

The Marist Catholic Primary School

Old Woking Road, West Byfleet, KT14 6HS

Inspection dates

27–28 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has provided strong leadership, successfully improving teaching and raising standards since the previous inspection.
- Teaching is good. Teachers plan the work for pupils carefully, making sure they practise their skills across a range of subjects. Marking is effective in helping pupils improve their work. Senior leaders and governors have made sure all teachers know what is expected of them.
- The teaching of reading is a strength of the school.
- The school's provision for pupils' spiritual, moral, social and cultural development is good.
- Pupils' achievement is good. They reach above average standards. The school prepares them well for secondary education.
- The early years provision gives children a very positive start to their learning. Teachers ensure children develop great curiosity and determination to have a go at new things.
- Good training means pupils are safety-conscious, including when using the internet. They feel safe because adults provide good care for them and quickly address any concerns.
- The behaviour of pupils in lessons is good. Their conduct around the school is also good. They cooperate well and work hard to produce their best.
- The headteacher has built a strong team of middle leaders who take responsibility for bringing about improvements in teaching. They have a good grasp of what the data show about pupils' learning.
- Governors have a detailed and accurate understanding about the performance of the school and the quality of teaching. They check that information provided is accurate in the light of other feedback and their own visits to the school.
- Governors and senior leaders make sure that pupils are safe and the school meets statutory requirements. Leaders carry out appropriate checks on adults working in the school.

It is not yet an outstanding school because:

- Teaching is not yet outstanding. There remain a few occasions when teachers do not assess the extent of pupils' learning well enough and adapt explanations or tasks set for pupils accordingly.
- The most able pupils have too few opportunities to get on with their work as soon as they understand what to do.
- Teachers do not sustain rapid progress consistently so that more pupils, particularly the most able, reach the highest standards.

Information about this inspection

- The inspectors spent the majority of their time in lessons, looking at the learning of pupils and talking to them about their work. Approximately a quarter of these observations were undertaken jointly with the headteacher.
- Inspectors also looked at a sample of pupils' work.
- Inspectors reviewed a range of evidence provided by the school. This included: teachers' records about pupils' progress and standards; the school's analysis of standards and progress over time; minutes of meetings; plans to bring about improvements; external reports about the work of the school and governors; checks on the quality of teaching and the work pupils have done; policies and procedures; and records of behaviour and actions taken by the school.
- Inspectors met with groups of pupils, teachers and leaders at all levels, and with a group of governors. The lead inspector also met with two representatives from the local authority.
- Inspectors analysed the 98 responses that were recorded on the online survey, Parent View. They also spoke to parents and carers informally before and after school. Some parents and carers also wrote letters to the inspection team.
- Inspectors took account of the 41 responses to the questionnaire for school staff.

Inspection team

Andrew Saunders, Lead inspector	Additional Inspector
Joanna Jones	Additional Inspector
David Westall	Additional Inspector

Full report

Information about this school

- This school is of average size for a primary school. The number of pupils the school is able to take in each year group has increased from a maximum of 45 to 60. All year groups up to Year 4 now have two classes; there are three classes across Years 5 and 6, one of which is a mixed-age class.
- Children in the Reception classes attend full time.
- Most pupils are White British. Other pupils come from a wide range of ethnicities.
- The proportion of disabled pupils and those with special educational needs is about one in every 10. This is below average.
- The proportion of disadvantaged pupils is below average, about one in 20. This includes pupils who are eligible for free school meals and children looked after by the local authority. The school receives additional funding from the government to promote the achievement of these pupils. This is known as the pupil premium.
- There have been many changes in staffing since the previous inspection. However, the leadership team remains the same.
- The school works closely with four other schools across the deanery: St Dunstan's Primary School; St Hugh of Lincoln Primary School; St Augustine's Primary School; and St John the Baptist Secondary School. Within the local authority, the headteacher collaborates with and helps to support other schools.
- The school meets the government's current floor standards. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise pupils' achievement further, by making sure that teachers:
 - make better use of assessment during lessons to check how quickly pupils are learning and then to adapt their explanations and the tasks set for pupils accordingly
 - give the most able pupils more opportunities to get on with their work as soon as they understand what they need to do
 - sustain rapid progress consistently so that more pupils, particularly the most able, reach the highest standards.

