic about their learning.
- Pupils appreciate their opportunities to lead prayer and liturgy for each other and do so with reverence and confidence.

What the school needs to improve

- Develop the school curriculum to ensure that links are made between subject content and Catholic teachings.
- Ensure that planning in religious education meets all pupils' needs, including those with higher prior attainment.
- Fully involve pupils in monitoring all aspects of prayer and liturgy and ensure that this leads to enriched spiritual experiences.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

Pupils feel cared for, happy, and confident because they know they are loved as individuals. They told inspectors, 'I like that it doesn't matter what religion you are because everyone is treated equally.' Pupils show respect for each other, and consequently, behaviour across the school is exemplary. Pupils understand the school's Catholic ethos and therefore try their best to demonstrate its mission, 'Through Jesus, we achieve our very best'. Pupils understand their responsibilities concerning Catholic social teachings and know they have a responsibility to put faith into action. Pupils say, 'Everyone is a part of God's world, and we should look after each other.' Consequently, pupils understand the importance of supporting others, including the more vulnerable and enthusiastically support many charities such as Fr Hudson's, Tabor House and Cafod. Pupils have some ownership of the direction of the school's Catholic mission as they can plan and lead their own activities, advance them, and decide which charities will benefit from their fundraising. Because of pupils' engagement in Catholic life, they understand their commitments and are willing to serve in any way they can. Pupils sincerely appreciate the school's distinctiveness as a Catholic school and see themselves as disciples of God.

Staff are highly committed to the school's mission and act as exemplary role models, as seen in their relationships with each other and the families they serve. The mission has been reviewed, and consequently, it has significantly and positively impacted school life. Pupils, staff, parents, and leaders understand and ensure it underpins their work. Inclusivity and a sense of community run through the school; consequently, everyone strives to make people feel welcome, whatever their background. This is reflected in the fact that the school has recently been awarded 'School of Sanctuary' status. The school's pastoral care for its pupils and families is a superb witness to its Catholic virtues. Staff, including leaders and the family support worker, work tirelessly to meet

everyone's needs, and consequently, pupils and families receive whatever support they require. This is explicitly seen in the creation of 'The Nest', where more vulnerable pupils are given a sense of belonging and support whilst still being included in class activities with their peers. Staff act as 'guardian angels' for pupils, demonstrating the school's aim to ensure that all pupils feel welcome and cared for. The school environment is witness to its Catholic nature.

Leaders and governors are passionate about Christ being at the centre of Martin de Porres Catholic Primary School. Consequently, all stakeholders buy into the mission. Parish links are strong and continue to grow, as this is a priority for the parish and the school. The parish priest speaks very highly of the welcoming atmosphere within the school. Leaders and governors witness Catholic social teachings and virtues, ensuring this remains central to the school's work. The school aims to have Catholicity at the core of its curriculum, which is the case in religious education. However, this does not yet permeate the rest of the broader curriculum, and as such, not all subjects are taught consistently through a Catholic lens. Catholic life and mission are monitored and evaluated regularly by pupils, leaders, and governors. However, the findings of monitoring do not consistently influence future developments.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

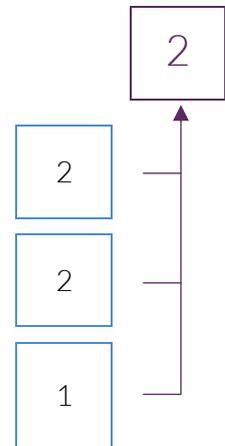
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are well-motivated in religious education lessons as they know their work is valued and celebrated. They know when they have achieved well but are less able to articulate what they need to do to improve. Pupils are religiously literate and are, therefore, very able to communicate their views and knowledge. They also reflect carefully and think about the impact that their learning might have on their actions. Because pupils thoroughly enjoy religious education, engagement in lessons is high, and behaviour is excellent. This allows most pupils to make good progress from their starting points. However, pupils with higher prior attainment only sometimes receive sufficient challenge. They are not given the independence required to demonstrate their complete understanding; therefore, they do not always make the progress they are capable of. The school is beginning to use more profound thinking questions and cards to challenge these pupils, but it is too soon to see the full impact of these strategies. Nonetheless, attainment in religious education is strong and at least as good as other core subjects.

