



DIOCESE OF Arundel and Brighton

DENOMINATIONAL (S48) INSPECTION REPORT

St Hugh of Lincoln Catholic Primary School

Address: Five Oaks Close, St John's, Woking, Surrey GU21 8TU

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School Unique Reference Number: 125226

Headteacher:	Mr Michael George
Chair of Governors:	Mr Michael O'Donovan
Lead Inspector:	Mr Stephen Beck
Associate Inspector:	Mrs Gill Askham
Inspection date:	17 March 2016

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Hugh of Lincoln is an Outstanding Catholic school because:

<ul style="list-style-type: none"> • The mission statement is central to the school and evidenced daily in the relationships between staff, pupils, parents and governors. There is a strong sense of everyone growing in faith together. • The headteacher is an excellent Catholic leader. He runs a school that is explicitly Catholic. 	<ul style="list-style-type: none"> • Staff and pupils plan and lead prayer opportunities with reverence and joy and a deep sense of spirituality which is almost tangible. • Excellent role models are provided by staff. • Collective worship has a clear purpose, message and direction.
<ul style="list-style-type: none"> • Pupils demonstrate a high degree of religious literacy and very good knowledge of scripture. They are able to articulate their religious knowledge and understanding using appropriate religious language and are able to pose 'deep' questions. • Teachers use a range of stimulating resources and tasks as well as developing pupils' learning through quality marking and feedback. 	<ul style="list-style-type: none"> • Subject leadership secures a high profile for religious education as a true core subject. • The dedication and character of the religious education leader is noteworthy and she is constantly open to new ideas. • Care and respect are at the heart of this community. • The school is a haven where pupils flourish.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Hugh of Lincoln Catholic Primary School is an average sized voluntary aided school located in the Woking deanery in the diocese of Arundel and Brighton, it is maintained by Surrey local authority. The principal parish which the school serves is St Hugh of Lincoln, Knaphill. A small number of pupils come from the parishes of St Dunstan's, Woking and Our Lady Help of Christians, West Byfleet. This is a decreasing number as the school is currently filling all its places from within the school's parish.

There are currently 215 pupils on roll, 98.25% of whom are baptised Catholics and there has been a small increase over recent years. The school is consistently oversubscribed and holds a waiting list for each year group. At least 10% of curriculum time is allocated to religious education across all key stages meeting the requirements of the Bishops' Conference. Attainment on entry to the school is generally about average. The number of pupils eligible for free school meals is below average. The number of pupils with special educational needs is below average. The majority of pupils are White British. The remaining pupils come from mainly Asian backgrounds. A majority of teachers are Catholic and three hold the CCRS qualification. The school's current headteacher and deputy headteacher both took up their roles in September 2012.

The governing body of the school recently passed a resolution to apply for academy status, as part of a multi-academy trust being set up within the diocese. They are working with eight schools across two deaneries, with a view to the establishment of this Multi Academy Trust (MAT), with conversion targeted for September 2016. At the time of this inspection the school was awaiting its latest Ofsted inspection report carried out on 23rd February 2016.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

St Hugh of Lincoln is exceptionally well led in a context of collegiality that has seen the development of a dedicated staff team committed to providing the best for all its pupils. Issues identified in the last inspection have been addressed and the school's self-awareness of its ongoing developmental journey reflects a strong wish, determination and capacity for further improvement.

With no significant areas for improvement the school should work to maintain and build on its current numerous strengths.

The Governors, headteacher and staff should:

- Look to ensuring increased whole school participation in pupil led collective worship.
- Undertake an update of the school's EPR and RSE provision in consultation with governors, staff and parents, taking account of current diocesan guidance.
- Secure opportunities for the religious education leader to undertake a more formalised approach to the monitoring and evaluation of the subject.

