

Tribal
Kings Orchard, One Queen
Street, Bristol,
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5323
Direct email: suzy.smith@tribalgroup.com

15 September 2014

Mrs Sharon Reynolds
Headteacher
St Wilfrids Catholic Primary School
Arundel Road
Angmering
Littlehampton
West Sussex
BN16 4JR

Dear Mrs Reynolds

Requires improvement: monitoring inspection visit to St Wilfrids Catholic Primary School

Following my visit to your school on 12 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- sharpen the school's action plan by:
 - including precise milestones and showing just who is responsible for checking each action, so that leaders can check the plan's progress and governors can hold leaders to account.

Evidence

During the visit, meetings were held with you, the Chair and Vice-Chair of Governors and all members of the teaching staff to discuss the action taken since the last inspection. A telephone call was made to a representative of the local authority to

discuss the school's progress. The school action plan and documentation relating to the governing body were evaluated. Brief visits were made to all classes, to see the school in action. The checks made on staff about their suitability to work with children were also reviewed.

Context

Since the inspection in May 2014 the school has benefited from a building project which has included the development of a new library. A solar dome is under construction in the school grounds. A new teacher for the Reception class started in September 2014. The assistant headteacher is teaching the Y3-4 class due to the long-term absence of a member of teaching staff.

Main findings

You are highly ambitious for your school. Since the school's inspection in May 2014 you have worked relentlessly to make the necessary improvements. You are setting high standards and making sure all staff are working together towards shared goals. Teachers say they feel empowered by the open and supportive ethos which you have created in the school. The staff team is right behind you.

Your action plan focuses on exactly the right areas for improvement. Your helpful programmes for monitoring and staff meetings show precisely what you will do in order to reach your targets. However, it is not always clear exactly who is responsible for checking progress towards each area, and when this should take place.

There is a stronger focus on raising pupil achievement. Senior leaders set challenging targets for pupils to raise expectations of how well they can do. Teachers are starting to use this information to target small groups of pupils more often than the whole class. They report that this focused work allows a higher quality of interaction with pupils in order to raise standards. In addition the new initiative, 'Working with Others', is intended to develop pupils' independence and skills of collaboration to help them succeed. My tour of the school indicated that in many classes these approaches have begun, but it is too early to measure their effectiveness.

Governors are very committed to supporting the school's improvement. A few core governors are starting to challenge senior leaders through increasingly robust questioning, seen in the minutes of meetings, but this is not common practice for all governors. Governors check the work of the school for themselves, for example through visits to lessons. However, the focus of visits is not linked directly enough to the school's action plan to help governors hold leaders rigorously to account.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority continues to offer useful support to the school through regular progress reviews. Support from other schools is used effectively. For example, a local teaching alliance has helped to remodel the support staff team, clarifying roles and responsibilities so they are fully included in the school's drive to get to good. The same alliance is providing useful development opportunities for teachers. There are strong links with other schools in the locality as well as Deanery schools and these also offer chances for teachers to observe good practice elsewhere. This is all helping to strengthen teaching and leadership across the school.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for West Sussex and the Roman Catholic Diocese of Arundel and Brighton.

Yours sincerely

Amanda Gard

Her Majesty's Inspector