Teachers' subject knowledge is strong; consequently, they are confident in planning and teaching the religious education curriculum. Planning is mostly linked to current assessment as teachers know the attainment and progress of individual pupils, as seen in pupil progress meetings held for each class. Questioning is used well in lessons to assess pupils' current understanding and is sometimes used to encourage them to qualify their thinking or give a more detailed answer. However, teachers do not always adapt teaching due to their questioning and, therefore, do not necessarily maximise learning for all pupils. Teachers have high expectations for their pupils in religious education, and all lessons begin with five starter questions, encouraging pupils to recall their knowledge and learn more as they progress through the school. Pupils can present their learning in various ways as teachers plan exciting lessons that inspire them. However, whilst

tasks are varied, pupils are not given many opportunities to present their work in ways which show their individuality and creativity.

The religious education subject leader has an inspiring vision and high expectations for the subject. She also has a very high level of expertise, allowing her to realise this vision with the full support of colleagues, including governors. The subject leader, alongside other senior leaders and governors, understands the current provision of religious education and uses a range of monitoring activities to identify strengths and areas for development across the school accurately. This leads to searching analysis of how improvements might be made. For example, it has been correctly identified where attainment data is weaker, and consideration has been given to possible reasons for this and how it might be addressed. Leaders ensure that learning is well sequenced across the school; therefore, there is a clear progression of skills coherent across classes and key stages. Thus, most pupils make good progress. Leaders and governors ensure that religious education is a priority within the school and that the resources, time, and staff training opportunities they provide reflect this. Teachers appreciate this training.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils engage well in prayer because it is central and routine to daily life in school. Pupils see it as an integral part of school life and explain, 'We focus on praying and worshipping God – it's the main part of school.' Pupils know well about different ways to pray and enjoy singing, silent prayer, meditation, and writing prayers. By the time pupils reach the end of Key Stage 2, they also have a good knowledge of traditional Catholic prayers. Pupils have an age-appropriate understanding of the different seasons within the Church's liturgical year; for example, they can explain that Lent is a time of preparation for Easter. The pupil chaplaincy team is exceptionally articulate when discussing the shape of the liturgical year and what this means within the school. The confidence and enjoyment with which pupils lead prayer and liturgy for their peers is a strength of the school's provision for worship. This happens regularly and is central to the school's weekly pattern of prayer. All pupils can lead prayer and are excited and confident to do so. Pupils are beginning to evaluate their own prayer and liturgy sessions and those led by their peers by reflecting on what went well and what could be even better. However, this is not yet embedded and does not always lead to future improvements or changes.

Prayer is central to school life and happens daily in many different forms. There is a broad range of prayer opportunities, including a gospel assembly led by senior leaders, a weekly assembly where pupils are encouraged to celebrate each other's God-given gifts and talents, and a weekly Mass celebrated by the parish priest. Scripture is used regularly and appropriately and remains the focus of each celebration. For example, during a pupil-led liturgy linked to the prodigal son scripture, pupils were asked to respond by thinking about a time they had forgiven someone or needed forgiveness themselves. Staff are highly skilled in supporting pupils in leading prayer and liturgy, acting as role models, and supporting them in planning and leading well-constructed liturgy sessions. Engaging families in the school's prayer life is carefully considered and planned,

and a range of creative strategies is used to develop pupils' prayer life, such as using the 'Prayer Bear', who goes home with a different pupil each week to help them with their prayers.

The school's prayer and liturgy policy is helpful to staff and clear in its expectations. It includes information about the school's aims for prayer and different types of prayer expected to be used within the school. It also supports staff in planning and mentoring pupils to effectively prepare their own prayer and liturgy sessions. Thought is also given to the age and stage appropriateness of prayer. For example, in Reception, children are expected to repeat and learn simple prayers, whilst by the time pupils reach the end of Key Stage 2, they are expected to identify who to pray for, how to pray and to write and lead those prayers independently. Leaders and governors see prayer as a priority of the school and, therefore, ensure it receives the time and resources required to allow pupils to receive high-quality experiences. Leaders have a very clear vision for prayer and liturgy across the school. Though pupils are not fully involved in this process, they monitor and evaluate prayer and liturgy. Still, self-evaluation is not routinely linked to the school's identified development priorities and improvement plans.

Information about the school

Full name of school	St Martin de Porres Catholic Primary School
School unique reference number (URN)	103467
School DfE Number (LAESTAB)	3303382
Full postal address of the school	Oakland Road, Moseley, Birmingham, B13 9DN
School phone number	0121 464 5500
Headteacher	Aaron Crehan
Chair of governing board	Christopher Packham
School Website	www.st-martindeporres.bham.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4 to 11
Gender of pupils	Mixed
Date of last denominational inspection	May 2017
Previous denominational inspection grade	1

The inspection team

Michelle Walsh
Clare Madden

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement