



# DIOCESE OF **Arundel and Brighton**

## DENOMINATIONAL (S48) INSPECTION REPORT

St. Philip's Catholic Primary School

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School Unique Reference Number: 126036

<b>Headteacher:</b>	Mrs Lucy Horne
<b>Chair of Governors:</b>	Mrs Eileen Merchant
<b>Lead Inspector:</b>	Mr Richard McKenzie
<b>Associate Inspector:</b>	Mr Stephen Beck
<b>Inspection date:</b>	27 <sup>th</sup> June 2017

### **Overall Effectiveness**

Previous Inspection: 1

This inspection: 1

<b>Catholic Life:</b>	1
<b>Collective Worship:</b>	1
<b>Religious Education:</b>	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Philip's is an outstanding Catholic school because:

<ul style="list-style-type: none"> <li>▪ The Catholic life of the school is inclusive and welcoming, offering a vibrant and very high standard of Catholic education.</li> <li>▪ The school's Catholic identity is very strong and its mission statement and Catholic ethos underpins all school life.</li> <li>▪ The headteacher is an inspirational Catholic leader. She is supported by a strong governing body and staff who share her vision of high standards and excellent Catholic education.</li> <li>▪ Pupils are proud of their school and enjoy welcoming new visitors. Their behaviour is outstanding, both in the classroom and around the school. They feel safe and happy and make very good progress in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Catholic worship at St. Philip's is outstanding. It is a well established part of school life and a major strength of the school.</li> <li>▪ Collective worship opportunities reflect the liturgical year providing many occasions for the children to grow spiritually and the school community to celebrate the traditions of the church.</li> <li>▪ The prayer life of the school is excellent. There are many opportunities for the staff and pupils to plan and lead prayer, which they do with confidence, enthusiasm and reverence.</li> </ul>
<ul style="list-style-type: none"> <li>▪ St. Philip's has a very strong Catholic ethos. There is a strong sense of belonging. Pastoral care is outstanding.</li> <li>▪ There are excellent relationships between staff, parents and pupils. This enables the whole community to grow in faith together.</li> <li>▪ Displays around the school are of a very high standard and reflect the Catholic school community.</li> <li>▪ Pupils are encouraged to think of other people and consider their needs, both within the school and the wider community. They are involved in a range of charity fund raising and frequently talked with enthusiasm about what they were doing to help those in need.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils enthusiastically enjoy their religious education. Standards are high with a strong evidence base to support this. Their work is presented in a way that makes it very special. Pupils clearly take great pride in their work.</li> <li>▪ All groups of pupils make at least good progress and achieve well. A wide range of teaching activities with excellent cross curricular links were observed.</li> <li>▪ There was a significant amount of outstanding teaching and learning observed. In these lessons, teachers demonstrated a deep knowledge and understanding of religious education, often using highly effective questioning to deepen their knowledge. Lessons were planned very effectively with high expectations. Behaviour for learning was excellent.</li> </ul>

# FULL REPORT

## INFORMATION ABOUT THE SCHOOL

St Philip's Catholic Primary School is situated in the heart of Arundel in the Cathedral Deanery of the Diocese of Arundel and Brighton and is maintained by West Sussex Local Authority. It serves the Cathedral Parish of Our Lady and St Philip Howard and also Our Lady of England Priory, in Storrington. The school takes pupils from the age of four to eleven with 186 children currently on roll. Currently, 54% of the children are baptised Catholics, with others coming from a mix of faiths, predominantly Christian. The percentage of pupils eligible for free school meals is below the national average at 11%. 20% of children have special educational needs or disabilities. Predominantly, pupils are of White British heritage with only a small number of children having English as an additional language (8%). Currently, 55% of teachers are Catholic with one holding the Catholic Teachers' Certificate. Children are taught in single age classes from Reception to Year 6.

The headteacher has been in post since September 2014 and the deputy head was appointed at the beginning of this academic year.

