

St Wilfrid's CofE Primary School, Haywards Heath

Inspection report

Unique Reference Number	126056
Local Authority	West Sussex
Inspection number	328450
Inspection date	24 June 2009
Reporting inspector	Sheila Browning

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	411
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Gloria Kendall
Headteacher	Allison Goodfellow
Date of previous school inspection	1 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Eastern Road Haywards Heath RH16 3NL
Telephone number	01444 413707
Fax number	01444 414743

Age group	4–11
Inspection date	24 June 2009
Inspection number	328450

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: whether the curriculum leads to outstanding pupils' personal development and well-being, confirming the quality of care, guidance and support for pupils, and how effectively leadership and management have responded to the key issues in the previous inspection and are sustaining improvement.

Evidence was gathered from discussions with pupils, members of staff and governors, observations of teaching and learning, the views of parents, scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Pupils come to this large primary school from Haywards Heath and the surrounding area. Most pupils are from White British backgrounds. Very few pupils speak English as their second language. The proportion of pupils with learning difficulties and/or disabilities is a little above average, but the extent and type of need vary within individual year groups. The school has provision for the Early Years Foundation Stage in two Reception classes. An early morning breakfast club takes place in school on two mornings a week. .

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

St Wilfrid's is a good school. Pupils' excellent personal development and the strong care and support they receive reflect the inclusive nature of this school and its strong Christian values. Staff are committed to providing the best learning opportunities for all, which enables pupils to be exceptionally well behaved. This makes a positive impact on pupils, resulting in pupils' excellent spiritual development for which the school has achieved a prestigious Bishop's Commendation. Pupils' outstanding contribution to the local community, through fund raising for a community centre and regular visits to a nearby residential home and special school, reflect their good moral, social and cultural development. They have a good knowledge of different communities through their Latin Link, a Christian organisation in Peru. They raise funds to provide teaching resources and regularly exchange emails and photographs. While their knowledge of local and global communities is good, their knowledge of the diversity in British society today is not as well developed.

Good leadership and management by an enthusiastic headteacher ensure a clear direction for the school. She has set up well organised structures and is supported by a strong and effective team. All work together with governors who support and challenge leadership and management effectively so that the school regularly analyses and evaluates its performance. Consequently, the school has maintained its success and standards from the time of the previous inspection and has a good capacity to improve further. Leaders have a good understanding of what works well and what needs to be improved; for example, the school is closely monitoring a group of more able writers and identified that a group of average girls needed to accelerate their progress. The support and personal learning programmes for the identified average girls resulted in their good achievement. Staff in Years 1 and 2 have undertaken training and increased their skills in marking the range and accuracy of pupils' writing and, as a result, standards in writing are rising. The 'how can we make this even better' approach is central to pupils' good achievement and they really enjoy learning.

Pupils' progress, including those with learning difficulties and/or disabilities, is good. Their starting points into Year 1, especially in language and literacy, vary but are usually below average. Challenging targets are set and the progress of learners is carefully tracked, but as yet teachers' understanding of the learning needs of pupils who are either higher attainers or gifted and talented are not clarified. While better assessment systems and use of data are having a good impact on improving pupils' rate of progress across the school generally; these more able pupils are not as clearly identified and tracked to ensure they always reach their full potential. School tracking data and current work show the school is maintaining good standards that are above national averages with a strong performance, especially in mathematics. Results in science in 2008 were the best for five years, particularly at the higher levels. Pupils develop good basic skills and self-esteem, which stands them in good stead for the future.

Pupils' learning is enhanced through first-hand learning experiences. The use of digital technology, special 'days', French, and information and communication technology taught by specialists results in a curriculum that matches their needs well. A wide range of popular extra-curricular clubs, including sporting activities and gardening, reflect the school's several awards from Sportsmark to silver Eco-Schools. Visitors and visits enrich the curriculum. On return from their trip to the Isle of Wight, Year 6 explored painting seascapes with watercolours with the help of a resident artist.

