

# St Wilfrid's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	126061
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	340908
<b>Inspection dates</b>	3–4 March 2010
<b>Reporting inspector</b>	Beryl Richmond

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

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<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>	406
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Billings
<b>Headteacher</b>	David Purcell
<b>Date of previous school inspection</b>	10 May 2007
<b>School address</b>	School Close Queen Elizabeth Avenue Burgess Hill RH15 9RJ
<b>Telephone number</b>	01444 235254
<b>Fax number</b>	01444 230048
<b>Email address</b>	head@st-wilfrids-burgesshill.w-sussex.sch.uk

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Royal Exchange Buildings  
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## Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent looking at learning; all classes were observed and inspectors visited 18 lessons, including some small groups, taught by 17 different teachers or teaching assistants. Meetings were held with staff, groups of pupils and the Chair and vice- chair of the Governing Body. Inspectors looked at a range of documentation including assessment data giving information about the progress of groups of pupils, including some whose circumstances make them vulnerable. Policies and procedures for safeguarding were checked as was planning and monitoring of teaching and learning. Joint observations and reviews of the learning environment were carried out with senior staff.

Conversations took place with some parents before school on the second day in the Reception classes. Account was taken of the 174 questionnaires completed by parents and carers, 11 questionnaires completed by staff and 111 questionnaires completed by pupils in Key Stage 2

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

- effectiveness of measures taken to improve the achievement of pupils with special educational needs and/or disabilities
- effectiveness of the steps taken by the school to improve achievement in mathematics
- effectiveness of the school's assessment procedures in improving the quality of teaching and learning.

## Information about the school

St Wilfrid's is a large popular school. Most, but not all, pupils are catholics. Very few pupils are known to be eligible for free school meals. The proportion of pupils from minority ethnic groups is just below the national average. About half of these pupils are learning English as an additional language and most are in the younger age group classes. The proportion of pupils identified with special educational needs and/or disabilities is below average. Their needs relate to learning difficulties, behavioural, social and emotional needs, speech, language and communication difficulties, physical disability and autism. The hall is not in use for assemblies, worship and indoor physical education as the Reception classes are currently located in it while their classrooms and outdoor learning area are being refurbished. To support the delivery of worship, there are increased opportunities for Key Stage 2 pupils to attend mass with the parish community. Building work is due to be completed by the end of the spring term.

**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?**

**3**

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

**2**

### Main findings

St Wilfrid's provides its pupils with a satisfactory education. Pupils achieve satisfactorily because teaching and learning are satisfactory over time. Although much good teaching was observed during the inspection, pace of learning is too variable for progress to be good overall and some teachers do not ensure that pupils are fully involved at all times. Pupils enjoy an exciting, creative and meaningful curriculum. Attainment at the end of Year 6 is average. Previously, attainment was above average but it dipped in 2009, because although pupils made good progress in Year 6, they had not made sufficient progress earlier and needed to catch up. There was also a greater proportion of pupils with special educational needs and/or disabilities in this year group, some of whom had joined the school relatively recently. Rigorous action taken by school leadership means that attainment is now improving strongly. School data indicate that pupils are on track to achieve above average attainment. Although some pupils do not agree, behaviour is judged to be good. Pupils feel safe and adopt healthy lifestyles.

The school provides outstanding care for its pupils who as a result feel extremely secure and have an excellent understanding of how to keep themselves safe. Pupils are given excellent opportunities to think deeply about their own experience and those of other people. In making extremely good use of these opportunities and in their exceptional contribution to school life and the wider community, pupils demonstrate outstanding spiritual, moral, social and cultural awareness. They have very good insight into other beliefs and opinions about faith. Taking all of this into consideration, pupils are well prepared for their future lives. Pupils' attendance is above average because the school has good monitoring procedures and parents and carers are very supportive in this regard.

Capacity for sustained improvement is good because the school has an accurate evaluation of its performance and has taken effective action to bring about improvement so that standards are rising quickly. Last year, attainment in writing improved well by the end of Year 6. Standards in mathematics have also improved this year because of the school's work to ensure that assessment data is accurate and that teachers' subject knowledge is good enough to challenge pupils sufficiently. A more systematic approach to the teaching of letters and sounds means that children are learning them more quickly and are able to apply this knowledge to reading, writing and spelling. Effective monitoring of teaching and learning has had a good impact. The school's leadership is not complacent and recognises that there is more work to do to make sure that teaching and learning are consistently good. Responsibility for school improvement is widely shared but not enough subject leaders are exemplifying outstanding practice in their subjects to help other teachers to improve.

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A strength of the school is the way that it tracks each pupil's progress and this is having a good impact on achievement. Support and challenge provided for pupils identified as having special educational needs and/or disabilities, or who are underachieving, are much improved and this can be seen in their better progress. Good use is made of assessment information to plan lessons that meet the needs of all pupils.

