



DIOCESE OF Arundel and Brighton

DENOMINATIONAL (S48) INSPECTION REPORT

St Robert Southwell Catholic Primary School

Address: Lamb's Farm Road Roffey Horsham West Sussex RH12 4LP

Telephone: 01403 25357 Email address: head@st-robertsouthwell.w-sussex.sch.uk

School Unique Reference Number: 126053

Headteacher:	Mrs Anne Hudspith
Chair of Governors:	Mrs Veronica Peppiatt
Lead Inspector:	Mr Stephen Beck
Associate Inspector:	Mrs Angela Ireland
Inspection date:	23rd June 2015

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 Robert Southwell School is an outstanding Catholic school because:

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| <ul style="list-style-type: none">▪ The firm belief that we are created in the image and likeness of God is truly lived out through the deep rooted traditions and beliefs of the Catholic Faith.▪ The religious education leader is extremely effective in her role and has developed a strong team to support religious education provision, strengthening the Catholic Life of the school. | <ul style="list-style-type: none">▪ High quality collective worship is central to the life of the school and is a key part of every school celebration. It is a major strength of the school and all pupils play an active role in the preparation, delivery and development of collective worship.▪ The prayer life of the school is outstanding due to the opportunities for pupils to participate in a wide variety of prayer forms and liturgies. |
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<ul style="list-style-type: none"> ▪ Pupils are extremely polite and helpful to visitors and this goes hand in hand with their outstanding behaviour. They willingly accept responsibility for caring for each other and know and understand the importance of their school's mission statement. ▪ There is a strong sense of belonging within St Robert Southwell School. The entire school curriculum is underpinned by Christ's love for one another. Displays around the school are of a high quality and strongly reflect its Catholic ethos. ▪ Pupils have a strong awareness and regard for the fragility of God's earth and their responsibility for it. This is emphasised through the school's focus on justice and peace and an understanding of stewardship demonstrated through the school's eco award. 	<ul style="list-style-type: none"> ▪ Teaching is consistently good, with outstanding elements. Teaching and support staff play an active role by giving support to ensure good quality learning for all groups of pupils, particularly in challenging the more able. Pupils are very enthusiastic and willing to contribute to discussions and debate within the religious education lessons. They remain on task, are confident about their learning and know what they need to do to improve further as a result of focussed marking to which they respond. ▪ The outstanding focal areas in classrooms and the main hall celebrate and enhance the prayer life of the school. ▪ The school's religious education curriculum meets Bishops' Conference requirements. All canonical and statutory duties are fulfilled.
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FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Robert Southwell is a smaller than average sized voluntary aided primary school situated in the suburb of Roffey on the outskirts of northern Horsham. The school is in the Crawley Deanery of the Diocese of Arundel and Brighton and it is maintained by the Local Authority of West Sussex. At present there are 147 pupils on roll. The proportion of baptised Catholics is 89%. The principal parish which the school serves is St John the Evangelist Horsham. The proportion of pupils entitled to free school meals is low. The percentage of pupils from minority ethnic groups is in line with national averages at 24%. The proportion of pupils who have learning difficulties and/or disabilities is above national average at 25%. Pupils who are at the early stages of learning English as an additional language are just below 15%. The school is organised into 5 vertically grouped classes; Yr. R /1, Yr. 1 /2, Yr. 2 /3, Yr. 4 /5 and Yr. 5 /6. There is an imbalance between boys and girls, 57% boys and 43% girls. There is a rising roll and in September 2016 an additional class is planned. The school takes pupils from 4 to 11 years. The attainment of pupils on entering the school is broadly average overall.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- In line with the school's development plan, as the 'Come and See' scheme of work is embedded, develop a consistent approach to recording assessment. If possible integrate this with the software used for other core curriculum subjects in order to assist teachers in their forward planning for pupils as they progress through the school.
- Once this has been achieved ensure that the governing body is kept up to date with religious education assessment data.

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

Outstanding pastoral leadership promotes a strong and caring Catholic ethos and a sense of family in which all pupils feel valued. Pupils' spiritual, moral, social and cultural development is outstanding, which contributes to their exemplary behaviour. Since the last inspection there has been a sustained focus on developing and extending ownership of the mission statement by the whole school community, but especially by the pupils. Pupils from other denominations and cultures feel valued and participate well in the life of the school. They support the needs of each other and celebrate the achievements of everyone, recognising the sacredness of each individual.

