

St Wilfrid's Catholic Primary School

School Close, Queen Elizabeth Avenue, Burgess Hill, RH15 9RJ

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement has improved over the last two years. Pupils are well prepared for the next steps in their education and most pupils leave school with above average attainment.
- In 2012 more pupils than anticipated achieved above national expectation. Pupils make good progress throughout the school.
- The quality of teaching is good overall, with some of an outstanding standard.
- The curriculum meets the pupils' requirements and provides a consistent method for approach throughout the school.
- The attitude of pupils to learning and behaviour during lessons and within school is outstanding. They demonstrate a clear understanding of the set rules and exhibit a feeling of safety. Pupils are polite, respectful and caring towards their peers and adults.
- The headteacher is well supported by the governing body and the leadership team in her relentless pursuit of the best learning opportunities and effective teaching of all pupils. The school has established a successful method for raising the performance standard of all staff. The school has improved since its last inspection.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching across the school. Teachers do not always use available assessments to set work at the correct level for pupils of all abilities.
- Not all pupils reach the level they should in writing and, although this is a focus, it has not encouraged the required improvement to date.

Information about this inspection

- The inspectors observed 20 lessons, or parts of lessons, taught by 15 teachers. Joint observations were undertaken with members of the leadership team. Inspectors also observed an assembly and heard children read.
- Discussions were held with members of the governing body, a representative of the local authority, senior leaders, subject leaders and other staff and pupils.
- Inspectors examined school documentation including school performance checks, safeguarding information, the school's development plan, minutes of meetings of the governing body, pupils' books and displays exhibited around the school.
- Inspectors observed the methods employed by the school to establish the progress of individual pupils and groups of pupils.
- Inspectors analysed 61 responses to Parent View (the on-line questionnaire), as well as talking informally to parents and checking staff questionnaires.

Inspection team

Julie Ritchie, Lead inspector

Additional Inspector

Bimla Thakur

Additional Inspector

Roger Fenwick

Additional Inspector

Full report

Information about this school

- The school is a larger-than-average-sized primary school.
- The proportion of pupils supported through school action is below the national average. The proportion of pupils supported through school action plus or with a statement of special educational needs is below the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in the local authority care, those from services families and those eligible for free school meals) is below the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has a new headteacher since the last inspection; the post was taken up in April 2011.

What does the school need to do to improve further?

- Improve the quality of teaching, to ensure more can be classed as outstanding, by:
 - using all available assessment information to make informed lesson plans in order to address the requirements of all groups of pupils
 - reinforcing the establishment of the writing strategy to ensure no writing opportunity is overlooked during the school day.

Inspection judgements

The achievement of pupils is good

- Children make good progress in the Early Years Foundation Stage. Home visits ensure the children settle quickly and rapidly become self-assured learners. They enter school at levels expected for this age. Letters and sounds are taught well and children use these skills successfully in their initial efforts in reading and writing.
- The results of the national tests in Year 1 were above the national average for letters and sounds (phonics).
- Good progress is made from Year 1 to Year 6. Achievement in lessons is generally good and in some lessons observed in the Early Years Foundation Stage and Year 6, where the teaching was outstanding, so was the progress. In some lessons, activities are not at the correct level for the ability of the pupils, resulting in progress which is not as good. Nevertheless, attainment is rising and at the end of Year 6 is above average, leaving pupils well prepared for the next stage of their education.
- The pupils are confident readers, while writing is improving and is an area of focus for the school. Achievement in English and mathematics is good – the number of pupils exceeding the expected progress in mathematics in 2012 was high compared to schools nationally. Pupils enjoy problem solving opportunities and are confident performing calculations.
- Pupil premium funding is allocated effectively in supporting children in class and with small group work. This enables these pupils to make the same progress as their peers.
- Parents are very positive about the education of their children and the progress they make.

