



# DIOCESE OF Arundel and Brighton

## DENOMINATIONAL (S48) INSPECTION REPORT

St Charles Borromeo Catholic Primary School

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**School Unique Reference Number:** 143372

<b>Headteacher:</b>	Mr Stephen Holt
<b>Chair of Governors:</b>	Mrs Rachel Kirby-Rider
<b>Lead Inspector:</b>	Mrs Ann Oddy
<b>Associate Inspector:</b>	Mrs Sarah Conrad
<b>Inspection date:</b>	19 <sup>th</sup> March 2019

	Previous inspection:	1
<b>Overall Effectiveness</b>	This inspection:	1

<b>Catholic Life:</b>	1
<b>Collective Worship:</b>	1
<b>Religious Education:</b>	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Charles Borromeo Primary is an outstanding Catholic school because:

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| <ul style="list-style-type: none"><li>▪ St Charles Borromeo offers a high standard of Catholic education within an inclusive and supportive Christian community. The mission statement inspires the school's strong Catholic ethos and is at the heart of school life. The Headteacher provides inspirational leadership. He is ably supported by a strong governing body and a cohesive staff team who share his vision of excellence in Catholic education. Governors are confident in their role of support and challenge. They are conversant with school data, are active participants in the life of the school and know their school well. Leaders at all levels provide strategic direction for the school and care and support for all members of its community.</li></ul> | <ul style="list-style-type: none"><li>▪ Exceptionally strong links with the parish enrich and enhance the school's Catholic life and make a significant contribution to the home / school / parish partnership. A wealth of celebrations and activities take place throughout the school year, diversity is celebrated, and everyone is included. Beautiful displays and artefacts, in a well kept and attractive learning environment, proclaim the school's Catholic identity and invite reflection and prayer. Excellent systems of pastoral care support all members of the school community and are a strength of the school. Parents greatly appreciate the care and support provided by the school and the excellent Catholic education their children receive. Pupils are well behaved, polite and courteous. They enjoy coming to school and feel safe and happy. They are proud to be members of their school community.</li></ul> |
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| <ul style="list-style-type: none"><li>▪ High quality teaching and learning in Religious Education results in high pupil outcomes. All groups of pupils make good progress and achieve well. Pupils are interested and enthusiastic. They are inquiring and reflective learners and are keen to do well. They enjoy their Religious Education lessons and can relate these to their own lives. School leaders and governors provide excellent monitoring and evaluation of Religious Education to maintain and develop the school's high standards.</li></ul> | <ul style="list-style-type: none"><li>▪ The school offers a wide range of prayer and worship opportunities. These reflect the traditions of the Catholic Church and encourage pupils to develop their relationship with God. Pupils enjoy preparing and leading worship. They are familiar with the traditional prayers of the Church and are happy to compose and contribute their own prayers. Staff, governors, parents and pupils are all joyful participants in this prayerful worshipping community.</li></ul> |
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# **FULL REPORT**

## **INFORMATION ABOUT THE SCHOOL**

The school is a voluntary aided one form entry primary school in Surrey local authority. It is situated in the Weybridge deanery of the Diocese of Arundel and Brighton. The principal parish which the school serves is Christ the Prince of Peace, Weybridge. The proportion of pupils who are baptised Catholics is almost 100%. The average weekly proportion of curriculum time given to Religious Education is 10% in Key Stage 1 and Key Stage 2. St Charles Borromeo School is part of the Xavier Catholic Education Trust (CET) serving a community of eleven Catholic primary and secondary schools across Surrey.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 210, with an additional 39 full time equivalent pupils in the attached school nursery. The proportion of pupils eligible for Pupil Premium funding is 6%, which is below the national average. Twenty-one pupils are on the school's register as having Special Educational Needs and/ or Disability (SEND); of these, seven pupils have a Statement of SEND or an Education, Health and Care Plan (EHCP). 50% of pupils are of White British heritage, with the remaining pupils coming from a diverse range of nationalities and ethnic groups. The proportion of pupils from homes where English is an additional language is 22%.

## **WHAT DOES THE SCHOOL NEED TO DO TO DEVELOP FURTHER?**

- Continue with the school's identified area for development in managing changes to assessment in Religious Education to accommodate replacing levels by age-related expectations and working at greater depth.

