



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Wilfrid's Catholic Primary School

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School Unique Reference Number: 126061

Headteacher:	Mrs A O'Hara
Chair of Governors:	Mrs J Billings
Lead Inspector:	Mr Damian G Fox
Associate Inspector:	Mr Steve Tindall
Inspection date:	13 June 2019

	Previous Inspection: 1
Overall Effectiveness	This inspection: 1
Catholic Life:	1
Collective Worship:	1
Religious Education:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Wilfrid's is an Outstanding Catholic school because:

<ul style="list-style-type: none"> • The school manifestly demonstrates its central mission of service, firmly built on Gospel values and the teachings of the Catholic church. • The Headteacher is an inspirational presence in the school. She is ably supported by senior leaders in constantly developing the Catholic character of the school and its outcomes for all pupils. • Governors are knowledgeable and experienced and have a clear understanding of the strengths of the school. They demonstrate effective leadership in all areas. • Pupils respond respectfully and willingly to the mission of service to others. They are all willing helpers of each other. • Parents are welcome as partners in the mission of the school. They appreciate the impact of the school on the well-being of their children. • It is a school of prayer. In the classroom and throughout school life, prayer is an integral part of the life of the school. 	<ul style="list-style-type: none"> • Overall, standards in religious education are high across all key stages. Pupils make good progress and achieve well. • Pupils genuinely enjoy religious education lessons, evidenced by their wholehearted engagement in learning. They are proud of their achievements. • The headteacher inspires an effective partnership between all members of staff. Teachers are committed to delivering continually improving outcomes in religious education. • The Religious Education Coordinator provides outstanding leadership. As a result, standards of teaching are consistently good with examples of outstanding practice. • Teachers use assessment to indicate pupil progress. However, this is not yet consistently embedded across the school.
<ul style="list-style-type: none"> • Prayer and worship are central to the school's ethos. The quality of collective worship provided by the school is outstanding. • A range of opportunities for prayer inspires and engages pupils in joyful singing and quiet reflection. • Pupils respond enthusiastically and respectfully in acts of worship. They recognise the opportunities for prayer and worship. 	<ul style="list-style-type: none"> • It is a warm and welcoming inclusive Catholic community. Pupils know they are valued and genuinely cared for. • Pupils and staff are happy to work in St Wilfrid's school. They show care and consideration for each other to ensure everybody is included. • Pastoral care is a significant feature of the school. The welfare of each child inspires the community to build a harmonious and prayerful school.

<ul style="list-style-type: none"> • The well-established practice of daily Christian meditation throughout the school has a positive impact on the spiritual well-being of each pupil. It contributes to the prayerful spirit of the school. • ‘Our faith, our learning and each other’ is fundamental to the ethos of the school. Pupils show their understanding of this in the way they participate reverently in all acts of worship. 	<ul style="list-style-type: none"> • Pupils’ response to the needs of others is profound. It reflects the impact of the school that puts the care for others as central to their work. • The joy and enthusiasm of pupils for RE is a significant feature of the school. In lessons and in discussions with inspectors they were all very happy and well-behaved pupils. • Parents affirmed that their children are happy as a result of the care they are given from their very first day.
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FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Wilfrid’s Catholic School is a voluntary aided 4-11 primary school in West Sussex. The roll is 420. The school serves the parishes of St Wilfrid’s and St Edward’s & St Luke’s in the Lewes Deanery of the Diocese of Arundel and Brighton. It is maintained by West Sussex Local Authority. The academic profile of the school reflects the full ability range. The attainment of pupils on entry is broadly average. The overall proportion of pupils who are baptised Catholic is 61%. A further 21% of pupils are from other Christian traditions. 17% of pupils are on the SEND register covering all categories of need. Of these, 3% of pupils have an EHCP, this is above the national average. The proportion of pupils eligible for support from Pupil Premium funding is lower than the national average at 6%. The majority of pupils identify themselves as white British, higher than the national average, while 27% are from a variety of ethnic backgrounds. The proportion of homes where English is an additional language is 11%.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Fully embed the consistent use of assessment to improve the achievement and progress of all pupils.
- Extend the opportunities for pupils to plan and lead acts of collective worship.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is Outstanding.