The leadership team have successfully inducted three NQTs during the last three years. One of those has just completed the RCIA programme and another shares the role of religious education leader with the deputy headteacher.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

The school has successfully addressed the important steps recommended in the last inspection report and as a result there are no significant areas for development. The school should continue to build upon its current strengths by:

- Ensuring that the end of topic assessments are used consistently to provide more opportunities for pupil self assessment.
- Continuing to work on the identified need to give pupils the opportunity to learn Mass responses.

## 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

- Pupils are very proud of their school and they know that the mission statement is at the heart of everything they do. It is displayed in every classroom and in every pupil's religious education book.
- All stakeholders have been involved in the shaping of the school's mission statement, which is lived out each day in school. At the start of every school year, all the staff, pupils and governors are given the opportunity to review and reflect on the school's mission statement and how they will live these gospel values in the everyday life of the school and through their relationship with others. This is emphasised through singing the mission statement, which we observed at the end of the whole school act of collective worship. The pupils were genuinely enthusiastic in their singing which was of a high quality.
- Pupils value and respect the Catholic traditions of the school and its links with the parish priests. Both priests are frequent visitors and take an active role in supporting the Come and See programme.
- Pupils take on and are given many opportunities to take responsibility and leadership. The religious education ambassadors meet regularly and are actively involved in reviewing the Catholic life of the school. At their request, the outdoor reflection area was created. One of the boys who showed us around the school at the beginning of the day, spoke with great enthusiasm about being a religious education ambassador and that he felt "We are having an impact" on the Catholic life of the school.
- Pupils initiate and in some cases independently organise support for a number of charities including: CAFOD, Love in a Box, Christmas Shoebox appeal, Children in Need and the Snowdrop Trust.
- The school's Golden Rule is to "Treat others as you would like to be treated". This was observed in action on a number of occasions throughout the day. Pupils are ready to support each other and are alert to the needs of others. One parent wrote on their questionnaire, "My children regularly tell me about how the message 'Always treat others as you would like them to treat you' is reiterated daily. I feel this is an excellent way to teach the children to love one another and live as Jesus taught us."
- The behaviour of the pupils is outstanding. During this inspection we observed happy, extremely polite, confident pupils. The atmosphere on the playground is happy and supportive. We observed pupils showing kindness and consideration towards each other.

- Pupils are supportive of each other and describe their fellow pupils as helpful and friendly. They have confidence in the adults in the school to resolve any problems which arise.

### **The quality of provision of the Catholic Life of the school**

- The school's mission statement reflects the Church's mission in education. It is lived out daily and staff are fully committed to its implementation.
- The school's Catholic character is evident in the learning environment. Of particular note are the school's indoor and outdoor prayer areas. The children are invited to write individual prayers in the Community Prayer Book, which is then taken into assemblies and liturgies as an integral part of the prayer focus.
- Pastoral support of pupils is of a very high standard. All the staff are committed to supporting the most vulnerable children and families. There are also strong supportive relationships between staff and a feeling of a happy community.
- The parish priests, Canon Tim and Father Charles, give their time generously to the school. Canon Tim teaches every class in the school on a rotational basis, supporting the Come and See programme and Father Charles supports this through regular teaching visits and liturgies. Canon Tim had a prominent role during the beginning of one of the observed religious education lessons. The lesson itself was an outstanding lesson and he added his considerable knowledge and understanding to 'The wonders of God's creation'. This support is greatly valued by the school. A parent wrote, '...we feel a strong connection between parish and school which is underpinned by how often the children go to the Cathedral during school terms with their classes.'
- The school is a happy community where the quality of relationships is outstanding.
- Many of the school's liturgical celebrations include parents, who greatly value these occasions.
- Parents are very appreciative of the Catholic education and Gospel values offered by the school. A parent wrote, 'We wanted our children to go to a Catholic school in order for their faith to be strengthened and we are very happy to see that this is achieved on a daily basis at St Philip's'.

