



# St Charles Borromeo Catholic Primary School

Inspection Report

**Unique Reference Number** 125236  
**LEA** Surrey LEA  
**Inspection number** 281920  
**Inspection dates** 10 January 2006 to 11 January 2006  
**Reporting inspector** Nicola Davies AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Portmore Way
<b>School category</b>	Voluntary controlled		Weybridge
<b>Age range of pupils</b>	3 to 11		Surrey KT13 8JD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01932 842617
<b>Number on roll</b>	251	<b>Fax number</b>	01932 830362
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Jennifer Simpson
<b>Date of previous inspection</b>	7 February 2000	<b>Headteacher</b>	Mr Stephen Holt

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 10 January 2006 - 11 January 2006	<b>Inspection number</b> 281920
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

St Charles Borromeo Catholic Primary School is an average sized primary school in a residential area of Weybridge. It has 251 pupils including 47 part time nursery pupils. The majority of pupils are of White British heritage, but approximately 25% come from a range of other ethnic backgrounds. Three pupils are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and disabilities is average. Very few pupils are entitled to free school meals.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

St Charles Borromeo is an effective school that gives good value for money. This confirms parents' and pupils' positive views and the school's own view of itself. Parents value the quality of education provided not only in terms of academic achievement but also in the staff's commitment to pupils' social, spiritual, moral and cultural development. As one parent commented, there is a strong emphasis on the school being an 'inclusive, caring community'. The work of the school is well supported by the staff, governors and the local catholic community. In return, the school contributes very well to the local community and beyond. Pupils make a sound start to their education in the Foundation Stage where the provision is satisfactory. Good teaching throughout the school and a curriculum which includes an effective range of additional experiences enhance pupils' learning and enjoyment. As a result, they make good progress and attain very high standards by the end of their time at the school. Leadership and management are good because the headteacher provides clear direction and focuses rigorously on improving standards. However, subject leaders do not consistently monitor and enhance the quality of teaching in the Foundation Stage and in science. The headteacher and senior managers have involved staff, governors, parents and pupils well in evaluating and improving the school. This has helped the senior staff to identify effectively what needs to be done to maintain and improve further the high standards attained. This means it is well placed to continue to improve.

### What the school should do to improve further

\* Enhance pupils' progress still further through more effective monitoring and evaluation of teaching by subject leaders, especially in the Foundation Stage and in science.

## Achievement and standards

### Grade: 1

The school has successfully maintained the well above average standards in English, mathematics and science reported at the previous inspection. Children entering the Foundation Stage have good skills in almost all areas of early learning. They make sound progress and by the end of the reception year almost all exceed the nationally expected goals. Results in national tests in Year 2 have improved significantly since the previous inspection and are now well above average in reading and mathematics. For several years, results in national tests at the end of Year 6 have been very high. The school meets its challenging targets and this helps pupils to make good progress and achieve very well. Senior staff analyse data and use the information well to set targets to raise standards. They have been especially successful in improving English and mathematics so that progress for pupils in these subjects is very good. There are no significant differences between the achievement of boys, girls or pupils from minority ethnic backgrounds. Pupils learning English as an additional language make

good progress. Pupils with learning difficulties and disabilities make good and sometimes very good progress.

## **Personal development and well-being**

### **Grade: 2**

The personal development of pupils is good. The fact that pupils enjoy school is appreciated by parents and demonstrated in good attendance. Behaviour is good in lessons. Pupils are insistent that there is no bullying and demonstrate a caring attitude towards each other. Older pupils are pleased to act as playground monitors to support younger children and report any boisterous behaviour. Boys and girls respond enthusiastically to the school's promotion of healthy lifestyles through sporting activities and the provision of fruit and water. Pupils are strongly encouraged to keep safe at all times. Their social, moral, spiritual and cultural education is good. They learn about cultural and religious differences through meeting visitors from Chernobyl, for example, or hearing from an iman about Islam. These opportunities prepare them well for life in a diverse community. Pupils' views are valued and the school council contributes well to the day-to-day life of the school. It has recently opened a bank account so that it can fund some of its own suggestions for improvement. Pupils make an excellent contribution to the life of the community, for example, through their regular contacts with older local residents. They readily raise funds for local, national and international charities. These activities prepare them well for future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching throughout the school means that pupils work hard and enjoy learning. One new pupil commented that lessons are 'more interesting than at my last school'. One of the ways that teachers bring learning to life is through the good use of resources such as the interactive whiteboards. These help teachers to use a variety of different teaching methods to stimulate and improve pupils' writing. In a Year 5 lesson, an interactive whiteboard quiz helped pupils remember the differences between 'their', 'there' and 'they're'. In the reception class, a parachute provided an exciting way for children to learn about the importance of working together. Regular monitoring of teaching in English and mathematics by subject leaders results in some very good teaching and learning. For example, a focus on extra challenge for more able pupils in English led Year 4 pupils to write about 'walls as damp as a puddle on a rainy day'. However, the school's limited monitoring of teaching in the Foundation Stage and in subjects such as science, means that teachers do not have regular feedback on how they can improve these lessons. Teachers plan a variety of different activities which cater for pupils' different starting points and ways of learning. Support staff make a very good contribution by enabling all pupils to participate fully in lessons. Good use

