



# DIOCESE OF Arundel and Brighton

## DENOMINATIONAL (S48) INSPECTION REPORT

St Wilfrid's Catholic Primary School

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School Unique Reference Number: 126035

<b>Headteacher:</b>	Mrs Sharon Reynolds
<b>Chair of Governors:</b>	Mrs Margaret Heaney
<b>Lead Inspector:</b>	Mr Stephen Beck
<b>Associate Inspector:</b>	Mrs Penny Rickard
<b>Inspection date:</b>	Tuesday 23 <sup>rd</sup> February 2016

<b>Overall Effectiveness</b>	Previous Inspection: 2
	This inspection: 2
<b>Catholic Life:</b>	2
<b>Collective Worship:</b>	2
<b>Religious Education:</b>	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Wilfrid's is a good Catholic school because:	
<ul style="list-style-type: none"> <li>• The learning environment reflects the school's mission and identity through clear signs of the school's Catholic character.</li> <li>• From their earliest years, the pupils receive a solid foundation in the Catholic faith and are taught to love their neighbour. Their spiritual and moral development is at least good.</li> <li>• The quality of teaching is consistently good and aspires to be outstanding.</li> <li>• A strong programme of monitoring has been established and now needs time to embed to ensure its impact can be seen on raising standards in religious education.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of collective worship is good. Staff regularly pray together. These experiences have a significantly positive impact on the school's sense of community.</li> <li>• The parish priest and parish deacon are very supportive of the school. The school works hard to secure strong deanery links with the role played by the deanery chaplain being outstanding.</li> <li>• The school's leadership and governance demonstrate strong capacity and an understanding of the school's strengths and areas for development.</li> <li>• There is a clarity of vision that is moving the school rapidly forward on its aspirational journey to outstanding.</li> </ul>
It is not yet outstanding because:	
<ul style="list-style-type: none"> <li>• Pupils need to have wider involvement and further develop their skills and confidence in delivering collective worship.</li> <li>• Staff have had training on collective worship and as this is implemented their confidence will grow further in the delivery of this area.</li> <li>• Development of a wider variety of liturgical music, psalms and responses is in its early stages.</li> </ul>	<ul style="list-style-type: none"> <li>• Whilst confident overall with their roles and responsibilities, there remains a need to further embed systems for the governing body to be completely confident in their role to drive improvements further forward.</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils need to have greater involvement in their own learning through increased opportunities for self-initiated work and research.</li> <li>• Lessons need to promote increased levels of challenge for all pupils with a greater emphasis on more able pupils.</li> <li>• The talents of the excellent pupil liturgy team need to be cascaded throughout the school so that a greater number of pupils become confident in that role.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment procedures need further development to include more self and peer assessment by the pupils themselves.</li> <li>• The school needs time to fully embed new systems and approaches to teaching and learning in religious education, supported by future planned training.</li> <li>• The school has identified that differentiation needs to be fully embedded for rapid progress to be made.</li> </ul>

# FULL REPORT

## INFORMATION ABOUT THE SCHOOL

St Wilfrid's Catholic Primary School is a smaller than average school, situated in the Worthing Deanery in the Diocese of Arundel and Brighton. It is maintained by West Sussex Local Authority. The principal parishes served by the school are Our Lady Star of the Sea, East Preston and St Joseph's, Rustington. The number of pupils currently on roll is 134 and 46% of them are Catholic. Pupils are taught in mixed age group classes apart from Year 6. This reflects an increased roll since the last inspection, but a reducing Catholic population. Most of the pupils are of White British heritage and a few are from different ethnic heritages. Very few (at 3.3%) speak English as an additional language. The proportion of pupils joining or leaving the school at other than the usual times is much higher than average. The number of pupils with special educational needs, disabilities and in receipt of specific support (at 32.1%) is above average. 60% of teachers are Catholic and one holds the Catholic Teachers' Certificate. The school holds a number of national awards reflecting high levels of ongoing self-evaluation which is put to good use.

