

St Wilfrids Catholic Primary School

Address: Arundel Road, Angmering, Littlehampton, West Sussex, BN16 4JR

Unique reference number (URN): 149292

Inspection report: 10 February 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders' work to improve attendance is highly effective. Whole school attendance is above national figures and continues to rise. Attendance for disadvantaged pupils has improved markedly over the last 2 years. Persistent absence continues to fall, and the gap between the attendance of disadvantaged and non-disadvantaged pupils is narrowing. Attendance for pupils with special educational needs and/or disabilities (SEND) is particularly strong, exceeding national figures. Leaders analyse patterns closely, intervene early and work tenaciously with families to remove barriers. Their actions ensure that pupils attend regularly and benefit fully from the school's ambitious curriculum.

Leaders have established a calm, orderly and respectful environment, where pupils behave impeccably. Staff apply behaviour policies consistently and confidently. They ensure that routines are embedded and expectations remain high. Pupils demonstrate highly positive attitudes to learning and show respect, compassion and kindness towards one another. Leaders act swiftly and effectively to prevent any form of bullying, discrimination or harassment. As a result, pupils feel safe and relationships across the school are characterised by care and support. Leaders make appropriate adjustments for pupils with SEND, enabling them to meet the school's expectations of behaviour successfully.

Expected standard ●

Achievement

Expected standard ●

Pupils typically make steady progress through the curriculum across year groups and key stages. Pupils generally produce high-quality work that shows how they build knowledge securely over time and across subjects. Pupils with special educational needs and/or disabilities and disadvantaged pupils achieve well alongside their peers because support is well matched to their needs.

Achievement in assessments at the end of Year 6 are broadly in line with national figures. That said, younger pupils have not been consistently supported to build up their knowledge in aspects of mathematics. This has contributed to some pupils not achieving as well as they could in the Year 4 multiplication tables check over the past 3 years. While there have been recent improvements, leaders should ensure that this is consistently built upon over time. Overall, pupils gain the knowledge they need to move confidently into the next stage of their education.

Curriculum and teaching

Expected standard ●

Leaders have a secure and realistic understanding of the quality of the curriculum and teaching. They make appropriate decisions to improve provision, such as refining the teaching of phonics and strengthening subject content. The curriculum is broad and

balanced, helping pupils to gain the knowledge and vocabulary they need for their next steps.

Leaders ensure that teachers have the subject knowledge required to deliver the curriculum. Training is effective, and staff feel confident in implementing new approaches. Leaders check how well pupils learn and use this information to identify where further support is needed. This helps leaders to evaluate the impact of interventions and adjust provision where needed. This particularly helps pupils with special educational needs and/or disabilities and those who are disadvantaged.

Children in early years and pupils across the school receive appropriate teaching to secure important knowledge in reading, writing and mathematics. Phonics teaching has improved, and pupils who need to catch up receive additional support. However, the teaching of early mathematics is not as consistent and effective as other areas of learning. Some pupils do not build up their number fluency as securely as they could.

Early years

Expected standard 

Leaders prioritise children making a successful start to their education. Interactions between staff and children are generally high quality, enabling children to develop rich language and vocabulary. The curriculum is well sequenced and supports children to typically progress securely across the different areas of learning. Staff identify children with special educational needs and/or disabilities promptly and put effective help in place. Routines are clear, transitions are calm and the environment is safe, engaging and well resourced.

Reading has a high profile. Children in Reception begin learning phonics from the start and apply their knowledge accurately, when reading and writing. Children are generally well prepared for their next stage of learning. That said, aspects of early mathematics are not taught with the same levels of consistency as found in other areas of learning. The focus on developing early mathematical understanding is variable at times and some children do not learn as well as they could.

Leaders have put in place effective transition arrangements. These include home visits and links with local nurseries that some children join the school from. Leaders also work closely with parents and carers. This helps children to settle quickly into the early years and begin their learning journey at the school.

Inclusion

Expected standard 

The school identifies pupils' individual needs in a timely and generally accurate way. Staff appropriately assess pupils' barriers to learning and put in place support. This benefits disadvantaged pupils, those with special educational needs and/or disabilities and those known, or previously known, to children's social care. Leaders ensure that reasonable adjustments are in place so that most pupils can access learning successfully. Their work to overcome barriers to pupils' wellbeing is thoughtful and pupils benefit from pastoral support that helps them manage wider challenges in life.

Leaders monitor pupils' progress and review the impact of interventions. This enables them to adjust provision, when pupils do not make the progress they expect. Additional funding is

used to support disadvantaged pupils. However, the evaluation of this support is less precise. This limits leaders' understanding of which strategies make the most difference.

Staff receive appropriate training to help pupils overcome barriers to learning. They understand their role in implementing support plans. Leaders engage with families and external professionals when shaping provision, ensuring that pupils' needs and aspirations are considered. This collaborative approach helps most pupils to access the support they need and to participate positively in school life.

Leadership and governance

Expected standard 

There is a coherent, shared vision across all levels of leadership in this caring and successful school. Leaders understand the school's strengths well and have identified and prioritised clear actions for improvement. Their decisions consistently place pupils' best interests at the centre. This includes those pupils who are disadvantaged, those with special educational needs and/or disabilities and those known to children's social care. Leaders have secured notable improvements since the last inspection and they recognise where further work is required. This includes the need for more detailed oversight of the impact of actions taken to support disadvantaged pupils at the school.

