



THE CATHOLIC DIOCESE OF
ARUNDEL & BRIGHTON
EDUCATION SERVICE

DENOMINATIONAL CATHOLIC SCHOOL INSPECTION REPORT

St Wilfrid's Catholic Primary School

Address: Arundel Road, Angmering, West Sussex, BN16 4RJ

Telephone: 01903 782188

School Unique Reference Number: 126035

Headteacher:	Mrs Sharon Reynolds
Chair of Governors:	Mrs Ann Hudspith
Lead Inspector:	Mrs Catherine Walker
Associate Inspector:	Mr Richard McKenzie
Inspection date:	8 th March 2022
	Previous Inspection: 2
Overall Effectiveness	This Inspection: 2
Catholic Life:	2
Religious Education:	2
Collective Worship:	2

SUMMARY OF KEY FINDINGS FOR PARENTS/CARERS AND PUPILS

St Wilfrid's is a Good Catholic school because:

<ul style="list-style-type: none">• The children have a strong sense of belonging and respect for their peers and the adults who work with them and are rightly proud of their school	
<ul style="list-style-type: none">• Religious Education is given the highest priority as a core subject and pupils enjoy all aspects of their Religious Education	<ul style="list-style-type: none">• Pastoral support and behaviour is exemplary

St Wilfrid's school is not yet Outstanding because:

<ul style="list-style-type: none">• Pupils' engagement in and enjoyment of their learning is very good as shown by their interest, enthusiasm and behaviour. However, currently there are not enough challenging opportunities given to them to allow a greater depth of understanding. This was evidenced in both the lessons observed and the work in pupils' books.	
<ul style="list-style-type: none">• Teaching does not yet provide enough regular opportunities for pupils to develop their independence in lessons.	<ul style="list-style-type: none">• Assessment systems already in place across the school need to be further embedded.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Wilfrid's Catholic School is a smaller than average voluntary aided primary school in the Diocese of Arundel and Brighton, with 180 pupils. It is maintained by West Sussex local authority and situated in the Worthing Deanery. 44% of pupils at the school are Catholic. The vast majority of pupils are white British (92%) with a small percentage of pupils who have English as an additional language (EAL).

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To further develop the amount of challenge given to pupils in their lessons so that more regular opportunities are provided for greater depth learning.
- To develop the quality of teaching so it is less didactic and creates further opportunities for pupils to develop their independence and become more active participants in the lesson.
- To further embed the systematic assessment procedures recently introduced.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic life of the school.
- The quality of provision of the Catholic life of the school.
- How well leaders and governors 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 Good

The extent to which the pupils contribute to and benefit from the Catholic life of the school is good. Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. The worship opportunities pupils create are varied and well planned. Pupils are very responsive to the opportunities prepared by their peers. There is a well-established Year 6 liturgy team who are responsible for leading acts of Collective Worship. The Year 5 Deanery Council plan prayer groups and liturgical events throughout the year.

Pupils take great pride and ownership of their Mission Statement. It is lived out in their daily lives and sung during their weekly assemblies and school celebrations throughout the year. It permeates all aspects of school life.

Relationship, Sex and Health Education is adapted from resources and information provided by the diocese and the local authority and meets all the statutory requirements. The 'Life to the Full' programme used is at an age-appropriate level and reflects Catholic teachings and principles.

Pupils take great delight in receiving acknowledgement for their hard work and virtues through weekly 'Shining Light' celebrations. Pupils are proud of their charitable work and understand their responsibility as young Catholics to treat others as Jesus would.

There are strong established links within the Deanery of schools and wider community. Pupils are active participants of the Deanery Council and take part in the annual retreat at St Oscar Romero Secondary School. An annual Spirituality Week is an important time for both staff and pupils, where opportunities are given for pupils to reflect and respond to their faith.

The quality of provision of the Catholic life of the school is Good

Leaders and governors demonstrate a public commitment to the mission of the Church. Governors and the parish are equally committed to reignite pupils' involvement in the life of the parish. The parish priest and deacons are regular visitors to the school and their support towards the provision of the Catholic life of the school is greatly appreciated.

