



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

# English Martyrs' Catholic School

Anstey Lane, Leicester, LE4 0FJ

<b>School URN:</b>	120306
<b>Inspection Dates:</b>	14 April 2015
<b>Inspectors:</b>	Mr Paul Martin and Mrs Brenda Carson

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	This Inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

**English Martyrs' is an outstanding Catholic school.**

- The overall effectiveness of English Martyrs' School is outstanding. There is an excellent shared understanding of the school's ministry to all students and its service to the Church. Students live out the school's mission statement and take full advantage of the wide range of opportunities provided to develop spiritually, morally and academically. Students in all key stages are very proud to be part of this special family and Catholic community.
- The ethos and vision, clearly demonstrated with passion by the Principal, senior leadership team and all staff are embedded in every aspect of school life resulting in confident and compassionate young people.
- Students' response to and participation in Collective Worship are excellent. Their involvement in leading and planning Collective Worship is outstanding.
- Teachers' excellent subject knowledge, coupled with high expectations and thorough planning, ensure that students make good progress. This has not been consistently the case since the last inspection but the school's assessment tracking system, coupled with rigorous monitoring and evaluation procedures now demonstrate that the present provision, attainment and progress of students in Religious Education across all key stages are consistently good and in some cases outstanding.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- The school has 1071 students on roll and is slightly above the average size secondary school.
- The proportion of students known to be eligible for the pupil premium is below the national average. The pupil premium is additional government funding for students who are in the care of the local authority or who are known to be eligible for free school meals.
- The proportion of students from minority ethnic backgrounds is higher than the national average and those who speak English as an additional language is above average.
- The proportion of disabled students and those who have special educational needs is above the national average.
- The school provides specially resourced provision for students with special educational needs. It has a Designated Specialist Provision (DSP) to support a small number of statemented students aged 11 to 18 who are on the autistic spectrum.
- The school is in the process of completing an extensive rebuilding programme.
- English Martyrs' School serves the following Leicester parishes: St Peter's, Blessed Sacrament, Our Lady of Good Counsel, St Theresa's, St Patrick's, Mother of God, Holy Cross Priory and St Pius X, Narborough.
- 74% of students are baptised Catholics, 18% are from other Christian denominations, 6% are from other World Faiths and 2% have no religious affiliation.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To ensure that the Key Stage 3 Religious Education curriculum time allocation meets the requirements of the Bishops' Conference Religious Education Curriculum Directory in full.
- To ensure that the provision of Core Religious Education in the Sixth Form meets the requirements of the Bishops' Conference Religious Education Curriculum Directory both in content and time allocation by reviewing the present arrangement for Year 12 and planning for its introduction in Year 13.
- To review structures, roles and responsibilities with respect to both Catholic Life and Collective Worship as the school moves towards the appointment of the new post of chaplaincy coordinator.
- To build on the improvements in provision led by the temporary leader of Religious Education by ensuring that the robust systems for monitoring and evaluation continue to lead to improvements in student outcomes at Key Stage 4.
- To further increase the opportunities for students to develop leadership roles by widening the role of senior students and by increasing the opportunities for student evaluation of the school's provision for its Catholic Life.

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school - outstanding**

- Students are openly proud to be members of this caring school community. The ethos and vision so clearly demonstrated by the Principal, senior leadership team and all staff, is embedded in every aspect of life resulting in confident and compassionate young people. The example provided by one parent of her child intervening for the good of a stranger demonstrates the strength of character and sense of justice inculcated by the example received at English Martyrs'.
- There is a common respect between all groups of pupils within the school. Students can express their beliefs and views with confidence.
- Students are actively involved in reviewing, planning and leading on the school's mission through a variety of forums including form, year and school councils.
- Students across all year groups are very alert to the needs of others and seek to support and bring justice for those both within and beyond the school. There are many charity activities led by the students, including support this year for the Catholic charity 'Let the Children Live'.
- Students from all backgrounds feel welcomed and participate fully in all aspects of the Catholic Life of the school. Many students spoke specifically about the inclusive nature of English Martyrs'. They are full of praise for all the staff who give tirelessly of their time and energy for their benefit.
- Students speak very highly of the many opportunities that the school provides for their education, support and spiritual development. The school lives out its mission in ensuring that relationships between all students and staff help and create a caring and supportive community.
- An established retreat programme is well received by students with many expressing the difference that such opportunities provide for their spiritual growth.

