

# The Marist Catholic Primary School

Old Woking Road, West Byfleet, Surrey, KT14 6HS

## Inspection dates

31 January – 1 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not all teachers set high enough expectations for pupils' behaviour or the pace at which pupils learn. Consequently, in these lessons, pupils' learning is too slow, resulting in pupils losing interest and distracting one another from their learning.
- As a result of inconsistencies in the quality of teaching, pupils do not make good enough progress overall. Similarly, pupils are not given enough opportunities to develop their literacy and numeracy skills across a range of subjects,
- Teachers do not check pupils' learning often enough in lessons, so that explanations and tasks can be reshaped in order to increase pupils' understanding and interest.
- The work planned for pupils is not based precisely enough on what they need to learn next. Consequently, pupils are not always challenged enough and sometimes not clear about what they are expected to learn.
- Senior leaders do not analyse teachers' assessments of pupils' learning enough. Consequently, they do not have a detailed understanding of where progress needs to improve more rapidly.
- Actions in the school's improvement plans are not precise enough to ensure that the quality of teaching can be improved more rapidly and improvements checked more accurately.

### The school has the following strengths

- The staff and governors are highly committed to the new headteacher's vision for the school.
- Where pupils' progress had been inadequate, swift action by the new headteacher ensured that these pupils' learning was quickly back on track.
- Pupils feel safe and have helped decide the new values to make them better learners.
- Teaching in the Early Years Foundation Stage inspires and engages children and is a model for the rest of the school. Consequently, children have made good progress by the time they enter Year 1.
- The governing body is highly organised and effective. As a result, governors are very clear about how the school can improve and the information they need to monitor this.

## Information about this inspection

- The inspectors observed 19 lessons. These included joint observations with the headteacher and assistant headteacher. In addition, the inspectors made a number of other short visits to lessons and listened to pupils read.
- Meetings were held with groups of pupils, the Chair and other members of the governing body, the headteacher, members of the leadership team and other teachers. A discussion was held with a representative of the local authority.
- The inspectors took account of the 60 responses to the online Parent View survey, as well as parents spoken to during the inspection.
- Inspectors scrutinised a range of documents including the school's self-evaluation, the plans for improvement and policies on how the school keeps pupils safe. Minutes of governing body meetings and records relating to behavior and attendance were also examined.
- Inspectors analysed the school's data on pupils' current progress and evaluated work in pupils' books. They also examined teachers' plans for lessons and documentation on how the leadership team monitors teaching and the performance of teachers.
- The headteacher took up post in September 2011, following a year of interim leadership.

## Inspection team

David Howley, Lead inspector	Additional Inspector
Christine Bennett	Additional Inspector
Julie Sackett	Additional Inspector

## Full report

### Information about this school

- This is an above average-sized primary school.
- The majority of pupils are White British. The proportion of pupils from minority ethnic backgrounds, or that speaks English as an additional language, is average.
- An average proportion of pupils are eligible for the pupil premium funding.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average.
- The proportion supported at school action plus, or with a statement of special educational needs is average.
- The school meets the current floor standard, which sets the government's minimum expectations for pupils' attainment and progress.
- The school makes no alternative provision for any of its pupils.

