CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

English Martyrs' Catholic Primary School

URN: 140070

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

05 November 2026 – 06 November 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference	Yes
The school is fully compliant with diocesan directives	Yes
The school has responded to the areas for improvement from the last inspection	Fully

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school does well

- The highly visible mission statement is central to the school's life and community, underpinning the distinctive Catholic identity of English Martyrs'.
- Pupils demonstrate a deep understanding of the principles of Catholic social teaching, naming these confidently and explaining their importance and relevance to our own lives.
- Well-developed pupil leadership reflects a strong sense of mission, which pupils articulate clearly and confidently.
- Systematic, whole-school approaches to religious education secure consistent teaching and learning, enabling pupils to develop extensive religious knowledge.
- The school provides strong pastoral support for pupils and families, ensuring that care for the most vulnerable is prioritised.

What the school needs to improve

- Identify precise actions for improvement following leaders' monitoring and evaluation activities in relation to Catholic life and mission, religious education and collective worship.
- Provide opportunities for pupils to present learning in different forms and creative ways during religious education lessons.
- Ensure that pupils have experience of and access to a wide range of prayer within the Catholic tradition.

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

1

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

Provision

1

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

Leadership

1

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

Pupils at English Martyrs' understand and embrace their school's distinctive identity and articulate clearly what it means to belong to a Catholic school. They know the mission statement through the acronym 'LIGHT' and give thoughtful examples of living it out, including loving one another and supporting those in need. Pupils express a deep faith and a strong sense of self-worth: 'I put my trust in God and talk to him every day. He guides me through the darkness and keeps me safe'. They explain how they care for vulnerable members of the school and local community through class charity work, including fundraising for Cancer Research and the Canaan Trust. Each class focuses on a different Gospel value, which pupils understand well and relate meaningfully to their own lives. Pupils discuss Laudato Si' confidently, explaining the links between caring for our common home and stewardship, and describing their own actions to protect the world and God's creation. Pupils' knowledge of Catholic social teaching is exceptionally strong. They name all the principles, explain their meaning and give examples of putting them into practice. Pupils show deep respect for one another and articulate the importance of equality, especially in relation to gender and race. Communal displays reinforce these values, celebrating each pupil's uniqueness. Pupils aspire to join the Year 6 chaplaincy team, demonstrating a strong sense of mission and commitment to their leadership responsibilities.

The school's mission statement is central to daily life. Pupils explain how it helps them become better people. Staff put the mission into practice by leading faith in action programmes, supporting pupil leadership groups and attending parish events alongside pupils. A range of support, including the 'Stars' nurture group and additional help for parents

and families, reflects the school's commitment to caring for its community. Pupils learn about other faiths and cultures through visitors and discussion. They explain, 'Learning about other faiths helps us to welcome others from different faiths'. Pastoral provision includes emotional literacy support sessions, 'Lego therapy', and drawing and talking therapy. The 'Smilers' pupil leadership group promotes mental health across the school, complementing the care and consideration shown by staff. The physical environment reflects the school's Catholic identity. Vibrant displays throughout corridors and shared spaces celebrate the liturgical year and feature prayer, scripture and pupils' artwork linked to Catholic life and mission. The lay chaplain and chaplaincy team provide a well-planned programme of formation. The programme for relationships, sex and health education follows the Ten:Ten scheme and is well designed.

Leaders and governors share a clear mission and vision, placing the Catholic faith at the heart of the school community. Strong diocesan links support professional development and opportunities to support other schools. Well-established partnerships with three parishes, regular visits from the parish priest and pupils' roles as parish ambassadors strengthen links between school and parish. Leaders engage parents through celebrations of the word, class charity coffee mornings and 'travelling cribs' during Advent. Their commitment to Catholic social teaching extends to staff wellbeing and the development of staff prayer life. Governors participate actively in school life, undertaking regular visits and providing support and challenge to leaders. Self-evaluation is regular, but sometimes analysis lacks the precision needed to identify clear actions and next steps. Staff benefit from a wide range of professional development through the diocese, the St Ralph Sherwin Catholic Multi-Academy Trust and school-based training. New staff receive a comprehensive induction programme and effective support from leaders.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

1

Pupil outcomes

1

How well pupils achieve and enjoy their learning in religious education

Provision

1

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

Leadership

1

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

Pupils demonstrate extensive religious knowledge and discuss their learning confidently, making links with prior learning and other areas of religious education. They are religiously literate, recalling and articulating key concepts accurately. Pupils use religious vocabulary confidently, explaining protagonists in Year 6 and prophets in Year 3. They think deeply, ask challenging questions about theological concepts and relate their learning to their own lives. From the Early Years Foundation Stage to Year 6, pupils apply a range of religious vocabulary, using terms such as 'Messiah' and 'preferential option for the poor' in discussion. All pupils are fully engaged and show high levels of interest; no learning time is lost. In Key Stage 2, pupils independently record notes in jotters and highlight key passages of scripture to support their learning. Their consistently well-presented work demonstrates pride. Occasionally, however, tasks are overly scaffolded, limiting creativity and individuality. Pupils enjoy religious education and show particular enthusiasm during paired discussions. They are deeply invested in the topics studied; Year 3 pupils recall learning about Abraham and the covenant with God, linking this to their learning about the prophet Elijah. Pupils describe feedback sessions and ‘check-ins’ in which teachers address misconceptions. Targets set at the end of each branch identify their next steps. Attainment is in line with or above that in other curriculum areas.

