

# St Wilfrids Catholic Primary School

Arundel Road, Angmering, Littlehampton, BN16 4JR

**Inspection dates** 21–22 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Over time, too few pupils have made good progress, especially in mathematics. In addition, the rate of pupils' progress has varied from year group to year group.
- The roles of middle leaders have not been clarified and they are not confident about driving improvements in their subject areas.
- Teaching is not always good. Work is sometimes too easy or too hard for pupils. In particular, the most able pupils are not always challenged appropriately.
- When teachers plan work for pupils, they do not always make good use of information about pupils' prior learning.
- Sometimes pupils do not learn quickly enough and so do not get enough work done.
- Not all teachers and assistants use questioning well to check and develop the understanding of pupils and the youngest children.
- Marking does not always point out what pupils need to do to improve their subject skills.
- The beneficial changes to mathematics teaching are not embedded.

### The school has the following strengths

- The new headteacher provides strong leadership. Together with the assistant headteacher, she has secured improvements in teaching and pupils' achievement.
- Governors are working effectively to support senior leaders and hold them to account.
- Pupils behave well and feel valued. The school keeps them safe and looks after them well.

## Information about this inspection

- Teaching and learning were observed in nine lessons and pupils' work was examined in English and mathematics. Some observations were joint visits with the headteacher. An assembly of the whole school was also observed.
- Meetings were held with staff, pupils and four members of the governing body.
- Informal discussions with pupils took place at break and lunchtimes.
- The inspector took account of the 28 responses to the online questionnaire (Parent View) and the 12 responses to the staff questionnaire. Parents' involvement in school life was discussed with senior leaders.
- A range of documentation was looked at including records relating to pupils' progress, behaviour, attendance and safeguarding.

## Inspection team

Jacqueline White, Lead inspector

Additional Inspector

## Full report

### Information about this school

- In this smaller-than-average primary school most pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and other groups.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Children in the Early Years Foundation Stage and pupils throughout the school are taught in mixed-age classes.
- The school has been through a period of turbulence and staff turnover that has now been stabilised.
- The headteacher was appointed in January 2014.
- The school holds a number of awards including Enhanced Healthy School status and the Bronze Eco award.

### What does the school need to do to improve further?

- Improve teaching to good or better in order to raise pupils' achievement, especially in mathematics, by ensuring that:
  - teachers use the information about pupils' prior learning to set work at the right level and challenge them appropriately in lessons, particularly the most able
  - pupils are enabled to learn more quickly and encouraged to work hard
  - all teachers and assistants, including in the Early Years Foundation Stage, use questioning effectively to check and develop pupils' understanding
  - teachers' marking clarifies what pupils must do to improve their subject skills
  - the beneficial changes to mathematics teaching are embedded throughout the school.
- Strengthen leadership and management by clarifying the roles of middle leaders and developing their skills in checking and improving the quality of work in their subject areas.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because, over time, too few make good progress and not enough pupils have reached the higher levels of attainment at the end of Years 2 and 6. Attainment overall is broadly average.
- As a result of the high turnover of teaching staff, the rate of pupils' progress has varied from year group to year group. Staffing has now been stabilised.
- Pupils' progress has been weakest in mathematics and they are still catching up. Teaching in the subject has been carefully reviewed and appropriate changes have been introduced. This work is at an early stage but there is evidence that pupils are doing better in the subject.
- Children join the school with a range of skills and understanding. Some are below the level of development typical for their age and some are above. Good care ensures that they settle into school life quickly and make steady progress with their early reading, writing and mathematical skills.
- In 2013, pupils' performance in the Year 1 screening check in phonics (letters and sounds) was below average. The teaching of reading has been strengthened. Pupils have good opportunities to practise their skills. Most enjoy reading and choosing books from the well-stocked library. Pupils' fluency in reading and the school's reliable data show that reading skills across the school are being developed at a faster rate.
- The development of pupils writing has been hindered by the narrow range of writing tasks set for pupils. This issue is now being tackled and pupils are involved in extended writing projects that capture their imaginations and develop their skills. Most pupils are making expected progress with their writing, with an increasing proportion making good progress.
- The progress of disabled pupils and those with special educational needs has mirrored that of other pupils; it has varied. Analysis of their needs is now accurate and support for their learning and well-being is effective. Consequently, their progress is speeding up.
- In 2013, pupils eligible for the pupil premium attained as well as their classmates in mathematics but they were about 16 months behind in reading and about four months behind in writing. Their progress is now checked regularly and, where necessary, carefully planned support, such as small-group and one-to-one teaching, ensures these pupils learn well. Like their classmates, there is still some variation in their progress but gaps in attainment have narrowed or been closed.
- Work is sometimes too easy for the most able pupils and teaching is not strong enough to ensure they make good progress consistently.
- Most parents who responded to the online questionnaire thought their children were making good progress. While inspection evidence shows that pupils' achievement requires improvement, these positive views are in tune with the fact that pupils are now making faster progress throughout the school.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it does not always challenge pupils appropriately. This is particularly true for the most able pupils.
- Questioning is not always used skilfully, including in the Early Years Foundation Stage, to check and develop children's and pupils' understanding.
- Sometimes, pupils do not get enough work done and this slows down their progress.
- Pupils' work is marked regularly. Teachers' comments are encouraging and pinpoint what pupils do well. However, marking does not always clarify what pupils must do to improve their subject skills.
- Teachers have access to data about pupils' prior learning but they do not always use it well to

plan work that is at the right level for them.