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

- Ensure attainment in English, mathematics and science matches the school's previously above average attainment by July 2011 at the latest, by ensuring that in all lessons pupils learn at a good pace and are fully involved in learning throughout the lesson.
- Improve the quality of teaching and learning so that it is consistently good by involving leaders and managers at all levels in modelling exemplary practice in their subjects.

**Outcomes for individuals and groups of pupils****3**

Pupils achieve satisfactorily because they enjoy learning and have good attitudes to their work. Participation in lessons is good when teachers use strategies like talking partners so that pupils develop their speaking, listening and reasoning skills well. Pupils work well independently, in pairs and in teams. They enjoy practical activities, which challenge them to demonstrate their understanding and to explain to others what they know. For example, in a design and technology lesson in Year 2 pupils enjoyed predicting how well different toys would roll. Where lessons are planned so that pupils can apply their skills in other subjects, pupils find learning meaningful. For example, when pupils compared life in Roman times to life today, following their visit to Fishbourne Roman Palace, they were able to apply their mathematical and information and communication technology skills to produce useful data. Although in 2009 the attainment of pupils with special educational needs and/or disabilities was below that of similar pupils in other schools, these pupils now make similar progress to their classmates. The progress of pupils learning English as an additional language is similar to that of other pupils. The proportion of pupils attaining the higher levels by the end of Year 6 was similar to the national picture except in English where it was above.

Pupils know an adult they can talk to if they are worried about anything or that they can use the worry box. They are very active, swim regularly, and are knowledgeable about what constitutes a healthy diet. Year 6 pupils demonstrated their excellent spiritual, moral, social and cultural awareness in a well presented liturgy to the Bishop, using an electronic slide presentation with interwoven themes around the Last Supper. Pupils are highly enthusiastic school council members. Safety in the playground is given a high priority and older pupils play a hugely important role in this regard. Year 6 pupils act as 'Good Samaritans' who pupils can go to if they need help. Year 6 play leaders help Key Stage 1 pupils to have an enjoyable playtime. Pupils support extremely well a wide range of charities, including the people affected by the earthquake in Haiti. They take

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responsibility very seriously. For example, the head boy and head girl give tours of the school for new parents, which are much appreciated. Learning about different cultures is meaningful because pupils have, for example, visited an Indian restaurant to experience the cuisine and developed their own Bollywood style dance, which forms part of a Fairtrade tea party for parents.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>2</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?

Relationships are good and consequently pupils learn harmoniously in classrooms. Most teachers make clear to pupils what they are learning and what the expected outcomes at the end of the lesson are. Staff ensure that pupils have a good knowledge of their personal targets and that these are shared with their parents and carers on a regular basis. Where learning takes place at a satisfactory pace, teachers do not use strategies to ensure that all pupils are thinking of and discussing a possible answer to a question posed or are not participating fully in the lesson. Rigorous moderation systems are in place to ensure that assessments are accurate and this information is now usually used well to meet pupils' needs in classes and in small group work. High quality teaching and

<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.

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learning of music adds extremely well to pupils' enjoyment and achievement in this subject. The curriculum is well planned to provide many opportunities for pupils to apply their basic skills and is regularly reviewed, taking account of pupils' views. It provides memorable experiences for pupils; for example, Airport Day launched the teaching of French. This gave a valuable opportunity for pupils to celebrate their various cultural backgrounds and for parents who work at the nearby Gatwick Airport to teach pupils about the safety aspects of flying. Another strength of the curriculum is the arrangement for specific groups to address particular needs. For example, there are 'jump ahead' groups to develop gross and fine motor skills and narrative therapy groups for pupils with speech and language difficulties.

The school knows its pupils and their families exceptionally well and often goes the extra mile to care for them, particularly if they are vulnerable. Transition arrangements are extremely good and every effort is made to ensure that pupils settle very well into school. Support for pupils with special educational needs and/or disabilities, taking specialist advice where necessary, is good leading to improved outcomes. Teaching assistants play an important role in delivering specialist provision. The school provides highly effective support to pupils who have difficulty managing their behaviour and emotions through various programmes, led very effectively by the learning mentor. The school rigorously monitors attendance and the school council has worked with the education welfare officer to help bring about improvement. The school enlists specialist advice to ensure that provision for pupils learning English as an additional language is good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher's vision for the school's direction is very clear and he is successfully sharing ambition with the staff. Widely shared responsibility for leadership and management has been effective in ensuring better consistency in the quality of provision throughout the school. The ethos of improvement is well understood by the school community, with teachers being responsible for ensuring that assessment data are accurate for their class and that they are analysed well. The governing body is well organised and supportive of the school. It keeps close checks on the school's performance and focuses its monitoring activities on school priorities well. Safeguarding is good because all statutory requirements are in place and effectively carried out. The

