



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Philip Howard Catholic High School

Address: Elm Grove South, Barnham, Bognor Regis, West Sussex PO22 0EN

Telephone: 01243 552055

Email address: office@sphcs.co.uk

School Unique Reference Number: 126102

Headteacher:	Mr D Carter
Chair of Governors:	Mr M Grabowski
Lead Inspector:	Mr P Ward
Associate Inspector:	Dr J Lydon
Inspection date:	28-29 November 2016

	Previous Inspection: 2
Overall Effectiveness	This inspection: 1
Catholic Life:	1
Collective Worship:	1
Religious Education:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Philip Howard is an outstanding Catholic school because:

<ul style="list-style-type: none"> ▪ It is an inclusive Catholic community rooted in Gospel values. ▪ The leadership of the headteacher inspires and animates the whole school community. ▪ It is guided by its mission statement 'With our faith in Jesus, we learn, grow and achieve'. ▪ The Catholic nature of the school permeates the whole of school life. ▪ Worship in various forms is a vibrant and daily feature of the school. ▪ Religious education is a key part of the curriculum and amongst the highest achieving subjects. ▪ The Governors are fully committed to and engaged in promoting the Catholic Life of the school. 	<ul style="list-style-type: none"> ▪ Prayer and worship are at the heart of the school. ▪ Mass is celebrated regularly by priests of the deanery. ▪ A wide range of opportunities enable pupils to explore their relationship with God. ▪ Pupils are positively engaged and appreciate the many different opportunities for prayer and worship. ▪ Pupils learn to devise and lead prayer and worship and so grow in confidence. ▪ School and pupils are respectful of individual belief; the school is making appropriate provision to ensure all are welcome. ▪ The well-appointed school chapel and chaplaincy room provide opportunities for prayer, worship and reflection.
<ul style="list-style-type: none"> ▪ The Catholic Life of the school is outstanding. ▪ There is a strong sense of belonging and excellent relationships. ▪ The Gospel precept of love of one's neighbour is embraced. ▪ Pupils undertake a wide range of service within and beyond the school. ▪ Pastoral provision is a strength of the school. ▪ Pupils are happy and confident, developing spiritually and emotionally because they take advantage of the wide range of opportunities provided by the school. ▪ Pupils exhibit excellent behaviour and good manners. 	<ul style="list-style-type: none"> ▪ Achievement in Religious Studies is outstanding because pupils make great progress during their school career. ▪ Pupils enjoy religious education lessons and the opportunity to explore matters of faith and belief that helps them clarify their own convictions. ▪ Teaching is generally outstanding. ▪ Teachers communicate high expectations of each pupil on account of their enthusiasm and passion for religious education. ▪ Pupils display excellent age-related standards of religious literacy. ▪ During Key Stage 3 pupils are introduced to five world religions. ▪ Senior leaders and governors are actively involved in monitoring the work in religious education.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

The school is voluntary aided. It is situated in the Cathedral deanery of the Diocese of Arundel and Brighton. It is maintained by West Sussex LA. The principal parishes which the school serves are the Cathedral, Our Lady of Sorrows, St Richard's, Our Lady Star of the Sea, St Catherine's, St Peter's and St Wilfrid's. The proportion of pupils who are baptised Catholics is 68% which represents an increase since the last inspection.

The school takes pupils from 11 to 18 years. The number of pupils currently on roll is 977 of which there are 216 in the sixth form. The attainment of pupils on entering the school is broadly around average. The proportion of pupils eligible for free school meals is below average. Around 33% of the pupils are registered with a special educational need. The proportion of pupils from homes where English is an additional language is average. The vast majority of pupils are white British. The percentage of Catholics on the teaching staff is 41% a 9% increase since the last inspection.

The school achieved the full International Schools Award in 2009 and has been re-accredited in successive years, Healthy Schools status in 2010 and the West Sussex Dyslexia Friendly Award in 2011. In April 2016 the school achieved an outstanding Ofsted rating in all categories and has been subsequently designated as a National Support School and the Headteacher as a National Leader of Education. Outreach and school to school work is now considerable, with a proven track record of success. As strategic partners within the Inspire Teaching School Alliance, SPH are responsible for raising school achievement and taking in an active role in professional development and initial teacher training.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Ensure that SEF48 contributes to the annual review of the Catholic life of the school.
- Involve the whole school community in a review of the school's mission statement.
- As part of the on-going development of the KS3 curriculum, provide age-appropriate opportunities for reflection and response to the content of Catholic faith.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