- Pupils contribute to and benefit from the outstanding Catholic life in St Wilfrid's school. It is a warm and friendly school that ensures each member of the community is cherished as a valued member of God's family.
- Teachers provide a high standard of moral, social and spiritual education for pupils, especially for those with a range of complex needs.
- Pupils spoke openly about the pride they have in the school and themselves. The level of maturity shown by pupils, including very young ones, is a powerful testament to the impact of St Wilfrid's ethos.
- Pupils strive to do their best to promote the strong ethos within the school family and in the wider community. They treat each other and teachers with high levels of respect both in class and in their recreation time.
- At all times, pupils respond to encouragement from teachers to listen, give thanks and appreciate the need for reconciliation. Pupils are alert to the needs of other pupils and are ready to support them when they are upset. As a result, positive relationships are very evident as pupils work and play.
- Pupils are aware of the needs of others in the local and wider community. In discussions with inspectors, they displayed an awareness of the needs in the school and wider community. Carol singing at Christmas and the reading buddy scheme with the elderly exemplify pupils' commitment to serving the needs of people in the local community.
- Parish links are outstanding as a result of the unstinting service of the parish priest. For example, his weekly question and answer with pupils engages them in reflecting on the faith and stimulating genuine curiosity about a range of issues. He confirmed that the school *'has a recognisable presence in the parish'*.
- St Wilfrid's is a school which is attentive to the needs of staff and pupils. The inclusion of all members of the school is a shared vision. It is realised by pupils who readily acknowledge that pupils with different strengths and challenges are valued as unique and special.

- Pupils are given a number of opportunities to undertake a wide range of responsibilities which they do so with verve. For example, older pupils and members of the school council said they ensure no pupil is left out.

The quality of provision of the Catholic Life of the school is Outstanding

- 'Our Faith, Our Learning, Each Other' sums up the mission of the school. Pupils know it and fully embrace it as demonstrated by their words and deeds. The religious provision of the school is the highest priority which is reflected in the mission statement.
- The inclusive nature of the school ensures a great sense of community, evident in the positive relationships between all members of St Wilfrid's community, including parents. Pupils respond with exemplary behaviour and by happily working and praying together.
- The school is distinctly Catholic. Vibrant displays and many prayerful spaces in school reflect the school's Catholic identity. Prayer areas around the school and in each classroom offer pupils a quiet, reflective space. The prayer garden further enhances the excellent provision for prayer.
- The school recently celebrated a Mission week, in which each pupil was asked, 'What does God ask of me?' Supported by an ordained ex-pupil, pupils were guided in reflections about their personal vocation. A school prayer, written by pupils, arose from the week. It is known and used by pupils daily.
- The school's concern for all pupils is reflected in the highly effective work of the Rainbow support for pupils with a range of complex needs. A visit to the centres during the inspection witnessed the care and intense support by specialist teachers for these pupils.
- The behaviour of pupils in and around school is exemplary. They treat each other with high levels of respect and appreciate their behaviour has consequences and as a result accept with understanding responsibility for themselves and their actions.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is Outstanding.

- Leaders and managers have a single-minded focus on realising the mission of the school, enabling pupils to thrive academically, socially and spiritually. It is viewed by leaders at all levels as a core leadership responsibility.
- Governors have a strong sense of vocation to provide a school that responds to the needs and strengths of staff and pupils. In discussions, they articulated a clear vision for deepening the impact of the Catholic life of the school.
- Leaders have a well-informed understanding of the strengths of the provision for the Catholic life of the school and areas for development. This is reflected in the self-evaluation activities prior to the inspection that was fully endorsed by inspectors in all areas.
- The Chair of governors is an active and effective link governor for all aspects of Catholic life, collective worship and religious education. She demonstrates an excellent understanding of how the school can continue to grow in faith.
- High levels of mutual respect and care reflect the shared understanding teachers and pupils have of this aspiration to build an authentic Catholic school in which each person is valued as a unique child of God. Relationships between all members of the school area a testament to the efficacy of the commandment to *'love your neighbour'*.
- The school is effective in engaging parents in the education of their children. The start of the day reflects the openness of the school in welcoming and engaging parents and the children. Parents said they felt part of the family and were overwhelmingly effusive in their gratitude to the Headteacher and staff.
- The high priority given to promoting the centrality of the school's ethos is evidenced in the range of professional development opportunities for staff. The induction into the Catholic ethos for new staff and regular inset on Catholic life are instrumental in developing a deep awareness of what it means to be a member of St Wilfrid's school.
- The Headteacher is dedicated to each member of the community. She demonstrates her faith and understanding of what a Catholic school should be. Her clear vision of a prayerful and serving Catholic school is shared by all staff. They play a significant role in promoting the well-being of each pupil.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is Outstanding.

