



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Richard's Catholic Primary School

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School Unique Reference Number: 126038

<b>Headteacher:</b>	Mrs Catherine Hunn
<b>Chair of Governors:</b>	Mr Michael Beal
<b>Lead Inspector:</b>	Mr Stephen Beck
<b>Associate Inspector:</b>	Mrs Maria Cowler
<b>Inspection date:</b>	18 <sup>th</sup> October 2018

	Previous Inspection:
<b>Overall Effectiveness</b>	2
	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 Richard's is an outstanding Catholic school because:

<ul style="list-style-type: none"> <li>▪ The explicit Catholic ethos of the school is visibly evident from the point of entry to the school.</li> <li>▪ The school's Mission Statement is fully embedded in school life which sees, 'to know, to love and to serve', lived out in the valuing and celebration of the rich diversity within the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaders are excellent role models and an inspiration to all.</li> <li>▪ The school's self-evaluation is an exemplar and coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic Life of the school.</li> </ul>
<ul style="list-style-type: none"> <li>▪ The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of all pupils, irrespective of ability or faith background.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The quality of teaching, learning and assessment in Religious Education is outstanding.</li> <li>▪ Pupils exhibit knowledge, skills and understanding at least appropriate to their age and are able to articulate how this translates into their everyday lives.</li> </ul>

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

St Richard's Catholic Primary school is situated in the centre of Chichester in the Cathedral Deanery of the Diocese of Arundel and Brighton and is maintained by West Sussex Local Authority. It serves the parishes of St Richard's of Chichester, St Peter's, Witterings, Our Lady, Bosham and St Wilfrid's, Selsey.

The school takes pupils from the age of four to eleven with 315 currently on roll. 73.5% of pupils are baptised Catholics, with others coming from a mixture of faiths, predominantly Christian but also an increasing number of Muslim families. The proportion of pupils eligible for free school meals is below the national average at 8%.

16 % of children have special educational needs or disabilities with an increasing number having challenging needs, both medical and Social, Emotional and Mental Health (SEMH). This includes 6 pupils with an Education and Health Care plan (EHCP). The number of pupils who have English as an additional language is significantly higher than the national average at 40%, with some classes as high as 50%.

Currently, 65% of teachers are Catholic with four holding the Catholic Teachers' Certificate. Following an expansion programme in 2012, which was triggered by a need to create additional Catholic school places due to over-subscription, all pupils are now taught in mixed age classes from Reception to Year 6 (11 classes in total).

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

The school's capacity for sustained improvement is outstanding. It has made improvements since its last inspection which graded it as good. Central to this capacity to improve is the inspirational headteacher whose clarity of vision and capacity for achievement underpin the school's drive for excellence. In this objective she is most ably supported by a recently restructured, strong and hardworking school team of two Assistant Headteachers and two Phase Leaders. The school benefits from a knowledgeable, dedicated, supportive and challenging Governing Body.

The school is currently judged as good by Ofsted and has significant strengths in Leadership, being judged as outstanding by the Local Authority. It has responded positively to requests to support other schools, both from the Diocese and the Local Authority, with the Headteacher taking on a short-term role as Executive Headteacher at a local Catholic Primary school.

Religious Education subject leadership is shared by two very experienced and talented teachers, who have been part of the recent Diocesan pilot in Religious Education assessment. They have both made substantial contributions to the proposed assessment framework. Their subject leadership is outstanding. They maintain Religious Education as a true core subject and are relentless in their drive to constantly build on the school's considerable strengths.

The overwhelming support of parents is witnessed by such comments as, '*A fantastic school that develops the whole child*' and '*It is hard to imagine how Christian ethos could be better realised in the way St Richard's school functions*'.

There are no significant areas for improvement. The school should continue to work on the areas for development highlighted in its own Self Evaluation Form (SEF) which inspectors have been able to validate, by;

- Continuing to embed assessment through the use of 'driver' words to secure ongoing progression.
- Continue the development of the newly updated prayer garden, informed by the pupil and parent questionnaires.