Support for children with learning, behavioural and social needs is excellent. The school works closely with an extensive range of external agencies that support selected pupils and their families. This has had a considerable impact on pupils' welfare and achievement; as a result, they achieve well from their starting points. Typically, teaching is good. Teachers are knowledgeable about their subjects and how children best learn; lesson planning and excellent relationships are strengths. Teaching assistants contribute significantly in supporting those pupils who are vulnerable or who need extra support. Pupils' health and well-being are securely safeguarded and child protection procedures are robust. Academic guidance is good with older pupils being very clear about their learning targets. The leadership has focused on developmental marking and, while some is exemplary, marking does not uniformly indicate how pupils can improve their work.

Pupils describe their school as very friendly and safe. They have an excellent understanding of the importance of keeping healthy and safe. Pupils talk enthusiastically about their responsibilities such as playground buddies and eco warriors to school councillors. They are especially proud of their contribution to the development of the 'spiritual garden', orchard and trim trail. The school's partnership with parents is really nurtured well, whether in helping to develop the grounds or involvement in a phonics workshop. Parents are very positive about the school; as two parents put it, 'The school produces well-rounded young people who care for others in society and also for our environment' and 'I feel my child's safety, enjoyment and well-being are very important to them.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

A welcoming, encouraging and caring atmosphere helps children to settle quickly and feel happy and confident. Close teamwork amongst staff ensures well organised activities and purposeful learning. This leads to standards that are average and, for several, are above average, by the end of Reception. This indicates good progress for children whose level of skills when they start are often below that typically expected for their age, especially in relation to their early reading, writing and mathematical skills. The higher than usual numbers with speech and language difficulties and the small group of boys who have lower personal, social and emotional development are particularly well supported and consequently make good progress. Learners make good progress, especially in the development of their attitudinal and social skills, due to the excellent attention given to their personal development and welfare. There is an appropriate mix of child-chosen and play activities and structured adult-led learning. Children experience a balanced range of learning activities both indoors and in the 'Galilee garden', which is used extensively. This is a significant organisational feat given that children do not have 'free flow' access between indoors and outdoors because of the constraints of the building. Leadership is good and recent reviews and improvements in assessing the skills of children are proving useful, though are not yet firmly in place. Teaching is typically good and motivates children. Role play supports the 'fun' learning; during a 'bear hunt' in the grounds, children excitedly discovered Year 6 pupils dressed as bears. Others developed their technological and creative skills well while programming a robot to manoeuvre the obstacles in the bear hunt environment they had designed. Parents value the strong parental links and good transition arrangements.

What the school should do to improve further

- Raise and sustain the standards and rates of progress by higher attainers and gifted and talented pupils through better identification of their differing needs and ensure accurate

data are used to measure their progress and check that they are always suitably challenged to achieve their full potential.

- Extend the strategies used to help pupils understand and participate in the increasingly diverse society in Britain today.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

25 June 2009

Dear Pupils

Inspection of St Wilfrid's Church of England Primary School, Haywards Heath, RH16 3NL

Thank you for making us so welcome when we visited your school recently to see how well you were doing. We enjoyed talking with you and seeing you at work and play. Your school provides you with a good education.

Here are some of the best things about your school:

- You clearly have a lot of fun and make good progress in your work.
- Teaching is good and your teachers help you to learn quickly by making lessons interesting and fun so that you reach above average standards.
- You are very well cared for and all adults look after you exceptionally well so that you are happy and safe.
- You told us all about the many visits, events and after school clubs, which you like. Good luck in your end of term production!
- You behave extremely well. We were impressed with your knowledge about keeping healthy and safe, and how very involved you are in the community. You proudly told us about being buddies, school councillors and eco warriors.
- Your headteacher and staff know what to do to make things even better and they are working very closely with governors and your parents to achieve this.

There are a few things that we think could be even better:

- Ensure those of you who find learning easy and those of you with particular talents are more closely checked to make sure that you always reach your full potential.
- Help you learn more about the way of life of children and adults in Britain today who have different beliefs or backgrounds to your own.

We hope you will continue to play your part by joining in any new opportunities the school provides for you.

Yours faithfully

Sheila Browning

Lead inspector