- Acts of worship engage all pupils' interests and inspire them to respond with enjoyment. School evidence indicates pupils' high level of engagement in acts of worship. This was confirmed by the prayerful silence and reverence in an assembly observed during the inspection. It reflected the sincerity and integrity of pupils when praying.
- Pupils can explain a good understanding of why they pray. They acknowledge that prayer is part of what makes the school special. They participate very well in the prayer life of the school, for example, lighting the classroom candle and by responding to the opportunities to play active roles in reading, singing and writing their own prayers.
- The parish priest expressed his pride in the school and the enthusiastic yet respectful participation of all pupils.
- Lighting a candle and saying a prayer opened every lesson in religious education. This ritual has a special place in lessons and collective worship throughout the school. It is understood and respected by pupils.

The quality of provision for Collective Worship and Prayer Life is outstanding.

- Through the provision of a range and variety of prayer opportunities, it is evident that collective worship is manifestly a significant part of the school. It has a clear purpose, message and direction. Pupils affirm that praying together is part of the daily experience for staff and pupils.
- Provision is of a very high standard. Each day begins with prayer. Religious education lessons include prayer and a scripture reading. Assemblies and school Masses provide spiritual experiences for all members of the community. A sanctuary area and prayer garden further enhance the opportunities for pupils to meditate in a spiritual atmosphere of prayer.
- Formal occasions of collective worship are well complemented by prayer that is embedded into the daily routine. Pupils affirmed that they pray at the start of the day and in lessons.

- A significant part of every day is the mid-morning meditation. Two examples observed during the inspection were deeply spiritual and moving. All pupils experienced five minutes of silence, their minds settled by music and the rhythmic sounding of 'maranatha'. Pupils were overwhelming in their praise for the opportunity to be calm and reflective. They said it was very helpful.
- The parish priest praised the staff and pupils for the high quality spiritual provision for all. He affirmed the commitment of staff to leading and participating in acts of collective worship.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Outstanding.

- Leaders and managers demonstrate an understanding of the fundamental responsibility they have as leaders of collective worship. They are committed to high quality provision for collective worship and prayer. They ensure that planning and resources contribute to effective spiritual experiences for pupils.
- The RE Team, including the Headteacher and senior leaders, provide excellent leadership regarding liturgy and worship. Leaders are a model of good practice for staff and pupils. They are highly visible as leaders of collective worship thus ensuring it has an outstanding impact on the school community.
- Liturgical and spiritual development is seen as a priority in the professional development of staff. Recent inset was dedicated to teachers' spiritual nourishment and well-being. Annual inset focuses on an area related to working in a Catholic school, for example, on developing and living spiritual lives.
- All staff model best practice when leading and supporting pupils in collective worship. Pupils clearly learn from the positive examples they see and as a result are beginning to model this in their own planning and delivery of worship. Excellent resources are available for collective worship and prayer.
- Governors are fully informed of the quality of collective worship through the RE team. They are proactive in monitoring and ensuring pupils experience a range of liturgical celebrations. Pupils, including younger pupils, happily confirm that collective worship is highly valued at St Wilfrid's.
- The Headteacher's inspirational leadership of the prayerful community at St Wilfrid's is evident in the delivery of deeply spiritual and liturgical experiences for staff and pupils.
- Pupils said that there are many opportunities to pray as a school and a class and that often their own prayers and intentions are used. Every day begins with prayer and there are regular assemblies and Masses. All religious education lessons begin with lighting the candle and praying.