## 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 know the school mission statement and understand its importance to school life and to themselves. The four key words, 'Grow, Learn, Work and Follow' are applied to all aspects of school life and pupils can link these to daily practice and to Gospel values.
- Pupils are proud to be members of this happy, caring community. They know they have a part to play in making it harmonious and inclusive. They are given many opportunities to take responsibility and respond very positively. Examples include: Buddies, Class Monitors and Wizz Club leaders.
- A spirit of service is fostered by encouraging pupils in outreach to members of the local community and beyond. Examples include a range of visits to local community groups and fundraising for a range of charities, local, national and global.
- Pupils show great respect for themselves and others. They are kind and considerate towards each other. They understand the need for tolerance and forgiveness and can relate this to the teachings of Jesus and the key word, 'Follow'. During this inspection, pupils' behaviour was exemplary at all times, in classrooms and around the school. They were polite and helpful to adults and their peers.
- Pupils understand the need to respect the beliefs and faith practices of others. 'Faith Weeks' are appreciated by parents and pupils as helping them to understand other religions. The curriculum is complemented by visits to the Synagogue, Mosque, Gurdwara and Hindu temple.
- Pupils' spiritual development is fostered by a wealth of activities in the school's Catholic life. A rich programme of Masses, liturgies and celebrations take place throughout the school year. Retreats and visits include the Year 6 visit to Wintershall for the 'Life of Christ' and a pilgrimage to Arundel Cathedral.

- Excellent relationships exist between the school and the parish, strengthening home /school/parish links. The parish priest is a frequent visitor to the school and is a valued contributor to school life. He is also on the Governing Body. The school supports the parish First Holy Communion programme and parish volunteers help at school in a wide variety of ways, including supporting pupils in their learning. The school benefits enormously from its proximity to the church, which allows parish and school to work together. The Parish Office Liaison Worker acts as a bridge between school and parish, linking them in a prayerful and Christian partnership. A parent wrote, 'Our church and school work so well together to guide our children on their Catholic journey.'
- Pupils enjoy coming to school. They feel safe and happy, as shown by pupil surveys and pupils interviewed as part of this inspection. Levels of attendance are high.
- Pupils know they are part of a wider Catholic family. The school has good links with other Catholic schools, particularly through the Deanery and Xavier CET. They take part in diocesan events such as the Good Shepherd liturgy.
- Pastoral care is a strength of the school. Pupils know that adults will care for them and help them, any problems would be swiftly resolved. Wider provision includes the Rainbows programme for those experiencing loss and the Time to Talk group, which helps pupils to manage their difficulties within the school setting. A Home/School Link Worker (HSLW) provides support for parents and pupils. This year the school has also trained a member of staff as an Emotional Learning Support Assistant (ELSA) to provide one to one support for pupils. A Worry Box in every classroom enables pupils to share any concerns. Pupils interviewed as part of this inspection were clear that the Worry Boxes were regularly emptied and that teachers swiftly addressed any problems.
- Parents are very appreciative of the school and the Catholic education it offers. Parents interviewed described the school as a happy and supportive community that equipped their children with Christian values that would help them throughout their lives. A high number of parental questionnaires distributed as part of this inspection were returned; these were overwhelmingly supportive of the school. A parent commented, 'St Charles fosters a wonderful Catholic community and a strong Christian-based environment for our children.'
- Parents and pupils emphasised the inclusivity of the school and how it welcomed and supported all, regardless of race or ability. A parent spoke of the care afforded to her child with complex SEND and how school leaders supported her, as well as her child, on what was an emotional and difficult journey. She said, 'The school held my hand every step of the way. I felt genuinely cared for.' Pupils said, 'The school is a team. Everyone fits in here and everyone is welcome. It doesn't matter where they come from or who they are. We are a family.'
- The pride and sense of community felt by parents, staff and pupils is tangibly evident in the Year books and the school DVD produced by Year 6 pupils, as well as being in evidence around the school.