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

- Ensure that teachers mark consistently across the school to provide information to pupils about their next steps in their learning.
- Take more opportunities to differentiate work by task as well as outcome through opportunities for self-initiated work and independent research.
- Taking account of future diocesan guidance, consider undertaking a review of the school's Education for Personal Relationships Policy to update materials used for sex education in consultation with staff, governors and parents.
- Proceed with plans to cascade the skills and talents of the pupil liturgy team to others throughout the school, so that a greater number of pupils become confident in this role.

## 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**

- St Wilfrid's offers a warm and welcoming environment where all members are valued and respected.
- The school is a joyful learning community in which all the pupils in the school make good and improving academic progress.
- The effectiveness of the school in providing Catholic education is good.
- The school's capacity for sustained improvement is good.
- The school self-evaluation is accurate and the development plan is effective in applying direction for further improvements.
- The headteacher's resolve and forward looking approach to moving the school forward is exemplary.
- The ongoing determination of the community to maintain a focus on the school's Catholic identity during a challenging time is commendable and is supporting overall improvement.
- The collegiate approach to leadership enables staff to flourish, thus raising the standard of education within the school.
- From their earliest years, the pupils receive a solid foundation in the Catholic faith and are taught to love their neighbour. Their spiritual and moral development is at least good.
- The school's commitment to the disadvantaged serves to motivate both staff and pupils and is a touchstone for their moral development.
- The Catholic ethos underpins all school policies and the curriculum.
- Pupil behaviour is very good and they pray in many different prayer styles.
- Governors participate fully in the life of the school and are very well known by staff, pupils and parents. They are vigilant in their monitoring of school standards and pupil achievement. Minutes of their meetings and records of visits attest to the Governing Body's commitment to safeguarding the Catholic ethos of the school.
- The school/parish links have a number of outstanding elements. The parish priest is a vital part of St Wilfrid's community and is ably supported by strong involvement in the school by the parish deacon.
- Parents are very supportive of the school as reported in their overwhelmingly positive response to the Section 48 questionnaire.
- The pastoral support provided by the school is outstanding. As a parent reported, *'I appreciate the way that children are taught to love, respect and forgive. These are moral values that cross religious and cultural divides and inspire great confidence and moral guidance making them grounded and thoroughly prepared for whatever life may throw their way. The staff at St Wilfrid's really care and without their support, help and guidance I do not know where I or my child would have been on what has not been an easy journey'*.

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

- Overall, St Wilfrid's is a good Catholic primary school that is very well led by the headteacher whose clarity of vision is moving the school rapidly forward in its aspiration to be outstanding.
- There is a happy, caring, welcoming atmosphere and sense of community at all levels at St Wilfrid's.
- It is a supportive community in which all are valued and in which relationships are good.

- The leadership and management of the Catholic life of the school is strong.
- The governing body fulfils its role well with regard to its Catholic foundation with the Mission Statement lying at the heart of the school's aims, policies and expectations.
- The parish priest and parish deacon give enthusiastic support to the school.
- The range and quality of provision for collective worship is good.
- There is good provision for pupils' spiritual and moral development.
- Teaching and learning are good and are strengthening through growing self-confidence.
- The standards achieved in curriculum religious education are good and show signs of consistent improvement over time.
- The school has experienced significant change in the last two years and the headteacher and senior management team have, in a very short time, established effective systems of monitoring, assessment and tracking. These now need to be used more consistently by staff to ensure all pupils are challenged to achieve their potential.
- The leadership and management of curriculum religious education are developing well.
- Pupils' behaviour is very good showing respect for themselves and others. Opportunities are taken to promote pupils' respect for, and understanding of, other faiths and cultures.
- The caring relationships within school are very strong. There are good relationships with parents, parish and the wider community.
- The learning environment reflects the school's mission and identity consistently.
- Parents commented, *'The school has an excellent Headteacher and staff who provide a rounded and full curriculum. It is a wonderful school that provides a varied and full Catholic education'. 'My child regularly comes home and talks to me about the religious theme and clearly understands it. I have been inspired by how the school tailors religious education to the specific age group to the level the children understand'.*

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

- Leaders and governors show a deep commitment to the mission of the Catholic school.
- Work completed on the mission statement has been successfully embedded and all staff are committed to implementing it successfully. All stakeholders wrote the mission statement with 'Hope in God' at the heart.
- The Mission Statement is clearly evident in all classes in school and group rooms/offices and has been printed onto a perspex display in the reception area for all visitors coming to the school to value its importance.
- The well written self-evaluation document shows an excellent understanding of where the school is in the development of religious education, and gives clear and realistic direction for the future.
- The governors contribute to the SEF through feedback from monitoring visits and are clear of the school's areas for development and how these can be progressed.
- The governors are regular visitors to the school.