- The vast majority of pupils in all year groups have a real sense of belonging to and are enthusiastic members of this vibrant Catholic community. Pupils exhibit a clear commitment to the school and enjoy and benefit from an outstanding Catholic community. Pupils are actively encouraged to develop their gifts and talents to the full.
- Pupils are at the heart of shaping the mission and character of the school. They contribute to it in a planned and systematic way and to the evaluation of the school's Catholic Life, notably through the Junior Leadership Team. More than 50% of pupils have contributed to two surveys of pupil opinion about the school and its Catholic Life.
- Pupils are actively aware of the needs of others and seek justice for all. This takes many forms of service to the local community as well as fundraising for overseas projects.
- The quality of relationships is a real feature of the school community. Both pupils and staff evidence a sense of pleasure in being part of a community imbued with the Gospel values of respect and love of one's neighbour, clearly visible in the excellent behaviour and good manners of pupils. Thus pupils benefit from a calm and purposeful learning environment.
- Pupils are happy and confident, developing spiritually and emotionally to become responsible members of the community because they take advantage of the wide range of opportunities for personal support and development.
- Pupils are actively encouraged to value themselves as unique individuals with distinct gifts, talents and abilities to learn and achieve and to value every member of the community as being of equal worth with much to contribute to the life of the school. Pupils enthusiastically support recollection and retreats as opportunities to explore what it means to be a Christian in the contemporary world.

- All members of the community show high levels of regard to one another leading to a very good sense of order throughout the school.
- Each member of the school community is highly valued. Pupils, including those who are not Catholic, value and respect the Catholic character of the school.

The quality of provision of the Catholic Life of the school

- The mission of the school reflects the clear priorities of this outstanding Catholic school: 'With our faith in Jesus, we learn, grow and achieve'. It is an educating community committed to promoting the growth and flourishing of each individual, one with another, rooted in the Catholic Christian faith. Central to this is the prayer life of the school.
- Pupils and staff when they join the school, each in their own way, are introduced to the Catholic Life of the school which is at the heart of the community. Pupils in Year 7 mark the end of their first term with Mass which draws on the talents of the year group of pupils.
- The excellent quality of relationships contributes significantly to the caring character of the community of the school where order and respect are the norm.
- The lay chaplain plays a key role, devising a wide range of thoughtful opportunities for pupils to develop spiritually and deepen their personal relationship with God. Every day begins with prayer in tutor groups or assemblies which contributes to the rich liturgical cycle of school prayer and worship including retreat days and the regular celebration of Mass and Reconciliation. Pupils have many opportunities to plan, participate and lead these events, as appropriate.
- Pupils recognise and respond to the call to service within the school community and beyond. For example, many serve as peer mentors or in teaching assistant roles in the school while others use their expertise in sport, science, dance and computing by supporting pupils in local primary schools. Several local community projects are supported and there are links with five international schools in Europe, India, Kenya and Rwanda.
- Pupils also support deanery and diocesan celebrations such as Advent Carols and the St Philip Howard pilgrimage as well participating as Red Shirts in the diocesan pilgrimage to Lourdes while some attended World Youth Day.
- Pastoral care is a real strength of the school. Pastoral leaders ensure that it is carefully planned and all staff contribute to providing appropriate care for all pupils with special regard to the most vulnerable. Team around the child meetings to provide multi-disciplinary support for pupils are a particular feature. The present provision of Relationships and Sex Education is currently under review.
- Pastoral care also extends to all school staff members and recognises their individual needs. Staff members commented on the strong sense of community throughout the school.

- High standards of behaviour are promoted through the clear and consistent communication of the school's expectations which are rooted in Gospel values and the teaching of the Church. The importance of personal responsibility and the need for justice with mercy are exemplified by the commitment to restorative justice.

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

- The leadership of the headteacher inspires and animates the whole school community. He is passionately committed to the educational achievement of each pupil so that they may realise their God-given potential. Leaders and managers at all levels share this commitment and energetically promote the mission of the school and so promote its flourishing Catholic ethos which is the foundation of its success.
- Prayer and worship are at the heart of the Catholic Life of the school and underpin all that it achieves. A rigorous programme of monitoring and evaluation is in place, complemented by surveys of pupil, parent and teacher opinion, to enable appropriate well-planned improvements to be introduced so that the Catholic Life may continue to flourish.
- The school has a good range of strategies for engaging with parents/carers to promote the educational achievement and well-being of their children but is committed to improving them. The recent survey of parent opinion is being used to consider how they might be developed further.
- The governors are fully committed to promoting the Catholic Life of the school. They regularly visit the school in session as well as attending special events where they meet parents. They are passionate about the school's mission and provide well-considered support and challenge as appropriate.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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

