



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St. Philip's Catholic Primary School

Address: High Street, New Town, Uckfield, TN22 5DJ

Telephone: 01825 762032 Email address: office@stphilips.e-sussex.sch.uk

School Unique Reference Number: 114569

<b>Headteacher:</b>	Mrs J Sanchez
<b>Chair of Governors:</b>	Mr D Lake
<b>Lead Inspector:</b>	Mrs G Askham
<b>Associate Inspector:</b>	Mrs J Robinson-Browne
<b>Inspection date:</b>	2 <sup>nd</sup> October 2017

<b>Overall Effectiveness</b>	Previous Inspection: 2
	This inspection: 2
<b>Catholic Life:</b>	2
<b>Collective Worship:</b>	2
<b>Religious Education:</b>	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

### St. Philip's is a Good Catholic school because:

<ul style="list-style-type: none"> <li>The headteacher and her team are good role models for pupils and are visible witnesses to their faith within the school community. Members of staff who lead religious education have a tangible passion for the subject which acts as a stimulus and inspiration for others.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are able to articulate their beliefs and are comfortable engaging in the range of prayers styles offered to them.</li> </ul>
<ul style="list-style-type: none"> <li>School leaders have a deep rooted desire to build on good practice and lead the school towards becoming outstanding. The staff team show good capacity to implement this.</li> </ul>	<ul style="list-style-type: none"> <li>The community is very supportive of the school and speaks warmly of the headteacher and her staff team. The parent body supports the school whole heartedly.</li> </ul>

### St. Philip's school is not yet outstanding because:

<ul style="list-style-type: none"> <li>Areas for development identified by the last inspection have not been fully addressed. Peer and self-assessment in religious education require embedding in school practice.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil involvement in planning and leading liturgies needs further development. The religious education curriculum would benefit from cross curricular links.</li> </ul>
<ul style="list-style-type: none"> <li>All stakeholders are not yet fully involved in the revision and update of the mission statement.</li> </ul>	

# FULL REPORT

## INFORMATION ABOUT THE SCHOOL

- St Philip's Catholic Primary School is an average sized, voluntary aided primary school with 189 pupils on roll.
- The percentage of pupils who come from Catholic families is currently 56%.
- The school serves the parishes of Uckfield and Heron's Ghyll.
- The proportion of pupils supported by the pupil premium stands at 6% and is well below the national average.
- The proportion of pupils from minority ethnic groups is 7% and is well below the national average. The proportion of pupils who have special educational needs is also below the national average.
- Most pupils joining Reception are well prepared for education and have had good pre-school experience.
- The school experienced a period of transition with an Interim Headteacher in place until the current substantive Head Teacher was appointed two years ago.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to raise standards of teaching and learning in religious education by:
  1. Enriching and developing the 'Come and See' programme by including a wider range of resources and including cross curricular links in the planning and delivery of religious education.
  2. Embedding systems of peer and self-assessment across the school and ensuring that pupils are fully involved and clear regarding their next steps in learning, with a particular focus on more able pupils.
- Develop the role of pupils in planning and leading school liturgies

## 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.

2

2

2

2

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

- St Philip's Catholic Primary School is a thriving Catholic community. Pupils, staff, governors and families feel a true sense of commitment and are proud to be part of a team which centres itself on the teachings of Christ.
- There is a strong and shared ethos throughout the school community and pupil and staff welfare is a high priority.
- Pupils behave well and demonstrate a clear understanding of the expectations placed on them regarding how they should treat each other and how they can be expected to be treated by others. They have a clear understanding of right and wrong and understand the sanctions which are in place for behaviour that does not match the school expectations. When interviewed one pupil said 'Jesus is the base of all our learning. We believe He is here with us'.
- There are many opportunities for pupils to be involved in charitable events and activities.
- They speak of these with enthusiasm, demonstrating a desire to help those less fortunate than themselves.
- The Religious Education Council has been involved in a variety of fundraising activities, including raising money for CAFOD. Pupils have also been active in supporting the Uckfield Food bank as part of serving others within their own community. During an annual Enterprise Week pupils make items to be sold to others, donating the funds raised to a charity chosen by the pupils.
- Pupils are beginning to be more actively engaged in the evaluation of the school's Catholic life. An increasing number are contributing to the development process. A practical example of this is the involvement of members of the Religious Education Council in planting and maintaining the 'Mary Garden'.
- The mission statement is displayed throughout the school. Pupils across all year groups create their own set of classroom rules based on the school mission statement.