- The Headteacher strongly promotes the Catholic life of the school and the high quality displays reinforce the gospel message and help to provide a stimulating environment.
- The school has made full use of CPD opportunities for all staff and governors.
- Teaching assistants are well deployed and effective.
- Pupils and families, with specific needs are given very good support and care.
- There are termly forums for families and the headteacher, these forums explore different aspects of school life and plan for further improvements. The school sends out an annual questionnaire after the Spring Term parents evening to obtain the opinions of families. Issues arising from the questionnaires feed into agendas for the forums.

## COLLECTIVE WORSHIP 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

- St Wilfrid's is a very prayerful community. Collective worship engages the interest of all the pupils and they respond enthusiastically.
- All pupils participate with reverence and respect; they join in prayers with confidence and sing with enthusiasm. They also enjoy writing their own prayers.
- Pupils know what constitutes the various elements of collective worship.
- Most pupils have a good understanding of religious seasons and feasts.
- Pupils throughout the school are able to discuss what being part of a prayerful community means to them and collective worship contributes significantly to pupils' spiritual and moral development.
- Pupils enthusiastically and respectfully talk about other world faiths that they have learned about in their religious education lessons.
- The pupil liturgy team work well together in the preparation and delivery of collective worship. Their developing knowledge, understanding and confidence in liturgical themes show that they are able to make links between Gospel messages and daily life.
- Pupils are willing to ask 'big questions' and are given regular opportunities to explore these pertinent issues both in class during RE sessions and during collective worship.
- A parent reported how their child prayed at home, *'I am thankful for my school and all my teachers. They are nice to me and they always look after me. I know that I can always talk to someone when I need to and they will always help me. I'm really lucky that this is my school and that I didn't go anywhere else. Thank you God for my school'*.

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

- Prayer is central to the life of St Wilfrid's and this is apparent when you enter the school as the entrance reflects the school as a place of worship.
- Pupils are given many opportunities to pray in different forms and settings.
- There is a clear policy for collective worship and the school ensures that it is regular and inclusive.
- Themes are based on the liturgical calendar, the scheme of work and current topics.
- Parents greatly value and enjoy taking part in liturgies attending school celebrations in good numbers.
- Acts of collective worship are very well resourced and planned.
- The weekly programme for collective worship is further enhanced throughout the liturgical year with celebrations of feast days and Church's seasons. At school the parish priest celebrates special feasts and those within the school community are invited to join in, which further enhances the importance of significant celebrations and helps cement the liturgical links between school and church.
- St Wilfrid's is a truly inclusive school. Approximately half of the school's pupils are Catholic and the school works diligently to ensure that all opportunities are open and inclusive of all and encourages and ensures participation. This can be recognised by the fact that all children and staff openly offer their ideas, opinions and celebrations with complete confidence.
- Significant work has been undertaken to improve the school environment and this has successfully provided an excellent working environment that is bright, stimulating and welcoming within what is an old building.
- The school maximises space to offer pupils the best possible school environment.
- Classroom focal points are of a high standard and as a result greatly enhance liturgical celebrations at classroom level.
- Pupils were reverent and attentive during an assembly attended. Good use was made of prayer, scripture, reflection and liturgical dance. An excellent focal point enhanced the celebration in which pupils participated enthusiastically.

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

- The headteacher and senior leaders are enthusiastic and know how to plan and deliver good quality experiences of collective worship.
- They have a deeply rooted understanding of the Church's liturgical year, its seasons, rites and symbols and ensure that displays and artefacts around the school reflect this.
- Through the school's monitoring and evaluation systems, including formal monitoring of class worship, leaders have a good understanding of the strengths and areas for development of collective worship.
- This system is underpinned by liturgical and spiritual development being part of professional development with leaders showing a keenness to continually improve the quality of provision of collective worship in all its forms.
- Leaders gather the views of pupils, staff, parents and carers, through questionnaires, regarding the quality and significance of collective worship in school and respond appropriately.

