

St Wilfrids Catholic Primary School

Inspection report

Unique Reference Number	126035
Local Authority	West Sussex
Inspection number	359995
Inspection dates	8–9 December 2010
Reporting inspector	Sheila Browning

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair	Benni Tilbury
Headteacher	Marianna Emery
Date of previous school inspection	11 March 2008
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Introduction

This inspection was carried out by two additional inspectors. Inspectors saw eight lessons taught by five teachers. Meetings were held with senior leaders, members of the governing body and groups of pupils. Inspectors observed the school's work, and looked at some of its documentation including the school development plan, information about pupils' progress and policies and records related to safeguarding. The team also considered the views of 15 staff, 66 pupils and 21 parents and carers expressed in their responses to questionnaires.

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

- Whether teaching is consistently good enough to raise pupils' attainment in writing from Reception to Year 2 and in mathematics throughout the school.
- The extent to which more-able pupils are challenged.
- The role of leaders and members of the governing body in driving improvement and securing consistency in the quality of learning and progress across the school.
- How effectively the school is raising pupils' awareness of the diversity in the United Kingdom today.

Information about the school

St Wilfrid's is a smaller than average primary school. Most pupils are of White British heritage and a few are from different ethnic heritages. Very few speak English as an additional language and none are at the early stages of learning the language. The proportion of pupils joining or leaving the school at other than the usual times, particularly in Years 3 to 6, is much higher than in most schools. The percentage of pupils known to be eligible to receive free school meals is lower than the national picture. The proportion of pupils with special educational needs and/or disabilities is average; a large number have a statement of special educational needs. The Early Years Foundation Stage is provided for in a mixed-age class with Reception and Year 1 children. All other classes throughout the school are also mixed-aged classes. The school has received a number of awards reflecting its commitment to promoting pupils' healthy lifestyles and has an eco awareness award.

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?

2

The school's capacity for sustained improvement

2

Main findings

St Wilfrid's is a good school. It has consolidated and built upon the strengths identified in the last inspection under the effective leadership of the headteacher and senior leaders. The quality of care, guidance and support provided, especially for those who are more vulnerable and their families, is outstanding. As one governor said, 'The needs of the children come first.' Staff are vigilant in their care of pupils and ensure they are safeguarded well. Pupils say they feel very safe and secure. Parents and carers are overwhelmingly supportive and hold the school in high regard. One comment typified the views of many, 'We are very impressed by the ethos promoted by the school and the way in which pupils are valued.' Pupils enjoy learning, they interact well across all groups, and their good attitudes and behaviour are key contributory factors to their accelerating achievement. Pupils' personal development is particularly strong. Pupils make an outstanding contribution to the school and wider community, and show an excellent understanding of the importance of leading healthy lifestyles.

In Reception, strengths lie in the focus on children's care and welfare. However, children make satisfactory rather than good progress because provision does not consistently promote high quality learning opportunities for their age group. School data and inspection evidence show that a very large majority of pupils make at least good progress and some make outstanding progress in English, mathematics and science as they move up through the school. Outcomes at the end of Years 2 and 6 had dipped since the last inspection but are now firmly back on track and the school has already exceeded its challenging targets. Pupils' attainment is average overall but is above average in English and science by Year 6 and rising fast. Though the achievements of more-able pupils are also improving, they have few opportunities to develop their independent and investigational skills. The school has worked well in partnership with other schools and consultants to focus on improvements. Consequently, leaders, and increasingly members of the governing body, many of whom are relatively new, have carried out a thorough analysis of the school's strengths and areas of development. Monitoring is rigorous and self-evaluation accurate. Given the notable improvements in pupils' outcomes and provision, St Wilfred's has a good capacity to get even better. The more practically skills based curriculum and good teaching ensure pupils are interested and motivated. Leaders ensure that pupils make good progress because of effective systems to track their progress. This is enabling any pupils at risk of underachieving to be identified early on and to benefit from support to help them to catch up. A variety of activities to make mathematics more interesting and relevant to learners has paid dividends and pupils say, 'Teachers make learning maths fun.' Pupils who are new to learning English or have special educational needs and/or disabilities receive good support which enables them to become confident learners and to progress well.

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What does the school need to do to improve further?

- Raise attainment for the most able across the school through:
 - increasing opportunities for investigation and independent learning.
- Improve outcomes in the Early Years Foundation Stage by:
 - ensuring consistently high quality learning opportunities, which build on children's sense of curiosity, challenge their thinking and develop their creativity.