- The outcomes for pupils at St Robert Southwell School are outstanding.
- The staff and governors have a clear vision of the nature of a Catholic school and how important its role is in the formation of the children.
- The entire staff is committed to providing not only the best education possible for the children, but also a safe, secure environment where they can grow to know and love God.
- One of the pupils commented that, "We are like one big family because we love one another just as Jesus asked us to."
- The quality of work in the religious education books is of a high standard. Presentation and volume of work is of the same quality. The range of ways in which the teachers enthuse pupils and motivate them is impressive.
- The School / Class Councils and Fairtrade Steering committee are all actively involved in planning activities to support the Catholic life of the school.

- Pupils belong to a range of groups, e.g. prefects, sports leaders, playtime friends, litter monitors, mini vinnies, librarians, travel monitors, school council and houses. They understand the importance of being excellent role models. These children are very proud of their roles and take them very seriously.
- Older pupils nurture the faith and spiritual and moral development of younger pupils through the faith buddies, and prefect the system. Year 5/6 faith buddies develop a strong, supportive and reciprocal relationship on their faith journey.
- Pupils' social and moral conscience has been developed by focusing on stewardship of the world through achieving Fairtrade and Gold Eco awards for four consecutive years. The mini-vinnies work closely with the parish St Vincent de Paul Society and plan their own agenda to raise monies for those less fortunate than themselves.
- As a parent responded on their questionnaire, *'Our children are really enthused by their religious education. They frequently whisper to me at mass, mummy we did this at school. We think the school is doing an excellent job'*.

The quality of provision of the Catholic Life of the school

- The Headteacher who is the religious education curriculum leader, senior management team, and governors gives outstanding leadership to the direction of the Catholic life of the school and maintain its Catholic character. The link governor and members of the Spiritual Life and Curriculum committee are very influential when contributing to the Catholic life of the school and governors regularly attend events at school and church. The school is rightly looking to train another member of staff to take on the leadership of this curriculum area.
- All stakeholders recognise the value of the school's mission statement as a result of it being explicit in all aspects of school life visually around the school, in governor minutes and in communication with parents. Furthermore, it is evident in the strength of quality of relationships at all levels.
- Staff are fully committed to the implementation of the school mission across the curriculum and all areas of school life. This is evident in the care, guidance and support of pupils and each other of which both pupils and parents speak extremely highly.
- Policies relating to behaviour and wellbeing of pupils are rooted in Gospel values and the teaching of the Catholic Church. There is a collective understanding of the value of good manners and behaviour and pupils are provided with clear and consistent direction and support, which they embrace and share willingly. This results in excellently behaved and well-mannered pupils.
- The Headteacher is responsible for EPR and there has been a significant focus on improving the teaching of EPR by updating the scheme of work to incorporate SEAL activities and elements from the diocesan model scheme of work. This has improved provision and outcomes for EPR and SRE about which parents are very well informed. The school has worked hard to ensure that pastoral programmes for Relationships and Sex Education and Personal, Social and Health Education refer unambiguously to Catholic teachings and principles. The school is exceptionally committed to ensuring that pupils have a comprehensive understanding of RSE before they leave St Robert Southwell and as a result, their programme is carefully planned from the Foundation Stage up to Year 6.

- ‘Come and See’ enables the study of other religious beliefs, Judaism in the Autumn Term and Islam in the Summer Term.
- The indoor and outdoor environment support and enhance reflection and the development of the school’s spiritual life. They are a valued asset. Each class has a prayer corner which is a focus for prayer and reflection. The hall display always reflects a liturgical theme and the topic of Come and See which keeps a religious focus at the centre of the school with good use being made of displays and quality artefacts to support pupils’ learning.
- Events in other religious calendars are celebrated and discussed throughout the year in assemblies, class time and the school newsletter. Children from other faiths are invited to share their viewpoint and experiences. Pupils show the utmost respect for these beliefs and do so in a reverent way.

