



# Our Lady Queen of Martyrs RC Primary School

Durham Road, Esh Winning, Durham, DH7 9PA

School Unique Reference Number: **114269**

**Inspection dates:** 04 – 05 May 2017

**Lead inspector:** Mrs Nora Hughes

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	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

Our Lady Queen of Martyrs RC Primary School is an outstanding Catholic school because:

- Our Lady Queen of Martyrs RC Primary School is a warm and welcoming environment where everyone feels valued and accepted. The mission and ethos of Catholic education radiates in the school building and as a beacon in the community.
- The Catholic Life of the school is outstanding because the well-being, spiritual and personal development of staff, pupils and their families is at the heart of all the school does. Opportunities are boundless for pupils to become involved in charitable fund raising projects locally, nationally and globally, contributing significantly to their moral, social and emotional development.
- The quality of Collective Worship is truly outstanding. Worship is central to the life of the school. Staff are skilled in delivering high quality acts of worship and quickly endowing pupils with the necessary skills to lead high quality worship for themselves.
- The quality of Religious Education is good. Teachers demonstrate good subject knowledge. They are rapidly becoming confident in using assessment consistently and effectively to raise standards throughout the school. Good progress is evident in lessons and over time. Children express and demonstrate an enjoyment of Religious Education lessons and their behaviour is exemplary.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- The school serves the parish of Our Lady Queen of Martyrs, Esh Winning.
- The school is much smaller than the average sized primary school.
- Our Lady Queen of Martyrs school and St Joseph's Roman Catholic Voluntary Aided School, Ushaw Moor, are joined in federation. Both schools share a governing body and an executive headteacher.
- The majority of pupils are of white British heritage.
- 45% of pupils are baptised Roman Catholic.

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

- Improve standards in Religious Education by:
  - Ensuring quality marking is embedded so that pupils are consistently given focused specific points for improvement.
  - Ensuring a greater level of challenge is reflected in marking prompts and pupils respond to advice given by their teachers in more in-depth targeted ways.
  - Continuing to increase teacher confidence in accurately levelling work by sharing expertise among staff.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

<b>1</b>
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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 is outstanding.**

- All pupils focus on living out the school mission statement: ‘Living, loving and learning together with our eyes focused on Jesus’.
- Numerous opportunities exist for pupils to become involved in leading the Catholic Life of the school through school council, house captains, Mini Vinnies, prayer group leaders and sports crew. They enthusiastically embrace these opportunities to influence the work of the school.
- Pupils are proactive in choosing charities to support and are extremely generous in what they give. This year alone the school has supported Macmillan Cancer Support, the Poppy appeal, the National Society for the Prevention of Cruelty to Children, Caravan for Calais, the Youth Ministry team, Cafod, Dorothy’s Well and many more. They are passionate about making a difference to people’s lives.
- Pupils enjoy being a fairtrade school and are delighted the staff only have fairtrade products for their breaks.
- The ‘knit and natter’ sessions lead by a parishioner are enjoyed by pupils as an opportunity to learn a new skill and to develop links with the parish.
- The behaviour of the vast majority of pupils is exemplary. The school operates a restorative justice approach which encourages pupils, parents and staff to recognise the need to be reconciled and to move on. There exists a culture of mutual respect where success is celebrated and everyone feels valued.
- The house groups which meet daily and are made up of children of all ages are a strength of the school, resulting in a fantastic family atmosphere. Children describe the school as welcoming and the people as kind.
- Almost all pupils, including those of other faiths, are proud of their own religious identity and beliefs and have a strong sense of personal worth. It is a place of tolerance, where everyone feels accepted.
- Pupils engage enthusiastically in events at parish and diocesan level.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The aims of Our Lady Queen of Martyrs' as a Catholic school are enshrined in its mission statement: 'Living, loving and learning together with our eyes focused on Jesus.' All staff are committed to its implementation in school life.
- School is a harmonious place with a tangible sense of community at all levels. All colleagues and pupils demonstrate positivity and enthusiasm. Mutual respect and support are evident in all relationships.
- Staff enjoy high levels of support and are provided with quality continual professional development.
- Displays around the school are beautiful; they are an effective sign of the school's Catholic character.
- Policies and procedures are in place providing the highest levels of pastoral care to all pupils. The daily house team gatherings with house captains and a lead teacher are highly effective in creating an atmosphere where children feel supported by peers and staff alike.
- The school is equally attentive to the pastoral needs of the staff and ensures members of staff's needs are catered for. Staff appreciate the care shown to them by all colleagues, such as messages of support and prayers: one member of staff said, 'When you are low you know everyone has your back'.
- The school sets high expectations for the behaviour of their pupils. The message is consistently applied by every member of staff and clearly understood by all pupils.
- Behaviour policies are firmly rooted in gospel values; the restorative justice approach adopted in school ensures a strong emphasis on justice, fairness and reconciliation.

