

# English Martyrs' Roman Catholic Primary School

Flint Street, London SE17 7QD

## Inspection dates

7–8 July 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
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

- The headteacher has worked tirelessly to secure rapid improvements in the school since the previous inspection. Consequently, the quality of teaching has improved and pupils' achievement is continually rising.
- Leaders at all levels work successfully to improve the quality of teaching across the curriculum and raise achievement for pupils.
- Governors understand the school's priorities well. As a result, they effectively challenge and support school leaders.
- The quality of teaching, learning and assessment has much improved since the last inspection. Teaching is now strong. This has resulted in improved outcomes for pupils.
- The behaviour of pupils is good. Pupils are polite and show respect for each other and adults. They conduct themselves well around the school.
- Attendance is above average. This means that pupils rarely miss their learning.
- Children in the early years enjoy a range of stimulating activities to support their learning and development. They make good progress at the end of Reception, and are well prepared for their learning in Year 1.
- Pupils' spiritual, moral, social and cultural development is embedded well within the curriculum. This means that pupils are well prepared to be global citizens.
- The stimulating curriculum offers pupils meaningful learning experiences. Learning is enhanced through educational trips, visitors, clubs and workshops.
- The school has effective procedures in place to ensure that pupils are safe and well cared for.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. As a result, pupils do not make substantial and sustained progress across a wide range of subjects, including writing in a modern foreign language.
- Pupils do not consistently respond to teachers' feedback on how to improve their work. The impact of the feedback is not as effective as it could be in moving forward pupils' learning.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching and learning to outstanding so that pupils make sustained and substantial progress by ensuring that:
  - pupils use teachers' feedback to deepen their learning
  - pupils in key stage 2 are taught to write in a modern foreign language.
- Improve the impact of senior leaders, by:
  - strengthening the curriculum to ensure that pupils in key stages 1 and 2 are fully engaged in learning that deepens and consolidates their understanding in a wide range of subjects.

# Inspection judgements

## Effectiveness of leadership and management is good

- The headteacher and leaders have high expectations and are uncompromising in their ambition for their school. They have worked together tirelessly to rapidly secure improvements for the school since its last inspection. As a result, the quality of teaching has improved and standards are continually rising.
- Leaders have tenaciously secured the required improvements in pupils' behaviour noted in the previous inspection. They have effective systems in place to record pupils' behaviour. Leaders use the information well to check patterns of behaviour and take the necessary action to ensure the safety of pupils. The school's behaviour policy is consistently applied by teachers and is understood by pupils and parents alike. Consequently, there are few behavioural incidents.
- Leaders effectively manage the performance of teachers to improve the quality of teaching and learning. They set challenging targets for teachers to raise achievement of pupils in their classes. Teachers receive high-quality training that meets their individual needs to improve their teaching. This has led to strong improvements in the quality of teaching which is now at least good or better. There is not sufficient outstanding teaching and learning in all year groups for pupils to make exceptional progress.
- Senior leaders have successfully developed the role of leaders at all levels. Phase and subject leaders demonstrate a good understanding of the school's priorities and the actions they are taking to improve the quality of teaching in subjects they are responsible for across the school.
- The curriculum is stimulating because it offers pupils with relevant and meaningful learning experiences. It is skilfully organised to include all the subjects of the national curriculum. For example, in Year 2 this term, pupils are learning about The Great Fire of London. The English curriculum is underpinned by the use of high-quality children's books, which help pupils develop their reading, writing and speaking skills. However, the curriculum does not fully engage pupils to deepen their learning in some topics. Pupils in key stage 2, are not given sufficient opportunities to develop their writing skills in a modern foreign language.
- Pupils' learning is extended beyond the classroom through a range of activities such as clubs, educational visits to museums, workshops and residential trips. For example, a trip is planned to take pupils on a walk around London, as part of their topic on The Great Fire of London. Pupils say, 'Trips help us with our learning, help us understand our topics more and we become more independent.'
- Pupils' spiritual, moral, social, and cultural development is promoted well through the school curriculum and assemblies. For example, pupils raised money through the 'Enabling Enterprise' at school, which was used to build a new classroom floor in a school for orphaned and disadvantaged children in Uganda. This helps pupils to develop a sense of empathy for other children beyond their school community. Pupils learn about different religions such as Sikhism and Judaism. Pupils say, 'Learning about different religions help us to respect other religions.'
- British values are promoted well within the school. Pupils are given opportunities to take on responsibilities in the school and develop their leadership skills. They vote for their peers to represent them on the school council. Members of the school council say, 'We aim to make the school a better place.'
- The local authority has contributed to the school's improvement since the last inspection. Professional consultants from the local authority have provided effective support to improve the quality of teaching and learning, and pupils' behaviour, and in developing leadership roles and in the recruitment of leaders.
- Additional government funding that the school receives for pupils eligible for free school meals is used effectively to improve outcomes for disadvantaged pupils. The school's own assessment information indicates that disadvantaged pupils are making good progress in reading, writing and mathematics. Leaders provide disadvantaged pupils with opportunities to increase their enjoyment and participation fully in school life. For example, pupils experience a theatre visit and are offered music lessons.
- The extra funding that the school receives for sports and physical education is used effectively for a wide range of sporting activities. The money is spent on employing specialist physical education teachers or coaches to work alongside class teachers to improve the quality of teaching. The funding provides for after-school sport clubs and partnerships with local secondary school to increase pupils' participation in competitive sports. In addition, the money is used to offer a range of activities during the school's 'keeping healthy week'.