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

- The school’s excellent self-evaluation is a coherent reflection of rigorous monitoring, searching analysis and self-challenge and is clearly and explicitly focused on the Catholic life of the school. This leads to well-targeted, planned improvements, often creatively conceived with key partners to further enhance the communal life and ethos of the school.
- The high calibre of the Governing Body enables it to continue to make a vital contribution to the leadership and management of the school through its role as a critical friend, where it supports and challenges the school to improve. New members are enthusiastic about shaping the vision and direction for the school and determining its priorities for improvement.
- The school’s leaders, managers and governors are unequivocally committed to their work and witness, ensuring that the Catholic mission of the school is their fundamental priority, together with the spiritual and moral development of pupils.
- They ensure that the provision of the Catholic life of the school permeates every aspect of school life on a daily basis.
- Leaders and managers are excellent role models providing leadership and guidance at all levels.
- Leaders ensure that parents know what is going on at school and how their children are progressing through regular communication as well as information on the school’s web site.
- Leaders and managers have clearly defined monitoring structures and policies in place which enable them to self-evaluate accurately and are rigorous in ensuring that plans are well developed to drive continuous improvement in the current academic year and beyond. For example, as well as monitoring collective worship in assembly time, the school ensures collective worship in the day to day life of the school is well planned for and carefully monitored to ensure consistency across the school.
- All new staff to the school are well inducted into working in a Catholic school and all staff are confident they can call on leaders and managers for support when necessary. This ensures for example that they have appropriate resources to facilitate quality provision.

- A new school website has facilitated more effective communication with and between stakeholders such as parents and governors.
- Improving the range of support materials for families in times of stress, increasing the support of parish buddies within the school to support vulnerable pupils and their families and providing more guidance for parents to support their children with spiritual and moral development has increased their understanding of the school's mission.
- The Gospel reading for the week is recorded in the bi-weekly newsletter. Parents from children in Year 3 upwards receive the Wednesday Word each week.

COLLECTIVE WORSHIP / PRAYER AND WORSHIP

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

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

- Pupils' response to and participation in collective worship is outstanding. There is a wide range and variety of prayer opportunities provided, thus ensuring that prayer is central to the life of the school.
- From a young age pupils are able to lead and respond to prayer in different ways. They are reflective and focused during prayer and collective worship. They enjoy singing which they do with great enthusiasm.
- Pupils speak highly of the different ways they pray in school including the use of class prayer journals and through participation in prayer, dance and song. This demonstrates their understanding of the Gospel message.
- The pupils have a good understanding of religious seasons and festivals and of the Church's liturgical year and are able to apply their knowledge and understanding to class discussions and religious education lessons.
- The school's Rosary garden and sacramental garden are well used and cared for by pupils, individually throughout the day.
- Pupils 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 display confidence in the use of a variety of approaches to prayer, such as prayer which uses scripture, religious artefacts, liturgical music and other forms, both traditional and contemporary. They are responsible for deciding on artefacts to be used as the focus for class prayer.
- The effect of living in an explicitly praying community is very evident in the behaviour of all pupils regardless of their faith. This is profoundly evident at services and class based liturgies. Pupils show sensitivity to the needs of others and this is evident in their spontaneous prayer and attendance at voluntary lunchtime prayer groups.

The quality of provision for Collective Worship

- The quality of provision for collective worship is outstanding and ensures that the spiritual needs of all pupils are met.
- Prayer is at the heart of the school community and is inclusive and reflective.
- It is evident that from the beginning of their school life pupils are encouraged to have a special relationship with God through prayer. Many members of staff are skilled in planning different opportunities to ensure that pupils are able to participate in prayer in different ways.
- A variety of good liturgical and prayer opportunities enables parents and the parish communities to join the pupils in worship and prayer.
- An assembly attended led by the Headteacher built very successfully on previous learning and the day to day life of the school. Pupils were attentive and engaged throughout. Excellent links were built between the school's eco work and the Pope's encyclical on the environment.
- Opportunities are given for parents to organise and participate in the prayer life of the school through a weekly prayer group for parents.
- Older pupils plan and deliver the weekly Wednesday Word liturgy. From a young age they also prepare focal areas and class based liturgies which, are a strength of the religious life of the school.

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

- Days of reflection and prayer at St Cuthman's Retreat Centre have been highly valued by all staff. The Deanery mass at the beginning of each academic year, is likewise valued by all staff and all in service days begin with a liturgy.
- The promotion, monitoring and evaluation of the provision for collective worship by leaders and managers is outstanding. In different ways all staff follow the excellent example of the headteacher in modelling best practice when leading collective worship, ensuring that it has a good impact on all pupils. They clearly demonstrate an understanding of the liturgical year and ensure that there are many opportunities for pupils to share in this.
- As a consequence pupils respond well to all that is provided for them. The headteacher and senior leaders have a clear vision for the further development of collective worship.
- Reflecting a school mantra that 'complacency is not an option' the quality of collective worship continues to further develop and improve.
- There is a very well organised programme of masses, liturgies, whole school and key stage assemblies which closely follow the liturgical year, Come and See programme, EPR themes and supports sacramental programmes in the parish. The religious education and collective worship policies are detailed and provide clear guidance on teaching religious education and collective worship as well as providing excellent ideas on helping children to pray and develop spirituality.
- Collective worship is well planned, therefore the importance of the relevant message and theme is shared with all, encouraging children to go forth living out Gospel values. This well planned liturgical formation shows progression and is carefully monitored by the religious education curriculum leader.

