

# St Robert Southwell Catholic Primary School

## Inspection report

---

<b>Unique Reference Number</b>	126053
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	340905
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	David Marshall

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>	143
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Veronica Peppiatt
<b>Headteacher</b>	Anne Hudspith
<b>Date of previous school inspection</b>	7 March 2007
<b>School address</b>	Lambs Farm Road Roffey Horsham RH12 4LP
<b>Telephone number</b>	01403 252357
<b>Fax number</b>	01403 252394
<b>Email address</b>	Office@st-robertssouthwell.w-sussex.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	10–11 February 2010
<b>Inspection number</b>	340905

---

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 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 rates 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 08456 404045, 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 documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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 2010

## Introduction

This inspection was carried out by two additional inspectors. They observed the school's work, spending about 80% of the time looking at pupils' learning. Thirteen lessons and seven different teachers were observed. Discussions were held with the headteacher, teachers, support and administrative staff, governors, parents and pupils. The school's documentation was scrutinised carefully and included school improvement plans, the tracking of pupils' progress, staff and governor meeting records and safeguarding documentation. In addition, 55 questionnaires from parents and carers, 19 staff questionnaires and 78 pupil questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's data analysis of different groups, and the level of achievement of the current pupils
- the impact of the school's safeguarding procedures and the provision for pupils' personal development
- the effectiveness of the school's strategies for assessment and analysis of progress, and how well pupils are involved in assessing their own learning
- how effectively the leaders and managers at all levels, including governors, are enabling improvements.

## Information about the school

This smaller-than-average sized primary school serves the Roffey suburb of Horsham, and also takes pupils from a wider area. The proportion of pupils entitled to free school meals is low. The number of pupils who have learning difficulties and/or disabilities is above average. The majority of these pupils have early language, behavioural or specific learning difficulties. Most pupils are White British, although some have other backgrounds, and a slightly higher than average proportion are at the early stages of learning English as an additional language. The number of pupils who enter or leave the school other than at the usual time is above average, especially in Years 5 and 6.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

St Robert Southwell is an exceptional school, due to the outstanding quality of pastoral care and the excellent progress pupils make. The headteacher and governors provide highly effective leadership. They know the school's strengths very well and what needs to be refined further. Their track record of consistently raising standards to high levels shows that it has an excellent capacity to continue improving. As one parent wrote, 'St Robert Southwell is a family oriented school. The children are treated as individuals, and any issues are treated in a caring and thoughtful manner. I could not find a better school for my child.'

Pupils' personal development is excellent, which helps their all-round achievement. National test results in Year 6 this year were very high and achieved the school's carefully formulated and challenging targets. Pupils enter the school with skills and understanding that vary but are usually broadly in line with those expected for their age. Very effective organisation and careful assessments enable children to make excellent progress in the Early Years Foundation Stage. This is built upon well so that pupils' standards at the end of Year 2 are well above average and by the time they leave the school, standards are significantly above those expected for their age. The school has determined that in order to provide even more effectively for each individual, it needs to enable pupils themselves to determine how well they are achieving, what they think they need to know next and incorporate that into their planning.

The curriculum covers all subjects extremely carefully and is enhanced by an outstanding range of additional activities, visits and visitors. The extensive school grounds have been modified exceptionally well. The provision of both an organic and sensory garden, a fort and pirate ship, a bird watch area and an amphitheatre make for a compelling range of activities throughout the year.

Pupils with special educational needs and/or disabilities make excellent progress. This is linked to the high priority the school gives to meeting their needs and the very effective support provided for them. By ensuring help of exceptionally good quality from very well qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils achieve consistently and exceptionally well. Excellent provision is also made for the gifted and talented pupils and consequently they achieve extremely well. This is also true of those pupils with English as an additional language, whose needs are met exceptionally well through careful monitoring of their progress.

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

- Help all pupils to embed their learning and skills by:

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- taking pupils' wishes and interests into account and adapting teachers' medium term and daily planning to cater precisely for the next steps in their education
- ensuring pupils know how well they are doing and what they need to do next to improve.