- The liturgical calendar is used to involve pupils in themed assemblies. Scripture is used effectively to help the pupils understand how they might live by the message of Jesus. The whole school assembly, observed during the inspection, was both a joyous and reverent occasion. Pupils sang beautifully. The whole school signing as they sang was very moving.
- There are very strong links maintained with the local parishes with the parish priest taking an active part in leading and supporting high quality collective worship.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is Outstanding.

- Pupils make good progress and achieve well in religious education. Attainment is high and in line with outcomes in other core subjects. Most pupils achieve age related expectations, with some exceeding. There are no perceivable differences between different groups of pupils, including pupils with special educational needs and disabilities.
- Pupils genuinely enjoy religious education lessons and there was unanimous affirmation during interviews and within the classroom that they appreciate the encouragement and praise they receive. There is marked enthusiasm and enjoyment in lessons.
- Pupils display good knowledge and understanding and a high standard of religious literacy.
- Teachers have high expectations of their pupils to which nearly all pupils rise. The positive way pupils respond with commitment and excellent concentration reflects the range of teaching strategies used by teachers to engage and enthuse them. They develop excellent relationships based on trust and respect. Behaviour for learning is outstanding.
- The school has embraced the 'Come and See' programme and the needs of all the pupils are being met. In some classes the range of activities provided for the pupils are very effective in engaging and enthusing pupils from their earliest years. One pupil said, *'we learn how to strengthen our bonds with each other and with Christ'*.
- Pupils' attainment in religious education is good with some pupils' outstanding. Outcomes for pupils with additional or special needs are excellent and support for them is highly effective.
- Pupils' current written work is beautifully presented, reflecting the pride they have in their work. RE books have distinctive character and are cherished by pupils.

The quality of teaching and assessment in Religious Education is Good.

- Teachers use very good subject knowledge and a range of pedagogical skills to present complex topics in ways both engaging and accessible to all pupils. Effective support through differentiation, given to pupils with various needs, was observed in some lessons. A Key Stage Two lesson, for example, exemplified the range of activities typical of religious education lessons observed during the inspection. Pupils worked collaboratively and independently as a result of effective planning and appropriate resources from the teacher.
- Where lessons were at least good, they were well planned with differentiated tasks a lively pace and appropriate challenge for pupils of all abilities. Consequently, pupils are highly motivated and enjoy their learning. All pupils whom inspectors met confirmed that their lessons were fun and that they felt challenged and well taught.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest and exemplary behaviour. Excellent behaviour for learning is a real strength of the school. They were engaged in and enthusiastic about their learning and were able to work both independently and in partnership with others.
- Assessment and tracking of pupil progress is comprehensive, although inspectors confirmed the school's judgement that improving the consistency of teaching and assessment is a priority for development to ensure a sustained improvement in learning.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is Outstanding.

- The curriculum across all key stages meets the requirements of the Religious Education Curriculum Directory. The allocation of curriculum time at Key Stages One and Two meets the requirements of the Bishops' Conference.
- Governors are committed to the promotion of religious education. They have a clear understanding of the standards of teaching and learning. Through the RE team, they monitor outcomes and receive a full report to the governing body. The RE Coordinator ensures that school leaders are fully informed of the strengths of religious education and areas for development.
- Governors are proud of the school's achievements and are determined to lead the school in continually improving standards. They are informed of the strategic direction of religious education through the governors' RE team. The RE Coordinator is on the committee and ensures that governors are provided with relevant information.

- The Headteacher has a clear understanding of how to continually improve standards of teaching and learning. She has a very good understanding of what the school needs to do to ensure sustained improvement. The RE team meet half termly to review current lesson observations and monitoring of pupils' progress.
- Leadership of religious education is exceptionally strong. The Religious Education Coordinator has an excellent grasp of standards in religious education through detailed monitoring and tracking of pupils' work. Lesson observations, book reviews and learning walks are rigorous and used to inform planning. She gives effective support to new staff with the curriculum and assessment.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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Religious Education

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How well pupils achieve and enjoy their learning in Religious Education.

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The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

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