### **The quality of provision of the Catholic Life of the school is good**

- Around the school there are clear signs of the school's Catholic identity. Each classroom has a prayer area which can be used as a focal point for prayer during lessons or for individual reflection. The pupils value the prayer areas and some have taken on the responsibility for preparing and tending them. One pupil in Year 6 spoke passionately about the prayer table and was keen to make clear that the pupils have ownership of it.
- On entering St.Philip's the Catholic nature of the school has been made explicit to visitors through a simple but effective display of artefacts. A welcome sign printed in

a range of different languages provides a clear message to all who enter that they are embraced into the school family.

- All members of the school community are cared for. The staff have access to a range of support programmes. Pupils value the focus on the development of long term positive relationships through the 'Special Friends' and 'Buddies' approach.
- Teachers who are new to Catholic education or who are not Catholic feel well supported by the school. They receive training through the diocesan professional development programme and school support provided by the religious education leader. Religious education features as a regular focus in staff meetings and moderation work is carried out by staff throughout the year.
- Programmes including the diocesan approved scheme 'A Journey in Love' help to develop the pastoral care for pupils through well-structured and progressive learning opportunities appropriate to their age and ability. Several networking events during the year act as informal support measures for families.
- Behaviour in and around the school is good. There are clear policies in place which are rooted in Gospel values. Pupils are clear about the expectations placed on them to behave responsibly, fairly and with tolerance and forgiveness. The Courtesy Code is an excellent reminder of this and is prominently displayed around the school.

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

- Leaders and managers are committed to supporting the Catholic life of St. Philip's. School evaluations provide sound analyses in identifying strengths and areas for improvement.
- The headteacher has been in post for two years and has significantly increased the percentage of Catholic teachers since her appointment.
- When interviewed, parent representatives expressed how pleased they were by her appointment and agreed that she was 'very welcoming, dedicated, has the children at the centre of all she does and she lives and breathes the Catholic faith'. Governors agreed with this and told inspectors that the headteacher 'lives her religion and is confident in her beliefs – she is a role model to all'.
- The liturgical life of the school has been broadened so that it reflects more accurately the school as a Catholic community. The pupils are now experiencing a wider range of prayer styles and a more rigorous programme of monitoring has been implemented by the religious education leaders so that regular professional discussions can occur between staff and governors. Pupils in the Reception class were observed participating in spontaneous prayer. They displayed true reverence and respect for others whilst doing so and impressed the inspector who was observing this simple and moving act.

- With the religious education leader currently not in school, the role has been divided between three staff members to ensure that the continued development of the Catholic life of the school remains a high priority.
- Catholicity is rightly placed as the first priority in the School Development Plan and the headteacher was steadfast in her decision to make this the case.
- The school works well with parents and outside agencies to ensure that pupils are well supported, cared for and nurtured in the development of their spiritual growth. Parents volunteer their time to support pupils' learning and this enriches the community life of the school. The school website is a good means of communication and newsletters are regularly published for parents so that they are well informed of events and invitations extended to them.
- The governor with responsibility for religious education is new to the role and very keen to develop it, working alongside the religious education leader. Governors have become increasingly involved in school self -evaluation since the appointment of the substantive headteacher.

## **COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE**

2
---

- 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

2
---

2
---

2
---

### **How well pupils respond to and participate in the school's Collective Worship and Prayer Life is good**

- At St Philip's, pupils have the opportunity to participate in a range of prayer forms including meditation, shared prayer, individual prayer and spontaneous prayer. They help to select artefacts, readings and music for class liturgies within the school year.
- There is an act of collective worship every day and the school ensures that regular liturgies and Masses are built into the calendar and are in line with the liturgical seasons. Pupils have been praised for the quality of their singing as well as their behaviour during Masses and liturgies. This was witnessed by inspectors during a whole school act of collective worship led by Year 6 pupils and the Religious Education Council. Pupils demonstrated the ability to respond and reflect appropriately and there was a clear theme which was relevant to the liturgical season.

- When talking to the inspectors the pupils were able to explain how the experience of collective worship helped them to reflect on their own behaviour and to shape their lives both in and out of school. One pupil said, 'Assemblies help me to focus and give me time to think'.
- The school should now consider supporting pupils in developing their role in planning and leading school worship, enabling them to participate more fully in the school's collective worship and prayer life.