Staff benefit from a high-quality professional learning programme that helps staff to build expertise. Training is meaningfully planned and contributes directly to improvements in teaching and learning. Teachers at the start of their career benefit from the guidance and support that leaders have put in place for them. Leaders manage staff workload and wellbeing effectively. Staff feel highly supported and positive about this.

Governors work with commitment, providing support and challenge. Trustees maintain robust oversight and ensure statutory responsibilities are met well. The trust provides effective support in different areas of school life. Parents and carers speak highly of the school.

Personal development and wellbeing

Expected standard 

The school promotes pupils' spiritual, moral, social and cultural development well. Pupils reflect thoughtfully on their own beliefs and experiences. They show respect for the values and viewpoints of others. Pupils understand right and wrong, and engage maturely with ethical issues, for example, through curriculum activities and classroom discussions. Social development is positive. Pupils cooperate well, resolve disagreements constructively and participate actively in the life of the school and wider community. Fundamental British values are embedded, with pupils demonstrating respect, tolerance and an age-appropriate understanding of democracy. Cultural development is also a strength. Pupils appreciate diversity, learn about different faiths and engage enthusiastically in creative, artistic and cultural opportunities.

The personal development programme is coherent and well sequenced from the early years onwards. In the early years, provision supports children to develop confidence, manage their feelings and behaviour and to form positive relationships. Across the school, pupils learn how to stay physically and mentally healthy. They know how to keep themselves safe online

and offline. The relationships education curriculum is suitable and ensures pupils understand healthy relationships, personal boundaries and risks to their wellbeing.

Leaders adapt the personal development content, where needed, to reflect the school's context. Pupils with special educational needs and/or disabilities access the full breadth of curricular and extracurricular experiences. Leaders recognise the need for greater precision to ensure that all disadvantaged pupils benefit fully from the wide range of opportunities available.

The school offers a broad range of wider experiences that help pupils to develop their talents and interests, including sport, music and pupil leadership roles. Pastoral support is effective and has a clear impact on pupils' confidence, resilience and readiness for their next stage of learning. As a result, pupils are well prepared for life in modern Britain and life beyond school.

What it's like to be a pupil at this school

The school's vision for pupils to 'Aim High, Believe and Achieve' shapes a culture of high ambitions and excellent behaviour in this joyful, inclusive and caring school. Pupils flourish spiritually, socially and academically. This comes through purposeful praise and a clear focus on fundamental British values, alongside the school values of leadership, patience, justice, compassion, respect and stewardship. Pupils celebrate these values regularly. Celebrations, such as 'Shining Lights' and the house point system, recognise pupils' hard work, positive conduct and learning achievements. Pupils are proud of their leadership roles. They take responsibility for their community and learn to become conscientious citizens ready for the modern world.

Pupils are cheerful, friendly and safe. They describe their school as happy, welcoming and secure. Relationships between staff and pupils are warm and nurturing. This helps pupils to feel confident and well supported. Pupils know who to speak to if they have a concern. They enjoy their learning. Pupils engage positively with lessons and take pride in their work. Across the curriculum, pupils achieve well and make secure progress through the curriculum. The school provides pupils with special educational needs and/or disabilities with well-designed support that enables them to succeed. Disadvantaged pupils and those who face additional barriers benefit from the care and guidance of staff.

Behaviour is impeccable from the early years to Year 6. Pupils follow routines with precision and show respect and kindness in their interactions. The school is orderly and purposeful because routines are clear and consistently upheld. Pupils are not worried about bullying. If concerns arise, staff act quickly and effectively. Leaders never tolerate prejudice. This school celebrates diversity as a strength, finding the best in each pupil. Leaders' commitment and diligence also ensure regular attendance for all.

Next steps

- Leaders should ensure that the teaching of mathematics in the early years and key stage 1 is consistently effective and provides all pupils with the knowledge they need in readiness for key stage 2.
 - Leaders should monitor their strategy to support disadvantaged pupils more precisely. This is to ensure that the actions taken are having the desired impact for pupils.
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About this inspection

This school is part of Bosco Catholic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), David Carter, and overseen by a board of trustees, chaired by Tim Feast.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, assistant headteacher, special educational needs and/or disabilities coordinator, teachers, support staff, pupils, the CEO of the trust, trustees and governors during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. The last section 48 school inspection took place on March 2022.

The school does not currently use alternative provision.

Headteacher: Miss Natalie Carless

Lead inspector:

Scott Reece, His Majesty's Inspector

Team inspectors:

Martin Dyer, His Majesty's Inspector

Paul Bateman, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 10 February 2026

School and pupil context

Total pupils

158

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

20.25%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.80%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.29%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	65%	62%	Close to average
2023/24 (final)	48%	61%	Below
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	70%	74%	Close to average
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	65%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	74%	74%	Close to average
2023/24 (final)	57%	73%	Below
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S
2023/24 (final)	43%	46%	Close to average
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	71%	62%	Close to average
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	57%	58%	Close to average
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	43%	59%	Below
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	43%	67%	-25 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	71%	80%	-8 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	57%	78%	-20 pp
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	43%	79%	-37 pp
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	4.4%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.9%	13.3%	Close to average
2023/24 (3 term)	15.2%	14.6%	Close to average
2022/23 (3 term)	8.9%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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