## 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 is outstanding.**

- Pupils and staff have a palpable sense of belonging to this vibrant Catholic school community. They flourish in an atmosphere where everyone is valued and expected to achieve. Almost all pupils have a deep experience of belonging and enthusiastically embrace the demands of living out the school's mission and Catholic ethos.
- The focus of the school's Mission statement is, 'To know, to love and to serve'. This is lived out and is explicit in all that goes on at St Richard's. The statement is evidenced around the school and articulated by everyone one comes in to contact with.
- Pupils are very proud of their school and its religious identity. They eagerly take part in school, community, parish and diocesan celebrations and activities such as planning a liturgical dance for the Good Shepherd Mass, designing Mass booklet covers, altar serving at daily lunch time Masses, planning and activities in the Parish Youth Club and Parish Family Mass.
- Pupils contribute in a planned and systematic way to the school's evaluation of its Catholic life and take a lead in planning improvements to it, e.g. starting their own prayer groups (Rosary group), and contributing to displays e.g. adding scripture to the Tree of Life display.
- Pupils talk with pride about the activities they have been involved in through which they serve others; particularly their support of a range of charities and activities. They have a strong sense of social justice for all and in this way live out their mission.
- All stakeholders have been involved in the shaping of the school's mission statement which is lived out each day in school. It is re-visited every year; it informs assemblies, decisions in daily conversations, creation of class rules and golden rules, it is sung and prayed and loved by all members of the school community.
- The behaviour of pupils is exemplary. Pupils are alert to the needs of others, they are ready to support each other and celebrate each other's qualities and successes. This is also reflected in lessons where behaviour for learning is likewise exemplary.
- A parent commented that, *'The school has discipline with reinforcement of kindness and how to behave'*.

**The quality of provision of the Catholic Life of the school is outstanding.**

- The Catholic ethos of the school is visibly evident from the point of entry to this very welcoming school. The school's Mission Statement is visible and known about. High quality displays reflecting the Catholicity of the school are evident throughout the building. The displays reflect a high level of ownership by all stakeholders.
- The welfare of every pupil is clearly at the heart of all the school does as it 'goes the extra mile' to support each one of its pupils. A very Catholic understanding of 'Every

Child Matters' is evident in the personal care offered to each pupil, especially in times of need.

- There are numerous areas with soft seating around the school where pupils can sit and reflect quietly. These areas are used well by pupils whose behaviour may be more challenging. For example, a designated nurture area used by the school's Learning Mentor and Play Therapist.
- Every pupil has a role in the community and a voice in the development of the school. Examples include: School Council, Prayer Ambassadors, Eco Warriors, Peer Mediators, Young Interpreters, Bronze Ambassadors and House Captains. This enables both the pupils and staff to contribute to school improvement policies and the day to day running of the school. Pupils know that every opinion is valued and that they will always be listened to. The school has a stated aim to ensure that every pupil knows that however young they are they have the ability to make a difference.
- St Richard's has a close relationship with all areas of the local community. They collaborate with other schools and have visits from the parish clergy who feel welcome in the school.
- The school has formally adopted the Diocesan scheme 'Journey in Love' to support the delivery of Relationships and Sex Education (RSE) and Education for Personal Relationships (EPR) which are taught on a regular basis throughout the year. This has been embedded throughout the school. The school regularly gives parents the opportunity to discuss the central themes of the programme.

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

- The school's leadership is deeply committed to the Church's mission in the school. The headteacher is outward looking by using her expertise to engage and work with others and inward looking by developing a worshipping community through a strong home, school, parish partnership.
- The headteacher and the school's leadership team ensure that Religious Education is a core subject and that staff training is consistent each year to maintain high standards. The Catholic life of the school and Religious Education form the first part of the school's development plan. Leaders monitor and evaluate the Catholic life and ethos of the school as well as teaching and learning and amend action plans accordingly.
- Leaders are excellent role models and an inspiration to all. The Religious Education leaders offer their expertise to support others and the headteacher is excellent in facilitating staff through providing them with opportunities to take on leadership roles.
- The school's self-evaluation is an exemplar and coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic life of the school. The school knows its strengths and areas for development well and has a mission to secure ongoing improvement.

- The school is extremely effective in working with parents and carers who were effusive about the school's strength of pastoral care and said, *'They never give up on a child'*.
- Governors share the headteacher and staff's passion to excel and offer challenge and support where necessary. They see the Catholic life as something that one experiences as one walks through the door, not just something talked about in a lesson.
- Governors are actively involved in the school's self-evaluation process. They are always invited to events and participate enthusiastically as full members of the leadership team.

## 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 is outstanding.

- Pupils response to and participation in the school's collective worship is outstanding and they take the initiative in leading Collective Worship. They are creative and resourceful in their planning of liturgy and they want it to be the best it can be. They use a variety of approaches to prayer, which include scripture, liturgical music, and other forms of prayer both traditional and contemporary.
- Pupils value and participate in and have a good understanding of the Church's liturgical year, its seasons and feasts and the approaches that are required in the planning of appropriate worship opportunities. The school takes this work very seriously. A pupil commented, *'We are like one big community cuddled together holding each other's backs'*.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of all pupils irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths. This is reflected in the manner in which many pupils participate in prayer and liturgy, where the beliefs of those who are not Catholic are respected.
- The experience of living and working in a praying community has a profound and visible effect on the development of all pupils irrespective of ability or faith background.

