



English Martyrs' RC Primary School, a Voluntary Academy

URN: 151823

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

24 June 2026 – 25 June 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education RE

Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection

2

1

2

2

Yes

Yes

Fully

What the school does well

- This is a welcoming and joyful school underpinned by leaders' commitment to nurturing and building positive relationships.
- The enthusiasm, commitment and vision of the new leadership team to work with staff and governors to further develop the school ensures it has a clear direction and capacity for sustained improvement.
- The impact of professional development ensures staff are increasingly confident in planning and teaching the new curriculum.
- Adaptations to teaching and scaffolding of learning ensures all children feel included.
- The environment has been well developed to reflect the identity and ethos of the school including spaces for prayer.

What the school needs to improve

- Ensure there are opportunities and challenge for pupils to think deeply and reflect spiritually, making links between what they have learnt and the impact on their lives and the wider world.
- Develop the use of feedback and assessment to ensure pupils are confident in what they need to do next.
- Develop prayer and liturgy across school ensuring it is a faithful expression of the Prayer and Liturgy Directory utilising the skills and enthusiasm of pupils to have a whole school and wider community impact.

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

Pupil outcomes

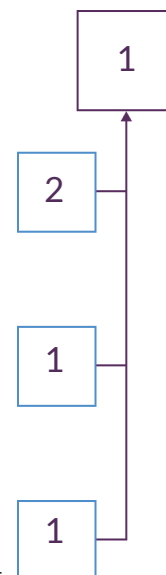
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils are proud to belong to this Catholic school and speak confidently about its distinctive mission and identity. They articulate clearly the importance of faith in their daily lives, explaining that following God helps them to live with hope, love and faith. Pupils feel safe, valued and supported and speak positively about the care they receive from adults. They appreciate opportunities such as the recently introduced 'Talk Team', recognising its role in supporting pupils' wellbeing and helping them to share worries and concerns. Pupils embrace leadership responsibilities enthusiastically and understand the importance of service within the school community. Members of the Mini Vinnies demonstrate a strong commitment to supporting those in need and clearly explain that their charitable work is inspired by the teachings and example of Jesus Christ. Through fundraising, support for refugees, outreach projects and community action, pupils demonstrate a growing understanding of Catholic Social Teaching and their responsibility to work for the common good. Relationships between pupils are strong. They are polite, considerate and respectful, understanding that every person is created in the image and likeness of God and deserves to be treated with dignity and compassion.

The mission statement is central to the life of the school and is understood and lived by the whole community. The Catholic ethos permeates every aspect of school life and is recognised by pupils, parents, staff and governors as a defining strength. A culture of welcome, care and belonging ensures that all members of the school community feel valued and included. Staff provide excellent role models and their daily witness contributes significantly to the nurturing and supportive environment experienced by pupils. Families particularly value the work

undertaken by staff to support pupils and families through strong partnerships with external agencies and the wider community. Strong parish partnerships enrich the life of the school. The visible presence of the parish priest, alongside regular opportunities for worship, celebration and community engagement, strengthens pupils' understanding of belonging to the wider Church community. Leaders have invested in developing the physical environment so that it reflects and promotes the Catholic identity of the school effectively. Chaplaincy provision continues to develop and pupils benefit from increasing opportunities to contribute to the spiritual life of the school. Relationships, sex and health education meets diocesan requirements and supports pupils' personal and moral development well.

Leaders and governors have successfully preserved and strengthened the Catholic character of the school during a period of significant change. The headteacher and deputy headteacher have ensured that Catholic life and mission remains at the heart of school improvement and this vision is shared by governors and trust leaders. Staff value the clear direction, improved communication and strong pastoral support provided by leaders. Effective partnerships with neighbouring Catholic schools, the parish and the trust contribute positively to ongoing development and support the bishop's vision for Catholic education. Parents are highly supportive of the school and speak positively about recent developments, particularly improved communication and opportunities to engage in school life. Governors fulfil their responsibilities conscientiously and provide support and challenge through regular visits, learning walks, book scrutiny and pupil voice activities. There is a clear commitment to the dignity and wellbeing of staff. High-quality induction and professional development, supported effectively by the trust, have increased staff confidence and strengthened their contribution to the Catholic mission of the school. Leaders now have a secure platform from which to further develop and deepen the already strong Catholic life and mission that lies at the heart of the school community.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

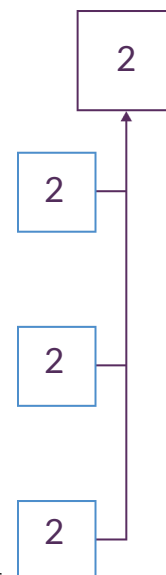
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils engage positively in religious education and are developing secure knowledge, understanding and skills through the implementation of the new curriculum. They enjoy their learning and can recall previously taught content, demonstrating that they are knowing more and remembering more over time. Pupils with special educational needs and/or disabilities are supported effectively through thoughtful adaptations and consequently make good progress from their individual starting points. Pupils are increasingly confident when discussing their learning and present their work with pride. They particularly value opportunities to record their learning creatively and would welcome further opportunities to demonstrate their understanding in different ways. Whilst pupils are engaged in their learning and increasingly confident in discussing their work, opportunities to deepen their spiritual reflection and strengthen their ability to articulate the personal significance of what they are learning are not yet fully embedded. Pupils enjoy religious education and achieve well; however, greater challenge would enable more pupils to deepen their understanding and achieve highly. They would also benefit from clearer guidance about what they have done well and what they need to do next to improve.