Staff have embraced the new *Religious Education Directory*. They follow diocesan planning to ensure sequential coverage and teachers effectively adapt resources. Teachers and support staff demonstrate strong religious subject knowledge, using questioning effectively to deepen

pupils' understanding. The 'big question' provides a clear focus, with pupils' responses gathered throughout each branch. Staff commitment to high standards is evident in assessment, marking, feedback and the quality of work in exercise books. Assessment informs planning and enables feedback to address pupils' needs and misconceptions. Skilfully planned, targeted questions check knowledge, support understanding and encourage deeper reflection, moving learning forward. A systematic approach to feedback is embedded across the school, including feedback slides, live marking and targets for each curricular branch. Consequently, pupils in all year groups understand their next steps and are highly motivated to achieve. Opportunities for reflection are evident in lessons but are not consistent across the school. Well-planned writing opportunities enable pupils to demonstrate their depth of understanding. However, opportunities to present learning in different forms are limited, and scaffolding sometimes restricts creativity.

Leaders have successfully implemented the *Religious Education Directory* through a planned approach that maintains full fidelity to the scheme. Religious education is given the highest priority and parity with other core subjects, reflected in investment in resources and books that promote high standards of presentation. High-quality professional development is prioritised. Staff access training for curriculum planning through the diocese, and governors provide curriculum-linked support. Staff participate in moderation with local schools. The subject leader has high aspirations for religious education and has embedded consistent approaches, including lesson structures, retrieval, talk partners and the 'big question'. These support effective teaching and learning and contribute positively to pupils' progress. Planning responds to pupils' needs, with bespoke provision for some pupils with high levels of special educational needs; other pupils would benefit from more precise adaptations to tasks to support their success in lessons. Enrichment includes visitors from the local parish and other world faiths. Leaders undertake a range of monitoring activities, but their analysis and evaluation is not specific enough to identify targeted next steps.

Collective worship

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

Collective worship key judgement grade

1

Pupil outcomes

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

1

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

1

Pupils engage thoughtfully in prayer and liturgy. In the Early Years Foundation Stage, pupils suggest ways to care for sea life in response to the scripture of Jonah and the whale, and their class charity work. Year 3 pupils reflect quietly on imagery associated with Holy Souls and Remembrance. Pupils regularly plan and lead celebrations of the word linked to the liturgical year and the word of the week. Year 6 pupils make skilful links between the theme 'change', stewardship and the parable of the mustard seed. The 'skills strategy' for prayer and liturgy supports progression, enabling pupils to lead confidently, speak clearly and share thoughtful ideas. Creative approaches include Year 1 pupils gathering in a heart shape. Prayer focal points feature appropriate artefacts reflecting the season or theme, and pupils have a secure knowledge of how and why these are included. Celebrations marking the end of branch work in religious education help pupils synthesise their learning. Varied and regular opportunities for silence encourage deep reflection. Pupils explain how prayer helps them become better people and describe feeling calm, peaceful and hopeful. Pupils' evaluation of celebrations of the word is regular and consistent, and there are examples of where this is leading to improvement overtime.

Prayer and liturgy are central to school life. Weekly provision includes whole-school prayer, class celebrations of the word, *Visio Divina* and reflection linked to the liturgical year, including Remembrance and the Rosary in October. Daily prayer encompasses morning, lunchtime and evening prayers, alongside spontaneous prayer. Catholic traditions are celebrated through traditions such as the Stations of the Cross in Lent and Marian processions during the month of May. Scripture is central to prayer and carefully matched to themes; the chaplaincy team,

for example, link Saul's conversion to 'change'. Pupils explain that knowing scripture helps them plan celebrations of the word and they recognise the significance of this. Staff model participation through prayer, song, actions and silence. Skilled leadership, supported by the lay chaplain, enables pupils to undertake ministries confidently, and music and other art forms enrich worship. Planned approaches to securing the full participation of pupils are not consistently embedded. Prayer spaces are attractive, seasonally appropriate and well maintained throughout the school. The cherished 'LIGHT room', with its own tabernacle, provides a sacred space for prayer and celebration. Parents value regular invitations to participate: 'As a parent we are invited in and are not just spectators - it is so engaging'. A wide variety of parish links enhance the prayer life of the school including Masses in school and attendance at the Church of St Francis.

Leaders and governors have a carefully formulated policy for prayer and liturgy which gives staff clear guidance. The detailed 'skills strategy' for prayer and liturgy develops pupils' leadership of celebrations of the word from the Early Years Foundation Stage to Year 6. Opportunities for full and active engagement and participation during prayer are underdeveloped. The annual plan of provision and school calendar identify celebrations throughout the liturgical year, including feast days for house group saints and Mass with Bishop Patrick for the school's 60th anniversary. The parish priest visits school to offer the Sacrament of Reconciliation, and pupils have opportunities to experience Adoration of the Blessed Sacrament. Leaders have completed relevant training through the diocese, whilst coaching sessions and staff meetings provide further professional development in relation to prayer and liturgy. Leaders understand Catholic traditions and approaches to prayer, but pupils' formation does not consistently include a broad range of traditional Catholic prayers. Leaders, including lay chaplains, support planning for prayer highly effectively.

Information about the school

Full name of school	English Martyrs' Catholic Primary School
School unique reference number (URN)	140070
School DfE Number (LAESTAB)	8303519
Full postal address of the school	Bracken Road, Long Eaton, Nottingham, NG10 4DA
School phone number	01159 733209
Headteacher or Head of School	Gemma Ellis
Chair of Governors	Joseph Hopkins
School Website	www.englishmartyrslongeaton.srscmat.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Ralph Sherwin CMAT
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	11 March 2020
Previous denominational inspection grade	Outstanding

The Inspection Team

Ruth Elmore	Lead
Alex Downing	

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