- The school's Catholic Ethos committee is well established and is proactive in driving standards forwards. The religious education governors are actively involved in the monitoring of religious education, collective worship and the Catholic life of the school. The group reflects the importance and centrality of worship within St Wilfrid's. The governors see themselves as reviewers, celebrators and supporters of our Catholic ethos, mission and vision.
- The role of the pupil liturgy team is well established. They greatly value the opportunity they are given to monitor classroom focal points, to meet with governors for Q&A sessions and to be involved in the organisation of liturgies.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in Religious Education. 2
- The quality of teaching and assessment in Religious Education. 2
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education. 1

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

- Pupils enjoy their religious education lessons and can clearly explain their value.
- Pupils are keen to do well and generally apply themselves diligently at a good pace.
- The standards of attainment of the vast majority of pupils are improving to meet national expectations.
- Although pupils enjoy their learning, they would benefit from increased active participation in lessons and increased opportunities to ask questions and develop independent learning. This would impact on increasing pupils' achievements.
- Pupils demonstrate a secure level of religious literacy and knowledge of scripture.
- Children evaluate their work in each topic with the class teacher, using 'I can' statements that are linked to the Learning Focus from Come and See. This allows the children to think about how they can improve their learning for next time.
- Each topic is levelled by the teacher using the 'I can' ladders with an overall best fit level awarded for each term. Staff use the assessment activities linked to set topics to moderate work to ensure consistency throughout the school. Data is now entered onto a tracking system and analysed by the RE and assessment leaders.
- Teaching in the lessons observed was securely good with classroom management being very strong.
- A well-paced Year 4 lesson relating pupils' work to their day to day lives, saw the teacher engage the pupils to consider how to live in today's society in Jesus' way. This was very well done and successfully secured understanding and learning. Well planned adult intervention related pupils' work to the teaching of Jesus. Pupils remained generally on task as a result of good classroom management.

- A reception lesson was likewise marked with good pace and was very well planned. The teacher set high expectations of the pupils. Her affirming manner with pupils provided a very secure learning environment. She maintained a good overview of the tasks the pupils worked on that included role play and written tasks. Good use was made of a 'Big Book' to support pupils' learning of scripture with a plenary being well used to facilitate pupil input and discussion at a challenging level for pupils of this age group.
- Year 6 pupils reflected on the words of the 'Our Father' and made good use of class Bibles to support sharing and discussion. The teacher developed good cross curricular links, facilitated strong vocabulary development and made good use of the interactive whiteboard. The teacher had a very affirming manner with pupils. Stronger engagement of all pupils could be developed through a wider range of teaching strategies and tasks to provide greater challenge and new learning.
- A Year 2 lesson on giving thanks was well related to the Eucharistic prayer in Mass. Pupils were supported by the teaching assistant and SEN support very effectively. The lesson was well planned and resourced with some good differentiation. The lesson would have benefitted from better pacing in particular in the written task.
- A Year 5 lesson opened with a very reverent reflection that led on well to the topic of the Eucharist as a memorial. Previous learning was successfully built on and pupil knowledge of the Mass response 'Do this in memory of me' was evident and skilfully used in the context of the lesson. There was a good use of religious literacy leading to pupil understanding of the term 'consecration'. The lesson was marked by a good pace, strong questioning, collaborative learning and excellent behaviour for learning. In the plenary a pupil defined the 'real presence' as Jesus really being there.
- Pupils from Year 1 discussed a lesson they had on the topic of Baptism. They liked this lesson because they learnt through actually seeing and holding resources like the Baptismal candle. They were able to relate this sacrament to scripture work and talked about the story of Jesus being lost in the temple. Pupils demonstrated a good religious vocabulary and understanding, when for example talking about Advent, The Annunciation and Creation. Workbooks showed evidence that ongoing opportunities to build on this knowledge were well utilised through a balance of teacher input and pupils written work.