### **The quality of provision for the Catholic Life of the school - outstanding**

- Outstanding pastoral care that places every student and their needs at the heart of education is evident. The newly built Sister Anna Shields Centre offers a safe environment and specialist support areas for the most vulnerable students.
- Well-established procedures, that have the school's ethos and vision at their heart ensure an exceptionally high level of provision for the Catholic Life of the school.
- Students' liturgical, spiritual and moral formation is well mapped out within Religious Education, Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) along with all other areas of the curriculum.
- Staff are fully committed to the implementation of the school's mission across the curriculum and school life. This is evident in the care, guidance and support of students and each other and something that both students and parents speak extremely highly of.
- All staff, across all areas of the school, contribute to ensuring that the provision of the Catholic Life of the school is at a very high level.
- Parents speak very positively of the school's work across all areas and are grateful for the many opportunities that the school provides for the spiritual and moral development of their children. They in turn are committed and supportive of all that the school does to promote its special and distinctive ethos.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school - outstanding**

- Leaders at all levels demonstrate an outstanding and deep commitment to the Church's mission in education which permeates throughout the school community. They are excellent role models and consistently display enthusiasm, passion and high expectations.
- Senior leaders, in particular, view their responsibilities towards promoting and living the faith as being extremely important and along with staff from the Religious Education department take a leading role in promoting the Catholic Life of the school.
- The persistent drive, continually exhibited by all leaders, ensures through the various structures that self-evaluation is rigorous in ensuring that all aspects of the school's work are continually reflected upon and reviewed.
- A spiritual life planning group which consists of the senior leadership team, governors including deanery priests, the Religious Education department and post 16 student officers for spiritual life meets regularly to actively shape spiritual opportunities throughout the academic year.
- Accurate and detailed monitoring and evaluation of all events by a range of stakeholders is keenly collated and outcomes fed into the school improvement plan. This is augmented by the governors' spiritual life and curriculum committee where reflections and deliberations firm up the overall plan for continual improvement. Governors are extremely committed therefore in ensuring that the Catholic Life of the school remains a key priority; they have the relevant knowledge and appropriate skills to challenge and support school leaders effectively.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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**How well pupils respond to and participate in the school's Collective Worship - outstanding**

- Students' response to and participation in Collective Worship are excellent. They show respect and behave impeccably during the wide range of provision.
- Students' involvement in leading and planning Collective Worship is outstanding. They prepare and lead music for Mass and the *Schola Cantorum* (liturgical choir) has recently released its first CD, *Veni Creator Spiritus* which includes a wide repertoire of sacred music for the liturgical year.
- Collective Worship contributes significantly to the spiritual and moral development of students. During one observed Act of Worship, students had planned and led prayers with skill and confidence. The Senior Spiritual Life Team (SSLT) plays an important leading role in supporting younger students in this; further development of their role could be used to encourage younger students to become 'junior' leaders, building on the success of the SSLT in the Sixth Form.
- The school has introduced a Collective Worship 'bell' during daily morning registration to identify a time when the whole community is in prayer. Prayers and scripture readings are included in student diaries and are used regularly along with student prepared resources.

### **The quality of provision for Collective Worship - outstanding**

- The Religious Education department ensures that all students have a thorough understanding of the religious seasons and feasts. The contribution of the music department to the religious life of the school is very strong and students are actively taught about music in the liturgy as part of the music curriculum.
- Opportunities for prayer are well planned with a range of provision from senior leaders, students and visiting speakers. They are suitably supported by a range of staff including year leaders, Religious Education staff, senior leaders as well as chaplaincy priests linked through parishes served by the school.
- Priest chaplains celebrate a weekly voluntary Mass in the well-resourced school chapel. This is well attended with students actively involved in reading and serving.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - outstanding**

- Tutors, pastoral leaders and senior leaders undertake a variety of roles with respect to the school's provision and leadership of Collective Worship. They skillfully support other staff and students in ensuring that all within the school are provided with an outstanding provision across a variety of gatherings. A strong team of staff musicians along with students provide high quality music for liturgies.
- The monitoring and evaluation of Collective Worship is undertaken frequently and rigorously by key personnel to ensure that planning is continuously working towards maintaining high standards of provision and outstanding outcomes.
- Retreats are well attended and a senior leader is always present to accompany staff and students in this setting. Leaders use the opportunity to contribute to the quality assurance process which leads to further improvements in the provision of Collective Worship whilst in a setting away from school.
- Staff training is well mapped out and ensures that all staff are given the relevant support with respect to their role within a Catholic school. Training gives a high priority to prayer and the focus this academic year has been on prayer and meditation. The senior leadership team along with the Religious Education department take a leading role in this training to ensure that staff have a full understanding of the Church's rites and seasons.
- The anticipated new post of a chaplaincy coordinator from September 2015 will enable all aspects of this provision to be clearly mapped out whilst essentially retaining the excellent contribution made by a wide range of personnel.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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**How well pupils achieve and enjoy their learning in Religious Education - good**