- Parental engagement is a clear strength of the school. Leaders offer parents a range of workshops to support them with their child's learning at home and their safety. Good communication between the school and parents is evident in the newsletters that are sent home and information on the school's website. Likewise, there is a strong sense of belonging to the school community. In response to Ofsted's online survey, Parent View, parents strongly agree that the school is well led and managed.
- **The governance of the school**
  - Governors are fulfilling their statutory duties effectively. They rigorously hold school leaders to account on the school's performance. For example, governors challenge leaders by asking a range of questions related to pupils' progress, the identification of pupils who have special educational needs and/or disabilities, and the curriculum.
  - Governors have a good knowledge of the school's strengths and weaknesses. They use their regular and well-focused visits to the school to make sure that the policies and procedures they review at meetings are being implemented effectively. To illustrate, governors visit the school to check that safeguarding procedures are robustly followed up. They make sure that procedures for staff recruitment meet legal requirements.
  - Governors make sure that the additional funding which the school receives is used wisely to benefit disadvantaged pupils. They are knowledgeable about the impact of the pupil premium funding on raising attainment and progress of disadvantaged pupils.
  - Governors regularly attend training which enables them to fulfil their roles and responsibilities effectively. For example, governors have received training on their strategic role. They are well-informed about the school's key documentation such as the plans for school improvement. Consequently, they work effectively with school leaders to make strategic decisions on how to further improve the school.
- The arrangements for safeguarding are effective. The school has very effective procedures in place to ensure pupils' safety. Staff have received up-to-date training on child protection, including areas such as radicalisation and extremism. As a result, staff are quick to notice any changes in pupils' behaviour, and are very familiar with the school's procedures should they be worried about a pupil. Similarly, the school has strong links with parents, carers and other professional agencies. Pupils are well cared for. This is confirmed by parents' responses to Ofsted's online survey, who strongly agree that pupils are well looked after and safe at school.

## **Quality of teaching, learning and assessment is good**

- Since the previous inspection, leaders have been tenacious in their efforts to improve the quality of teaching and learning. Consequently, pupils' outcomes have improved in reading, writing and mathematics. Pupils told inspectors that their teachers help them to learn from mistakes and become confident learners.
- Basic reading skills are taught effectively in the early years and Year 1. There is a daily, systematic approach to teaching phonics (letters and the sounds they make). Pupils use their phonics knowledge and skills well to sound out unfamiliar words. Pupils correctly answer questions based on the book they have read. This demonstrates that they are reading with understanding. Reading is given a high profile in the school, and pupils are encouraged to read on a daily basis. The reading corner in each class is stimulating and inspires pupils to read. Pupils from Years 2 to 6 complete a 'reading passport', which means they read eight targeted books each term, reflecting the curriculum and well known children's authors. Pupils' reading achievements are valued and celebrated at assembly.
- Writing is taught well. There are plenty of opportunities for pupils to develop their writing skills across the curriculum. Pupils are taught to write for a range of purposes, using different styles and types of writing. They use punctuation, grammar and spelling effectively. For example, as part of their history topic on The Great Fire of London, Year 2 pupils wrote a fact file on Samuel Pepys. They used their imagination and ambitious vocabulary to write interesting diary entries as a child experiencing the fire. This helps to promote pupils' spiritual development.
- Teachers have good subject knowledge and skills in teaching mathematics. This is evident by the open-ended questions they ask pupils to deepen their understanding of mathematical concepts. The most able pupils are given additional challenges and are fully stretched. They are challenged to develop their reasoning skills. For example, pupils were challenged to think of different ways to make 177 and solve number sentences with missing numbers. Pupils relished this work. One pupil said, 'I enjoy maths. It is getting harder every time.' During visits to lessons, inspectors noted pupils making good progress in their mathematical skills and understanding.

