

# St Wilfrid's CofE Primary School, Haywards Heath

Eastern Road, Haywards Heath, West Sussex RH16 3NL

## Inspection dates

14–16 February 2017

<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Overall, teaching is not consistently good because leaders do not evaluate teaching and pupils' outcomes rigorously enough to identify and effectively tackle areas of underperformance.
- Leaders have not ensured that expectations of pupils' outcomes are consistently high across the school. They have not held teachers to account sufficiently for the pupils that they teach.
- Governors have not held leaders effectively to account for use of funding such as the pupil premium grant or the progress of pupils currently at the school. This is because leaders have not provided governors with detailed evaluations of how the funding is used, and how it affects pupil progress.
- Overall, the progress that pupils make in writing and mathematics is too variable because some teaching is not challenging enough. Assessments of pupils' skills and understanding are sometimes inaccurate.
- Behaviour is not good enough across the school because staff do not have consistently high expectations of pupils and at times do not adhere to the behaviour policy.
- Children currently in early years have not got off to as good a start as they should. Leaders' evaluations of teaching and learning in the Reception classes lack rigour and do not focus on whether children are making sufficient progress from their starting points.

### The school has the following strengths

- The broad curriculum enables pupils to have a good understanding of the school's values and British values. A wide range of extra-curricular clubs provides pupils with the opportunity to play a variety of sports or to join musical clubs.
- Leaders have used the physical education and sport premium well to develop the resilience of disadvantaged pupils.
- Overall, Year 6 pupils who left in 2016 made good progress in reading during key stage 2. The proportion reaching both the expected and higher levels was above national figures.
- Safeguarding is effective. The designated safeguarding lead ensures that families who need it receive the support they need.

## Full report

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

- Improve the effectiveness of leadership and management, including governance, by ensuring that:
  - monitoring takes account of a range of information to give an accurate picture of teaching and learning and that weaknesses are tackled swiftly
  - teachers are held to account for the progress of pupils that they are responsible for
  - evaluations of the school's work are reliable and insightful and used to plan improvement
  - analysis of the impact of funding, such as the pupil premium grant and funding for pupils who have special educational needs and/or disabilities, on pupil outcomes is rigorous
  - teachers implement agreed school policies consistently.
- Improve teaching so that more pupils reach expected levels for their age and those capable of working at greater depth do so by ensuring that:
  - teachers' expectations are high and they understand what pupils are capable of achieving
  - teachers' assessments of what pupils know and can do are accurate and the information is used to plan appropriate learning activities, particularly for the most able and the disadvantaged pupils.
- Improve the provision for children in the early years by ensuring that:
  - leaders evaluate rigorously the impact of their work and that of early years staff on children's progress and engagement in learning
  - teachers provide learning opportunities that sustain the interest of more children and enable all children to make good progress, particularly in writing.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have not ensured that teaching and learning across the school and, as a consequence, the outcomes achieved by pupils are consistently good enough.
- Expectations of teaching, learning and behaviour are not underpinned by high expectations across the school. Leaders have not ensured that whole-school systems, such as the behaviour policy, are implemented consistently.
- There has been a significant turnover of staff since the last inspection. The headteacher was promoted from deputy headteacher and a middle leader became deputy headteacher. Several staff are undertaking middle leadership roles on an interim basis. In addition, there was a significant change in teaching staff in September 2016.
- Leaders are ambitious for the school. They have identified most of the right priorities for improvement and know what good teaching and learning and effective behaviour management look like. Leaders have put in place suitable training and policies to guide staff, but have not followed these up effectively enough. Until recently, support from the local authority has been light touch and not sufficiently challenging.
- Monitoring is not sufficiently evaluative, rigorous or urgent. Leaders do not make best use of the range of information they gather about teachers' performance. As a result, leaders' judgements about the quality of teaching are too generous and improvements have not been consistent over time or across the school.
- Leaders do not analyse the progress of pupils currently at the school well enough. Consequently, they do not challenge teachers about their expectations and the level of challenge they provide for pupils effectively.
- The monitoring of the effect of additional funding for disadvantaged pupils and those who have special educational needs and/or disabilities also lacks rigour. This is because leaders do not pay sufficient attention to the progress pupils make from their starting points or whether they are catching up. Consequently, leaders and governors are not sure which elements of the provision are effective and which are not.
- The leadership of the provision for pupils who have special educational needs and/or disabilities has improved. The special educational needs coordinator has ensured that pupils' needs are correctly identified. Those who have simply fallen behind and need to catch up are not wrongly attributed with having special educational needs. This has led to better targeting of support.
- The special educational needs coordinator has ensured that teaching assistants who support pupils who have special educational needs and/or disabilities are clear about what the pupils need to achieve and by when. However, pupils' progress is not good because teachers and leaders do not evaluate it frequently enough, nor do they communicate often enough with parents about their child's progress.
- Performance management of staff is not as effective as it needs to be because leaders do not use pupil progress information well enough to challenge and support staff about the progress that their pupils make.

