

17 April 2018

Mrs Julianne Birch  
Headteacher  
St Dunstan's Catholic Primary School  
Onslow Crescent  
Woking  
Surrey  
GU22 7AX

Dear Mrs Birch

### **Short inspection of St Dunstan's Catholic Primary School, Woking**

Following my visit to the school on 21 March 2018 with Clive Dunn HMI, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in certain areas. This may indicate that the school is improving towards being outstanding. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

Pupils achieve very well at St Dunstan's. From their starting points, pupils make very strong progress in reading, writing and mathematics. Consequently, across the school, many pupils achieve standards above those expected for their age in these areas. Pupils also achieve well in other aspects of learning. You have begun valuable work to look more closely at how well pupils learn in all subjects, ambitiously aiming for outcomes at the highest standard across the wider curriculum.

You and your leadership team have a clear vision for all pupils to be successful lifelong learners. Your determined pursuit of excellence stretches across the whole curriculum. Strong Christian values permeate the life of the school. Parents are, overall, very supportive of the school and the work you do. As one parent explained: 'St Dunstan's is an exceptional school with the children's academic, spiritual and emotional development at its core.' Another added: 'Simply the best school in the world.'

Pupils are extremely friendly and polite. They work hard, play well together and talk

eagerly about their learning. Pupils' behaviour as they move around the school is exemplary. Pupils are rightly proud of their work. Pupils' high-quality achievements are passionately celebrated throughout the school. Subsequently, pupils see themselves as highly successful learners, which boosts their pride and confidence.

You and your leadership team have efficiently tackled the areas for improvement identified at the previous inspection. These were to ensure that teachers adapt work when they can see that pupils are finding it too hard or too easy. You were also asked to ensure that pupils know how well they are doing and what they need to do to improve their learning. Teachers are determined that pupils will achieve well. Staff receive helpful training and support from your talented wider leadership team. As a result, teachers skilfully question pupils to check their understanding and move learning on. Teachers' secure subject knowledge enables activities to be carefully matched to pupils' learning needs.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Every parent who responded to Ofsted's online survey said that their child was safe and happy. Pupils know how to keep themselves safe, including when they use the internet. Pupils say that they can talk to an adult if they have any worries or concerns.

Staff are vigilant in their approach. Leaders ensure that staff are well trained and kept regularly up to date, so that safeguarding is always at the forefront of their minds. Staff work closely with outside agencies, making timely and appropriate referrals when needed.

Governors regularly check the effectiveness of the school's work to keep pupils safe. Governors keep up to date with their safeguarding training. They successfully use their knowledge to routinely ensure that the school's recruitment records are compliant.

### **Inspection findings**

- During the inspection, we looked closely at specific aspects of the school's provision, including the effectiveness of leaders' work to ensure that disadvantaged pupils, and those who speak English as an additional language, achieve well. We also looked at how well leaders ensure that pupils make consistently good progress in mathematics.
- You successfully make the achievement of disadvantaged pupils a priority. Careful use of the additional funding ensures that extra support is carefully tailored to meet pupils' individual needs. Disadvantaged pupils' progress is rigorously monitored, so that support is swiftly adapted if required. As a result, work in current pupils' books shows many examples of disadvantaged pupils making rapid progress.
- The vibrant curriculum is a strength of the school. Pupils told inspectors that they enjoy their varied learning. Interesting activities motivate all groups of pupils.

Pupils who speak English as an additional language are welcomed and receive engaging, proficient support as soon as they join the school. Skilful teaching ensures that pupils' learning progresses quickly. By the end of key stage 2, pupils who speak English as an additional language achieve extremely well. The well-planned curriculum is a key factor in this success.

- Across the school, pupils are becoming confident and competent mathematicians. The proportion of pupils achieving the higher standards in mathematics is consistently above that seen nationally. Helpful training has supported teachers to offer pupils frequent, challenging opportunities to sharpen their reasoning and problem-solving skills, and to deepen their understanding. Teachers' secure subject knowledge enables them to resolve pupils' misconceptions promptly before moving learning on. As a result, work in current pupils' books shows them making consistently strong and often rapid progress. Leaders are not complacent, though, and building further on this success remains a high priority for the school.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- their clear ambition for pupils' excellent learning is fulfilled equally in all areas of the curriculum.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Arundel and Brighton, the regional schools commissioner and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Claire Prince  
**Her Majesty's Inspector**

### **Information about the inspection**

Inspectors met with you and spoke to the chair of governors. Inspectors also met with a representative from the local authority. Together, with you and a senior leader, we visited classes throughout key stages 1 and 2. Inspectors considered 208 responses to Ofsted's online questionnaire, Parent View, including 103 free-text comments. There were 156 responses to Ofsted's online survey for pupils, which were also taken into account, together with 33 responses to Ofsted's staff questionnaire. Inspectors met with a small group of pupils and scrutinised work in pupils' books. We also observed pupils' behaviour at breaktime. We analysed a range of the school's documentation, including information about safeguarding. We discussed your evaluation of the school's effectiveness.