- Very large numbers of pupils respond positively to the wide range of opportunities offered to explore their relationship with God, individually and as a worshipping community within and beyond the school.
- Pupils display a positive disposition during occasions of prayer and worship in tutor groups and assemblies. During the inspection Year 7 and 8 pupils were attentive and engaged by the Young Sion mission team at their first meeting as they introduced Mission Week and explained their own personal faith commitment. There was a palpable increase in excitement and engagement with the five-day mission over the two days of the inspection.
- The vast majority of pupils participate in high quality liturgies throughout the liturgical year and regularly prepare and lead acts of worship. Working with pupils, the chaplain ensures a wide range and style of voluntary opportunities for prayer and worship that reflects Catholic tradition and is engaging. Adoration of the Blessed Sacrament has been introduced at the request of sixth form students when they returned from Lourdes.
- Pupils are sensitive to the need to be inclusive and provide opportunities for those of different faiths and beliefs to participate if they wish. The signing of Mass and other events is viewed very positively by pupils. When school Mass is celebrated, many who are not Catholic come forward for a blessing.
- Many attend the voluntary opportunities for prayer and worship including the Friday lunchtime Mass. Special regional and national events such as Flame and the Big Day Out are also supported.

The quality of provision for Collective Worship and Prayer Life

- Prayer and worship are at the heart of the life of the school and central to its rhythm and routines. A rich and varied programme reflects the liturgical year and calendar with Mass at the centre. In addition to regular celebrations of Mass for the school community, necessarily in sections because of lack of space unless it can be celebrated outside, Mass is celebrated in the school chapel every Friday lunchtime by priests of the deanery. Pupils in Years 8 and 9 also celebrate a form Mass as part of the religious education programme.
- An annual programme of readings based on the Sunday readings provides the basis for weekly prayer and themes for assemblies. Each week the chaplain provides an engaging booklet of prayers and accompanying powerpoints to support daily prayer and stimulate prayer and reflection. Each day a pupil takes their turn to lead tutor group prayer.
- A regular programme of days of reflection for pupils in Years 7-10 is complemented by opportunities for retreats for pupils in Years 11-13. These are carefully devised with distinct themes for each year group and provide opportunities for pupils to develop their spirituality and appreciation of God and also to gradually develop skills and confidence in contributing to and leading prayer and worship.
- Advent and Lent are marked with services of Reconciliation that pupils help to devise followed by the opportunity for individual sacramental Reconciliation with a priest of the deanery.
- The well-appointed school chapel is always open for prayer apart from when it is in use. In addition a centrally located attractive well-furnished chaplaincy room provides a base for the lay chaplain and her many resources. Working with pupils, the chaplain ensures a wide range and style of scheduled and voluntary opportunities for prayer and worship in school and the opportunity to attend national events.
- Prayer is also an integral feature of the life of all school staff. Meetings begin with prayer and a weekly staff prayer group meets in the chapel.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is

- The extensive and wide range of opportunities for Collective Worship and prayer that engages pupils and staff is testimony to the skill and expert knowledge of the chaplain and all who plan and lead prayer and worship. The annual programme reflects the liturgical year and celebrates the feasts of the patrons of the houses. The celebrations are well judged to deepen the appreciation for the liturgies in a way relevant to pupils in the contemporary context. As a consequence pupil response to this provision is outstanding.

- Briefings and resources including the weekly prayer booklet produced by the chaplain ensures that all staff have the confidence to lead prayer and worship in appropriate settings. The headteacher line manages the lay chaplain ensuring good communication and understanding in this key area. The Catholic life of the school is a regular focus for one of the professional development days for staff.
- The headteacher, senior leaders and lay chaplain confidently lead collective worship and provide models of outstanding practice for staff and pupils. They also attend assemblies and daily acts of worship and so have a current appreciation of their quality.
- Evaluation of Collective Worship and prayer life is thorough and regular. Major events are reviewed as they occur and the findings inform the annual review which also embraces all aspects of prayer and worship and informs plans for the following year. In addition the lay chaplain is sensitive to the impact of prayer and worship on pupils and makes adjustments accordingly. The comments of a recent major survey of pupil, parent and teacher opinion on the Catholic life of the school including prayer and worship will also inform future planning.