- Leaders have taken a thematic approach to the teaching of the national curriculum which captures pupils' interest. A range of extra-curricular activities, including sports, music and arts, balances the wider curriculum. Those pupils who spoke to inspectors reported that they value and enjoy the extra-curricular activities, including clubs such as choir, tennis, keyboard, hockey and cricket.
- Pupils are prepared well for life in modern Britain over their time in the school. They were able to explain British values to inspectors and how these relate to the school values and their lives. It was evident from talking to pupils and looking at the work around the school that the spiritual, moral, social and cultural development of pupils is strong. Pupils spoke confidently about how they help charities such as Comic Relief and how they appreciate opportunities to be eco-warriors, monitors or to help younger children at playtime.
- Leaders have used the physical education and sports premium funding effectively. As a result, pupils have more opportunities to participate in sport. In addition, a sports coach works effectively with disadvantaged pupils to develop their confidence and team-building skills.

### **Governance of the school**

- There have been some changes to the governing body since the last inspection, including the appointment of a new chair of governors.
- Governors are committed, enthusiastic and ambitious for the school and understand their role. Those who spoke with inspectors, however, were acutely aware that they have not held school leaders to account for the progress of pupils currently at school as effectively as they should. This is because leaders have been unable to provide them with the necessary information.
- Nevertheless, governors do challenge school leaders persistently and hold them to account as best they can. They have reviewed the published information on past pupil performance and know the areas where the school needs to improve.

### **Safeguarding**

- The arrangements for safeguarding are effective. All staff take their safeguarding responsibilities seriously.
- Staff are well trained. They know how to keep pupils safe, including the signs to look for and what to do if they have any concerns for a pupil. The processes for onward referrals are effective. Leaders ensure that records are sufficiently detailed and securely stored and that appropriate checks are made on staff to ensure that they are suitable to work with children.
- Designated safeguarding leaders support children and families well and are rigorous in their interactions with outside agencies. When necessary they are persistent in following up any concerns and ensuring that vulnerable pupils receive the support that they need.
- Overall, all staff and most parents and pupils who spoke to inspectors or completed the online Ofsted questionnaires agree that the school offers a safe and secure

environment.

### Quality of teaching, learning and assessment

**Requires improvement**

- Teaching varies too much across the school.
- Where it is less effective, teachers have gaps in their subject knowledge and low expectations of what pupils can achieve. This results in poor explanations from teachers and activities for pupils that lack sufficient depth and are not challenging. In addition, teachers do not monitor pupils' learning carefully enough and, therefore, sometimes do not notice and tackle pupils' misconceptions. As a result, pupils become disengaged and their learning slows.
- Conversely, where teaching is stronger, teachers have secure subject knowledge and high expectations of pupils. They plan learning, based on accurate assessments of what pupils know and what they should learn next, that challenges the pupils and motivate them to learn. Teachers monitor pupils' learning well, probing and questioning to check their understanding. They intervene effectively, providing guidance to pupils to help them move on and ensure that they make good progress over time.
- Teachers' assessment of pupils' learning is not consistently accurate. As a result, teachers do not always meet the needs of pupils well. Where learning is not closely matched to what pupils need to learn next because of unreliable assessments, learning activities lack pace and challenge. This has a negative effect on pupils' attitudes to learning and the progress that they make.
- Overall, teaching assistants support learners well because they have a clear understanding of their role. However, in a small minority of cases they lack the subject knowledge to support pupils effectively.
- The teaching of phonics has improved because leaders have provided staff with effective support, including training. Overall, teachers have a good knowledge of phonics and have a range of effective strategies to teach phonics well. Consequently, pupils develop their skills well and are increasingly able to apply their phonic knowledge to read more complicated words.