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 headteacher is an excellent Catholic leader. He runs a school that is explicitly Catholic. As a parent wrote, *'He is a very calm, kind and caring role model for our children and all involved in the school. He models following in Jesus' ways. He and his team incorporate religious practice into everyday classes and it is part of the 'norm' of the school'.*
- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- As a consequence of their prominent display, accessible design, frequent discussion and integral focus of prayer, pupils know the school's mission and aims.
- Pupil understanding of the school's mission and values has been deepened through initiatives such as joint School Council work with pupils from The Marist, discussing school mission and values.
- Pupils know that the school is 'their' school. They have a deep sense of belonging and embrace opportunities offered to them enthusiastically. Every Year 6 child has a responsibility (e.g. playground buddy, prefect, games captain, house captain). They take these responsibilities seriously, being formally commissioned into their roles.
- As a result of high expectations and the strong ethos of the school the behaviour of pupils is exemplary both in class and around the school.
- The school has a strong record of responding to the needs of others. Fundraising has supported CAFOD, Mission Together and the diocesan work with refugees.
- Pupils demonstrate alertness to justice, such as Year 6 pupils writing speeches about issues such as anti-discrimination, women's rights globally, and anti-bullying when given free choices for public speaking competitions.
- Displays around the school are of a high quality, including the hall displays which reflect and celebrate the Catholic identity of the school.
- Pupils enjoy opportunities to create prayer focuses and demonstrate that they can handle resources with due respect.
- There are very strong links between the school and the parish. The parish Mass is celebrated in school at 8.30am on Wednesdays and is open to parishioners as well as staff, pupils and parents.
- Key Stage 2 pupils lead an Advent reflection in the church each year, and members of the parish's Thursday luncheon club are guests at Key Stage 1's nativity each year.
- The parish priest is a very frequent visitor to the school and provides a valued chaplaincy role to the whole school community.

The quality of provision of the Catholic Life of the school

- The provision for the Catholic life of St Hugh of Lincoln is given the highest priority in a school that has a tangible sense of community from the moment you enter.
- Pupils feel well supported by staff with pastoral care for pupils being outstanding as a result of the commitment of all stakeholders and through having clear policies and structures in place.
- The highest levels of pastoral care are ensured through the application of policies such as behaviour, SEND, anti-bullying and safeguarding. The school's patron St Hugh provided an example of particular care for the most vulnerable and needy and all members of staff are aware of their responsibility to seek to emulate this example.

- Pupils in all classes discuss ethos statements through regular circle time.
- The parish priest is known to all members of staff and is very supportive both at a personal level and in the context of the religious education curriculum.
- Provision benefits from a prayer garden which is available for use during playtimes and as a resource for lessons.
- The school is extremely effective in working with parents and carers who claim the school is *'a welcoming community where they genuinely care'*. They describe leaders as *'authentic followers of their faith'*.
- Teaching and support staff share the vision and passion for the Catholic life of the school promoted by the headteacher and senior leadership team. This is actively fostered and disseminated to the pupils.
- A Year 6 pupil commented on uniqueness saying, *'You can't blend in when you are born to stand out'*. Another pupil stated, *'Our religious education books are like our presents to God'*.
- The school's pastoral provision is outstanding and covered by the school's pastoral director. She is aware that programmes for Education for Personal Relationships (EPR) and Relationships and Sex Education (RSE) are in need of updating and this is due as part of the school's normal policy review cycle.
- A parent emphasised this on their questionnaire response stating, *'St Hugh of Lincoln School is part of a very caring and nurturing Catholic community. The Catholic ethos of this school is fantastic'*.

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

- St Hugh of Lincoln was rated as an outstanding school at the time of its last inspection and it is to the great credit of its current leadership who were appointed post this previous inspection, that they have successfully maintained and built on the strengths identified at that time.
- An exemplary self-evaluation document provided for this inspection not only gave clarity of vision for the school and highlighted its incalculable Catholic ethos but also demonstrated the school's awareness of its strengths and areas for development.
- The capacity for ongoing development and progress is self-evident with the school's leadership being deeply committed to the Church's mission in education. This includes the religious education leader. The headteacher is a highly effective role model and is ably supported by a strong senior leadership team and governing body.
- While establishing and sustaining good links with many other schools, the leadership of the school has established particularly close working links with other Catholic schools in the Woking deanery.
- The school development plan has five strategic intents, including one specifically on the Catholic life of the school and this is given overt priority through also being a strategic intent in its own right.
- Parents feel welcome at the school for a broad range of events and functions.
- Governor visits include a focus on the Catholic life of the school.
- The governing body is highly ambitious for the Catholic life of the school. They are proud of its Catholic identity and wholeheartedly support its mission.
- The parish priest is also a foundation governor acting as the link governor for religious education. He visits the school regularly and works closely with the religious education leader.

- Governors make a significant contribution to the life of the school. They are aware of the need to extend their role to provide more challenge and support as appropriate and to include the gathering of more first-hand knowledge of the school through a more formalised programme of school visits.