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

- Achievement of pupils at GCSE and GCE A level religious studies is outstanding based on their attainment on entry to the school. School data shows that it is a leading examination subject in the school and that all groups of pupils make similar progress.
- Attainment at GCSE over the last three years shows sustained improvement in comparison to other dioceses and in particular national Catholic school data. Attainment at GCE AS and A Level has also improved but there is no diocesan or national Catholic school data to provide a comparison.
- Pupils join the school from some thirty Catholic and community schools so pupils display a range of understanding of Catholic Christianity on entry. School data shows that pupils make excellent progress in Key Stage 3.
- Pupils display excellent age-related standards of religious literacy. Pupils in Key Stage 3 showed a good ability to discuss their understanding of the Eucharist with an inspector and sixth formers explored elements of Trinitarian theology and of Christology.
- Pupils enjoy religious education lessons and told inspectors that they appreciate the opportunity to explore matters of faith and belief in ways that help them to clarify their own convictions.
- Behaviour for learning is excellent. In the lessons observed, pupils were attentive, interested and collaborated very well in their learning.

The quality of teaching and assessment in Religious Education

- Lesson observation and reviews of student work during the inspection confirms the school judgement that teaching is generally outstanding, particularly in examination groups.
- Pupils are making ever-increasing progress in GCSE and GCE A Level religious studies as a result of high standards of teaching and learning throughout the school.
- Teachers communicate high expectations of each pupil on account of their enthusiasm and passion for religious education.
- Lessons are well planned in accordance with the scheme of work, taking account of pupils' prior learning and achievement.
- A wide range of teaching and learning activities involving individual, pair and group work enables and encourages all pupils to make progress in every lesson. Active learning is a regular feature with pupils researching evidence from information displayed around the classroom. Appropriate artefacts are also used to enhance learning, a range of Jewish items adding to student understanding of the Jewish celebration of Hanukkah in a Year 8 lesson that was observed.
- Assessment for learning is an integral part of lessons and takes many forms including oral questions and written tasks which are often peer-assessed using 'purple pens' to emphasise the nature of the assessment. Teachers are very attentive to the progress pupils make and adapt lesson plans appropriately in order to facilitate learning.
- Religious education follows the school's 'flightpath' model of assessment based on Year 'thresholds'. This is being introduced to complement the new GCSE 9-1 assessment measure being introduced over the next two years. It is a new model that is still being refined but in religious education is based on the established Church levels of attainment and so provides continuity of standards.
- Pupils reported knowing what they needed to do to advance their learning but also exhibited some lack of confidence in explaining the place of 'thresholds' in assessment of religious education.

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

- Leaders and managers, including school governors, are committed to ensuring ever-higher standards in religious education which is amongst the highest achieving departments in the school.
- The assistant head teacher who line manages religious education is very accurately informed by reason of fortnightly meetings with the head of department, learning walks and joint lesson observations and rigorous review of pupil work and departmental data. This enables her to provide rigorous support and challenge.
- The head of department, in post for nearly four terms, has made a major impact. He leads by example a strong team of dedicated specialist teachers who teach in three specialist rooms at the heart of the school. He also contributes to learning and teaching professional development throughout the school as well as making a positive contribution to the Catholic life of the school.
- The department is developing an increasingly rigorous Key Stage 3 curriculum that complements the new and more demanding GCSE AQA syllabus B GCSE specification that began to be taught in September 2016 along with a new Edexcel GCE A level. These new qualifications were introduced as part of the governments' renewal of public examination qualifications. The evolving curriculum is being mapped against the *Religious Education Curriculum Directory* to ensure it continues to meet its requirements.
- The Key Stage 3 curriculum also includes an introduction to five world religions so that pupils can be well informed about religions followed in British society.
- The sixth form general religious education programme has also been reviewed, sixth form students collaborating in its development.
- The department improvement plan realistically identifies development opportunities including a relentless focus on teaching and learning in order to enhance pupil achievement.
- A regular programme of lesson observation by the head of department and members of the senior leadership team seeks to celebrate good practice and identify development opportunities which are addressed in the first instance from within the school community.
- Curriculum time devoted to religious education fulfils the requirement of the Bishops' Conference for 10% in Years 7-11 and 5% in Years 12-13.
- The governing body is accurately informed on the provision of religious education by regular reports from the headteacher, senior leadership team and link governor, complemented by regular visits by governors to observe teaching and to meet subject teachers. Thus they provide perceptive and effective challenge to support the development of religious education.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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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

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

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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

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Religious Education

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

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The quality of teaching and assessment in Religious Education

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

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