### Personal development, behaviour and welfare

**Requires improvement**

#### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement because leaders and teachers have not ensured that all pupils understand how to be successful learners.
- The large majority of pupils come into class ready to learn, settle quickly, listen carefully, follow instructions, ask questions or for help, and stick with tasks even when they are difficult. This is evident from their work and inspectors' visits to classrooms. However, there is a small minority of pupils who do not yet know how to be successful learners. They do not engage in their learning readily or stick with it when it becomes difficult without direction from an adult.

- Overall, leaders, teachers and non-teaching staff care for the pupils well. Most pupils and parents who spoke to inspectors, or who completed Ofsted's online questionnaires, reported that pupils felt safe and cared for. A very small minority were concerned about bullying. However, almost all pupils were confident that, should it occur, staff would deal with it effectively.
- Pupils who spoke to inspectors were clear about how school staff helped them to stay safe in school and how they were taught to stay safe, including online through e-safety and in the outside world, for example Bikeability and road safety lessons.

## Behaviour

- The behaviour of pupils requires improvement because it is variable across the school. The majority of pupils behave well, and their conduct in class and around school is good. However, a small minority of pupils do not conduct themselves well and have poor self-discipline.
- Similarly, the pride pupils take in their work varies between classes, but also within classes.
- Behaviour at breaktimes, in the playground and in the hall is largely good. However, a very small minority of pupils do not respond to adults' instructions well.
- The variations in behaviour result from the inconsistent expectations of staff and inconsistent implementation of school policies and systems. For example, inspectors observed pupils behaving perfectly in corridors both with and without adult supervision. They walked sensibly, were courteous, polite and well mannered. However, on several occasions pupils were seen behaving inappropriately within sight of school staff who did not address their poor behaviour.
- Attendance of pupils at school is good. It was in line with the national figure in 2016 and is at a similar level so far this year.

## Outcomes for pupils

## Requires improvement

- The progress of pupils currently in the school varies. In some classes, pupils make strong progress in reading, writing and mathematics. However, in other classes, particularly in key stage 1, pupils' progress is weaker.
- This pattern of inconsistent and variable progress is mirrored for the most able pupils and disadvantaged pupils currently at the school. In addition, their overall progress is not as strong as middle-attaining pupils. This is largely because teachers' expectations are not high enough, so they do not routinely meet the needs of the pupils.
- At key stage 1, pupils' attainment in reading, writing and mathematics has been below the national figure for the past three years. In addition, in 2016, some groups made less progress than other pupils nationally in reading and mathematics. Progress in writing was in line with the national figure for all groups of pupils.
- The proportion of Year 1 pupils who achieved the national standard in phonics in 2016 fell below the national figure. However, Year 1 pupils currently at the school are making much stronger progress in reading, and achievement so far is better than last

year. Overall, pupils are making strong progress in reading in key stage 1.

- In 2016, the attainment of Year 6 pupils in the end-of-year assessments was in line with the national average for reading, writing and mathematics combined. Attainment was above the national figure in reading, in line with it in mathematics and below it in writing.
- The progress made by Year 6 pupils in 2016 over key stage 2 was also variable. Pupils made better progress in reading, above the national figure, and in mathematics, which was in line with it. However, progress in writing was below the national figure.
- Improvements in provision for pupils who have special educational needs and/or disabilities are too recent for there to be a marked improvement in their progress.