Leaders have introduced clear planning structures and guidance which are improving consistency and supporting inclusive practice across the school. Teachers are increasingly confident in delivering the new curriculum and demonstrate a strong commitment to the value of religious education. Effective professional development, coaching and trust support have strengthened subject knowledge and curriculum implementation. Teachers use

questioning effectively and are developing strategies that encourage pupils to think more deeply about their learning. Adaptations are increasingly used to support different groups of learners successfully. Leaders have begun to develop assessment systems linked to the new curriculum, although these remain at an early stage of implementation. Approaches to feedback are also developing and are not yet enabling all pupils to understand clearly how to improve their work. While planning documentation identifies opportunities for reflection, these are not consistently evident in lessons or pupils' work. As the curriculum becomes more securely embedded, leaders should continue to ensure that learning activities are closely matched to intended learning outcomes and provide regular opportunities for deeper spiritual reflection and theological thinking.

Leaders and governors have demonstrated a clear commitment to implementing a curriculum that is a faithful expression of the *Religious Education Directory*. Religious education is valued as a core subject and this is reflected in the significant investment in professional development and curriculum support. Trust support has accelerated improvements in curriculum implementation and increased consistency across the school. Staff speak positively about the training and guidance they receive and are increasingly confident in teaching religious education. The recently appointed leadership team has a clear vision for the future development of religious education and has worked effectively with trust leaders to introduce new systems and strategies. Leaders demonstrate an accurate understanding of the school's strengths and areas for development and are committed to securing continued improvement. Governors maintain oversight through visits, discussions with pupils and engagement with leaders, providing both support and challenge as the school continues to strengthen provision and outcomes in religious education.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

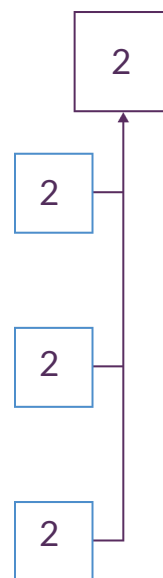
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils participate willingly, reverently and enthusiastically in the prayer life of the school. They respond exceptionally well to the wide range of opportunities provided and demonstrate growing confidence when planning and leading prayer and liturgy. Inspectors observed a variety of high-quality experiences, including both teacher-led and pupil-led celebrations. Older pupils organise and lead prayer independently with maturity and confidence, while younger pupils participate thoughtfully with appropriate support. Pupils engage respectfully in moments of silence, meditation and reflection and demonstrate an understanding of the many ways in which people can pray. Pupil leadership of prayer is a strength of the school. All pupils are given opportunities to plan and lead prayer within their classes, with increasing independence as they move through the school. The chaplaincy team embraces its responsibilities enthusiastically and contributes positively to the spiritual life of the community. While pupils clearly value prayer and worship, some are not yet able to articulate fully the spiritual and moral impact these experiences have on their daily lives. Further development of progression in prayer leadership and spiritual reflection would enable pupils to express this with greater confidence and depth.

Prayer is central to daily life at English Martyrs and is deeply embedded within the culture of the school. A well-established pattern of daily prayer ensures that pupils experience a rich variety of forms of worship. Prayer and liturgy are thoughtfully linked to the liturgical year and provide meaningful opportunities for spiritual development. Pupils benefit from a diverse range of experiences, including meditation, Rosary groups, Masses, stay and pray sessions, Marian devotions, parish celebrations and opportunities for personal reflection. Meditation

has become an established feature of the school's prayer life and provides pupils with valuable opportunities for stillness, contemplation and encounter with God. The development of the 'Unity Room' has significantly enhanced opportunities for prayer, reflection and spiritual formation. This dedicated space has become an important focal point within the school community and reflects leaders' commitment to placing prayer at the heart of school life. Scripture is given high prominence throughout the school and is used effectively to support prayer and reflection. Prayer spaces are consistently well maintained and provide inviting focal points for worship in every classroom. Parents, grandparents and parishioners regularly participate in the prayer life of the school through assemblies, liturgical celebrations, Masses and special events, strengthening pupils' understanding of belonging to a wider faith community. Leaders have established clear progression in the prayers taught across the school; however, progression in prayer skills, prayer leadership and spiritual reflection is not yet mapped sufficiently well to ensure consistent development over time.

Leaders and governors demonstrate a strong commitment to ensuring that prayer and liturgy remain central to the life and mission of the school. Dedicated opportunities for collective worship are planned carefully and given appropriate priority within the school day. Leaders work collaboratively with staff and pupil chaplains to plan meaningful experiences that support pupils' spiritual development and understanding of the Church's prayer traditions. Monitoring and evaluation processes have identified clear priorities for further development and improvement. Targeted professional development has increased staff confidence in planning and leading prayer and liturgy and has contributed to greater consistency across the school. Staff understand the importance of providing varied experiences of prayer and are increasingly confident in supporting pupils to lead worship independently. Leaders, chaplains and staff work effectively together to enrich the prayer life of the school through a range of creative and traditional approaches. Leaders recognise the need to strengthen strategic planning through the development of a comprehensive Annual Plan of Provision linked to the *Prayer and Liturgy Directory*. This would provide greater clarity regarding progression in prayer experiences, leadership opportunities and spiritual formation across all key stages. Such an approach would further strengthen pupils' ability to articulate the impact of prayer and liturgy on their lives and ensure that the already rich provision continues to develop systematically and effectively.

Information about the school

Full name of school	English Martyrs' RC Primary School, a Voluntary Academy
School unique reference number (URN)	151823
School DfE Number (LAESTAB)	3583318
Full postal address of the school	Wycliffe Road, Urmston, Trafford, M41 5AH
School phone number	0161 748 7257
Headteacher or Head of School	Mrs Ann Reeh
Chair of Governors	Fr Kieren Mullarkey
School Website	englishmartyrs.trafford.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Emmaus Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	06 July 2018
Previous denominational inspection grade	Good

The Inspection Team

Sinead Colbeck

Lead

James Graves

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