

# Inspection of a school judged good for overall effectiveness before September 2024: English Martyrs' Roman Catholic Primary School

Flint Street, London SE17 1RB

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Inspection dates:

25 and 26 February 2025

## **Outcome**

English Martyrs' Roman Catholic Primary School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

The warm, welcoming environment at English Martyrs' Roman Catholic school means that pupils feel safe and valued. The school's inclusive ethos ensures that there is a nurturing and supportive atmosphere. Pupils describe the school as a safe haven. They see it as a place where they are encouraged to express themselves freely, build lasting friendships, and engage actively in learning.

Pupils take pride in their achievements, whether in creative arts, science investigations or in daily classroom activities. High expectations for academic success are clear. Pupils achieve well overall and they are motivated to excel. Behaviour is well managed and the school is calm. This means that pupils are able to concentrate on their learning. The needs of pupils with special educational needs and/or disabilities (SEND) are identified quickly and supported well. This support includes both additional extra help as well as inclusive teaching practices within classrooms.

The broad range of enrichment experiences and opportunities means that pupils are well prepared for their next steps. This includes regular visits to museums, theatres, and other cultural events that complement their learning. Pupils are actively involved in a variety of clubs that allow them to explore and develop their interests. They take on roles such as school councillors, contributing meaningfully to the life of the school.

## **What does the school do well and what does it need to do better?**

The school demonstrates a strong commitment to offering a quality education, guided by its aspirational ethos. Its well-structured curriculum from the early years to Year 6 ensures

that pupils develop secure foundations in reading and writing.

Phonics is taught consistently by well-trained staff, and pupils who need extra help receive targeted support to build confidence and fluency. As they move through the school, pupils engage with a diverse range of texts that broaden their vocabulary and deepen understanding. Teachers model reading strategies and foster a love of reading. Pupils' writing is developed systematically, with pupils learning how to write in different forms and for different purposes, from narrative storytelling to formal letter writing. However, in some cases, teaching of the writing curriculum does not support pupils to apply their writing skills with increasing sophistication and accuracy as they progress through the school. Over time, this affects how well pupils develop greater fluency and accuracy in their writing. The school is currently refining its approach to the curriculum to ensure that pupils build on their prior learning more effectively.

Pupils are eager to learn. They take pride in their work and enjoy sharing their knowledge. Teaching skilfully engages their interest in subject content. In science, for instance, the curriculum ensures that pupils conduct practical investigations, fostering independence and developing their scientific vocabulary. For example, pupils in Year 4 build their understanding of plants and flowers, which is then developed further in Year 5 through practical experiments. Similarly, in art, pupils are inspired by their studies of artists, many of whom have been chosen to complement other areas of the curriculum. However, in some wider curriculum subjects, the school's approach does not clearly set out how pupils' knowledge and skills build over time. As a result, there are times when pupils do not make connections between what they have learned before and new learning.

In the early years, the curriculum provides children with purposeful hands-on learning experiences. These enable them to develop their knowledge in different areas of learning, from counting and reading, to drawing, painting and learning about nature. This lays a solid foundation for future learning.

The number of pupils identified as having SEND is increasing. Staff receive regular training and expert guidance to identify, understand and meet pupils' needs. They use this knowledge to provide effective support, ensuring that pupils can access learning successfully. Those with more complex needs benefit from targeted support from skilled staff. Pupils with SEND are fully included in all aspects of school life and achieve well.

Attendance is a key focus. The school's proactive approach, such as regular monitoring, clear attendance thresholds, and effective communication with parents, means that pupils attend well. Behaviour and conduct are well managed. Pupils understand and adhere to school routines, and any incidents are promptly addressed by staff.

Pupils demonstrate respect and understanding of different faiths. They have a mature appreciation of fundamental British values such as democracy, expressing their views through the school council and their leadership roles.

The school offers pupils many ways to explore their interests. For example, it provides a

broad programme of enrichment activities, including clubs in art, music, and sports. Leadership opportunities, such as being school councillors, help pupils build confidence and a sense of responsibility. School trips, including visits to museums and cultural events, further enrich pupils' learning and broaden their experiences.

The school ensures that staff receive regular professional development. Staff feel well supported and appreciate leaders' open-door policy and proactive approach to workload management.

Leaders have implemented initiatives to support pupils' well-being, such as worry boxes in classrooms. Pupils learn how to stay safe online and within the wider community.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some foundation subjects, the curriculum does not clearly define how knowledge and skills are built from the early years through to Year 6. As a result, there are times when pupils do not make connections between what they have learned previously and new content. This can reduce their ability to deepen their understanding over time. The school should refine its curriculum thinking in these foundation subjects. It should ensure that there is clear progression from early years onwards that helps to develop pupils' knowledge and skills in a structured and coherent way.
- Some teaching of the writing curriculum does not consistently reflect the school's expectations. This affects how well pupils build up their writing knowledge and skills over time. The school should ensure that the curriculum for writing is implemented as intended and delivered consistently well so that pupils in all year groups achieve highly.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the

last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in July 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	100824
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10379085
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	328
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Patrick Gillespie
<b>Headteacher</b>	John Camilleri
<b>Website</b>	<a href="http://www.englishmartyrsprimary.school">www.englishmartyrsprimary.school</a>
<b>Dates of previous inspection</b>	4 and 5 March 2020, under section 8 of the Education Act 2005

## Information about this school

- English Martyrs' Roman Catholic Primary School is a voluntary-aided Roman Catholic primary school. The school's most recent section 48 inspection was conducted in November 2019.
- The school operates across two sites, with the second building located directly across the road at 27 Dean's Buildings, London SE17 1QE.
- The school runs a breakfast club and an after-school club on the school site.
- The school does not currently use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.

- The inspector met with the headteacher and other senior staff. The inspector also held separate meetings with members of the governing body a representative of the Diocese of Southwark and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector examined a range of documentation provided by the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector also spoke to some parents and considered the responses to the Ofsted online survey, Parent View. He also reviewed the responses to the Ofsted staff online survey.

### **Inspection team**

Adam Vincent, lead inspector

His Majesty's Inspector

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