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.
- 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

- This is an area of focus at St Hugh of Lincoln and is developing into a considerable strength of the school.
- A number of pupils have been involved in planning and leading their own liturgies and in order to strengthen the school's practice in this area the headteacher recently accompanied a group of pupils on a visit to The Marist School to work alongside their pupils to share ideas and experience and to plan and lead pupil-led worship together.
- The further strengthening of pupil-led worship through opportunities for pupils from St Hugh's to collaborate with pupils from other Catholic schools, has been identified as a development priority.
- A range of approaches to prayer are used throughout the school, an example of which is the large number of pupils who voluntarily participate in praying a decade of the rosary in the school's prayer garden during lunchtimes in May.
- Pupils write their own prayers and personal intentions as evidenced in books and conversations with them.
- Pupils pray using guided meditation and appropriate liturgical and other music.
- Pupils in all classes are able to create an atmosphere conducive to prayer.
- There is a whole school ethos that shows respect for one another and high quality relationships.
- There is a deep sense of respect for different faiths and all are included and deeply valued.
- In an assembly prepared and led by Year 4 pupils an excellent example of pupil led liturgy was seen. It was well presented, but not overly rehearsed. Pupils were confident, spoke well and delivered the message of belonging to a community successfully. The assembly was well attended by parents with pupils linking the liturgy to their class patron saint, St Patrick whose feast day it was. One of the pupils was given the chance as part of the celebration to demonstrate his outstanding Irish dancing skills. As part of future development, opportunities should be taken to refine these assemblies to secure greater whole school participation and to create further opportunities for reflection at the start of such celebrations through the use of music and ICT resources as pupils enter the hall.

The quality of provision for Collective Worship and Prayer Life

- Collective worship is central to the life of the school. All pupils and staff pray communally each day and all classes compose their own class prayer at the start of each academic year.
- Each class has its own patron saint, chosen by pupils at the time of Pope Benedict's visit.
- Days start and end with prayer, Grace precedes mealtimes and the school aims are prayed.
- There is a prominent prayer corner in each classroom, as well as in the entrance to the school.
- All meetings in school begin with prayer and all teachers pray and discuss 'Gathering' as a focus for a staff meeting at the beginning of each 'Come and See' topic.
- All extended staff training, such as INSET days, begin with a liturgy prepared and led by a member of the school's senior leadership team.
- A parish mass is celebrated in school every week and is well-resourced with the school having its own set of vestments and appropriate ciboria, chalices, patens etc.
- Collective worship has a clear purpose, message and direction. It is always designed to reflect the church's liturgical year, using the gospel reading of the day whenever possible.

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

- All teachers have participated in diocesan led professional development regarding collective worship.
- School leaders model reflection on the church's year through their leading of worship, through the prayer focus areas for which they have responsibility, and through communication such as the school newsletter.
- Leaders ensure that Easter and Christmas have due prominence.
- Every year each class is involved in leading the rest of the school in reflection on the Palm Sunday narrative and the Easter Triduum.
- Advent and Christmas are celebrated through prayerful meditation in the form of Key Stage 2's Advent reflection, and joy in the form of Key Stage 1's nativity play.
- Prayer is an integral part of all that the school does.
- The headteacher has attended diocesan retreats, and has introduced Lectio Divina as a practice both within the school and to the senior leadership team of another Catholic school.
- Evidence from parental questionnaires indicates that the school provides exceptionally well for the spiritual development of pupils through the quality of collective worship.
- As a parent responded on the questionnaires, *'I continue to be impressed by the knowledge of the faith. The children develop at the right level and depth for their age. My child loved the role play around Baptism and learns so much from the experiences the teachers provide'*.

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

- Pupils demonstrate enjoyment and commitment in their learning.
- Governor visits provide evidence of pupil enjoyment of their learning in religious education.
- Pupils concentrate well, with behaviour for learning being of a high order.
- Extended writing is a feature of pupils' religious education work and reflects strong cross curricular links across a number of subject areas.
- Pupils understand and articulate that their religious education lessons are 'special'.
- The RE subject leader routinely monitors learning and attainment by pupils of all abilities. Pupil attainment is comparable with attainment in other subjects, where data shows that lower achievers make at least as much progress as other pupils on a consistent basis.
- Pupils demonstrate a high degree of religious literacy and very good knowledge of scripture. They are able to articulate their religious knowledge and understanding using appropriate religious language and are able to pose 'deep' questions.
- A parent summed up for many reflecting the overwhelmingly positive responses on the high number of questionnaires returned when saying, *'We are pleased with the excellent Catholic education the school provides and its strong ethos. My child challenges me on the way we live at home sometimes keeping me on a good relationship with God'*.

The quality of teaching and assessment in Religious Education

- The teaching of religious education in the school is consistently good with a number of outstanding elements.
- Pupils are well motivated to learn.
- Teachers communicate high expectations, enthusiasm and passion about religious education.
- Impressively, all teachers have undertaken shared professional development with colleagues from other Catholic schools, including on collective worship.
- Religious education work has been moderated with colleagues from other Catholic schools.