- Year 5 and 6 pupils thoroughly enjoy attending the Life of Christ play at Wintershall as it brings the person of Jesus Christ truly alive for them. Year 5 pupils will enjoy a Deanery pilgrimage to West Grinstead led by the Vocations Director for the diocese in the summer term.

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

- Pupils' achievement and enjoyment in religious education is outstanding.
- Pupils are religiously literate and develop an excellent religious vocabulary that extends beyond age related expectations. Their knowledge, understanding and skills are developing at least appropriate to their age or capacity and are often above.
- Since the last inspection the school has successfully raised the standards of religious education in both key stages. This has largely been due to improving the quality of assessment tasks used at Key Stages 1 and 2, the development of effective differentiation and the use of probing questions to challenge thinking, especially through the use of developmental marking.
- Pupils make excellent progress in relation to their starting points and capabilities.
- Pupils' attainment in religious education is excellent overall and analysis of assessments undertaken provides evidence of pupils attaining appropriate levels for their age and stage of development in each key stage and in a significant number of cases exceeding this.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good. They are well supported in the school and make very good progress.
- They develop the skills to enable them to reflect spiritually, think ethically and theologically and are aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is generally excellent as shown by their interest, engagement, positive attitude and excellent behaviour in lessons. They appreciate the efforts staff members make to make their lessons enjoyable and respond enthusiastically.
- Pupils are encouraged to work independently and collaboratively. They co-operate well with each other in group work. Across the school, children are very respectful of each other's views and opinions.

- They are anxious to learn and improve their knowledge, understanding and skills as they grow into independent learners.

The quality of teaching and assessment in Religious Education

- The quality of teaching is never less than good with elements and evidence of outstanding practice and is consistently supported by excellent classroom management.
- A majority of pupils and groups of pupils make very good progress over time.
- Teachers use plans and guidance consistently to good effect and teacher subject knowledge is very strong.
- The school has a good range of resources and strategies to promote learning and teachers use time well.
- Lessons observed during the inspection included effective use of hot-seating, role play, writing and partner work. Teachers have high expectations and as a result pupils concentrate well and the presentation of written work is of a high standard.
- Relationships between teachers and pupils are very good. Additional adult support in the classrooms is used well, ensuring good progress for all pupils.
- Teachers differentiate tasks to meet pupils' needs across the school and pupils respond articulately and reflectively to teachers' questions.
- Marking and feedback are carried out regularly. This is most effective where pupils are given time to improve, but this is not yet consistent across the school.
- There is evidence of pupils using 'I can' statements and developing good practice in self-assessment and this is consistent across the school. The school has an accurate picture of pupils' achievement in religious education because there is a rigorous tracking system in place.
- Pupils are challenged to think deeply and use high level thinking skills. There is a strong emphasis on getting pupils to relate what they have learnt in religious education to their own lives and choices.
- A pupil commented that religious education *'makes me think about what I have done and what I should do in the future'*.
- Tasks are chosen to challenge pupils thinking and understanding at a high level to which they rise. For example a Year 6 pupil talked about relating the story of Aslan's humiliation in the 'Lion the Witch and the Wardrobe' stories to the Passion of Jesus.

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

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for religious education of the school and in the way they plan and implement improvement to outcomes for pupils.
- There is a robust programme for the monitoring and evaluation cycle. Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- Achievement, effort and good practice are celebrated and this could be further extended.
- Continuing professional development opportunities are provided for all.

- The subject leader is outstanding in guiding religious education. She shows commitment and introduces new initiatives when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary. The school's self-evaluation accurately identifies both the areas of strength and those for development. The changes in subject leadership and parish personnel have been exceptionally well managed to secure continuity for the school.
- The clearly inspirational religious education curriculum leader who retired last year led an exciting and innovative curriculum development in religious education which has significantly improved staff knowledge and expertise. This has impacted on teaching and learning and raised standards. Religious education is central to the life of the school at the core of the curriculum and challenges pupils to ask deeper questions about the meaning of their existence. The Headteacher in taking on this role in the interregnum has done a sterling job in maintaining and building on her work pending the appointment of a new subject leader.
- New teachers are well inducted in delivery of religious education with all teachers being well supported.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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

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

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The quality of provision for Collective Worship

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

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Religious Education

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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