



Catholic Schools Inspectorate inspection report for Haydock English Martyrs' Catholic Primary School

URN: 104818

Carried out on behalf of the Most Rev. Malcolm McMahon, Archbishop of Liverpool on:

Date: 9th 10th February 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
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.....	1
Religious education The quality of curriculum religious education.....	2
Collective worship The quality and range of liturgy and prayer provided by the school.....	2
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	Fully

Summary of key findings

What the school does well

- Through the mission statement, the school community bears witness to its Catholic life.
- Staff feel valued by the leadership team and governors. Relationships are extremely positive.
- Pastoral support for pupils and staff is a key strength of the school.
- Pupils' behaviour is outstanding. They respond well to high expectations and are happy and confident learners.

What the school needs to improve:

- Vary the strategies for teaching and learning in religious education so that pupils recording work reflects their individuality and creativity.
- Prepare and implement challenging tasks in upper key stage 2 books to enable pupils to deepen their levels of thinking and understanding, and therefore aim toward increased personal attainment.
- Continue to develop collective worship by:
 - Further enriching knowledge and skills of staff, so they can enable pupils to become independent and confident leaders,
 - enhancing and developing the roles of the Child Chaplains so that they have a greater impact on leading and modelling good to best practice across the school,
 - Return to the pattern of whole school assemblies and gatherings that were a strength of the school, prior to the pandemic.

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:.....

1

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

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

The pupils at English Martyrs Catholic Primary School are confident and happy pupils. They are able to express their understanding of what it means to be unique individuals. They know they are valued and cared for. They show a respect for themselves and others. Pupils understand their mission statement. They talk about Gospel values and strive to follow the teachings of Jesus in their everyday life and in the work they engage in for the local community and the wider world. They are proud to describe the work they undertake with CAFOD, Mission Together, and with 'random acts of kindness' in their local community and other charities. They understand and respond to the demands of Catholic Social Teaching, serving those in need in their local community and beyond. The behaviour in lessons and throughout the school is outstanding. The pupils are eager to take on roles and responsibilities and actively participate and contribute to the life of the school, taking leadership roles as chaplains, eco-warriors, and buddies for younger pupils. They are working hard to achieve the 'Live Simply' award.

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

Christ is truly at the heart of the school. This is because the mission statement is known, lived and witnessed throughout the English Martyrs community. It is regularly revisited by governors, staff and pupils. All stakeholders display great loyalty and support for the school. Many have long-standing allegiance to English Martyrs and are proud to be a part of the community, demonstrating

great support, care, and service for each other. The “Everyone Welcome” statement reflects the inclusivity the school shows to all, regardless of their faith and culture. Staff are exemplary role models, providing love and care for all pupils through extremely positive relationships. They provide pastoral care to all, showing a commitment to supporting the most vulnerable. Staff bear witness to the school’s Catholic life and mission, to “live in the spirit of Jesus.” The school environment effectively bears witness to the Catholic mission in education and is a welcoming and attractive space contributing positively to the formation of all pupils. Pupils feel they are safe and well cared for, as one pupil stated, “The teachers are great, they protect us.” Within the Relationships Health and Sex Education curriculum, the coordinator has ensured that the schemes of work are well planned for. The school has adopted the ‘Journey in Love’ scheme to deliver these lessons. It meets both the statutory and diocesan requirements and is faithful to the teachings of the Church.

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

Leaders and governors are deeply committed to promoting the Church’s mission and Catholic Social Teaching. They actively ensure policies and structures are in place to provide the highest levels of pastoral care for staff, pupils and families. The staff questionnaires are overwhelmingly positive about the support and care they receive from the leaders and governors of the school; they feel they are extremely well cared for. Parents are very complimentary about the school. They feel welcomed and included. Examples were given by parents of the care and support provided by the staff and felt they could approach the school for help, support and guidance when needed. School has effective links with the parish and its clergy. Leaders and governors recognise that the parish is central to the Catholic life and mission of the school. Parents talked of the support they received from both the school and parish during sacramental preparation. The experienced governors are highly ambitious for the school. They are actively involved in all aspects of school life, especially the self-evaluation process. Their commitment and passion are evident through the time and support they give. They promote the bishop’s vision for the diocese, participating in the services offered by the diocese including attending regular meetings in relation to work within the school. The religious education link governor works closely with the subject lead and together they undertake regular learning walks and book scrutiny. Regular reports on the Catholic Life and mission of the school and religious education are made to the curriculum committee. Support and challenge by the governors are offered to the senior leaders, so ensuring that the Catholic life and mission continues to develop and thrive.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....	2
Pupil outcomes How well pupils achieve and enjoy their learning in religious education.....	2
Provision The quality of teaching, learning, and assessment in religious education.....	2
Leadership How well leaders and governors promote, monitor, and evaluate the provision for religious education.....	2

How well pupils achieve and enjoy their learning in religious education

Pupils are developing good knowledge, understanding and skills which reflect the requirements of the *Religious Education Directory*. The Come and See programme is followed by all classes in the school and there is evidence in books of the study of other faiths. Pupils speak with confidence about their knowledge and understanding of religion. They enjoy their lessons, show interest and enthusiasm and are keen to share their ideas. Children in the Reception class contributed with great enthusiasm to the singing at the start of their religion lesson. They listened with great interest and responded well to the questions asked of them. Behaviour in lessons is outstanding because all pupils are engaged in their learning. The work in books is neat and well-presented, however they can often lack activities that are varied and creative. Further development of teaching and learning in religious education should include use of a variety of classroom strategies aimed at increasing pupils' individuality and creativity. A lack of challenging tasks in upper KS2 books is preventing pupils from deepening their thinking and understanding and therefore achieving above average attainment. Formal assessments take place termly and the data shows that by the end of Year 6, pupils achieve average attainment when compared with core curriculum subjects.