- Teaching assistants are well trained and skilled in supporting pupils. They work closely alongside class teachers to support individual or groups of pupils with their learning. As a result, pupils make good progress. This was clearly evident during an inspectors' visit to a mathematics lesson, when teaching assistants supported pupils to solve problems involving money.
- Pupils learn a range of topics in science and are given opportunities to apply their scientific skills to investigations. For example, pupils in Year 2 investigated growing plants in different conditions.
- It is clear from pupils' books that teachers are following the school's marking policy. However, pupils are not consistently responding to teachers' feedback on how to improve their work. Therefore, pupils do not use the feedback effectively as they could in moving their learning forward.
- In key stage 2, teachers do not provide enough opportunities for pupils to develop their writing skills in a modern foreign language.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and self-assured. They are proud of their school and told inspectors they enjoy coming to school. This was clearly evident when pupils accompanied an inspector on a tour around the school to discuss their learning and school experiences. For example, pupils say that teachers make mathematics learning fun by being enthusiastic, and that this helps them learn. They confidently talk about the school's strategies, such as 'Thinking Tom', which helps them to improve their learning.
- Pupils are of the view that bullying is rare. Pupils have confidence and trust in the school's adults, who will listen to their concerns and act swiftly should there be any bullying incidents. Pupils can talk to school council members, to adults and can take advantage of the school's strategies like, 'good to talk', should they have any issues. Parents and staff agree that the school effectively deals with bullying.
- Pupils say they are safe. They are taught how to stay safe through the curriculum, workshops, and visitors and attend events outside of school. For example, pupils in key stage 1 learn how to keep safe through visitors from a national charity. As a result, pupils are knowledgeable on how to keep themselves out of danger, including online safety. Parents are kept well informed on how to support their child to stay safe on the internet.

### **Behaviour**

- The behaviour of pupils is good. Most parents and staff agree that behaviour is good in this school. This is confirmed by their responses to Ofsted's online surveys.
- Behaviour has improved since the last inspection. Leaders have worked in partnership with a local primary school to improve its behaviour management systems. Interventions are successful in helping to manage individual pupils' behaviour. The school's information shows that there has been a decrease in the number of behavioural incidents.
- Pupils confidently talked to an inspector about the school's, 'Good to be green' system, to manage pupils' behaviour. Additionally, pupils say, 'We follow the school's core values like respect, compassion, and responsibility.' This contributes to a safe, calm and purposeful learning environment.
- Pupils conduct themselves well around the school. Pupils are polite and respectful. This was experienced first-hand by inspectors during conversations with pupils.
- Attendance is above the national average. This shows that both parents and pupils alike value the education provided. As a result, pupils rarely miss their learning which contributes to the strong progress they make.
- Occasionally, pupils do not take care in the presentation of their work.

## **Outcomes for pupils are good**

- The school's own assessment information indicates that pupils make consistently strong progress in reading, writing and mathematics. Inspectors scrutinised pupils' work in their writing, topic and mathematics books to confirm pupils' progress. Pupils' work in books shows that they make good progress. However, it is not better because pupils do not respond consistently to the advice they get from teachers about how to improve their work.

- Outcomes for pupils have improved significantly since the last inspection. This is the result of leaders accurately checking pupils' progress and swiftly identifying any action that is required to support individual pupils make rapid progress. As a result, more pupils are now working at standards expected for their age in English and mathematics. Year 6 pupils are well prepared for secondary school.
- Basic reading skills are taught effectively in the early years and key stage 1. Pupils use their knowledge of letters and sounds well to read unfamiliar words. The school's assessment information confirms that most pupils currently in Year 1 are meeting the expected standards in phonics. In 2016, the proportion of pupils who met the expected standards in phonics by the end of Year 1 was above national average. Equally, almost all pupils in key stages 1 and 2 are making rapid progress and are reading at the standards expected for their age. Pupils show an enthusiasm for reading. For example, older pupils read to younger pupils before the start of the school day.
- Most pupils make strong progress and are writing at standards expected for their age. Pupils' writing in their exercise books and topic books confirms that they make good progress. During visits to lessons, inspectors noted pupils making good gains in their writing skills.
- Similarly, pupils make good progress in mathematics as indicated by the school's assessment information. Most pupils are working at the expected standards in mathematics. Likewise, the work seen during the inspection indicates that pupils are making good progress.
- The most able pupils are making good progress in English and mathematics. They are provided with additional challenges to make sure that they tackle work that stretches them. For example, in mathematics pupils are given 'challenge questions' that deepens their mathematical understanding.
- Current school assessment information shows that disadvantaged pupils in key stages 1 and 2 are making good progress in reading, writing and mathematics. They are quickly catching up with their peers, and in some instances are making better progress than their peers. This is because leaders make careful checks on their progress, and put in place interventions that are needed to make sure this group of pupils make good or better progress.
- Pupils who have special educational needs and/or disabilities are making good progress. Leaders are aware of how pupils in each year group are progressing, and have an accurate understanding of the support required for each pupil. Interventions are put in place early so pupils benefit from them. Leaders work closely with parents and external agencies to secure the additional support required for pupils.
- Pupils' progress is not as consistent in foundation subjects, including writing in a modern foreign language.