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

- Leaders throughout the school are instrumental in ensuring that the church's mission is held dear by everyone connected with the school. They have a very clear understanding of the vision of Catholic education and are inspirational in communicating this to others. The result is a school full of joy.
- Leaders are highly ambitious for all pupils in their care. The headteacher, Religious Education coordinator and parish priest are excellent role models. Leaders are highly successful in motivating staff and pupils to be the best they can be.
- The Catholic Life of the school is given the highest priority by all leaders. The self-evaluation carried out is a true reflection of the school based on rigorous monitoring and continual self-challenge.
- Leaders are creative in their thinking and committed to continual self-improvement, where everyone plays a part. Leaders have been highly successful in developing an atmosphere where staff, pupils and parents regard themselves as one big, happy family.
- Highly successful strategies are adopted to engage all parents. Parents are regular visitors to the school for liturgies and celebrations. Parents appreciate the 'open door' approach and know they are always made to feel welcome.

- The governing body provides very effective challenge and support for the Catholic Life of the school. They are well informed and take their responsibility to monitor and challenge very seriously; they were able to talk knowledgeably about the strength of the Catholic Life of the school.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for 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 is outstanding.**

- Our Lady Queen of Martyrs' is a deeply prayerful community. The beautiful sacred spaces created by staff and pupils give an atmosphere of reverence and joy, underpinned by excellent behaviour demonstrated by all pupils.
- All acts of Collective Worship are centred on the liturgical year and pupils can speak knowledgeably about this.
- There are many forms of Collective Worship – class, house team and whole school liturgies as well as opportunities for parents to participate. All pupils join in prayer, drama and sing joyfully; they understand that this is a way of communicating with, and praising God.
- Pupils take the initiative in leading prayer from the earliest age. They are creative in their planning of liturgy, incorporating drama, prayer postures and reflections as well as more traditional forms of prayer. Class and house team liturgy books are a beautiful record of these daily worships.
- Acts of Collective Worship reflect the Catholic character of the school and of the liturgical year. Pupils were able to discuss other faiths and demonstrated attitudes of respect and tolerance.
- Adults act as excellent role models for pupils and older pupils also act as role models for the younger children in the house team worship sessions. 'I wonder,' is used effectively throughout worship to develop pupil's thinking and results in a heartfelt response.
- Pupils recognise that the effect of living and working in a praying community has a positive effect on the development of pupils, they say, 'people share and are kind here'.

#### **The quality of provision for Collective Worship is outstanding.**

- Opportunities for Collective Worship are varied, daily and are central to the life of the school. They are linked to the liturgical year and to the Religious Education programme, Come and See. All pupils are actively involved.
- Class and house Collective Worship books are updated daily as liturgies take place and are a beautiful record of pupil planning and participation.
- Staff prayer is equally prominent in the school; each day begins with staff prayer, as do all

meetings. Staff have taken part in a cathedral pilgrimage and walking retreat, they are keen to attend whatever their own religious background.

- Collective Worship is given the highest possible priority in terms of planning and resourcing.
- Parents, family members and parishioners are regular visitors to formal Collective Worship gatherings over the course of the year. They also enjoy prayer at home with the travelling crib. Parents talk positively about the impact this has had on their children.
- The parish priest visits the school regularly and chats to pupils informally during breaks as well as supporting First Holy Communion.
- Class teachers, who are also house group leaders, are skilled in helping pupils plan and deliver quality worship. They have a well-developed understanding of the purpose of Collective Worship and the wide variety of forms it can take. Staff, in particular those new to Catholic education, feel comfortable about approaching the Religious Education coordinator for advice about the planning of Collective Worship.