- Pupils acted with reverence and were keen to participate in the collective worship observed. They sang joyfully and joined in community prayer appropriately and with confidence.
- A parent wrote on their questionnaire response, *'I am very happy with the way the school has helped my child develop spiritually'*.

**The quality of provision for Collective Worship and Prayer Life is outstanding.**

- The school is committed to ensuring that collective worship experiences are of a high quality and relevant to the pupils. Good resourcing and staff training help to ensure that pupils are interested, enthused and inspired by well-prepared worship opportunities.
- In addition to school collective worship, class worship provides pupils with a more personal experience, allowing them to explore and express their views and Gospel values and offering them the opportunity to share their thoughts and prayers.
- Prayer opportunities are planned in a manner that attracts and facilitates attendance by other adults associated with the pupils and school. Response to this invitation is exceptionally high.
- Collective worship is central to the life of the school for all pupils and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff. Prayers are said at the beginning and end of the school day and at the start of meetings. Themes for collective worship reflect the Church's liturgical year, topics in Religious Education and events in school life, ensuring a wide range of collective worship experiences. Key teaching for the annual cycle of collective worship include: Harvest Festival, Rosary Months, Remembrance Service, Advent, Nativity Play and Carol Services, Holy Week, Mass of the Risen Lord; Leavers' Mass, and the Mass for St Peter and St Paul attended by all the First Holy Communion pupils in their special clothes.

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

- The calendar for collective worship allows pupils to take part in a range of Masses and liturgical celebrations. These acts of worship reflect the pupils' positive attitude and demonstrate their ability to empathise and apply Gospel values to their daily lives.
- Leaders and managers including senior leaders, provide opportunities for collective worship, which enable pupils to develop in their spiritual lives. Leaders are a model of good practice for staff and pupils. They are highly visible as leaders of collective worship.
- The headteacher is a source of inspiration to the school community. She is ably supported by her senior team in planning and delivering high quality collective worship. They have a thorough understanding of the Church's liturgical year, its

seasons, rites and symbols. As a result, collective worship is delivered in a way that is relevant to pupils in a contemporary context.

- Leaders have a clear vision that collective worship is seen as the heart of its curriculum and a priority for continued professional development. Staff are highly receptive and enthusiastic about moving forward together reflecting a very collegiate approach.
- By their behaviour, attitude and practice, leaders are very effective and inspiring role models for pupils and staff. They work hard to promote and provide thought provoking and accessible collective worship for the whole community of St Richard's.
- Leaders and managers regularly seek the views of pupils, staff and parents/carers regarding the quality and significance of collective worship in school and are quick to respond to these findings in a systematic and thorough way.
- A thought-provoking assembly using a range of skills and resources, including 'audience participation', led by the headteacher on the topic of 'Helping each other' effectively engaged pupils of all ages and saw them willingly participate with contributions in response to questions. Pupils were actively involved with one playing the piano as pupils reverently entered the hall led by prayer ambassadors carrying a candle. Good use was made of scripture, prayer and reflection with the assembly being further enhanced with singing and signing.

## 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 is outstanding.

- Pupils enjoy Religious Education and show commitment in their learning. Behaviour for learning is outstanding, with pupils rarely off task even when not directed by an adult. As a result, lessons proceed without interruptions.
- Pupils exhibit knowledge, skills and understanding appropriate to their age and are able to articulate how these translate into their everyday lives. They respond enthusiastically to exceptionally well planned and differentiated activities that maximise the benefits of mixed age classes to serve the needs of all pupils. They engage with the tasks set, thus enjoying their learning and thriving on the challenges presented to them.

- Pupils enter the Foundation Stage with varying faith backgrounds and with a significant number exhibiting low levels of religious literacy. From this relatively low starting point, pupils make good progress in Religious Education as they progress through the school. In many classes, this is accelerated due to the impact of outstanding teaching.
- Pupils with English as an additional language make sustained progress over time as they quickly acquire language skills and access the curriculum with well targeted support and teaching.
- The standards of attainment reached by the end of Key Stage 1 for a majority of pupils are at least at the expected level. Standards reached by the end of Key Stage 2 build very successfully on this progress that sees standards at the end of this Key Stage showing most pupils achieving the expected level of attainment with a significant number exceeding this. This is evidenced in both assessments and the depth of pupils' work in books.
- It is evident that the school is successful in closing the gaps for disadvantaged pupils over time. It regularly monitors progress, and this has a positive impact on both standards and progress.
- The school is to be commended for the work it has done on assessment over the past year as part of the Diocesan Pilot Programme developing assessment without levels. Time has been spent unpicking the meaning of each of the driver words and what that looks like in practice. This has led to many open and honest discussions about the evidence required for each driver word and how to ensure progression, which has had a very positive impact on the school's outcomes and are reflected in Religious Education assessments.