### Early years provision

### Requires improvement

- In 2016, children made strong progress from starting points that were in line with those typically expected for their age. The proportion achieving a good level of development by the end of Reception was in line with the national figure and most children were ready to start Year 1. However, the progress of children currently in early years is variable.
- In the main, teaching interests children. A wide range of activities, which cover the different areas of learning, are available in classrooms and the outside area. Many children are enthusiastic learners and commit themselves to tasks and play. They sustain concentration well, for example in role play or in the outdoor area. However, too often the activities teachers have planned or the guidance adults provide does not hold the interest of a minority of children, particularly outdoors. When pupils do not maintain their interest in an activity and move quickly to another, they do not learn well.
- Overall, the teaching of phonics is effective because teachers have high expectations and plan learning based on a good understanding of what children can do. However, sometimes the off-task behaviour of a small minority of children during these sessions is not managed effectively and disrupts teaching and learning.
- Leaders make effective provision for the initial assessment of children's skills, including involving parents well. Leaders and teachers have ensured that targets are in place, based on what children can do, but they do not always link well enough with their plans for children's next steps in learning. In addition, a lack of rigour in checking children's learning means that some misconceptions are not corrected.
- Leaders and teachers do not pay sufficient attention to the key groups of children, such as the disadvantaged, who need to catch up. They do not have high enough expectations of these children, plan activities that meet their needs well enough or challenge them. Consequently, the attainment of disadvantaged children is below that of other children.
- Pupils generally get on well together, sharing and taking turns. Occasionally arguments occur, and when children do not resolve these differences themselves, adults do not always deal with them promptly.
- Pupils are safe and behave in ways to keep themselves safe. Overall, safeguarding

procedures are compliant and statutory requirements are met.

- Parents who spoke with inspectors valued how well their children settled into Reception. Parents are involved in the induction of their children. However, there are few examples of parents' direct participation thereafter, for example through contributions to their child's learning journey.
- Leaders' evaluation of children's progress and the actions they have taken to improve teaching lack rigour because they do not focus on the progress that children make from their starting points.



## School details

Unique reference number	126056
Local authority	West Sussex
Inspection number	10024747

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Mrs J Garraway
Headteacher	Mrs P Cripps
Telephone number	01444 413707
Website	<a href="http://www.st-wilfrids-haywards-heath.w-sussex.sch.uk">www.st-wilfrids-haywards-heath.w-sussex.sch.uk</a>
Email address	<a href="mailto:office@st-wilfrids-haywards-heath.w-sussex.sch.uk">office@st-wilfrids-haywards-heath.w-sussex.sch.uk</a>
Date of previous inspection	11–12 June 2013

## Information about this school

- St Wilfrid's CofE Primary School is a large primary school.
- Most pupils at the school are White British.
- The school has a smaller-than-average proportion of pupils who are supported by pupil premium funding. The percentage of pupils who have special educational needs and/or disabilities is in line with the national average.
- Since the last inspection the headteacher and deputy headteacher have both been promoted to their current roles from posts at the school.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum

requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, some with senior leaders. In addition, a lead inspector and the headteacher visited a sample of classes together to see pupils and staff at work.
- Inspectors looked at a range of pupils' work, talked to pupils about their learning, listened to some read and considered 96 responses to the pupil questionnaire.
- Meetings were held between inspectors and school leaders, teachers, support staff and governors, and representatives of the local authority and diocese.
- Inspectors considered the views of parents whom they spoke to and of the 109 who responded to the Ofsted online questionnaire, Parent View. They also took account of the 34 responses to the staff survey.
- The inspection team looked at a range of documentation, including the minutes of governors' meetings, safeguarding records, the school's self-evaluation and improvement plan.

## Inspection team

Derek Myers, lead inspector (15–16 February)	Her Majesty's Inspector
Lynda Welham, lead inspector (14 February)	Ofsted Inspector
Leah Goulding	Ofsted Inspector
Julie Sackett	Ofsted Inspector
Joyce Lydford	Ofsted Inspector
Bruce Waelend	Ofsted Inspector

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