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

- Teaching and learning in religious education are at least good with a number of lessons securing elements of outstanding.
- A range of teaching styles, good questioning techniques, clear explanations, well-paced lessons and good use of ICT ensure that pupils are interested in their learning and make good progress.
- Effectively planned lessons build on prior learning and are beginning to meet the wide range of pupils' needs existing in all classes.
- Teachers have good subject knowledge which is helping to develop confident learners. They have high expectations and make learning interesting, which impacts positively on pupil enjoyment, engagement and motivation.
- The support staff are effectively deployed in lessons, having a positive impact on the progress of both individual learners and groups of learners.
- Assessment and monitoring procedures in religious education are good and developing. They provide an accurate picture of pupil progress and attainment.

- Leaders and teachers are beginning to use this information to good effect, ensuring continuous improvement.
- Tracking systems for religious education have been successfully incorporated into the whole school assessment system which enables the school to focus on ensuring that different groups of pupils achieve equally well.
- This information is beginning to be used effectively by teachers in setting targets for improvement and this needs to become consistent across the school.
- The school has identified the need to give pupils more time to reflect and respond to feedback and this will improve the quality of marking and move pupils on in their learning which is not yet consistent throughout the school. Teacher guidance to ensure that pupils know how well they are doing is inconsistent.
- The school recognises that pupils' skills in self-assessment need to be developed further enabling them to become more responsible for their own learning.
- The religious education curriculum is adapted to meet the needs of all pupils. It is enhanced through a variety of imaginative and well planned strategies and relevant resources which engage and motivate the pupils.
- Planning ensures full coverage of the curriculum and identifies pupils' prior learning.
- The religious education curriculum provides good opportunities for and impacts positively on pupils' spiritual and moral development.
- The curriculum, with 10% of curriculum time being allocated to religious education across all Key Stages, meets the requirements of the Bishops' Conference well.
- The religious education leader is passionate about her role in which she is now established and maintains religious education as a core subject in the school. She continues to develop assessment in religious education in conjunction with the group of Deanery schools. She has ensured all staff are confident in assessing religious education and has led staff meetings and given support/coaching and resources to support staff at all levels.
- Pupils enjoy their religious education lessons. More able pupils expressed a view that they would welcome more challenging creative activities utilising more art, drama and music.

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

- The school's leadership and management promote the Catholic life of the school well.
- The Catholic mission of the school is at the heart of all school life and pupils' spiritual and moral development is central to the school's vision.
- The deep commitment of the headteacher is an inspiration to the whole school community.
- Good quality induction and staff training have ensured an awareness, understanding and commitment to a strong Catholic ethos. The monitoring and evaluation of the provision for religious education is good and accurately informs areas of strength and areas for further development and contribute to the good capacity for improvement.
- Self-evaluation at all levels within the school is a coherent reflection of effective monitoring, analysis and self-challenge.
- Detailed and well targeted plans are in place and strategies to effect improvement are implemented, resulting in continuously improving outcomes for all pupils.

- The subject leader has the knowledge, skills, enthusiasm and dedication to sustain improvement. Her documentation and record keeping is of a high order and reflects her pride in her subject responsibility and determination to maintain it as a high profile core subject.
- Governors provide effective challenge and support regarding the Catholic life of the school. They are well informed on issues relating to religious education and the Catholic life of the school, understand the school's performance in religious education and know what needs to be done to ensure continuous improvement of standards.
- Governors discharge their statutory and canonical duties effectively and are very supportive of leaders and staff.
- The school is an inclusive community with a clear, shared vision and a strong sense of belonging.
- Leaders respect difference, value diversity and secure understanding of these values within the schools less diverse environment.
- Opportunities are provided for pupils to engage and collaborate with each other and the school is keen to further develop these.
- There is an ethos committee in place responsible for monitoring the provision for religious education and evaluate the impact for further improvement. They meet termly and have set items on the agenda to ensure that there is good quality monitoring and evaluation, measuring impact. There is a member of the Ethos committee linked to the religious education leader and together they evaluate the subject action plan half termly.

## 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

2

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.

2

The quality of teaching and assessment in Religious Education

2

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

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