**The quality of teaching and assessment in Religious Education is outstanding.**

- The quality of teaching, learning and assessment in Religious Education is outstanding. Teachers are very effective in consistently planning high-quality lessons linked to pupils' current assessment and their knowledge of the individual child. All teachers at the start of lessons quickly assess what prior learning has taken place and ensure it is built upon. This consolidates and extends pupils' knowledge and understanding so that they learn extremely well. As a result, teaching is mostly outstanding. Lessons are well paced, but not rushed, reflect strong staff subject knowledge and good use of scripture.
- Teachers are very confident in their subject expertise and have an excellent understanding of how pupils learn. Consequently, pupils apply themselves well and make outstanding progress in lessons and over time.
- Teachers employ a wide range of appropriate strategies, including individual and collaborative work. Tasks set are carefully differentiated and purposeful. As a result, pupils are highly motivated and sustain concentration in lessons. Strategies used by teachers challenge pupils and ensure they make outstanding progress.

- Teachers ensure pupils are involved in evaluating how well they are achieving. This increases their confidence in making further improvements.
- Teachers manage time very effectively to secure learning across sequences of lessons.
- Teachers use observation and questioning very well during lessons in order to adapt tasks and explanations, so improving learning for pupils. Key words are introduced and reiterated throughout the topics. Pupils self-assess against the What I am Looking For (WILF) with next steps questions used to consolidate or extend learning.
- Excellent resources, including other adults are used very effectively to optimise learning for pupils. Information and communication technology are widely used well to engage pupils in their learning and to encourage them to present their learning in different ways.
- Teachers communicate high expectations regarding Religious Education to their pupils who respond positively. Excellent behaviour management strategies are deployed calmly and gently. All concerned listen respectfully to one another's views and opinions. This leads to the creation of a positive atmosphere for learning in all classes.
- In an Early Years lesson observed on the topics of Belonging and Baptism, previous knowledge was well built on with correct use of religious vocabulary being emphasised. The lesson was enhanced by good questioning from both teacher and support staff. High levels of challenge were provided within a learning environment where it was clear that it was 'all right not to know an answer'. This was matched in a Year One/Two lesson where the teacher explored the pupils' understanding of the 'Oil of Chrism' in Baptism. The lesson was well planned, resourced and differentiated. A Year Three/Four lesson driver words supported learning about the Sacrament of Confirmation and exploration of the meaning of 'Living in the Light', 'Fruits of the Spirit' and 'Holy Spirit'. The strong development of religious vocabulary was further reflected in a Year Five/Six lesson that examined the meaning of 'fidelity' linked to the sacrament of marriage. In discussion one pupil suggested this could be described as '*clothing yourself with love*'. Good use was made of the interactive whiteboard and the teacher reflected on examples of her own life thereby giving context for the pupils.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- The school uses the 'Come and See' programme of Religious Education, in line with Diocesan requirements. Curriculum time allocated to Religious Education is 10% in all Key Stages and conforms to the requirements of the Bishops' Conference.
- Following the recommendation of the last inspection, the school has successfully addressed all the recommendations that sees able pupils challenged, a strong use of assessment outcomes, pupil engagement in their own learning and appropriate levels of differentiation.

- A comprehensive Religious Education action plan, which forms a core part of the whole school development plan, is used to inform actions and is regularly reviewed and evaluated by the leadership team and Religious Education governor. This informs next steps and key priorities in all aspects of Religious Education, including teaching and learning.
- School displays and assemblies reflect the school's commitment to ensuring their pupils learn about the beliefs and faith practices of others, in order to better understand our multicultural society.
- The Religious Education leaders provide very effective leadership and support to colleagues. They work to maintain excellent provision and expertise as well as a commitment to monitoring and evaluation, in order to raise standards further. They work very well together, sharing ideas and contributing to development planning.
- Governors regularly visit the school on a formal and informal basis as part of their monitoring role. The link governor for Religious Education is proactive and conscientious in her role and has a clear awareness of standards and progress in Religious Education, which she feeds back to the governing body.
- School self-evaluation is accurate, and evidence based. Monitoring in Religious Education includes learning walks and lesson observations.
- Religious Education newsletters are sent home to inform parents about the topics their children are undertaking. Parents are thus enabled to assist with their children's 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.

1

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

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