### **The quality of provision for Collective Worship and Prayer Life is good**

- A greater breadth of prayer and worship opportunities are being offered to the community since the appointment of the substantive headteacher. Parents of the school are regularly invited to liturgies and Masses and the school website makes explicit that St Philip's is a growing and developing community of worship. The improvements made in this area over the last two years are now having a tangible impact on the pupils and they are able to articulate their responses to worship more confidently and with a growing sense of spiritual maturity.
- The parish priest offers opportunities for the pupils to attend reconciliation sessions in school during Advent and Lent and the First Holy Communion celebrations are very well attended by staff and fully supported in school.
- Meetings and INSET begin with shared prayer and staff are fully involved in leading this.
- There is an annual spiritual retreat for Year 5 and 6 pupils which is led by the chaplain at Mayfield school.
- Staff attend deanery INSET sessions and Masses and the annual retreat provides opportunities for staff to pray and reflect together. One member of staff told the inspectors that since the headteacher had been appointed 'Christ is now at the centre of all we do'.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is good**

- Since the appointment of the Headteacher over the last two years a focus on religious artefacts and resources has been key in developing the prayer areas around the school.
- Collective worship is now the central act which shapes the school community and a programme of liturgical celebrations has been established in line with the liturgical church calendar.

- Staff receive support on a regular basis from the parish priest who attends staff meetings to help them to deepen understanding of their own faith. This has led to improved practice and is beginning to impact on pupils throughout the school.
- Leadership is currently shared due to the absence of the substantive religious education leader and this ensures that all aspects of the school's Catholic nature remain strong.
- Staff attend diocesan training to refresh their knowledge and further develop their leadership skills. A more regular monitoring schedule is now in place. This informs school self-evaluation and identifies areas for development.
- Pupils are beginning to be more involved in the evaluation of Catholicity within their school. This enables leaders to be better informed and responsive to their needs.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

- 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.

2
2
2
2

### How well pupils achieve and enjoy their learning in Religious Education is good

- Pupils are making good progress in religious education and their attainment is in line with expected standards. At Key Stage One a large majority of pupils attained the expected levels at the end of the last academic year and at Key Stage Two most pupils attained the expected level with 34% exceeding expectations.
- Pupils report that they enjoy their religious education lessons and consider them to be valuable in terms of their education for life. Pupils behave well in religious education lessons and appear engaged and interested. Some pupils told the inspectors that they would like lessons to be more varied and to include art based or role play activities more regularly. The work seen in a sample of religious education books shows a developing religious literacy in all year groups appropriate for the age and ability of the pupils.
- The school should now consider enriching the religious education curriculum with a planned programme of cross curricular links and activities.

### **The quality of teaching and assessment in Religious Education is good**

- During the inspection all teaching was judged to be at least good with some elements of outstanding practice.
- The school follows the 'Come and See' programme of religious education. Teachers have a good knowledge of the religious education curriculum and deliver lessons through well planned and structured activities which engage the pupils and challenge their religious thinking. In some lessons observed, differentiation was more evident than in others, although this has already been identified by the school as an area for improvement and was an area for development in the last Section 48 inspection (2012).
- Marking has improved over time and teachers are using the driver words to assess and mark work against the levels of attainment. There is growing evidence of peer assessment in some year groups but this is not yet consistent across the school. Achievement and effort are valued and celebrated. Pupils are well informed of their successes and are beginning to be more aware of the next steps in their religious education learning.
- The school should now focus on embedding peer and self-assessment across all year groups and ensure that all pupils receive 'next steps' guidance in order to improve their learning, with a particular focus on more able pupils.

### **How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good**

- Since the appointment of the substantive Catholic headteacher, a regular monitoring schedule has been implemented. It will take time before the full benefits of this come to fruition but already there is sound evidence that this is having a powerful impact on pupils and staff. Planning is sound and firmly rooted in the 'Come & See' programme of religious education. Teachers are confident with the scheme of work and are now ready to develop the planning so that it comes alive through supplementing the current scheme of work with a wider range of resources.
- Leadership in religious education has been a key focus for the school. All staff demonstrate a shared purpose and drive towards continued improvement. Religious education has a high profile in the school and makes a positive contribution to the morale of both staff and pupils.
- The religious education at St. Philip's fully meets the requirements of the Bishops' Conference in every respect.
- The headteacher and her dedicated team are rightly proud of the improvements that have been made across the school. They are in a good position to accelerate their progress towards their goal of becoming an outstanding Catholic school.

## Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

2

### Catholic Life

2

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

2

The quality of provision for the Catholic Life of the school

2

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

2

### Collective Worship and Prayer Life

2

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

2

The quality of provision for Collective Worship and Prayer Life.

2

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

2

### Religious Education

2

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

2

The quality of teaching and assessment in Religious Education

2

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

2