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

Teachers are confident in their subject knowledge, appropriate to the phase in which they are teaching. The leadership team have consistently developed teaching across the school to be

at least good in all year groups All staff create a positive climate for learning with pupils being encouraged to support and help each other. Behaviour management is outstanding in all lessons. Teachers give pupils space and time for reflection in lessons. Questioning is used effectively, to recap previous learning and knowledge and to identify where pupils are in their understanding. Displays of pupils' religious education work is evident around the school, including evidence of the pupil's own prayers. Feedback is positive and pupils know how well they have achieved with work being marked in line with the school marking policy. Marking of the books for the less able pupils is more thorough with clear next steps given to aid improvement. Assessments are undertaken and the outcomes linked to future planning. Teaching assistants are well deployed in all lessons and contribute effectively to teaching and learning.

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

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of staff development and deployment, resourcing and timetabling. Religious education is given the required curriculum time. The content is well planned and meets the needs of different groups of pupils, with extra support given to pupils as required. This was observed in all lessons visited. The subject leader is confident in her role and has a clear vision for the subject. Regular monitoring of religious education lessons take place as part of the school's overall programme. The moderation file, which has been developed with other religious education leaders in the Catholic cluster, is an excellent support for assessments. A termly newsletter is sent to parents outlining the events taking place to support the Catholic life of the school with a particular focus on religious education. The leaders and governors' curriculum committee evaluates the subject regularly, thereby highlighting strengths and areas for improvement. Governors visit school frequently, talking to children and staff and monitoring books, wall displays and class prayer areas. Teaching and learning in religious education has a priority for discussion in all governor meetings and reports, as evidenced from governors' minutes. Leaders have now ensured that religious education is the first subject on annual reports to parents.

Collective worship

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

Collective worship key judgement grade:.....

2

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

2

Leadership

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

2



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

Class collective worship has become an established part of the school's daily timetable. Pupils respond well to the experiences of prayer and liturgy provided by the school and their class teachers. They show respect and reverence. They understand a variety of ways of praying. The child chaplains are enthusiastic about their role and can talk about the prayer and liturgy services they have helped prepare across the school year, including key feasts of the liturgical year such as Advent and Easter. These child chaplains have worked hard to provide places of prayer around the school and so support other pupils with their prayer life. They spoke of the support they receive from their teachers in helping to train other pupils. They are beginning to show independence but will require further time to make a full impact. They have developed their idea of "pop up" prayer spaces in different areas around the school, encouraging pupils to engage in spontaneous prayer. The class collective worships observed during the inspection, were however, mostly teacher led and gave little opportunity for the pupils to read their own prayers or engage in spontaneous prayer. Continuing to support the pupils in planning class prayer and liturgy will enable pupils to develop the skills and understanding, to ensure they can undertake liturgical ministries with confidence. School has very good links with the parish and its clergy. Different classes join the parish for Mass every other week. Pupils are involved in reading scripture, bidding prayers and hymn singing. This was evident in the booklet published for the service and in discussions with the pupils after Mass.

The quality of collective worship provided by the school

Daily collective worship is planned for in the timetable and a daily pattern of prayer is well-established. Pupils talked of the times during the day when prayers are said. Scripture readings are evident in all collective worship sessions. Music and song are used to enhance these experiences, allowing time for moments of quiet reflection. All staff have received training in the planning and supporting of pupils in leading prayer and liturgy. However further support for the teaching staff, from the senior leadership and the subject lead, will ensure all become highly skilled in helping pupils to confidently plan and lead well-constructed prayer and liturgy. A rich variety of resources are provided across the school to enhance learning environments for prayer and liturgy, both inside and outside of the classroom. The leadership team are in the process of developing a prayer garden on the school grounds. Staff have encouraged and supported the pupils in developing the “pop up” prayer areas, ensuring they have the correct resources. Pupils from Year 4 explained how they had enjoyed preparing the Mass that was scheduled during inspection. They particularly enjoyed preparing the hymns. They were able to demonstrate their knowledge of the Mass responses later that day during their religious education lesson. Families are invited into school for key feasts of the liturgical year and to attend class masses.

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

Leaders, including governors, recognise the importance of collective worship for their school community. They are committed to striving to ensure it is of a consistently high quality. A collective worship policy is in place. Leaders have ensured that all staff have received appropriate training to ensure they can deliver effective collective worship. There is a programme of ongoing support for staff. Members of the teaching and wider staff community stated how they enjoy planning collective worship sessions with the pupils because of the training they have received, the resources that are available and how it enables them to contribute to the Catholic prayer life of the school. Whole school gatherings and assemblies are to be restored. Governors ensure that adequate funding, resources and training are allocated to the on-going development of prayer and liturgy in the school. As a result, the importance of prayer and worship is understood by all staff. This is evident in discussions with staff who recognise its importance in developing the spiritual life of pupils.

Information about the school

Full name of school	Haydock English Martyrs Catholic Primary School
School unique reference number (URN)	104818
Full postal address of the school	Piele Road, Haydock, St Helens, Merseyside WA11 0JY
School phone number	01942-723552
Name of head teacher or principal	Miss Karen Prescott
Chair of governing board	Mr Brian Dooner
School Website	www.hemcps.co.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11 years
Trustees	N/A
Gender of pupils	Mixed
Date of last denominational inspection	3 rd February 2015
Previous denominational inspection grade	Outstanding

The inspection team

Mrs Fiona Robinson	Lead inspector
Mrs Sharon Orwin	Team inspector
Name of inspector	Lead/team
Name of inspector	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