**Outcomes for individuals and groups of pupils****1**

Pupils relish their learning at this school. As lesson observations showed, teachers consistently provide interesting resources that enthuse all groups of pupils of all abilities and keep them engaged. When pupils are asked to work together, they do so very effectively. They keep on task, challenge each other and also enjoy working independently. They respond well to teachers' questions, particularly where these really probe their thinking and understanding. The outstanding progress in the Year1/2 classes is firmly based on meeting individual pupils' needs and sharing best practice. This is built on exceptionally well in the older classes. For example, the pupils' keenness to succeed was clear in a Year 5/6 English lesson, where all pupils wanted to read out and share what they had written, and where they applauded and valued each other's attempts.

Throughout the school, relationships between staff and pupils are excellent and contribute to the positive ethos for study. Pupils' spiritual, moral, social and cultural development is outstanding, contributing to their excellent behaviour. The pupils' very high level of enjoyment in their learning is reflected in their above average rates of attendance and punctuality.

Pupils show very caring attitudes to each other and the environment. This was admirably demonstrated in an exceptional performance from many of the Year 5/6 pupils. In winning a local competition, they had prepared and staged a lengthy presentation to the local district council of how to arrest climate change. Pupils know there is always someone they can turn to in moments of difficulty. They acquire a full understanding of healthy living and an excellent awareness of how to keep themselves and others safe. In discussions with the school council and other pupils, the older ones made sure the younger ones had their chance to speak, which was a pleasure to witness. Pupils were keen to show how much they enjoy responsibility, for example as peer mediators or playground friends.

The standards reached by pupils in English, mathematics, science and information and communication technology, combined with their keen appetite for teamwork and their zest for learning, prepare them exceptionally well for their transition to the next stage of their education.

*These are the grades for pupils' outcomes*

---

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching and learning are outstanding. In all lessons observed, there were strong elements that helped pupils of all abilities to make excellent progress. Teachers are a keen and enthusiastic team who use a range of techniques to make lessons enjoyable, based on careful assessments. Outstanding displays in the classrooms and around the school celebrate and encourage pupils' achievements. Teachers keep up a brisk pace in lessons and help pupils to meet high expectations by asking them questions that encourage them to think hard. In an outstanding English lesson in the Year 4/5 class, the teacher gave high quality feedback to test pupils' understanding, used their responses to complete a high quality opening to a story and used praise effectively to raise pupils' expectations of what they were capable of achieving.

Guidance for pupils' academic support is very strong. The detailed tracking of pupils' progress ensures that any potential underachievement is identified early. The challenging targets reflect the staff's high expectations of pupils' progress. In the most effective lessons, the careful planning and focus on pupils' targets are implemented with enthusiasm and care. This was clear in a good Year 2/3 lesson in the computer suite. The pupils were enthusiastic as they set about creating their own symmetrical patterns. The teacher's good use of praise reflected the way the school constantly encourages good behaviour, attentiveness and hard work.

The range of opportunities given through the innovative, creative curriculum is outstanding. Pupils are encouraged to be independent and are highly motivated. Pupils are also given increasing opportunities to reach high standards in different subjects. For example, the standard of singing witnessed during the inspection was impressive, and

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

reflected the enthusiasm and skill demonstrated by the music teacher in an extra-curricular choir practice.

The school has a very strong commitment to caring and support, which is reflected in the comprehensive arrangements for safeguarding the welfare of pupils. Every pupil is known and treated as an individual. Pupils say they feel very safe and confident to approach an adult if they have a problem.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher provides inspirational leadership. This, in very effective partnership with the assistant headteacher, ensures that complacency is not tolerated. One way in which everyone follows the headteacher's exemplary lead is to relate extremely effectively with all pupils, parents and the local community. Teamwork is excellent. Staff are focused relentlessly on further improvement and work brilliantly together. All this enables the school to set the right targets to become even better.