Pupils' behaviour in lessons and around the school is exemplary. Pupils are keen to welcome visitors and share information about their school, which they are very proud of. One pupil who said, "Our school is very special", encapsulated this.

Staff model positive behaviours that are expected of pupils, this is further reinforced by clear guidelines and a positive therapeutic behaviour policy. Pupils benefit greatly from the strong pastoral support and leadership in the school.

The care and commitment to the pastoral needs of the pupils is very evident and pupils respond well to the opportunities the school provides for their personal support and development. Pupils are happy and confident. Parents/carers are very secure in the knowledge that their children attend school happily each day and praise the school and teachers for how well they know the children. The school has a strong relationship with parents/carers. Parents/carers commented that they "were happy with the school". There is a tradition in the area that Catholic families attend the school, being such a small community. One parent summarised this by saying, "My mum came here; I came here now my children are here". One pupil explained how she felt fully supported when she went through a tricky time explaining, "the support you get from everybody is wonderful."

The school environment reflects St Wilfrid's Catholic nature. Displays, prayer tables and the school entrance all celebrate the distinctive Catholic life of the school. The school corridors and classrooms would now further benefit from celebrating the pupils' own unique achievements by displaying more examples of pupils' own work.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school is Good

The continued development of Catholic life by governors and leaders is regarded as the core leadership responsibility.

The religious education subject leader attends diocesan training and shares support materials with class teachers to ensure consistency of provision. Classes all have prominent prayer focus areas reflecting the liturgical colours for the season.

New staff are well supported by their peers and the subject leader. Clear guidance has been shared by the religious education subject leader and it was very evident that staff feel comfortable asking for (and giving) support if required.

Leaders' self-assessment of Catholic life, religious education and collective worship clearly identifies areas for development and the steps the school needs to take to make further progress.

The Headteacher, the religious education subject leader and governors give the promotion of the Catholic life of the school the highest priority throughout the year. Monitoring and self-evaluation, carried out by the religious education subject leader, informs the governors about the Catholic life of the school and is noted at governor meetings.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in religious education.
- The quality of teaching and assessment in religious education.
- How well leaders and governors 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 Good

All teachers, together with support staff, teach religious education. They are good role models promoting high standards of expected behaviour for the pupils during lessons. They actively make the school mission a living reality.

Staff subject knowledge is strong and is used to extend pupils' understanding. Driver words, displayed in each classroom, are used to full effect during lessons and verbal activities and exchanges. The use of these has enabled the pupils to become increasingly more religiously literate.

The use of key vocabulary is consistently applied across the school. Pupils all reported a love for religious education, one pupil summarised this by saying, "the teachers are wonderful, they allow you to grow." When interviewed, pupils requested more opportunities for writing within their religious education lessons.

The staff at St Wilfrid's know their pupils well and, as a consequence, facilitate calm and purposeful learning environments for all groups of learners. The reverent and reflective start to all religious education lessons ensures pupils know this is a special time of spiritual growth.

The quality of teaching and assessment in religious education is Good

The quality of teaching in religious education is good overall. In the strongest lessons, pupils were active participants in their learning and questioning was used to reinforce pupils' understanding. However, too frequently, during the lessons observed, there was a lack of pace and challenge.

Time management requires further development across the school since the pace of learning in lessons is sometimes too slow. Teachers have strong subject knowledge but the length of time pupils are kept listening to adults hinders the independent learning opportunities on offer. A swifter pace to lessons and more opportunities for pupils to record their own written responses in a variety of ways would greatly increase the quality of teaching and learning.

As a result of developing assessment procedures, teachers and other adults have an awareness of their pupils' prior learning and capabilities and plan well to meet the needs of all pupils.

The governors and Headteacher have ensured that the school's religious education curriculum meets the requirements of the Bishops' Conference in all aspects and in all key stages with 10% of the timetable allocated to religious education. The religious education subject leader has also been proactive in supporting all staff with aspects of religious education.