- Attainment in Religious Education at Key Stage 4 since the previous diocesan canonical inspection had been falling year on year and was well below diocesan averages. This downward trend was reversed in summer 2014 and the percentage of students achieving grades A\*- C at Key Stage 4 showed an increase on the previous three years to just below the diocesan average. The school's excellent tracking procedures along with accurate assessment data indicate that present attainment and progress of students in Religious Education across all key stages are at least good and in some cases outstanding. Results and progress at AS and A level over recent years are consistently good.
- Students were observed to be enjoying their lessons and making good and, in some cases, outstanding progress. Students say that they enjoy their work in Religious Education, are aware of their present attainment and know how they are progressing towards their individual targets.
- Students' behaviour was in most cases outstanding with only the occasional minor occurrence of off-task behaviour which was effectively challenged.

### **The quality of teaching and assessment in Religious Education - good**

- Detailed and rigorous assessment now informs effective planning which enables students to develop skills and acquire knowledge in a systematic and carefully constructive manner across each year and key stage.
- Teaching is now promoting successful learning in Religious Education. This has not always been the case in the period since the last diocesan canonical inspection. Teachers' excellent subject knowledge, coupled with high expectations and effective departmental leadership now ensures that students are challenged and inspired, resulting in at least good progress being made since the beginning of this academic year.
- High quality resources are used effectively to enhance learning. Marking and both written and oral feedback are of high quality and judgements relating to student attainment are based on rigorous and detailed standardisation. Learning resources, in addition to learning support staff are deployed in such a way that students are effectively supported in creating their best work.
- Opportunities for spiritual, moral and vocational development are inherent in curriculum planning.
- At Key Stage 3, the Religious Education curriculum follows *The Way, The Truth and The Life* with an allocation slightly less than the 10% expectation which is made by the Bishops' Conference of England and Wales in the Religious Education Curriculum Directory. Governors must ensure that this is addressed swiftly.

### **The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education - good**

- There is clear evidence that leaders and managers have now introduced rigorous monitoring and evaluation across all areas of the Religious Education department. Accurate monitoring of individual progress along with follow up intervention strategies are having the desired effect of improving progress for each student as well as identified subgroups, classes and year groups.
- A new scheme of work for Sixth Form Core Religious Education ensures that provision fulfils the Bishops' Conference Curriculum Directory recommendation in both content and time allocation for Year 12. This is presently complemented by the extended project qualification (EPQ), involving a religious and moral theme and is undertaken by most Sixth Form students. A further review of this new provision, involving all stake holders, along with accurate assessment of outcomes will need to be undertaken before it is rolled forward into Year 13 next year.
- The department has permanent specialist Religious Education teaching staff but presently does not have a head of department. The previous head of department stood down from the role at the end of the academic year 2013-14. The role this academic year has been undertaken by two deputy headteachers, with one assuming overall responsibility. This has led to outstanding improvements in the overall provision and student progress. Leadership is firm and expectations are high. Monitoring and evaluation procedures are now rigorous. Accurate tracking data indicates that students are making good progress towards their targets. Lesson observations, along with book scrutiny and an analysis of assessment data all support this judgement.



***Continued***

- The Religious Education department is central to the life of the school and staff take a leading role in Acts of Worship, other liturgical celebrations, retreats and fundraising events.
- The temporary role for the deputy headteacher in charge of Religious Education this year will enable senior leaders and governors to review and reflect upon the responsibilities involved. The school is now in a good position to finalise the roles of a new head of the Religious Education department along with that of the new post of chaplaincy coordinator.

## SCHOOL DETAILS

<b>School Name</b>	English Martyrs' Catholic School
<b>Unique Reference Number</b>	120306
<b>Local Authority</b>	Leicester

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and Section 48 of the Education Act 2005 in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 5 Religious Education lessons and 3 Acts of Collective Worship.

Meetings were held with the Principal, the deputy headteacher in charge of Religious Education, assistant headteacher with responsibility for Collective Worship/Spiritual Life, Leaders of the Sixth Form, the special educational needs (SEN) coordinator, the Year 9 Pastoral Leader, the link governor for Spiritual Life, the chair of governors, the school chaplain / parish priest. Discussions were also held with students and parents.

The inspectors scrutinised a range of documents including minutes of meetings, policies and other evidence to support the school's self-evaluation form. Inspectors also examined the work in students' Religious Education books.

<b>Chair of Governors:</b>	Mrs Janet Washington
<b>Principal:</b>	Mr Marius Carney
<b>Date of Previous School Inspection:</b>	10 November 2009
<b>Telephone Number:</b>	0116 242 8880
<b>Email Address:</b>	office@englishmartyrs.org

## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.