### What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make at least good progress across the school through:
  - raising teachers' expectations for pupils' behaviour in lessons and the pace at which pupils can learn
  - ensuring that the work set for pupils is based on more accurate assessment of their learning and what they need to do next
  - ensuring teachers check pupils' learning during lessons, so that explanations and tasks can be adapted in order to increase pupils' understanding and interest.
- Accelerate pupils' progress by ensuring that:
  - all teachers provide enough opportunities for pupils to practise their literacy, numeracy and communication skills across the curriculum
  - pupils develop consistently good attitudes to learning through engagement in motivating and interesting work.
- Build the capacity of all leaders and managers to improve the quality of teaching by:
  - carrying out a more detailed analysis of teachers' assessments of pupils' learning so that senior leaders can identify, more precisely, where progress needs to improve
  - including more precise actions and clear milestones in the plans to improve the quality of teaching so that the impact of these actions can be monitored more accurately.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' standards of attainment are significantly above the national average at the end of Year 2 and remain so by the end of Year 6. However, pupils' progress, especially in Years 3 to 5, is inconsistent. Consequently, pupils' progress in mathematics at the end of Year 6 in 2012 was significantly below the national average.
- In 2011, by the end of Year 4 and Year 5, the attainment of many pupils in writing and mathematics had fallen from the standards they had attained by the end of Year 2. This was addressed immediately by the new headteacher and, following rapid progress in the past year, the attainment of these pupils is now back on track. However, the progress that pupils make remains inconsistent and the pace of learning in many lessons is too slow.
- Children enter the Early Years Foundation Stage with skills and knowledge expected for their age. They make good progress because they are excited by the many different opportunities to learn, both inside and outside their classroom. Teachers and support staff encourage children to talk about their learning. For example, in learning about the sounds made by different letters and groups of letters (phonics) children are not afraid to make mistakes and will happily try again.
- Pupils make better progress in reading than in writing or mathematics because of the emphasis on phonics at the early stages of reading development and the encouragement to read often, once they can read independently. Pupils say that reading is enjoyable and their reading logs show that reading at home plays an important part in developing their skills and confidence. However, a few pupils have reading books that are too easy for them.
- The progress made by disabled pupils and those with special educational needs is now improving and is good for some pupils because support programmes have been adapted to meet the needs of individuals.
- Pupils from minority ethnic groups and those who speak English as an additional language make similarly inconsistent rates of progress to those of White British heritage due to inconsistencies in the quality of teaching between classes.
- Pupils eligible for support through the pupil premium funding are also making better progress than previously, as is evident in their improving average points scores in national tests. This is because funding is used wisely to provide additional adults and programmes of support. All pupils identified as needing additional help are well supported and now beginning to make improved progress.
- There are not enough opportunities for pupils to practise and develop their communication skills in reading, writing and mathematics in other subjects. Planning is underway to rectify this through the introduction of topics intended to encourage the use of these skills in different subjects. However, not enough teachers are re-enforcing these skills as well as they could.

### The quality of teaching

### requires improvement

- Too many teachers do not set high enough expectations for pupils' behaviour in lessons or for the pace at which they expect pupils to learn.
- Teachers use the assessment information they have on pupils to set different tasks for pupils of different ability. However, not all pupils are clear about what skills and knowledge they will learn through these tasks and the work set is not based precisely enough on what they need to know next. When the pace of lessons is too slow it is often because too much time is given to completing tasks that do not challenge pupils enough.
- Similarly, teachers do not always check pupils' learning during or at the end of lessons. As a result, pupils' misunderstandings are not always picked up and teachers miss opportunities to adapt explanations. Consequently, pupils lose interest and distract themselves rather than turn for help.

- Where teaching is good, teachers use secure subject knowledge to shape lessons and make learning interesting. Teachers focus their attention on how pupils are learning rather than the completion of tasks. Consequently, through careful questioning, they encourage pupils to reflect on what they are doing and decide how they can make their work better.
- Pupils say that they enjoy lessons that are fun and interesting but that sometimes they are expected to sit and listen or write for a long time. This is because the way in which most subjects are taught does not encourage pupils to be independent and learn through experimenting with their own ideas. When this is encouraged pupils show greater enthusiasm. For example, Year 6 pupils talked enthusiastically about their homework-based space project and were given the opportunity to present their findings in class.
- Teaching in the Early Years Foundation Stage is vibrant because it encourages children to learn in different ways. Teachers and adults are skilled at using questions that excite children and make them inquisitive. For example, the question 'what left the large footprint in the classroom?' had children exploring size and the characteristics of different animals.
- Teachers regularly mark pupils' work. However, marking does not always inform pupils on how well they have done or how they can improve. Where marking is best it helps pupils improve their work, including opportunities to revisit and correct past work.