## **The quality of provision for the Catholic Life of the school is outstanding.**

- The school mission statement is at the heart of school life. It has recently been reviewed and updated, with input from all groups within the school community. The mission statement is prominently displayed around the school and a copy is at the front of pupils' Religious Education books. The keywords from the mission statement form the basis for the school prayer.
- The school environment reflects its Catholic identity. Attractive artefacts and displays encourage members of the school community to celebrate their faith and inspire them to reflection and prayer. Examples are: the Art Club cross in the hall, the Prayer Tree in the school corridor and the many beautiful Scripture quotations gifted to the school by the parish community.
- Staff are committed to the school's mission and to implementing this across the curriculum and school life. They are active participants in all aspects of the school's Catholic life. Professional development has included diocesan courses at the St Philip Howard Centre and staff INSET led by the Religious Education subject leader. Staff form a cohesive team, promoting and exemplifying school values and mission.
- The Catholic nature of the school is reflected throughout the curriculum and in all aspects of school life. Each month the school chooses a value as a focus. This is displayed in a central area and pupils are encouraged to relate this to Christian teaching, social justice and the Common Good. The school is part of a 'Values' schools group working on local community projects.
- Strong systems of pastoral care are in place across the school. These include offering assistance to families by signposting them to additional services where appropriate, as well as providing a wide range of support services in school. Pastoral care also extends to staff. School leaders are committed to staff support and wellbeing. Examples of this in practice include compassionate leave provision and wellbeing staff INSET. Staff surveys indicate that staff feel there is a friendly atmosphere between colleagues and know who to turn to if they have concerns.
- The parish priest provides extensive and valued support/teaching for the Catholic life of the school. He celebrates a wide variety of Masses and liturgies, provides opportunities for Reconciliation during Advent and Lent and welcomes the school community to the parish church. The school has also benefited from visits by a seminarian who was based in the parish for a year.

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

- School leaders are wholeheartedly committed to the Church's mission in education and to exemplifying this in school life. The Catholic life of the school is clearly a high priority; this is evident in the School Improvement Plan (SIP) which is informed by school self-evaluation and plans for targeted improvement.
- Governor participation in school events, parental, pupil and staff surveys and attendance at events in the school's Catholic life contribute to monitoring provision and school self-evaluation. School self-evaluation includes all aspects of the school's Catholic life. It is comprehensive and reflective, with clearly set out future targets.
- Governors are active participants in school life. They attend school and diocesan events and are involved in school self-evaluation and planning for school improvement, fulfilling their role of support and challenge. Governing Body meeting minutes and visit notes reflect this. Governors are highly ambitious for the Catholic life of the school and are passionately committed to the school's mission. Their recruitment procedures ensure that new appointments are supportive of the school's aims and ethos.
- The school engages very effectively with parents. The Catholic life of the school features prominently in the monthly school newsletter and the school website. Parents value their invitations to school events and feel part of the school's Catholic life. They recognise the school as a vibrant Catholic community and appreciate all it does for their children.
- The Catholic life of the school is viewed as a core leadership responsibility and is embodied by the headteacher's inspirational leadership. He is wholly committed to the school as a Catholic community and extends this to working in partnership with other schools and outreach to the wider local area.
- Working in partnership with the Xavier CET and the deanery group of Catholic schools is greatly valued by the school as making a significant contribution to staff training, professional development and the sharing of best practice in all aspects of the school's Catholic life and Religious Education.

## 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.
- 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 because:**

- Pupils respond very positively to the school's collective worship and enjoy participating in it. The school encourages pupils to develop their own responses to worship, offering a wide range of prayer and worship opportunities. These include Masses, liturgies, and opportunities for quiet reflection and meditation. Pupils know that collective worship is a special time when they come together as a community and they appreciate this as an important part of school life.
- Two acts of collective worship were observed as part of this inspection. These were collective worship in Early Years and in Key Stage 2. Pupils were engaged and thoughtful. They acted with respect and reverence. Key Stage 2 pupils played an active part in the assembly with the readings and prayers. Pupils were reverent and respectful throughout.
- Pupils are given the opportunity to plan and lead acts of worship. They enjoy planning, choosing resources and writing their own prayers. Prayer monitors lead daily prayers and set up prayer focus areas in class. The school continues to develop the involvement of pupils in planning and delivering collective worship as an ongoing school priority.
- Pupils have an excellent understanding of the Church's liturgical year, its feasts and seasons. Pupils spoke with confidence of how the school celebrated these and how much they enjoyed these occasions.
- Pupils are familiar with a range of prayer forms, including silent prayer and the traditional prayers of the Church. They are at ease composing their own prayers and contributing to spontaneous prayer. They know that they can help others by their prayers and are encouraged to think of those who might need their prayers. An act of guided meditation was observed as part of this inspection. This was voluntarily attended by a large group of Year 6 pupils, who clearly valued it as a special moment in their week. A prayerful atmosphere and calm guidance touched the hearts of all the participants, making it a very spiritual experience.



