

# Inspection of St Charles Borromeo Catholic Primary School, Weybridge

Portmore Way, Weybridge, Surrey KT13 8JD

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Inspection dates: 1 and 2 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected St Charles Borromeo Catholic Primary School as an academy school under s5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and so reflect changes that may have happened at any point since the last inspection of the predecessor school.

## **What is it like to attend this school?**

Pupils enjoy school and are happy and highly motivated to learn. They strive to live up to the school values of 'grow, learn, work, follow' and consider these to be central to school life. The school's partnership with parents is strong, and parents are effusive in their praise. One parent summed up the views of many, saying their child had 'the best possible start'.

Across the curriculum, pupils achieve well. In lessons, they listen carefully and show a great curiosity in their learning. Pupils talk animatedly about recent lessons they have enjoyed. Academic, musical and sporting talents are all valued and celebrated. There is high participation in the extensive range of clubs on offer. Staff ensure all pupils are supported to develop their own talents and interests.

Pupils behave exceptionally well. This creates a strong sense of belonging and togetherness. There is a positive and caring culture in the school. Older pupils look out for and help younger ones. For example, pupils in the Whiz club help younger pupils during playtimes. Bullying is rare but, if needed, leaders deal with it swiftly. Pupils know there is always someone to share their concerns with if they are worried.

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

The provision for pupils' personal development is exceptional. Pupils develop characteristics that provide a springboard for their future lives. They have meaningful opportunities to interact with and learn from people from a broad range of backgrounds through activities such as trips to the local mosque and synagogue. Leaders invite inspirational visitors such as Paralympians to speak to pupils, reinforcing the importance of personal goals and resilience. Pupils develop an understanding of themselves, their local community and the world beyond. As a result, they are keen to think of others and the difference they can make. Pupils relish opportunities for leadership roles such as school councillors or by raising funds for local and national charities.

Pupils' behaviour is excellent. This is because expectations are established in the early years. As soon as children start, teachers help them to build routines, communicate effectively and focus on their learning. Adults model how they want pupils to behave. They treat pupils with respect and reward positive behaviours.

Leaders are resolute that pupils will read fluently and develop a love of reading. Staff benefit from high-quality training and deliver the phonics curriculum confidently. Children in the early years quickly learn the sounds that letters represent. Pupils practise the sounds they are learning by reading carefully selected books. Assessment is ongoing and identifies where some pupils have gaps. Staff ensure effective support is given to these pupils, including those in key stage 2 who struggle with their fluency skills. As a result, pupils develop into confident and

competent readers. Older pupils enjoy reading and talk avidly about the new books and authors they have discovered. They enjoy hearing the high-quality texts read to them by their teachers. This builds their enthusiasm, and many choose to read other books by the same author.

The curriculum is ambitious and designed to meet the needs of all pupils. Starting from the early years, leaders have identified and sequenced the things pupils need to know in each subject so that learning builds on what pupils already know and can do. In the main, teachers check pupils' understanding carefully. This helps them to identify what they need to focus on in future lessons. They use this information to plan opportunities for pupils to reinforce their knowledge. Leaders use this information to accurately identify pupils with special educational needs and/or disabilities (SEND). They provide high-quality support for teachers so that they know how to tailor teaching to enable pupils with SEND to thrive and join in with their peers.

Many subjects are led effectively. Subject leaders' expertise is developed by working closely with specialists from the trust. Staff work together to share knowledge, ideas and experience. This ensures that the activities teachers plan help pupils to build on their prior understanding. However, in a small number of subjects, this is not as effective because subject leaders have not supported teachers sufficiently well to understand exactly how to deliver the intended curriculum.

The school is well led. Governors and the trust work closely with leaders. Governors are clear about their role in keeping children safe. Leaders understand the strengths of the school and have appropriate plans to help it improve further. Staff enjoy working at the school, and value the training they have received from the trust to improve their subject knowledge.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils are taught to identify risky situations and explore scenarios to understand the impact of their decisions. They are taught about different relationships. Pupils understand that some relationships, including those online, can be dangerous. They know what to do if they are worried.

The trust ensures that staff are well trained and knowledgeable about their responsibilities for safeguarding. Systems for reporting concerns are effective. Staff know pupils well and what to do if they are concerned. They know that no issue is too small to report. Leaders act swiftly, working with outside agencies to ensure pupils and their families get timely and effective support.

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

### (Information for the school and appropriate authority)

- In a few subjects, teachers do not have the necessary knowledge to deliver the curriculum as intended. As a result, pupils' learning does not build as well as it could over time. Senior leaders should ensure that subject leaders have the expertise to provide clear guidance to teachers and check on how well the curriculum is implemented.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	143372
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10242324
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Peter O'Brien
<b>Headteacher</b>	Stephen Holt
<b>Website</b>	<a href="http://www.stcharlesb.surrey.sch.uk">www.stcharlesb.surrey.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school became a member of Xavier Catholic Education Trust in 2016. When its predecessor school of the same name was last inspected by Ofsted in January 2009, it was judged to be outstanding.
- The school is part of the Diocese of Arundel & Brighton. The last inspection of its religious character was in March 2019.
- The governing body manages a nursery for three- to four-year-olds and before- and after-school childcare provision.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other senior leaders. They also met with members of the governing body and representatives from the trust and diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and science.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, inspectors considered responses to the pupil survey. They met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors scrutinised a wide range of information, including a selection of the school's records. Inspectors spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. Inspectors spoke to the safeguarding leader about the recording and reporting of safeguarding incidents.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Parent View. They also took account of staff responses to Ofsted's online questionnaire.

### **Inspection team**

Laura James, lead inspector

His Majesty's Inspector

Kate Fripp

His Majesty's Inspector

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