### **The behaviour and safety of pupils**

### **requires improvement**

- Pupils do not always behave well enough in lessons where teachers' expectations for behaviour are too low. Consequently, in these lessons, pupils' behaviour limits the pace at which they learn and some pupils do not have good attitudes to their learning. Behaviour in lessons is good when pupils are engaged in their learning and they show great enthusiasm for wanting to contribute their ideas.
- Pupils are proud of their school and were involved in agreeing the values of a 'Marist Learner'. Although pupils know the expectations for behaviour these are not consistently used or re-enforced enough by teachers in lessons.
- Pupils behave well out of lessons and say that they feel safe. Similarly, the overwhelming majority of parents who responded to Parent View indicated that they believe their child feels safe. Pupils enjoy coming to school and attendance is consistently above average.
- Pupils have a secure understanding of what bullying is and say that there is only occasional friction at lunchtime, for example when pupils are playing football. They are confident that adults will resolve any concerns. The school's behaviour records show that concerns are dealt with promptly and include letters of appreciation from parents. However, a very small minority of parents have the perception or concern that the school does not deal effectively with bullying.
- The school ensures that pupils have a strong understanding of how to manage risks, especially when using the internet. Similarly, the school's programme of lessons and assemblies ensures that pupils have a good understanding of other faiths and cultures and this contributes strongly to their good spiritual, moral, social and cultural development.

### **The leadership and management**

### **requires improvement**

- Although senior leaders have an accurate view of the school's strengths and weaknesses, their analysis of teachers' assessments of pupils' learning is not detailed enough to give them a precise picture of where pupils' progress needs to improve more rapidly.
- Senior managers are accurate in evaluating pupils' learning in lessons. However, the actions and milestones in the plans to improve teaching are not sharp enough. Consequently, senior leaders cannot check with enough precision that these actions are having an impact on teachers' classroom practice.

- Governors, teachers and non-teaching staff share the headteacher's vision for the future of the school and have a clear understanding of the priorities for improvement. Work is already underway in the planning of a new curriculum that links subjects through interesting topics and provides more opportunities for pupils to develop their communication skills in reading, writing and mathematics. This work is helping to develop the role of subject leaders, but too much is still dependent upon the guidance of senior leaders.
  - Teachers and their support staff feel valued and work together well. The appointment of new teachers has revitalised many aspects of pupils' learning. For example the new leader of the Early Years Foundation Stage has made children's learning more creative, varied and exciting. Other initiatives are still at an early stage and it is too early for them to have had any measureable impact on pupils' learning.
  - There is, however, clear evidence to demonstrate that leadership and management have the capacity to improve the school's effectiveness. The new headteacher quickly identified where there was underachievement and has tackled this swiftly. Similarly, the introduction of new programmes of support for disabled pupils and those with special educational needs has resulted in these pupils making better progress. Equal opportunities are promoted effectively and the wise use of funding has ensured that all pupils have equal access to all learning opportunities and the additional support that they may need.
  - The school communicates effectively with parents, including through a regular newsletter. A very large majority of responses on Parent View indicated that parents receive valuable information about their child's learning and that they feel the school is well led and managed. Parents spoken to at the school gate said they felt that the school is 'open and approachable'.
  - The local authority provides good support for the school, for example in helping the school improve the quality of provision in the Early Years Foundation Stage.
- **The governance of the school:**
- The governing body is well organised and now more effective in holding the school to account. This is because governors receive more accurate information from the new headteacher and undertake regular training. As a result, committees and responsibilities have been reorganised so that governors can more accurately monitor the impact of the school's actions on pupils' learning. They scrutinise information on pupils' achievement and are aware of how this information can be improved, as there is not yet enough detail about the progress of different groups of pupils. Similarly, the changes to governors' monitoring visits and their discussions with subject leaders give the governing body a more precise picture of the impact of actions in the school's plans for improvement. Governors ensure that pupil premium funding is used effectively, for example in providing additional classroom support, and that the procedures for performance management influence teachers' progression through the pay scales. The governing body ensures, also, that all statutory requirements are met, particularly those related to safeguarding.
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## 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

<b>Unique reference number</b>	125213
<b>Local authority</b>	Surrey
<b>Inspection number</b>	403573

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	341
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bernie Newton
<b>Headteacher</b>	Neil Lewin
<b>Date of previous school inspection</b>	2 October 2007
<b>Telephone number</b>	01932 344477
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