Outcomes for individuals and groups of pupils

2

The evidence for pupils' academic outcomes improving rapidly in lessons, in their books and on display is strong. They apply themselves diligently and show interest in a range of topics, particularly when they can see the relevance of their learning. For example, in a Years 5 and 6 science lesson pupils enjoyed exploring first-hand how shadows changed in relation to light sources and used their English, mathematical and science skills well to test and record their findings. In a Years 1 and 2 English lesson, after watching a nature video clip pupils were fired up to share their ideas and write about bears. Pupils are confident, polite and self-assured. The 'open futures project', which includes learning philosophy, helps them to question and reflect on their experiences and supports their good spiritual, moral, social and cultural development. Consequently, pupils are well prepared for their future lives. They are keen to take up responsibilities and contribute effectively to the school and local community whether as school council, house representatives or play activity leaders. The peer mediator's assembly was a good forum for pupils to air their views. One pupil said, 'Children are better at sorting out any problems because they understand what it's like.' This and pupils' promotion of internet safety show their well-tuned awareness of how to stay safe. Many are ambassadors for health promotion and participation in sports is high. Initiatives such as 'Walk to school week' and 'Park and stride' are popular and 90% of Year 6 have passed sports leader training. Pupils show a great deal of knowledge about healthy eating. They undertake food surveys and grow and sell their own produce. Such activities are reflected in the healthy, sports and eco awards. Pupils frequently lead parish celebrations, and are involved in local events from annual tea parties to guitar concerts for retired parishioners. They raise funds for various charities and sponsor an orphanage in Cape town, South Africa. Year 6 also enjoy the challenge of working towards a citizenship trophy which involves them actively participating in events at local, national and international level.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The much improved curriculum and teaching focus on pitch and pace, and good use of national strategies has ensured pupils are keen to learn. The revamped mathematics and science planning is better focused on practical-based learning and problem solving activities. Timetabled guided reading sessions and staff training, alongside a home writing programme shared with parents and carers, has made a positive difference to pupils' achievement in English in Years 1 and 2. Additional learning needs are quickly identified, and good quality support from well-trained teaching assistants, external specialists and a learning mentor ensure pupils make good and often outstanding progress, while those gifted and talented can enjoy enrichment courses from interesting courses in information and communication technology to crystal maze mathematics. Many pupils commented on the numerous enrichment opportunities, for example, sports, performing arts and lunchtime clubs run by Year 6 pupils. The school's performances of 'Christmas Around the World' during the inspection were a good example of how inclusive and outward looking the school is, helping to reinforce children's confidence and self-esteem, and raise their awareness of different cultures and beliefs.

The introduction of effective assessment procedures and robust checks on pupils' progress have highlighted any gaps in pupils' reading, writing and mathematical skills and knowledge. This has been particularly useful given the higher than average pupil mobility in such small cohorts. Teachers are generally successful in meeting the needs of the wide

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range of pupils in their classes through a range of interesting and demanding activities. As one teacher said, 'We are more focused on teaching skills now.' Pupils are doing well because of good teaching, although there is a residue of satisfactory practice. In these lessons, more-able pupils particularly have fewer independent and investigational learning opportunities. Teachers have excellent relationships with their classes. They ensure pupils are very clear about what they are learning and why, and use skilful questioning and a good range of strategies to review pupils' learning and check for understanding. While marking is regular and supportive it is better in English than in mathematics in pointing out how pupils might improve their work. Visits, visitors and topics stimulate pupils' learning whether writing about the 'paparazzi', preparing scripts for news reporters or writing diary entries as survivors of the ocean liner Titanic. The Golden Book of Goodness, 'Shining Light' symbol and a focus on pupils' responsibilities, rights and respects, encourage pupils to think positively about themselves. The school's excellent engagement with parents and carers and good partnerships with the local authority, social services and other agencies significantly support those most vulnerable and their families. Excellent attention is given to all aspects of pupils' care, guidance and support and staff are totally committed to ensuring pupils' welfare and reducing any barriers to their learning.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders provide strong leadership. They are the drive behind the commitment to improvement shared by staff. Middle leaders, some of whom are developing their skills, understand they are accountable and have a key role to play in moving developments forward in such a small school. One said, 'We work closely together now as a team.' The membership of the governing body has changed significantly recently. The new Chair of the Governing Body is keen for them to become more rigorous and challenging and they have made a start through focused visits and questioning. Leadership has led significant developments in mathematics. School improvement planning was cumbersome but is now streamlined with four clear driving priorities. The sharper focus on monitoring teaching and supporting where it remains satisfactory has led to more teaching being good and an improved level of professional dialogue. Examples of the excellent engagement with parents and carers are seen in the well-attended mathematics workshops and involvement in school/home reading learning journals. Safeguarding procedures are rigorous. All checks are carried out thoroughly. Any discrimination is tackled effectively and the high quality care and good provision ensure good equality of opportunity to achieve well for all pupils. Community cohesion is good; the school is involved well in the local community and has strong links globally. One governor commented, 'We try to open up their ideas';