Inspection judgements

The leadership and management are good

- The headteacher sets high expectations of staff and pupils and has established a strong vision for improvement following the previous inspection. Consequently, teaching is now good, pupils make good progress, and behaviour has also improved so that it is good.
- Leaders and teachers make good use of the message about what makes a good learner, contained in the 'Marist Learner' (the school's charter for pupils), to focus pupils' efforts from the Reception Year to Year 6. This helps teachers to promote good attitudes towards learning. It also contributes to the strong learning culture of the school and fosters good relations. The school's ethos expects pupils to work hard and to do their best. The consistent approach to using targets across the school helps pupils to know where they should apply their effort. Teachers refer to these reading, writing and mathematics targets across all subjects, so that pupils have good opportunities to practise these skills in different contexts.
- Subject leaders and senior leaders work together effectively to plan the curriculum around interesting topics. They make sure that the curriculum provides pupils with plenty of opportunities to develop and practise the skills they need. The creative ideas teachers come up with promote pupils' reading, writing, communication and computer skills well. The topics engage pupils' enthusiasm and encourage them to behave well. Pupils learn about cultures and times different to their own. The topics develop a good understanding of life in modern Britain. For example, pupils vote for who represents them on the Pupil Voice Committee, and apply for different roles and responsibilities across the school.
- The school helps all groups of pupils to learn well, whether they have disabilities, special educational needs, or are from a different background. The school values pupils' different experience, promotes equality of opportunity and tolerance well, for example by celebrating a range of festivals, and tackles discrimination of any kind.
- The school gives the spiritual, moral, social and cultural development of pupils a high priority. It is evident in many lessons and activities across the school, and pupils respond very well to these opportunities. They have an excellent understanding of and respect for other religions. They are thoughtful in their responses to each other and require very few reminders about the school's expectations for behaviour. They enthusiastically raise money to support various charities and are keen to help those who may be struggling, locally or in other parts of the world. The display of the poppies each pupil has made and the prayers some have written for others are moving examples of their reflections.
- The school uses the additional funding known as the pupil premium effectively to give eligible pupils the support they need to achieve well. For example, they make sure these pupils have adult support for the skills they most need to develop. The gap between disadvantaged pupils and other pupils is small, and in some year groups they perform better than other pupils.
- Leaders make good use of the primary school sports funding to give pupils experience of expert coaching in a range of sports, and to develop teachers' understanding of how to provide high-quality physical education lessons. As a result, there is now a strong framework for planning these lessons and a helpful emphasis on learning about sports and physical health. This means pupils are enthusiastic about being healthy and taking part in competitive sports.
- The local authority initially provided the school with a great deal of help in developing appropriate plans to address the concerns raised at the previous inspection. As the confidence of leaders has grown and the improvements have become increasingly evident, the level of support has reduced. The role of the local authority is now largely to check that ongoing improvements continue. The authority also makes good use of the experience of the school's leaders to support other schools in similar situations.
- **The governance of the school:**
 - Governors have an accurate view about how effectively the school has implemented improvements. They have carefully checked the school's action plan since the previous inspection to ensure that the improvements are having the necessary impact. Governors make sure that the judgements of senior leaders are accurate by observing lessons, talking to parents, carers and pupils, and interrogating in great detail the information available. There is a good understanding about the quality of teaching and how this fits with evidence in pupils' books and with the data. They challenge the school where necessary and hold senior leaders and the headteacher to close account for improvements.
 - The governors have closely checked that the school uses its finances effectively to provide a good education for pupils. For example, they make sure leaders spend the additional funding, such as the pupil premium and the primary school sports funding, to good effect. They take into account the performance of staff when considering any additional pay awards to encourage and promote the best practice. They make sure that the school tackles any underperformance quickly and robustly.

- All the statutory requirements to keep pupils safe are in place and effective. Governors make sure that adults understand their responsibilities about pupils' safety, and that the school checks that all adults are fit to work with pupils safely.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils are eager to work hard and they do so very cooperatively. Pupils particularly like the opportunities to give one another feedback about what they need to improve, and these comments are insightful and sensible. Pupils take great pride over their handwriting and presentation, so that books are neatly presented. However, on a few occasions, when work is not challenging enough, some pupils work at a leisurely pace.
- Around the school, pupils are extremely polite and pleasant. They get along with one another and with adults; there is a great deal of mutual respect shown. Pupils have a good understanding of the consistent approach to managing behaviour and they like the encouragement they get for good behaviour.
- Pupils particularly like the many clubs and activities they can take part in, such as the running club, cooking club and sports clubs. Art and music are also popular, and pupils' singing and the quality of their artwork on display demonstrate their high standards.
- Pupils enjoy the work they are given to do and like being at school. They understand why it is important to attend school regularly and their attendance is above average.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are very well informed about safety and how to keep themselves safe. They have learnt about road safety, cycling safely and about using the internet with care.
- Pupils say that bullying of any kind is extremely rare because they get along so well and know how to deal with it. If it does ever happen, they are confident adults would help them quickly. Pupils go out of their way to make sure everyone has someone to play with or talk to.
- Parents, carers and pupils feel confident that the school addresses pupils' worries very quickly.