## Early years provision

**is good**

- The newly appointed early years leader provides effective leadership, and is supported well by the deputy headteacher. She has an accurate knowledge of the strengths and areas for development in the early years. Teaching and outcomes for children have improved since the last inspection.
- Children enter Reception with starting points that are below typical for their age, particularly in reading and writing. In 2015, the proportion of children who achieved a good level of development was above national average. The school's own assessment information indicates that current Reception children are making strong progress. Consequently, the proportion of children who have achieved a good level of development in June 2016 has increased significantly from the previous year. The proportion of disadvantaged children who achieved a good level of development is better than that of their peers. This denotes rapid progress for disadvantaged children.
- Adults in the early years are using the training on how to develop children's communication skills to improve children's language development. Therefore, the interactions between adults and children in the early years are of high quality. Children are confident speakers. They were keen to talk to inspectors about their learning. For example, one child in the Nursery told an inspector that she was growing flowers, and it needs water and sun to grow. She used correct vocabulary, such as 'soil' rather than 'ground' or 'earth'.
- Teaching in the early years is effective because teachers use their assessments well to plan enjoyable learning activities across all areas of learning. Adults proficiently use open-ended questions to encourage children to think and solve problems for themselves. For example, in the outdoor cafe role play area, a child was encouraged to recognise the value of different coins and was asked questions like, 'What coins am I going to use to make £1?'
- Children use their phonics well to read and write sentences. Children's achievements in writing are valued and celebrated, as is evident in their writing displayed in the classrooms.

- Behaviour is good in the early years. Children happily play and learn together. They engage themselves in the wide range of motivating learning activities that are offered to them. This is the result of clear routines and structures.
- Safeguarding is effective in the early years and the welfare requirements are met.
- Parents are strongly encouraged to contribute to their child's learning process. Parents play an important role in their child's learning and development through a range of activities, such as 'play and stay' sessions, workshops and attending learning conferences. This helps parents to support their child's learning at home.
- By the end of Reception, children have developed the basic skills in preparation for their learning in key stage 1. Similarly, children have acquired personal and social skills which will support them in their future learning. Children have also demonstrated resilience which will facilitate their learning in Year 1.



## School details

<b>Unique reference number</b>	100824
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10011918

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Gillespie
<b>Headteacher</b>	Hyacinth Appah
<b>Telephone number</b>	020 7703 4726
<b>Website</b>	<a href="http://englishmartyrsrprimary.co.uk">englishmartyrsrprimary.co.uk</a>
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<b>Date of previous inspection</b>	27–28 March 2014

## Information about this school

- This school is larger than the averaged-sized primary school, and is based on two sites.
- Almost all pupils come from different minority ethnic groups. Over three quarters of pupils are of Black African heritage.
- The vast majority of pupils speak English as an additional language.
- The proportion of pupils supported by pupil premium funding is above average. The pupil premium funding is additional government funding which supports pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is average. The proportion of pupils who have education, health and care plans is above average.
- The school meets the government's floor targets, which is the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of key stage 2.
- The early years provision has both Nursery and Reception classes.
- The school has received support from local primary schools and is now supporting other local primary schools to improve the quality of teaching, learning and outcomes for pupils.
- English Martyrs' facilitate the National Professional Qualification for Middle Leaders in collaboration with the Institute of Education.
- The school meets requirements on the publication of specified information on its website.



## Information about this inspection

- Inspectors observed pupils' learning in 26 lessons or parts of lessons, some of which were joint observations with school leaders. They also looked at pupils' books and talked with pupils about their learning within lessons.
- Inspectors listened to pupils read, and scrutinised pupils' work in their mathematics, writing and topic books.
- Meetings were held with pupils, school leaders, staff, governors and a representative from the local authority.
- An inspector accompanied a group of pupils on a learning walk in both the school buildings. Pupils expressed their views of the school and learning experiences.
- Inspectors took into consideration 12 responses to Ofsted's online survey, and three free-text responses. Additionally, inspectors met with parents informally in the playground at the start and of the end school day. An inspector visited a workshop that was being held for parents during the inspection.
- Twenty-three responses to Ofsted's staff questionnaires were taken into account.
- Inspectors also attended two assemblies. An inspector observed Year 1 pupils' participating in a mathematics workshop led by Year 6 pupils.
- The lead inspector had a telephone conversation with the Director for Education, Education Commission, Catholic Diocese of Southwark.
- Inspectors reviewed a wide range of the school's documents. This included the school's plans for improvement, the school's information on current pupils' progress, evaluation of its own performance, records relating to behaviour and safeguarding arrangements.

## Inspection team

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Neil Harvey

Ofsted Inspector

Her Majesty's Inspector

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