

Inspection of St Dunstan's Catholic Primary School, Woking

Onslow Crescent, Woking, Surrey GU22 7AX

Inspection dates: 25–26 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils love coming to this multi-cultural and welcoming school. The high attendance figures reflect this. The quality of provision that pupils receive is exceptional. Pupils relish the interesting opportunities the school provides. They understand the high standards expected in all areas of school life and rise to these confidently. Staff are extremely ambitious for pupils, including those who are disadvantaged or who have special educational needs and/or disabilities (SEND). Everyone works together as part of this happy and compassionate Catholic community.

The school's motto, 'faith, love and excellence', is coupled with an inspiring curriculum. This ensures that pupils learn in an environment where they can thrive and flourish. Leaders provide excellent opportunities for pupils to develop their interests and discover new things. There is something for everyone. For instance, all pupils play four musical instruments, take part in an extensive range of sports, learn to draw in the style of Picasso and debate 'big ideas' such as, 'What is unconditional love?'

Pupils' behaviour is exemplary in lessons, when moving about the school and during playtimes. Pupils and staff do not accept any form of bullying or unkindness. Pupils feel safe and are looked after well. They say, 'You are never too far from an adult who will help.'

What does the school do well and what does it need to do better?

Leaders bring their aspirational vision to life. This is to provide pupils with an excellent education, so they can apply what they learn as 'a force for good'. This vision is understood by staff and implemented with skill and conviction. By the end of key stage 2, pupils achieve outcomes that are above national averages.

The school's curriculum, including in early years, has been very carefully crafted. Leaders have thoughtfully considered what pupils need to know and in what order it should be taught. Teachers carefully plan how learning fits into a series of lessons, so pupils can develop their knowledge and skills successfully. The school's comprehensive 'learning guide' ensures that the highest standards are consistently maintained throughout the school. Teachers and support staff are well trained so that they have the skills to support every pupil whatever their ability. There is considerable expertise within the school. Leaders and staff are highly reflective and are constantly looking at ways to further refine the curriculum for the benefit of all pupils.

Children get off to a strong start in early years. They sustain high levels of concentration and are deeply engaged in their play activities. Skilled teachers and support staff ensure that essential knowledge about numbers and letters is embedded. No opportunity for learning is missed. For instance, during the inspection, children counted the chicks that had hatched from their numbered eggs.

Children confidently chanted out loud the votes for what book they wanted the teacher to read.

Leaders ensure that reading is at the heart of the curriculum. They make sure that all pupils learn to read as soon as possible. Staff are skilled in the teaching of phonics because they are well trained. Almost all pupils can read fluently by the end of Year 2 despite many starting in Reception with little or no English. Pupils accurately apply their phonics knowledge in reading books that are well matched to their capabilities. As pupils move up to key stage 2, their love of reading continues. The curriculum includes rich and challenging texts as well as thoughtfully chosen picture books. These inspire pupils to read and serve to rapidly develop their vocabulary. The school's well-stocked and vibrant library is used extensively during and after the school day.

Leaders are determined to develop the 'human wholeness' of every pupil. The school's religious ethos is deep-rooted and forms the basis for pupils to understand how they can contribute to the world in a positive way. For example, leaders want pupils to be able to use their scientific knowledge to consider how they might tackle climate change. Through discussions and assemblies, staff promote and model the importance of caring for others, showing respect and making good choices.

Pupils are proud of their school. They behave impeccably not only at school but also when they are 'out and about'. Pupils are excited by the extensive opportunities provided for them. All pupils, including disadvantaged pupils and pupils with SEND, take part in a rich range of activities, such as public speaking, sports clubs, charity work or a visit to the Houses of Parliament to better understand how democracy works.

The school is a close-knit community with strong links to the nearby church. Parents and carers are overwhelmingly positive about the school. Governors know the school extremely well. They are committed and see themselves as 'guardians' of the school vision. They work strategically with school leaders to ensure that funding is used wisely. There is a strong feeling of camaraderie across the school. Staff feel valued and say they are 'invested in' by leaders. They appreciate leaders' careful attention to their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leader and members of the team are highly trained. They work collaboratively together. They are tenacious in their work and liaise closely with external agencies to ensure that families and pupils receive the support they need. Leaders work closely with parents so that everyone helps pupils stay safe online.

Leaders are alert to the risks pupils may face, and provide staff with effective training. Staff know what to do if they have a concern. Leaders make sure that

appropriate checks are undertaken on all adults. Some refinements would ensure that records are strengthened even further.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125238
Local authority	Surrey
Inspection number	10058153
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	630
Appropriate authority	The governing body
Chair of governing body	Brian McKendry
Headteacher	Julianne Birch
Website	www.stdunstans.surrey.sch.uk
Date of previous inspection	21 March 2018, under section 8 of the Education Act 2005

Information about this school

- Since the previous Section 5 inspection the number on the school roll has grown from 482 to 630. The school now has three classes in every year group.
- Pupils come from a wide range of ethnic backgrounds. Around 45% of pupils speak English as an additional language.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We did deep dives in these subjects: reading, history, mathematics, physical education (PE) and music. As part of this, we met with curriculum leaders, undertook lesson visits and met with pupils and class teachers. We also looked at pupils' work and heard pupils read. In addition, we sampled some pupils' work in art and science.
- We held meetings with senior leaders to discuss their views of the school.
- As part of the inspection of safeguarding, we met with the designated safeguarding lead and the two deputy designated safeguarding leads. We

reviewed records and documents relating to safeguarding, including checks made when staff are appointed.

- The lead inspector held a telephone call with a representative from the local authority and a contracted school improvement partner who is supporting the school.
- The lead inspector met with four governors, including the chair of governors.
- We met with pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- We took account of the 205 responses to the Ofsted Parent View survey and 205 additional free-text responses. We spoke to some parents at the start of the first day of the inspection.
- We considered the views of 50 members of staff who responded to Ofsted's staff survey and a letter from a member of staff. We spoke to a range of staff about their views of the school.

Inspection team

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