The quality of teaching

is good

- Teachers have warm, friendly relationships with pupils. This means pupils want to do their best for their teachers.
- Teachers make good use of the information they collect about how well pupils are doing. This helps them plan appropriately for the next lessons. However, during lessons, some teachers are not as skilled as others in assessing how well pupils are learning. As a result, not all teachers are as proficient as the best at adapting lessons in the light of the extent of pupils' learning.
- In the best lessons, teachers give the most able pupils work which is substantially more difficult. However, they do not always check whether these pupils already understand what they are expected to do. This slows their progress because they do not get on with their work sooner.
- Teachers and leaders have worked together to make sure there is a consistent approach to marking pupils' work. Pupils' books show how well this is now established. Most comments help pupils to understand clearly what they need to do to improve their work. Pupils respond frequently to teachers' comments, and increasingly pupils address teachers' improvement points without waiting for adults to remind them.
- Teachers set clear targets for the skills that pupils need to develop in reading, writing and mathematics, as well as in their grammar, spelling and punctuation. Pupils help to evaluate where they have succeeded and what they still need to work on. Discussion with teachers about their targets means pupils are very clear about how well they are learning.
- There is a wide range of adults who help teachers and support pupils' learning. Teaching assistants who support specific pupils with special educational needs are very well informed about how they can best help these pupils achieve as much as possible. Helpers provide beneficial support, such as listening to children read or helping them develop their confidence with mental mathematics. Teachers make sure that all the additional support is well focused to have the most impact.

The achievement of pupils is good

- Pupils make good progress across the school. From their starting points, they develop their skills and knowledge across all subjects so that they are often working confidently above the levels of attainment expected for their age. Pupils' skills in reading are exceptionally strong because of good teaching. Work in their books and teachers' records show that this good progress is typical over time.
- Pupils in Year 6 in 2014 made slower progress at the start of Key Stage 2, but progress accelerated and was good by the end of Year 6. This meant they reached above average standards, particularly in their grammar, punctuation and spelling. This prepared them well for secondary school.
- Pupils currently in Year 6 have made better progress and are already working at the standards expected for the end of the year. A higher proportion of them have exceeded expected rates of progress. They, too, are well prepared for the next stage of their education.
- Standards at the end of Year 2 have remained above average; these pupils also make good progress, particularly in their reading.
- Disabled pupils and those with special educational needs make at least good progress because adults meet their needs. Some of them make exceptional progress, particularly in developing their reading skills. Their progress has improved in mathematics and writing. Many overcome the difficulties they face and no longer need as much support.
- Disadvantaged pupils make similarly good progress to other pupils in the school. In 2014, disadvantaged pupils in Year 6 reached standards which were above those of other pupils in Year 6 by about two terms in reading, writing and mathematics. This meant they were ahead of other pupils nationally by about a year. In other year groups, the gap is usually very small, and where they are below other pupils the gap is closing quickly.
- The most able pupils make at least the expected rates of progress, often already working at standards well above those expected for their age. The proportion who make even better progress is growing. In some lessons, their progress is not as rapid as it could be, when they spend too long listening to explanations of things they already understand. On these occasions, they do not always have enough time to grapple with the challenging work that has been set for them.

The early years provision is good

- Children join the school with a wide range of different experiences, skills and knowledge. Overall, they have knowledge and skills which are typically as expected for their age in communication and language, and in their physical development. However, their personal, social and emotional development is less advanced.
- The well-established routines and high expectations, and the caring adults, help children quickly become confident learners. Teachers make sure there are plenty of interesting activities to choose from. Children require little support in getting on with learning and developing skills, because teachers encourage them to be curious about the world around them. However, at times teachers focus on a particular group of children for too long, while other children's learning is not as effective as it could be.
- Adults ask good questions to help children think about what they are doing, and children respond with detailed, and often imaginative, explanations. For example, a group of children had a lively discussion about what they were doing in the water tray. Children enjoy working together and often help each other so that there is a harmonious sense of enjoyment. Where they have different opinions, they are well trained to listen to each other and say how they feel. This helps them to resolve issues amicably.
- Good leadership and management ensure all the adults understand the individual needs of the children. The adults think carefully about how to provide the best opportunities for children to learn effectively, and keep a close check on each child's development. Staff are well trained and vigilant about keeping children safe. Children reflect this in their confidence to try new things for themselves and in the way they carefully weigh up what they can and cannot do.
- Parents and carers have good opportunities to find out about how children of this age learn, and how they can help their own children's learning at home. For example, teachers make sure parents and carers understand how they teach phonics (letters and the sounds they make) and numbers. Good communication with the school means that parents and carers are confident their children are safe, happy and thriving.
- By the end of the Reception Year, children have the confidence and the skills to move into Year 1 ready and eager to continue their learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125213
Local authority	Surrey
Inspection number	453478

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	366
Appropriate authority	The governing body
Chair	Bernie Newton
Headteacher	Neil Lewin
Date of previous school inspection	31 January – 1 February 2013
Telephone number	01932 344477
Fax number	01932 352642
Email address	info@marist.surrey.sch.uk

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