- In recent months, the intense focus on improving the quality of teaching has made a notable impact. Pupils say that learning activities are far more interesting. This is supported by other inspection evidence. Work is capturing pupils' imagination and they are much clearer about the purpose and relevance of activities.
- Teachers and assistants now plan learning together. As a result, the development of literacy and numeracy skills is far more systematic.
- Improved resources are helping to engage pupils. This was very evident in a Year 5 and 6 history lesson. Film of the fall of the Berlin Wall, eye witness accounts and the stories of people who lived through the experience brought the events alive for pupils. This enabled pupils to make good progress in understanding their significance.
- Pupils understand the link between cooperative behaviour and effective learning. Most work together very well. They are supportive of others' learning and are showing increasing persistence, for example, in working things out for themselves.
- The environment for learning has been greatly improved. Classrooms are bright and well organised with high-quality displays, including of pupils' work, that support learning well.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils say they enjoy coming to school and that learning is fun. Their positive attitudes and courtesy contribute very well to the harmonious working atmosphere in the school. Most parents and pupils and all staff agree that this is the case.
- Routines are very well established in the Early Years Foundation Stage. Adults model the expectations for considerate behaviour consistently. This is reflected in children's good social skills. They look after each other, the equipment and the environment very well.
- Pupils of all ages show respect to each other and to adults. They move around the site in an orderly, safe and purposeful manner.
- The school's work to keep pupils safe and secure is good. Pupils have good opportunities to discuss how to limit risk and keep themselves safe in school and in the wider community.
- Pupils have confidence in the school's procedures to deal with any incidents of bullying. They are aware of the different types of bullying and say that any incidents are rare. The schools records also confirm this is the case.
- Equality of opportunity is central to the school's strong Christian ethos. Discrimination is not tolerated. Pupils appreciate that people are different and demonstrate tolerance and compassion in their day-to-day relationships.
- Pupils' attendance is above average. The school follows up any absence rigorously and, where necessary, has worked very successfully with families to improve the attendance of some pupils.
- Behaviour is not outstanding because occasionally the attention of some pupils wanders and they need the supervision of teachers and assistants to keep them fully involved in learning.

### **The leadership and management requires improvement**

- Leadership and management require improvement because the actions of leaders have not ensured teaching is strong enough to secure pupils' good progress over time.
- The roles of middle leaders have not been clarified and they are inexperienced in checking and improving the quality of work in their subject areas although plans are in place to develop this.
- The new headteacher gives clear direction to the work of the school. She is well supported by the assistant headteacher. Together, they have united staff in a drive to raise standards.

- Senior leaders and governors know the school well and are demonstrating the capacity to improve it. The environment has been transformed so that it communicates the value and pleasure of learning. Teaching is strengthening and underperformance is tackled. As a result, pupils throughout the school are making better progress.
- A culture of higher expectations is taking root. Staff are excited by the improvements that have been achieved. They welcome their increased accountability for pupils' progress and appreciate the training they have received.
- A new and robust system for checking the quality of teaching has been introduced. However, there has not been sufficient time to see its full impact.
- Senior leaders keep a close eye on pupils' progress and where there are concerns effective support is put in place.
- A review of the subjects taught and the programme of after-school activities has enriched pupils' experiences. Their spiritual, moral, social and cultural development is catered for well.
- The new primary school sport funding is being used effectively. Specialists, including a physical education teacher from a local secondary school, are developing the skills of staff and pupils. Opportunities for pupils to participate in a wider range of physical activities and sporting competitions have been increased. Take-up is high and pupils are enthusiastic about keeping fit.
- Parents are recognising the improvements in the school and the large majority would recommend it to others.
- Senior leaders and governors value the effective support provided by the local authority and diocese.
- Safeguarding meets requirements.
- **The governance of the school:**
  - Following a review of governance, the governing body has been reorganised so that it is focused sharply on improving teaching and raising standards. Governors have a clear picture of the quality of teaching and how the school's performance compares with schools nationally. They ensure a close link is maintained between teachers' salaries and their effectiveness.
  - Governors are ambitious and reflective. They are involved in ongoing training to ensure they have the breadth of skills required to ask leaders challenging questions and drive the school forward.
  - Governors' prudent financial management puts pupils' achievement and well-being first. For example, governors know how the pupil premium funding is spent and how well it has benefited pupils.

## 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

<b>Unique reference number</b>	126035
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	439753

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Heaney
<b>Headteacher</b>	Sharon Reynolds
<b>Date of previous school inspection</b>	8–9 December 2010
<b>Telephone number</b>	01903 782188
<b>Fax number</b>	01903 850751
<b>Email address</b>	<a href="mailto:head@st-wilfrids-angmering.w-sussex.sch.uk">head@st-wilfrids-angmering.w-sussex.sch.uk</a>



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