- The headteacher has a degree in theology from a Catholic university and the teaching staff includes a teacher who joined the school this year having previously been a secondary school religious education specialist. This adds another very positive dimension to the strength of subject knowledge and expertise available to the school. This is very well utilised by the religious education leader.
- Lessons are well paced and planned.
- Teachers listen astutely, observe and question in order to re-shape tasks and expectations.
- 'Come and See' is the school's religious education scheme, but activities are very well chosen and adapted in order to meet the needs of all learners.
- Developmental marking is well established and generally shows consistency across the school. It provides pupils with opportunities to read and respond to this and leads to resultant improvement in their work.
- Achievement is celebrated through regular 'Rejoice assemblies'.
- The school has a 'Kindness tree' which provides a 'permanent' record of examples of kindness towards others.
- Good use of cross curricular links is made in a number of lessons and this should be developed further across the school.
- A range of lessons were observed with one beginning with reflective music and a prayer read and compiled by a pupil. The teacher impressively took every opportunity to link the work to pupils' own experiences and achievements. The lesson benefitted from excellent teacher subject knowledge and delivery that saw highly appropriate teacher interjection. Very good questioning challenged pupils' thinking and deepened their learning through relating the letter of Pope Francis 'Laudato', about working together to look after the world, to their everyday lives.
- In another lesson, pupils were given the opportunity to reflect on the betrayal of Jesus by Judas. The teacher made excellent links between the behaviour of Judas and pupils' own behaviour in their daily lives. Her own use of personal experience of being let down gave pupils confidence to reflect on their experiences of letting someone down and being let down themselves. The lesson was well paced, planned and resourced with good use being made of talk partners and group discussion. A range of tasks and use of a video clip maintained pupil engagement throughout the lesson.
- In another class pupils looked at the Beatitudes and the messages they presented. Good links were made with the earlier assembly. Opportunities to role play supported learning with pupils generally collaborating well. Pupils provided some good responses, for example, *'Peacemakers bring peace to the world and this is what Jesus wants us to do'*. The learning outcome was shared with good use being made of 'driver words'. Role play was effectively used during which a majority of pupils worked well together, stayed focussed and generated further enquiry.
- Another lesson observed was marked by excellent building on prior learning that supported progress over the course of the lesson. The teacher's excellent class management skills and high expectations of pupil behaviour created strong learning environments. Productive use was made of hot seating. Good cross curricular links were evident particularly in the context of vocabulary development. The use of music during activity time supported both a reflective atmosphere and a conducive learning environment in some lessons.

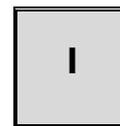
- Good links were made in one lesson between the theme of Lent being a new start, charity fundraising for CAFOD and Pope Francis's statement that 'Water is a basic human right'. Tasks were differentiated and clearly understood by pupils, with music again being well used.
- Early years pupils looked at how to show love. They were provided with many opportunities to share their ideas which they did willingly. This took place in a secure arena provided by the teacher through excellent classroom management. Pupils were supported in developing an ability to understand the importance of listening to others and turn taking which was still insecure in some. The lesson was well supported by enthusiastic pupil singing and use of a short video clip about where Jesus grew up.

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

- The religious education leader is highly motivated and dedicated to her role. She makes significant impact on her subject area and has been proactive in securing the high profile religious education has at St Hugh's.
- The religious education leader enhances provision through the support she provides for colleagues and her cascading of the regular in-service training she undertakes.
- Her documentation is well organised and presented in addition to being of a high standard.
- Staff at all levels are well informed of current best practice, through engagement with training opportunities provided by the diocese and through networking with Catholic school colleagues.
- There are very good links with the parish priest who carries out joint observations with the subject leader.
- The school has a number of links with other agencies. Representatives from CAFOD and Mission Together are regular visitors to the school and both charities benefit from school fundraising.
- TenTen theatre visit the school each year.
- The school has a good link with ENGAGE – an ecumenical schools' assembly team based in Woking, who lead collective worship in school a number of times each year.
- In recent years, pupils from the school have visited a synagogue, a gurdwara, a Hindu temple and a mosque which parents felt was a valuable part of the school's teaching about other faiths.
- Reconciliation services are held in school during Advent and Lent.
- Sacramental preparation for First Reconciliation and First Communion are parish-led but are supported fully by the school.
- Religious education would benefit from the subject leader having further opportunities to monitor and evaluate religious education through a more formalised annual programme. This could usefully involve other senior staff and governors as appropriate.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.



Catholic Life



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.



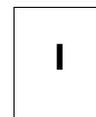
Collective Worship and Prayer Life



How well pupils respond to and participate in the schools' 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.



Religious Education



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 monitor and evaluate the provision for Religious Education.

