

# St Charles Borromeo Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	125236
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328320
<b>Inspection date</b>	28 January 2009
<b>Reporting inspector</b>	Joan Lindsay

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	254
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jennifer Simpson
<b>Headteacher</b>	Mr Stephen Holt
<b>Date of previous school inspection</b>	10 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Portmore Way Weybridge Surrey KT13 8JD
<b>Telephone number</b>	01932 842617

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<b>Age group</b>	3–11
<b>Inspection date</b>	28 January 2009
<b>Inspection number</b>	328320

**Fax number**

01932 830362

**Age group** 3-11

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**Inspection date** 28 January 2009

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**Inspection number** 328320

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated:

- how the school has attained consistently high achievement and standards
- what improvements have been made in the Early Years Foundation Stage since the last inspection
- whether academic support and guidance is consistently strong, so that all pupils achieve as well as they can.

Evidence was gathered from analysis of the pupils' progress, scrutiny of the current standards of their work, and observation of lessons. Discussions were held with pupils, the headteacher, other leaders and managers, and the chair and vice-chair of governors. The parent questionnaires were also analysed. Other aspects of the school's work were not investigated in detail.

## Description of the school

This is an average sized primary school, with a 52-place Nursery. The majority of pupils are of White British heritage with a far smaller proportion than average being at the early stages of learning English. Very few pupils claim free school meals. There are proportionately fewer than average pupils with learning difficulties and/or disabilities, but the proportion with a statement of special educational needs is similar to that in most schools. These pupils experience various difficulties; there is no one predominant learning difficulty. The school has achieved national awards reflecting its commitment to promoting healthy lifestyles.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. It consistently enables pupils to reach extremely high levels of academic achievement, builds their confidence, and encourages an empathy for, and an understanding of, others. Parents provide the school with considerable support and hold it in high regard. One parent summing up the views of many stated, 'The academic results of the school are outstanding, but the real benefit of the school has been seeing my children and their peers grow into confident young people who truly believe in themselves.'

The personal development and well-being, and spiritual, moral, social and cultural development of pupils are outstanding. From starting school, the youngest children are introduced to courage, love and honesty. Such themes are developed throughout the school and result in a happy, respectful community. As a result, bullying and racist incidents are extremely rare. The pupils feel very secure in school and trust adults to help with any problems. They have a broad understanding of how to lead healthy lives, not least because of the strong emphasis on sport in the school. Pupils thoroughly enjoy school, a view supported by many parents, and reflected in the pupils' good attendance. They share an infectious enthusiasm for lessons, which often have a buzz of excitement. Behaviour is very well managed by staff and is excellent throughout the school. The very effective values education within the school increasingly filters into the local community, reflecting the high quality of the curriculum provided for the pupils.

When they start school, most children are achieving slightly above what is expected for their age. They make good progress, especially in their personal, social and emotional development, so that they enter Year 1 with most having achieved a good level of development. Progress continues apace and results at the end of Year 2 are, consistently, considerably higher than the national average, with a large proportion of pupils reaching the higher level in reading, writing and mathematics. At the end of Year 6, standards are again consistently very high, with a large proportion reaching the highest level in English, mathematics and science. The results for 2008 indicate that the great majority of pupils made excellent progress and met or exceeded the challenging targets set for them. The procedures to monitor and check progress are rigorous and highly effective. When any underachievement is spotted, pupils are given targeted support, either individually or in groups. They subsequently catch up quickly and go on to meet, and often surpass, the targets set for them. Those who have learning difficulties are extremely well supported to make the same level of excellent progress as their peers. Those who are considered to be gifted and talented are equally well supported.

Teaching is outstanding, and this and the excellent curriculum have led to the consistently very high levels of academic achievement. Highly trained teaching assistants also have a very positive impact on pupils' achievement and standards, for example by supporting in class and helping small, targeted groups. Lessons are very well planned to take account of learners' individual needs, the pace is excellent, and pupils are becoming increasingly adept at assessing their own performance. They are keen to learn through a curriculum rich in music, drama and art, enhanced by theme weeks each term, and with a very good range of well-attended extra-curricular activities. The care, guidance and support they receive, both pastorally and academically, are outstanding, and contribute greatly to achievement and standards as well as to the pupils' enjoyment of school and feeling of security. The safeguarding procedures are robust.

Leadership and management at all levels are outstanding. There is a great sense of teamwork and working towards a common goal, with pupils' personal and spiritual development seen as

being as important as their academic achievement. Subject leaders now lead as well as manage their subjects, which has a considerable impact on standards overall. For example, a major focus on writing led to further improvements in results in 2008 for Year 6 pupils from an already very high level. Governors fulfil their duties in an outstanding manner and are supportive, yet particularly challenging in relation to analysing performance data.

This is a very inclusive school that is reaching out very effectively to the local and wider communities. Pupils have a very clear understanding of other faiths through faith weeks. International weeks give them an understanding of life in countries such as Paraguay and India. The local community is welcomed into the school. The outstanding promotion of community cohesion and values education has resulted in particularly strong relationships with older people in the locality and those of other faiths and schools, and in extensive charity fundraising. Recent success in raising standards still further illustrates very well the school's excellent capacity to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children settle quickly when they start in the Nursery. Their confidence grows, as there is an outstanding emphasis on developing their personal, social and emotional skills, which helps them to learn. A great many parents spoke very appreciatively of the way their children had settled into school and the care they were receiving. As a result, they become keen young learners, and this means that when they leave the Reception class, they are at levels that are above what would be expected for their age. They really enjoy school, with some parents saying that their children 'love every day there'. Children positively bubble with enthusiasm when they are exploring and investigating, or making up stories for a puppet show. The provision is good because it is well managed. Staff are enthusiastic and well trained, and work and plan together effectively, so that children achieve well in their time in the Early Years Foundation Stage. High regard is paid to their welfare by warm and caring adults. Teaching is good, with an emphasis on children selecting their own activities that are planned well with the aim of helping them to learn while they feel they are playing. This is the case in the classroom. However, while there has been much improvement to the outdoor area, planning for activities outside is not rigorous enough to encourage all children to flow freely from inside to out, and to select their own activities with less adult encouragement. Careful tracking and monitoring effectively picks up areas where more support is needed, for example the reluctance of boys to write. Swift action was taken to remedy this by encouraging them to learn through play such as big mark-making in sand.

### **What the school should do to improve further**

- Ensure that planning for the Early Years Foundation Stage outdoor environment encourages independent, child-selected activities.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

10 February 2009

Dear Pupils

Inspection of St Charles Borromeo Catholic Primary School, Surrey, KT13 8JD

Thank you very much for being so friendly and helpful when we visited your school, which is outstanding. We enjoyed visiting your lessons and assembly, having lunch with you, and talking to the school council.

You enjoy school and achieve excellent results because of the outstanding teaching and the way that the school is led and managed. Lessons are fun, and you have lots of opportunities to learn about other people, both in your local community and further afield, as well as to be really good at literacy and numeracy! You are very clear about how to stay healthy and you feel very safe in school. You are extremely well looked after, and teachers work hard to spot anyone who needs a bit of extra help, so that you all achieve as well as you can. Your behaviour is excellent, and you all get on so well together because you are encouraged to consider others through learning about things such as truth, honesty, and love.

So that your school can get even better, I have asked the teachers to make sure that the youngest children in the Nursery and Reception classes are encouraged to choose their own activities outside, so that they become even more independent.

Thank you once again, and all best wishes for your future.

Yours faithfully

Joan Lindsay

Lead Inspector