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

- Prayer and worship are central to the life of the school. This is emphasised in the school's Religious Education and Collective Worship policies. A wide range of collective worship opportunities include assemblies, Masses and events in the school year. The school prayer, written by pupils, staff, governors and parents, reflects the mission statement and unites the school community. It is said daily as part of the school's provision for prayer.
- Prayer is woven throughout the school day for pupils and staff. Staff and governor meetings and staff training days also ensure provision for prayer.
- The school environment fosters prayer and reflection. Beautiful prayer focus areas are a feature of every classroom, with monitors taking responsibility for choosing resources and arranging these. Attractive displays feature themes in Religious Education and events in the liturgical year, reminding pupils of their faith and inspiring prayer.
- Collective worship is carefully planned to complement themes in Religious Education and enhance pupils' understanding of the liturgical year, as well as celebrating school events and giving them the sense of belonging to a worshipping school community. Parents and parishioners are invited and appreciate being able to join the school in worship. The parish priest makes a valued contribution to school worship, for example, by explaining the elements of the Mass to pupils and using a 'dialogue homily' during class Masses, enriching their understanding and experience. Parents are encouraged to pray with their children. An example is the Travelling Crib during Advent, when pupils are encouraged to set up the crib in their homes and share prayers around the crib with their families. A parent prayer group meets in the church after school drop off.
- Staff receive training and support for preparing and leading school worship, giving them confidence to contribute to this important aspect of school life. Diocesan and deanery training and meetings offer the opportunity to share good practice and acquire new ideas and skills.
- As a result, provision for prayer and worship is of high quality and serves to inspire and unite the school community.

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

- School leaders have extensive expertise in planning and delivering high quality collective worship and are committed to making it a meaningful experience for all participants. The headteacher and Religious Education subject leader provide modelling, training and support to empower members of staff and give them confidence.
- Monitoring of collective worship takes place on a regular basis and is conducted by the Headteacher and Religious Education subject leader. Feedback is provided to staff on an individual basis and best practice is shared. Governors attend assemblies, Masses and school events as members of the school community and as part of their monitoring role. Feedback is given at governing body meetings.
- School self-evaluation of prayer and worship is detailed and evidence based, with clear 'next steps' to secure improvement.

# 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.

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### **How well pupils achieve and enjoy their learning in Religious Education is outstanding because:**

- Almost all pupils make good or better progress and achieve well in Religious Education. At the end of each Key Stage, the great majority of pupils achieve age-related expectations, with a significant number of pupils achieving the higher levels of attainment. This reflects results in other core subjects. High standards in Religious Education have been sustained over the last three years.
- All groups of pupils, including those with SEND and those for whom Pupil Premium funding is received, make good progress and achieve well. Differentiation ensures that all learners' needs are met.
- Pupils show high standards of religious literacy. Evidence includes pupils' responses in lessons and work in pupils' books. They are articulate and reflective learners, keen to contribute their ideas and to think ethically when reflecting on previous learning.
- Pupils enjoy their Religious Education lessons and recognise its importance to their own lives. They know that Religious Education is a special time and appreciate its calm atmosphere and the opportunities provided for prayer and reflection. Evidence includes the school's Pupil Voice and comments from pupils interviewed as part of this inspection.
- Lessons include a range of teaching styles and strategies to engage learners. Religious Education is enriched by cross curricular links such as Art, Drama and ICT. Pupils spoke appreciatively of how they enjoyed these links with other areas of the curriculum. Pupils have enjoyed a session on 'Religious Education through Art' at a neighbouring school.
- Pupils are interested and enthusiastic about their Religious Education lessons and are keen to do their best. Behaviour for learning was excellent in the lessons observed.
- Work in pupils' books is of a very high standard and shows an understanding of the themes and topics studied. Presentation is excellent and reflects the pride pupils take in their work.

- Even the youngest pupils remain focused and on task throughout their lessons. They enjoy tackling challenging activities and are keen to extend their learning. They respond well to the high expectations of their teachers.
- Parents comment favourably on pupils' attitude and achievement; with the great majority agreeing that pupils enjoy Religious Education and make good progress. One commented, 'I am very happy with the school's Religious Education and how my child enjoys learning new things about Religion.'