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

- Leaders, governors and managers are deeply committed and ensure a strong vision of the Church's mission in education. The Catholic ethos is given the highest priority.
- Governors challenge the leadership team in order for them to be effective in strategic development. Governors are active in their support of the Catholic ethos of the school. They attend school Masses, liturgies, concerts and key events in the school.
- The headteacher is an inspirational Catholic leader. She is highly respected by all members of the school community. She proactively empowers people to develop their own leadership skills.
- Parents are very supportive of the school. The questionnaires returned confirmed their high regard for the school and the education provided for their children. A parent wrote, 'St Philip's provides a great education as a Catholic school and for the wider appreciation that all children are created equal in God's eyes.'

- Induction to enable new staff and governors to further understand the Catholic life of the school is very good. This includes in service training, deanery and diocesan courses and training.
- School self evaluation is of a high standard. It is accurate, with a variety of excellent evidence produced. It is clear that this is used to inform a range of development planning.
- The role of religious education subject leader is a joint role and highly effective.
- Staff and pupils have excellent opportunities to contribute to school development and play an active part in the Catholic life of the school. The leadership team ensure that religious education is a core subject and that staff training is consistent to maintain high standards.

## **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**

- In the whole school liturgy observed, pupils actively participated in the celebration. This was enhanced by the links made between reception pupils and their year 6 faith buddies. The singing was a strength and all present participated enthusiastically.
- Pupils are enthusiastic to participate in prayer and worship and enjoy singing, drama, dance, music and art to further enhance liturgical celebrations. They experience a wide range of prayer forms in a range of settings, both inside and outside the school building. Their approaches to prayer include scriptures, religious artefacts, liturgical music and other forms of prayer. They respond enthusiastically to the variety of prayer throughout the liturgical year.
- Pupils create atmospheres which are conducive to prayer. They know it is an important part of their lives. Pupils act with reverence and are keen to participate. Their behaviour is excellent. Pupils reflect in silence and join in community prayers respectfully.
- The non-Catholic pupils are fully accepted as part of this prayerful community in which they actively participate.
- Pupils are highly involved in the planning, preparation and leading of collective worship and prayer. Pupils were observed skilfully selecting appropriate artefacts, prayers, readings and music with great care. They are confident in what they do.

- During the initial tour of the school, it was very clear that pupils engage in the prayer life of the school. The faith buddies spoke proudly of the indoor and outdoor prayer areas.

### **The quality of provision for Collective Worship and Prayer Life**

- The quality of collective worship and prayer life is outstanding. It is central to the life of the school. Prayer and worship permeate all aspects of school life to enable pupils, parents, carers and staff to worship and celebrate as a community throughout the liturgical year.
- High quality acts of worship are planned and resourced very effectively. A respectful and prayerful atmosphere is created.
- Reflective music, hymns and 'signing' led by the pupils are used to enhance and develop the theme of the liturgy to help secure and deepen their knowledge and understanding.
- Collective worship and prayer at St. Philip's is well resourced. This leads to worship of a high quality which thoroughly engages pupils.
- Parents are invited and welcomed to a wide range of collective worship and celebrations. They value the importance of prayer life at St. Philip's and appreciate the opportunities to join with the school at these times. A parent said, 'The spiritual life of the school is very important to the children'.

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

- Leaders and managers have a well-developed understanding and expertise in planning liturgy. They promote, monitor and evaluate, demonstrating a clear vision for worship and prayer.
- There has been a wide range of professional development for leaders and managers. The headteacher, religious education leader and religious education link governor attended Section 48 pre-inspection training.
- St Philip's has a strong religious education team (headteacher, two religious education leaders and a religious education link governor). They ensure that collective worship and prayer life are very important in the school and that there is constant self evaluation in order to keep improving.
- Senior leaders are very good role models. They are keen to support others in further improving prayer and worship. They are skilled at planning and delivering very high quality prayer and worship and sharing best practice with the staff.
- Governors support the school and attend collective worship as active participants in the school community and as part of their monitoring role.
- Leaders and managers enable the availability of excellent resources for collective worship and prayer. These were used very well in each classroom we visited.