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

- The headteacher and Religious Education coordinator set a very high standard for Collective Worship in the school. They are models of outstanding practice for staff and pupils for both traditional and contemporary forms of prayer.
- They approach the leadership of Collective Worship with a joy and enthusiasm which is infectious. They work tirelessly with staff to ensure their skills are highly developed through individual mentoring and whole staff training.
- There is clear evidence of the quality of Collective Worship being monitored and evaluated. Records of observations and feedback are kept, evaluated and feed into school improvement plans.
- Surveys of staff, pupils and parents are regularly carried out and are extremely positive about the Collective Worship of the school. The information collated feeds into the school improvement plan.
- Governors identify Collective Worship as a real strength of the school. They work closely with the school to gain first-hand experience and ensure they are well informed. They provide very effective challenge and support.
- Leaders are committed to ensuring that staff are provided with stimulating resources and training.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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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 is good.**

- Pupils obviously enjoy their Religious Education lessons and take part enthusiastically. They say teachers make the lessons fun.
- All pupils concentrate well in lessons, creating an atmosphere conducive to learning.
- Observation records and Religious Education books demonstrate evidence of good progress within lessons and over time for all groups of pupils. The school tracking system monitors standards and progress rigorously.
- 'I can' statements are used consistently and effectively throughout the school so that pupils are aware of how well they have done and their future targets. Pupils are able to explain the colour coded tasks which differentiate the work set so that they are all challenged appropriately.
- Data shows that pupils acquire knowledge quickly and are secure in their understanding.
- Pupils are increasingly given opportunities to improve their work but the challenges set need to be more closely linked to their individual targets in order to make outstanding progress.
- Pupils have become skilled in using imagination; being able to empathise and reflect on religious ideas through use of 'I wonder' questions.
- Almost all groups of pupils, including disabled pupils and those with special educational needs are also making progress comparable to the progress of other pupils.
- Historically standards of attainment have often been below diocesan average but gaps are closing rapidly.

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

- Teaching is at least good and shows some outstanding features.
- Quality resources are used to engage pupils effectively and they learn very well. Pupils describe their learning as 'fun'.
- Staff are developing their skills in levelling pupil's work and the use of 'driver' words to say what has been done well however this needs to continue to be developed in order to increase teacher confidence in accurately levelling work.
- Pupils are increasingly encouraged to improve the work they do, however this needs to be

more closely linked to their personal targets to improve standards so that they are in line with the diocesan average.

- Planning is highly effective in ensuring work is appropriately differentiated. New staff are supported well through induction to promote good learning.
- Teachers mark work regularly and feedback given is positive and celebratory but does not always inform pupils as to how to improve their work further.
- Pupils are regularly involved in evaluating how well they have done through use of 'I can' statements.
- Pupils were able to explain their role in assessing their own work and that of their peers.
- Success is celebrated throughout the school through the house system: Carmel, Lourdes, Garabandal and Walsingham. This is recognised at Friday's awards assembly. Elected house captains announce the winners from each class, who have lived out the school mission, and warmly congratulate each person.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.**

- Monitoring and evaluation for the provision for Religious Education is rigorous and robust. It has enabled leaders to plan effectively for rapid progress and this is now becoming embedded throughout the school.
- Leaders are driven in their desire to improve both teaching and learning across the school and in inspiring the staff and pupils to share their vision. As a result, Religious education has a very high profile in the life of the school. Clear steps for improvement are detailed in the school improvement plan and are impacting on standards.
- The Religious Education programme is delivered by staff imaginatively to give quality experiences of the Catholic Church and of other faiths. The school's links with their federated school offer opportunities to carry out joint levelling of work to ensure accuracy of levelling.
- The Religious Education curriculum meets the requirements of the Bishops' Conference.
- Sacramental preparation is delivered well and in accordance with diocesan policy.
- Governors regularly visit the school and are actively involved in monitoring and evaluation activities. They offer excellent support and challenge to the school.

## SUMMARY OF INSPECTION JUDGEMENTS

### HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

**1**

### CATHOLIC LIFE:

**1**

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

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The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

### COLLECTIVE WORSHIP:

**1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

### RELIGIOUS EDUCATION:

**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

## SCHOOL DETAILS

<b>School name</b>	Our Lady Queen of Martyrs RC Primary School
<b>Unique reference number</b>	114269
<b>Local authority</b>	Durham
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mrs Christine Purcell
<b>Choose School Leadership Type</b>	Mrs Louise Keenan
<b>Date of previous school inspection</b>	January 2012
<b>Telephone number</b>	0191 3734343
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