The quality of teaching is good

- The quality of teaching is good overall with outstanding teaching observed. Teaching assistants are deployed well, making a significant contribution to pupils' learning and achievement.
- The quality of teachers' marking is not always consistent across the school. The best examples of marking make it very clear to the pupil how well they had done and what they need to do to improve their work. Evidence in books shows these pupils act on comments made and appear to have a good understanding of their next steps in learning.
- When planning lessons and some activities, teachers do not always take into account all the assessment information available to them, leading to some lessons that are too simplistic for some pupils and too challenging for others.
- In the Reception classes teaching is good or outstanding, with activities planned to build on children's interests. The outdoor area is being developed. Relationships are a real strength and children learn in a positive, respectful atmosphere at all times.
- Expectations of behaviour are high and children behave extremely well in lessons. Relationships are a strong part of school life with one pupil commenting that, 'Teachers and pupils respect each other.'
- The most effective lessons allowed investigation, discussion and problem solving, with children sharing their conclusions with each other. This is shown in an outstanding literacy lesson observed in Year 6 discussing beliefs, which allowed children to share their thoughts through writing a persuasive piece on Christian ethics. However, writing is not consistently well taught across the school.
- The attainment in mathematics is significantly above the national average. However, the teaching of mathematics varies across the school, with planning not always taking into account all the assessment information available to be able to produce lessons aimed at the correct level.
- Pupils have very positive attitudes towards reading. Letters and sounds are taught effectively in the Early Years Foundation Stage, with younger pupils showing enjoyment of books with a resilience and persistence when reading difficult words.

- Parents are very positive about the quality of teaching across the school.

The behaviour and safety of pupils are outstanding

- Pupils in lessons are keen to learn and listen intently to the teachers.
- Throughout the school, children are very kind and considerate to each other. In the Early Years Foundation Stage, they learn what is acceptable behaviour ensuring they play well together. The staff demonstrate excellent behaviour and provide positive role models for the children.
- Pupils are polite and courteous; they will always step aside and open the door for each other and adults. They have a good understanding of the school rules, with older pupils providing an excellent example of good behaviour to the younger pupils. Pupils' conduct around the school is exemplary, resulting in behaviour overall being judged as outstanding.
- Pupils feel safe in school, know how to seek help and voice any concerns using the worry box outside the hall. Pupils state that they understand the prefects and captains are there to look after them. The children have been lectured on all types of bullying including cyber bullying. They recognise that bullying is unkind and declare that incidents are rare, although parent comments demonstrate they perceive this as more of an issue. If pupils are feeling upset they visit the Rainbow room where support is offered from their peers and staff.
- Behaviour records are well kept and the school manages behaviour with an excellent approach to behaviour management.
- Attendance is above average and children are on time for school. There is an excellent system in place for monitoring school attendance.

The leadership and management are good

- The new headteacher has been in post for nearly two years and is uncompromising in her drive for improvement. Due to her endeavours, the efforts of the deputy headteacher and leadership team and the governors who support her, the school has improved since the last inspection and is clearly able to sustain this improvement.
- The few weaknesses that remain in teaching are being addressed through coaching, close monitoring, the sharing of good practice and the support of the local authority. The school now has very effective methods for checking teaching and, as a result, teaching is better than it was at the time of the last inspection.
- There is a new system for checking the progress of individual pupils which is used effectively by the leadership team to identify pupils who need additional support. It is not yet used effectively by all teachers to set work which is at the correct level, but it has enabled the school to set overall challenging targets.
- The leaders of the school have regular pupil progress meetings making teachers more responsible for the progress of the pupils in their class. Governors have also been involved in progress meetings, working with the school.
- The setting of teachers' targets is based on pupil progress, ensuring responsible accountability.
- Pupils enjoy a variety of trips to various museums and places of interest related to their topics under study which reinforce and add enjoyment to their learning. Comments from pupils highlight their delight in pursuits such as shelter building and residential trips. An assortment of clubs is available to pupils to encourage participation in creative and physical extra-curricular activities.
- Pupils have a good understanding of their own and other cultures through the study of various religions and raising money to help others.
- Parents who responded to the on-line questionnaire were very positive about all aspects of the school. All parents would recommend the school and have the feeling their children are safe and well looked after. A parent at the school gate commented that her children 'couldn't wait to get

to school each day'.

- The school's arrangements for safeguarding the pupils meet statutory requirements.
 - The school receives a high level of support from the local authority.
 - **The governance of the school:**
 - The governing body is very effective and shares the vision and strategic direction of the school. Governors are very knowledgeable about the school's strengths and areas for development and work closely with the school to drive improvement. They realise that the quality of teaching, through the involvement of performance management, has to continue to be a focus for the school in order for their vision to be realised. The budget is well managed. Governors know how the pupil premium allocation is used and the impact it has on the pupils' outcomes. The governors are eager to undertake professional development to increase their ability to effectively govern and manage a successful school. The minutes of their meetings show that the headteacher is challenged and held to account by the governors. Governors are well placed to make informed decisions which give the school leaders a high level of support.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126061
Local authority	West Sussex
Inspection number	402374

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair	Jane Billings
Headteacher	Angela O'Hara
Date of previous school inspection	3–4 March 2010
Telephone number	01444 235254
Fax number	01444 230048
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