# RELIGIOUS EDUCATION

## THE QUALITY OF 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 promote, monitor and evaluate the provision for Religious Education.

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### **How well pupils achieve and enjoy their learning in Religious Education**

- During lessons observed, pupils enjoyed their religious education and were very keen to talk about what they had been learning. They are enthusiastic and take pride in their work.
- Standards are high, with the great majority of pupils reaching or exceeding age related expectations by the end of key stage 2.
- Behaviour for learning was outstanding in all lessons observed.
- Presentation of pupils' work in books across the school is of a very high order. Differentiation by task is clearly evident with the books reflecting a breadth of coverage of the Come and See scheme. Teacher assessment at the end of topics is well established and consistently applied. The approach to pupils' self assessments would benefit from greater consistency. Marking is undertaken to a very high standard and consistently reflects the school's marking policy. It is developmental and incorporates regular pupil responses.
- Pupils demonstrate excellent subject knowledge. They talk with confidence about their learning and activities and are able to self evaluate and reflect on their learning.
- From our observations it was clear that pupils are encouraged to work independently on a variety of activities including scripture, drama, music, art and computing. They work very well collaboratively showing considerable respect towards each other.
- Parents are encouraged to support their children in their learning. One parent wrote, 'I cannot fault the religious education and personal fulfilment my children receive at St. Philip's'.

### **The quality of teaching and assessment in Religious Education**

- In the lessons observed the teaching was never less than good, with a significant amount of outstanding teaching and learning observed.
- Teachers have a deep knowledge of religious education which inspires motivation and confidence.
- A wide range of religious education learning activities were observed with excellent cross curricular links. The children enjoyed their learning and were keen to show off their work.

- Highly effective planning and questioning was observed leading to high expectations.
- All pupils including the more able and vulnerable groups are well served by the curriculum provided for them. The learning environment provided by the teachers is conducive to supporting pupil progress.
- Religious education assessment is monitored on the school electronic system and is used in pupil progress meetings. This ensures the religious education needs of all pupils are appropriately supported.
- In the lessons observed that were outstanding, the pace and energy of the learning taking place was excellent. The teachers displayed a deep knowledge and understanding of religious education and used highly effective questioning. We observed examples of where the teacher or a member of the support staff identified a pupil who needed additional support and with this enabled them to catch up quickly. Frequently we observed time for reflection and celebration in the lesson. Rapid progress was observed in these lessons.
- There were a number of support staff used in most of the lessons observed and these were very effectively deployed, enabling the pupils to stay thoroughly on task.
- We observed a wide range of teaching strategies which challenged the pupils.
- The school has a very good range of resources to enhance learning and progress.

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

- School leaders, governors and managers are committed to their role of providing high quality religious education. Both religious education leaders have attended recent training and are highly effective in their role.
- Moderation of work, both during staff meetings and with deanery schools is used to inform leaders and managers and to share good practice, thereby ensuring teacher assessment is accurate.
- Termly assessment data is monitored by the subject leaders. This is robust and appropriate feedback and support is given as necessary.
- The school benefits from excellent leadership of religious education by a strong partnership of two religious education leaders who ensure religious education is monitored as a core subject. Their subject knowledge is strong and they keep themselves up to date through ongoing diocesan training.
- Religious education subject leaders confidently lead staff meetings with high quality training.
- Religious education is very well resourced with a wide range of interesting learning material evident in classrooms and around the school.
- School and parish links are strong and actively fostered. The children greatly benefit from this as was clear in one of the lessons observed.
- Governors monitor and evaluate the provision for religious education through class visits and have a clear understanding of provision and standards.
- Provision for religious education meets the requirements of the Bishops' Conference and diocesan requirements. The school follows the Come and See programme 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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