The governing body are fully involved in the process of school evaluation and they bring a wide range of skills to bear on this. They very effectively hold the school to account and help with development planning. Their analysis enables the school to promote community cohesion exceptionally well within the school and local community. Pupils also gain an outstanding understanding of how others live in the United Kingdom and much further away. The school takes its duty to promote equal opportunities seriously. Leaders ensure that discrimination of any sort is not tolerated. Leaders value the opinions of parents and pupils and act upon these to ensure all are treated fairly. Procedures to safeguard pupils' well-being, safety and health are thorough and all members of staff are well trained in child protection routines. The school understands the need to record carefully the outcomes of their annual risk assessments. The school has excellent partnerships with parents, carers, the church, local businesses and other organisations, including national and global communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**

Children make an excellent start to their education in the Reception class. The huge level of commitment and care shown by the staff is evident in the way that all children settle into the school so well and immediately begin to learn. They settle happily because of excellent links with parents and carers and the care taken to liaise with the many local playgroups and nurseries. A parent of a child who has just started in the Reception class wrote, 'Extremely happy with the leadership of the school and how they actively encourage parental involvement. My son is happy at school and any concerns are addressed straight away.'

Children make rapid progress because all adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. Children's language skills are developed especially well, with a clear focus on early letters and sounds work (phonics). The enthusiasm and enjoyment of the children as they responded to the story of Willy the Wimp was inspiring.

The classroom provides a stimulating learning environment and resources are used exceptionally well, with children moving seamlessly from one activity to another. The outside area for the Reception class provides the same exciting level of challenge and stimulation. Staff get to know the children very well. They make a careful note of all responses and feedback. The information collected about children is used particularly well to ensure that the least able and most vulnerable settle well.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The overwhelming majority of parents or carers who returned questionnaires or who spoke to the inspection team were very happy with the school. They consider that the school has a dedicated team of staff and the headteacher leads and manages the school very well. They agree that the school has a very warm, supportive and friendly atmosphere and the majority feel their children make good progress. Inspection evidence shows that all pupils, including those with special educational needs and/or disabilities, are making excellent progress. Parents and carers were particularly impressed with the pastoral support their children receive. The majority also felt that the school dealt very well with any disruptive behaviour. Inspectors fully endorse these views. The very small number of constructive parental criticisms were shared and discussed with the headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Robert Southwell Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The Inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 143 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	71	14	25	1	2	0	0
The school keeps my child safe	39	71	16	29	0	0	0	0
The school informs me about my child's progress	26	47	27	49	1	2	0	0
My child is making enough progress at this school	27	49	24	44	3	5	0	0
The teaching is good at this school	34	62	20	36	1	2	0	0
The school helps me to support my child's learning	26	47	25	45	1	2	0	0
The school helps my child to have a healthy lifestyle	31	56	21	38	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	44	23	42	1	2	0	0
The school meets my child's particular needs	26	47	26	47	2	4	0	0
The school deals effectively with unacceptable behaviour	32	58	20	36	1	2	0	0
The school takes account of my suggestions and concerns	19	35	34	62	1	2	0	0
The school is led and managed effectively	32	58	21	38	1	2	0	0
Overall, I am happy with my child's experience at this school	34	62	20	36	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 February 2010

Dear Pupils

Inspection of St Robert Southwell Catholic Primary School, Horsham RH12 4LP

I am writing to thank you all for making us so welcome when we came to the school recently. We did enjoy our visit. Yours is an outstanding school with many strengths, and we agree with what you told us ' it is a really fun place to learn. Here is a list of some of the things that we think are really good.

- The school looks after you very carefully and you all achieve extremely well by the time you leave the school.
- You behave excellently, get along with each other and feel very safe in school.
- You all have very good ideas about how to make things better and you have an excellent understanding of how to live healthily.
- You find lessons interesting and really enjoy school.
- There are plenty of exciting things for you to do, in school, on visits and in clubs.
- The headteacher and staff manage the school extremely well.

Even in excellent schools, some things can be made better. I have asked the teachers to make sure that:

- no matter which class you are in, the teachers make sure all your special interests are taken into account and you are all given the opportunity to know and think about what you need to learn next.

You must continue to listen carefully and take note of what the teachers say. Then you will all continue to make excellent progress in your learning.

Finally, we would like to thank you once again for all your help. We wish you well in the future.

Yours sincerely

David Marshall

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**