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with this in mind the school is developing pupils' understanding of the diversity of society within the United Kingdom today.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good partnerships with local pre-school settings and the excellent partnership with parents and carers ensure a smooth start for children joining school. Adults work well together and the children's welfare is paramount. Consequently, adults have a clear picture of children's individual learning needs and their development and progress are carefully recorded and shared with parents and carers through learning journals. The learning environment is safe, spacious, well organised and clean. However, its full potential as a more exciting and stimulating learning environment which is visually and language rich is not capitalised on and so does not ensure a more positive impact on children's development. The balance of activities that children can choose and those directed by the teacher encourages independence and helps them to form good relationships and develop good social and personal skills. Resources are good and accessible but planned learning opportunities can be unexciting and laboured. The satisfactory teaching is not always challenging enough to promote children's sense of curiosity, thinking and creative skills. The majority make satisfactory or better progress in most areas of learning, although by the end of Reception, this is lower than age-related expectations in communication, language and literacy. Children were observed enjoying and exploring the malleability of dough when making Christmas decorations and experimenting with printing shapes for wrapping paper designs. They learnt the sounds that 'ur' made and could count on in tens. Others enjoyed the Nativity role-play area, and explored sand and the large writing area outside. Leaders are being supported to improve children's outcomes and management skills.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

About a quarter of parents and carers responded to the Ofsted questionnaire. Those who did expressed their appreciation of the school's work. They were positive in almost all respects except for a very few who disagreed that their children were making enough progress and felt the school did not help them to support their children's learning. Inspectors endorse parents' and carers' positive views and found strong evidence that showed pupils were making good progress and that the school worked hard to involve parents and carers 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 Wilfrids 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 21 completed questionnaires by the end of the on-site inspection. In total, there are 114 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	67	7	33	0	0	0	0
The school keeps my child safe	18	86	3	14	0	0	0	0
My school informs me about my child's progress	13	62	8	38	0	0	0	0
My child is making enough progress at this school	13	62	7	33	1	5	0	0
The teaching is good at this school	12	57	9	43	0	0	0	0
The school helps me to support my child's learning	15	71	5	24	1	5	0	0
The school helps my child to have a healthy lifestyle	11	52	10	48	0	0	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)	10	48	7	33	0	0	0	0
The school meets my child's particular needs	8	38	10	48	0	0	0	0
The school deals effectively with unacceptable behaviour	11	52	7	33	0	0	0	0
The school takes account of my suggestions and concerns	7	33	11	52	0	0	0	0
The school is led and managed effectively	14	67	7	33	0	0	0	0
Overall, I am happy with my child's experience at this school	16	76	5	24	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



10 December 2010

Dear Pupils

Inspection of St Wilfrid's, Littlehampton BN16 4JR

Thank you for your welcome when we visited your school recently. We enjoyed talking to you and seeing how hard you work. You told us how much you enjoy school we are not surprised as it is a good school that provides you with lots of interesting things to do. It was great to see your Christmas performance and I do hope that you enjoyed the pantomime that you were so looking forward to seeing. Here are some of the things that we judged are good.

- You have an excellent understanding of how to stay safe and healthy and make an excellent contribution to helping the school run smoothly and you are very involved in the local community.
- The headteacher and staff manage the school well and have made lots of improvements recently and you told me how much more you enjoy reading, writing, mathematics and just 'everything'.
- Your teachers plan interesting lessons and this helps you to learn well.
- The progress you make in English, mathematics and science is improving and good. You currently reach standards that are average but these are rising fast.
- Your school has excellent partnerships with your parents and carers and good partnerships with other schools and organisations.

There are two things we have suggested could be improved.

- Those of you who find learning more easy could be given more opportunities to  develop and extend your learning independently.

- The youngest children would benefit from more exciting, creative and stimulating learning activities that excite them and make their learning fun and interesting.

You can help too by continuing to work hard and letting teachers know if you could learn and find out more on your own.

Sheila Browning

Lead inspector

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