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school has good links with parents and carers, who are fully involved in their children's development. For example, ongoing dialogue, opportunities to discuss pupils' progress and reporting arrangements give parents and carers a very clear picture of their child. Partnerships are good. The school has good links with a wide range of specialist agencies and other organisations that have a good impact on pupils' achievement and personal development. The headteacher and other teachers willingly share their expertise in specific areas, like liturgy, assessment and the Early Years Foundation Stage, with other schools on a regular basis. Discrimination is not tolerated and all pupils are given every opportunity to develop as well as possible. For example, there are weekly opportunities for more able pupils to work together on challenging mathematical investigations. The school is a diverse community in many ways but it is cohesive. Strong links have been established with communities abroad and locally. Links with other communities in the United Kingdom are not yet well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Parents and carers are very positive about the school's arrangements for the admission of their children. All families are visited at home before children start and they have several opportunities to visit the school. Consequently, children are very well settled and routines are well established, even though the children are learning in the hall at the moment and only have access to a temporary outdoor area. Once the building work is completed, the children will learn in a specially designed unit where they will have free access to an enclosed outdoor area with a cover so that learning can take place



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whatever the weather. The school explains well to parents and carers how their children will learn through play, and oral and practical activities. There is a very positive start to the day, with children choosing what they would like to do. Adults support learning very well at this time, by encouraging children to develop their curiosity and skills.

Children's starting points are in line with expectations overall, although just above in disposition and attitudes and numbers for labels and counting and just below in aspects of literacy skills and calculation. Teaching is consistently good, with much that is outstanding, and children engage very well with their learning and make good progress. Recent improvements to the way in which children learn letters and sounds mean that children are catching up well in their literacy skills. Children enjoy *Winston the Wolf* letting them know how well they are learning and this motivates them to want to do better. Children progress well in reading and spelling and some are able to write at length, although improving writing remains a priority. Adults develop children's language skills very well through good questioning and modelling of language and opportunities for children to role play situations.

Knowledgeable leadership has set the tone for improvement. Teamwork is very well developed. Assessment is good and children's records, using a range of evidence, including photographs, are kept diligently. These are used very well to plan the next stages of learning. Welfare provision and support for children with special educational needs and/or disabilities are excellent.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Half of the parents and carers completed a questionnaire. Overall parents are positive about the school's work, particularly with regard to how well the school keeps their child safe and with regard to the quality of teaching. Inspectors agree that the school keeps its pupils safe; however, teaching is judged to be satisfactory, with much that is good. The main areas of disagreement relate to how well the school meets its pupils' needs and how the school helps parents support their children's learning. Generally, the inspection team disagrees that pupils' needs are not met and has no evidence to suggest that the school does not try to involve parents in their children's learning.

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

Ofsted invited all the registered parents and carers of pupils registered at St Wilfrid's 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 174 completed questionnaires by the end of the on-site inspection. In total, there are 406 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	105	55	77	41	5	3	1	1
The school keeps my child safe	113	59	73	38	0	0	1	1
The school informs me about my child's progress	89	47	90	47	6	3	2	1
My child is making enough progress at this school	81	43	94	49	6	3	3	2
The teaching is good at this school	103	54	78	41	2	1	0	0
The school helps me to support my child's learning	86	45	91	48	8	4	2	1
The school helps my child to have a healthy lifestyle	75	39	103	54	3	2	1	1
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)	61	32	95	50	8	4	2	1
The school meets my child's particular needs	72	38	99	52	11	6	2	1
The school deals effectively with unacceptable behaviour	78	41	93	49	5	3	1	1
The school takes account of my suggestions and concerns	63	33	107	56	8	4	2	1
The school is led and managed effectively	97	51	82	43	6	3	1	1
Overall, I am happy with my child's experience at this school	97	51	82	43	6	3	1	1

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.**



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7 March 2010

Dear Pupils

Inspection of St Wilfrid's Catholic Primary School, Burgess Hill RH15 9RJ

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking with you.

You go to a satisfactory school. Here are some of the things that are good or better about your school.

- You have a good understanding of how to stay safe. You know who to talk to if you are worried about anything.
- You make an outstanding contribution to your own community in many ways, like being Good Samaritans, and to the wider community through, for example, your support of charities.
- Your school develops you extremely well spiritually, morally, socially and culturally.
- Your behaviour is good and you are developing good personal skills.
- You come to school regularly and on time.
- You know how to stay healthy and enjoy a wide range of physical activities.
- You enjoy a stimulating and interesting curriculum. You enjoy the clubs that your school provides.
- Your school has good links with other organisations to help you to learn well.
- Adults in your school care for you extremely well and know your families well.
- Your headteacher, staff and governing body have good plans to improve your school.

We have asked your teachers to help you to attain above average standards in English, mathematics and science by the end of Year 6 by ensuring that you participate very actively in lessons so that you learn well and at a good pace. We have asked teachers who are responsible for subjects to demonstrate to other teachers how to teach extremely well in the subject.

We would like to send you our best wishes that you continue to enjoy school and to do your best.

Yours sincerely

Beryl Richmond

Lead Inspector

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