**The quality of teaching and assessment in Religious Education is outstanding.**

- High standards of teaching and learning, together with effective systems of monitoring and assessment, ensure that pupils are active and enthusiastic learners who achieve well.
- School monitoring of Religious Education indicates that all lessons are of a high standard and this is in line with the findings of this inspection. Six lessons were observed as part of this inspection. In all lessons observed, teaching engaged and inspired pupils. High expectations provided challenge, with opportunities for pupils to explore their learning. Probing questions challenged pupils to deepen their understanding. Pupils were confident in expressing their views and keen to do well. Continuous learning provision in Early Years was excellent, with a wide range of themed activities including Religious Education and covering all the areas of learning.
- Teachers showed very good subject knowledge. They built successfully on prior learning and encouraged pupils to think about and reflect on the theme of the lesson. All lessons visited showed high levels of purposeful learning and pupil engagement. Pupils were encouraged to work individually and collaboratively and were offered opportunities to choose how to record their work.
- Assessment in Religious Education is in line with whole school policy and diocesan guidance. It includes Assessment for Learning (AfL) to help pupils take ownership of their learning and steps required for improvement.
- A regular programme of assessment takes place throughout the year. Moderation at school, deanery and diocesan level validates teachers' judgements. The school has been using levels and is now moving to 'Assessment without Levels', managing the change to age-related expectations and working at greater depth. The school has identified this as an area for continuing development and this is in line with the recommendations of this inspection. The Religious Education subject leader has attended diocesan training and has disseminated this to staff.

- Work in pupils' books is of a high standard and shows evidence of acquiring knowledge in Religious Education and its application to their own lives. Marking is regular and affirmative, with developmental marking used to encourage pupils to deepen their understanding and suggest 'next steps'. There is clear evidence of a dialogue between teacher and pupil, with teachers' questions considered and responded to by the pupils.
- The classroom environment reflects and enhances pupils' experience of Religious Education. Attractive displays and focal areas feature Religious Education themes and topics. They include pupils' own work and offer pupils the opportunity to contribute to the display, making it interactive and meaningful.

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

- The school follows the 'Come and See' programme of Religious Education, enriched by cross curricular links. Time allocated to Religious Education is 10% in Key Stage 1 and Key Stage 2 and is in line with the requirements of the Bishops' Conference.
- Education in Personal Relationships is well established in the school. The school uses the diocesan recommended scheme 'A Journey in Love' for Relationships and Sex Education. Teaching is in line with the teachings of the Church. Parents are invited to view the materials and to discuss any questions or concerns.
- The study of other faiths takes place on a regular basis. Two Faith Weeks each year, with visits to other places of worship and guest speakers, help pupils to appreciate the importance of tolerance and respect for all. Linked with British Values, provision encourages pupils to take their place in 21<sup>st</sup> Century Britain as caring members of a diverse community.
- School leaders ensure that Religious Education has parity with other core subjects and is appropriately resourced. Religious Education receives a generous budget allocation. Professional development in Religious Education includes school, deanery and diocesan training as well as training and sharing best practice opportunities afforded by membership of the Xavier CET and the Weybridge deanery group of schools. The parish also provides generous financial support for Religious Education, funding resources in school and learning opportunities beyond the classroom.
- A rigorous and comprehensive system of monitoring includes lesson observations, work scrutiny and planning scrutiny. Results inform school self-evaluation and planning for improvement.
- Governors are well informed, with regular reports from the Headteacher and subject leader. They are frequent visitors to the school and fulfil their role of support and challenge. Well targeted planning and strategic action drive improvement and maintain high pupil outcomes in Religious Education.

- School leaders ensure that all pupils can access the curriculum as appropriate to their needs and that assessment is used effectively to ensure progress.
- The Religious Education subject leader maintains a comprehensive overview of this curriculum area and provides valued support for staff. She undertakes regular monitoring of all aspects of the curriculum, including gathering feedback from pupils and staff. Resourcing is maintained and standards kept high. Religious Education topics feature prominently in school displays, in classrooms and around the school. A well organised coordinator's file provides essential evidence to support school self-evaluation judgements, including records of monitoring and assessment throughout the year and details of the school's Catholic life. The subject leader shows dedication and commitment to her role and to her vision of the school as a 'Living Like Jesus' community.

# 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 schools' 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.

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

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