of assessment, particularly in English and mathematics, helps teachers plan for any additional learning needs of different groups and abilities of pupils.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum that meets all statutory requirements. The curriculum is reviewed regularly and takes topical and local issues into account. Children in the Foundation Stage enjoy learning through teaching and through interesting play experiences which the school plans to enhance through its development of an 'outdoor classroom'. A rich programme of visits and visitors enhances pupils' learning. Extended experiences such as science or faith weeks, give pupils exciting opportunities to deepen their skills, knowledge and understanding and develop an awareness of their role in the community. Pupils' good personal, social and emotional development is supported through a well planned programme. Circle times, lively assemblies and opportunities for pupils to take responsibility contribute to their enjoyment. The good range of extra-curricular sessions for all pupils successfully encourages sporting and musical interests.

## **Care, guidance and support**

### **Grade: 2**

Pupils receive a high degree of care and welfare because the school sets this at the heart of its work. Measures for protecting children are robust and effective. The very effective governors fulfil all statutory requirements regarding health and safety. Links with other agencies promote pupils' personal development and learning well. Pupils and their parents are in no doubt about their sense of security and well-being in school. Any issues of bullying or misbehaviour are effectively dealt with. The school currently pays particular attention to encouraging considerate behaviour towards children and adults. Initiatives such as the 'Headteacher's Award' and opportunities for pupils to share concerns confidentially enhance the supportive atmosphere. Systems for tracking the progress of all pupils are used well to provide prompt assistance for pupils experiencing difficulties in English and mathematics, although this is not as effective in other subjects. Pupils know their targets and use them to improve their work in English and mathematics. Pupils with learning difficulties and disabilities are well supported and their progress is thoroughly analysed. Teachers know what pupils need to do to improve and skilfully help them.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good which tallies with the school's own evaluation. The new headteacher, with the support of senior managers, provides clear direction which is focussed on ways to continue to raise standards whilst maintaining the distinctive and successful ethos of the school. Pupils are involved directly in helping the school to improve and the headteacher has enhanced

communication with parents. Co-ordinators monitor teaching and pupils' work well in English and mathematics. They also carefully evaluate the support given to pupils with learning difficulties and disabilities. However, this is not as effective in some other areas. For example, subject leaders do not consistently monitor and enhance the quality of teaching and learning in the Foundation Stage or in science. The school runs smoothly and finance is well managed. The knowledgeable and effective governors are very supportive of the school. They accurately evaluate its strengths and weaknesses and make an outstanding contribution to improving the school. Effective self evaluation includes the perspectives of parents and pupils. Initiatives such as the school council's involvement in creating a plan for improvement provide the school with a perceptive view of its strengths and weaknesses and contribute much to maintaining high standards and quality. Such initiatives show that the school is well placed to build upon its success.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

This letter is to thank you for welcoming us to your school recently. We enjoyed seeing how you worked and talking to so many of you. Your ideas and thoughts helped us to understand how you learn, the things you like and the things you would like to improve.

We agree with you, your teachers and your parents that you go to a good school. We were very pleased to see the high standards that you reach in your work. You behave well in lessons and the teachers encourage you to think about how your behaviour affects other pupils and the adults in the school. Your teachers work hard to make your lessons interesting. They give you the chance to do lots of different activities, like quizzes on the interactive whiteboard. They also plan lots of different experiences which make learning fun, such as going on trips and inviting people to your school. This is one of the reasons why you enjoy school and are keen to learn new things. Your teachers take good care of you and spend a lot of time thinking about each of you as individuals and how they can best help you.

Mr Holt, your teachers and the governors at your school are always looking for ways that they can make the school even better. One of the ways they do this is by asking you and your parents and listening to your ideas. We were impressed to see the school council's improvement plan included in your school's official documents (although Mr Holt has changed its original pink font). We have suggested your school makes sure that your teachers have a chance to see how you learn in different classes and in different subjects. In this way, they can help each other to make sure that each of you do as well as you can in every subject and in every class. They already do this in some subjects and find it is very useful. We were sorry we couldn't stay to see your Science Week. We are sure you will enjoy it and keep learning and working hard.