How well leaders and governors promote, monitor and evaluate the provision for religious education is Good

The statutory provision for religious education being taught as a core subject is clearly being met throughout all key stages. There is a systematic range of monitoring activities that relate to the provision and outcomes in religious education. As a result, key areas for development are addressed and strengths are further enhanced. This results in good outcomes in religious education across the school.

Leaders' self-evaluation identifies areas for development well. This is evidenced in the school self-evaluation form and through other evaluation documents. Leadership is well informed by current developments in religious education, and this demonstrably affects work to monitor, improve and support teaching. Formal assessment tasks are undertaken in line with diocesan guidance. Moderation is completed with staff members and the subject leader is part of a local deanery group to support the schools' findings.

Assessment information is collated and tracked by the subject leader and shared with the leadership team and governors. As a result, teaching is constantly improving with nothing that is less than good. The curriculum is organised systematically and takes into account a range of pupils' needs to ensure continuity and progression across the school. The religious education curriculum enables pupils to gain first hand experiences of the liturgical life of the Catholic Church and of other local religious beliefs and communities.

The religious education subject leader supports all staff members to plan and deliver all aspects of religious education. She is passionate about her subject and supports all staff well. Leaders and governors are united in their determination to ensure that St Wilfrid's pupils are given every opportunity to become the person God has called them to be.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

THE QUALITY OF COLLECTIVE WORSHIP & 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 governors 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 Good

Inspectors observed a whole school assembly. Pupils demonstrated reverence and respect. Pupils were keen to be involved and eager to respond, sharing ideas and opinions openly and enthusiastically.

Daily prayer is fully embedded into the life of the school. Pupils spoke enthusiastically about their involvement in leading collective worship. Prayer is seen as an integral part of school life and is woven throughout the school day, providing pupils with many opportunities for prayer and quiet reflection. Facilitating pupils with increased opportunities to write their own prayers as well as responding to the more traditional forms of prayer would further enhance pupil's participation in the prayer life of the school.

Prayer focus areas are kept up to date and are inviting; pupils take great pride in their ownership of this special part of their classrooms. There is a consistent approach applied to these prayer foci by all staff members.

The quality of provision for collective worship and prayer life is Outstanding

The quality of collective worship provided by the school is outstanding. It reflects the Catholic character of the school. Collective worship has a high profile and is central to the life of the school. Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.

Collective worship plays a key part in meeting the spiritual needs of the pupils. There is well presented evidence of collective worship practice from across the school. The school provides excellent opportunities for staff to develop the skills in planning and leading collective worship.

Staff and pupils pray together regularly, and prayer is seen as a central part to all school celebrations. The prayer life experiences offered by the school have a significant impact on the school's sense of community. There is clear evidence of a variety of opportunities for collective worship across the liturgical year. Opportunities for these are planned and purposeful and are consistent with the seasons and the Catholic character of the school. Collective worship is inclusive.

Pupils are provided with gatherings that are welcoming and open to the sharing of beliefs and ideas.

How well leaders and governors promote, monitor and evaluate the provision for collective worship and prayer life is Good

Senior leaders ensure staff know how to plan and deliver quality experiences of collective worship. As leaders of collective worship, they are models of good practice for staff and pupils. Liturgical and spiritual development is an integral part of the professional development cycle for leaders. The school gives good support to staff about the delivery of collective worship and takes full advantage of the training opportunities on offer through the diocese. Leaders also offer staff in the school regular opportunities to receive formation in the development of their spiritual and liturgical understanding.

The parish priest and deacons who are familiar visitors to the school also support this. The annual cycle of collective worship provision is monitored by leadership to ensure it is liturgically appropriate and takes account of other world faiths and religions. Although collective worship is monitored, the school would now benefit from more rigorous challenge regarding the monitoring and evaluation cycle. This was correctly identified in the school's own self-evaluation to further develop the practice across the school.

SUMMARY OF INSPECTION JUDGEMENTS

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 governors promote, monitor and evaluate the provision for the Catholic life of the school.

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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 governors monitor and evaluate the provision for religious education.

2

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.

2

The quality of provision for collective worship and prayer life.

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How well leaders and governors promote, monitor and evaluate the provision for collective worship and prayer life.

2