



# DIOCESE OF **Arundel and Brighton**

## DENOMINATIONAL (S48) INSPECTION REPORT

School: St Dunstan's Catholic Primary School  
Address: Onslow Crescent, Woking, Surrey, GU22 7AX  
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School Unique Reference Number: 125238

<b>Headteacher:</b>	Mrs Julianne Birch
<b>Chair of Governors:</b>	Mr Joseph Dunne
<b>Lead Inspector:</b>	Mrs Catherine Walker
<b>Associate Inspector:</b>	Mrs Maria Cowler
<b>Inspection date:</b>	20 <sup>th</sup> June 2019

<b>Overall Effectiveness</b>	Previous Inspection: 1
	This Inspection: 1
<b>Catholic Life:</b>	1
<b>Collective Worship:</b>	1
<b>Religious Education:</b>	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Dunstan's is an Outstanding Catholic school because:

<ul style="list-style-type: none"><li>Teachers have excellent subject knowledge and high expectations that ensure outstanding outcomes for all pupils.</li></ul>	<ul style="list-style-type: none"><li>There is an explicit Catholic ethos that permeates throughout all aspects of school life.</li></ul>
<ul style="list-style-type: none"><li>There is a strong sense of community evident in the quality of relationships at all levels.</li></ul>	<ul style="list-style-type: none"><li>Pupils make an outstanding contribution to the Catholic life of the school and benefit greatly from it.</li></ul>
<ul style="list-style-type: none"><li>Pupils' religious literacy is outstanding, and pupils are able to make links to the world around them.</li></ul>	<ul style="list-style-type: none"><li>The school provides an outstanding Catholic education for its pupils and has many strengths, the most significant being that all staff lead by example.</li></ul>

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

St Dunstan's School is voluntary aided for Catholic children. It is situated in the Woking Deanery of the Diocese of Arundel and Brighton. It is maintained by Surrey Local Authority. The school primarily serves the Catholic community in the parish of St. Dunstan's Woking. The proportion of pupils who are baptised Catholics is 97%. The average weekly proportion of curriculum time given to religious education is 10% in Key Stage 1 and 10% in Key Stage 2. The school has 630 pupils on roll and is larger than most primary schools. It takes pupils from 4 to 11 years. The proportion of pupils entitled to free school meals is lower than average. The proportion of pupils on the school's register of special educational need is less than average. The school's mission is "to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down."

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Ensure that opportunities for staff development remain a high priority in addition to further enhancing pupils' spiritual development by extending the outdoor provision for prayer spaces.
- Maintain the outstanding provision that already exists at the school.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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### **The extent to which pupils contribute to and benefit from the Catholic Life of the school is Outstanding.**

St Dunstan's is a Catholic community of learners striving for excellence in all that they do. St Dunstan's Catholic Primary School offers outstanding educational provision for the children in its care and as a result, it is a highly effective organisation. The school is not a complacent one in its continuous drive for excellence. The promotion of the whole person, 'human wholeness' as described by the school, underpins all aspects of children's learning and experiences at the school. This is evidenced in the high standard of behaviour throughout the school and the high levels of engagement and enjoyment seen in lessons. Highly effective and extremely positive relationships between all areas of the school and parish community are clearly visible from the moment you walk through the doors into St Dunstan's. All staff are committed to ensuring all pupils are at the centre of shaping the school's mission and ethos.

The behaviour of all pupils is exemplary at all times. Pupils are alert to the needs of others and seek justice for all within the school and beyond the school community. Pupils are rightly proud of their school and are great ambassadors for promoting the ethos of 'human wholeness'. The staff at St Dunstan's provide all pupils with many opportunities for their personal support and development. As a result they are happy, confident and secure in their own stage of spiritual and emotional growth. Through consistently high expectations throughout the school, all staff communicate the highest standards of moral and ethical behaviour.

All pupils, including those that are not Catholic, are proud of their own religious identity and beliefs and have a strong sense of personal worth. Pupils treasure the outward signs of the school's Catholic identity. Pupils make an outstanding contribution to the Catholic life of the school and benefit greatly from it. They take full advantage of the many and varied opportunities offered to them. They can clearly articulate how the school is helping them to grow and develop.

### **The quality of provision of the Catholic Life of the school is Outstanding.**

The school's culture is firmly rooted in its Mission Statement and Core Values. The Mission of "Faith, Love and Excellence" is lived out in the daily life of the school. This is encapsulated for the learners within the mission song, which pupils sing with resounding pride. The school's mission statement is a clear expression of the educational mission of the Church.

There is a tangible sense of community at all levels, evident in the quality of relationships that exist between all members of the school community. All who are lucky enough to visit the school can instantly feel the warmth of the St Dunstan's community.

The exceptional learning environment reflects the school's mission and identity through high quality displays that demonstrate concrete and effective signs of the school's Catholic character. Every available space has been utilised and carefully thought through showing how it can further support all groups of learners. The outdoor learning environment is of equally high quality. This further demonstrates how the Headteacher and senior leaders at the school seek tenaciously to continually maintain the outstanding standards at the school.

There is a clear commitment to the most vulnerable and needy in both policy and practice at St Dunstan's. Clear policies and structures are in place, which provide the highest level of support and pastoral care to all pupils. Mental health is given the highest priority and the inclusion leader is the school's mental health 'first aider'. An Emotional Literacy Support Assistant (ELSA) trained teaching assistant, also works within the inclusion team. The inclusion leader runs the diocesan planned programme of 'Rainbows' providing emotional support to vulnerable children. There is a dedicated room for Rainbows and ELSA, which is supported by highly effective resources. There are 'Worry Boxes' both in the main school and Rosary House where the children can privately place their worries. The Deputy and Assistant Head regularly check these boxes thus ensuring any worries can be acted upon swiftly.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is Outstanding.**

The Headteacher, leaders and managers are deeply committed to the Church's mission in education and they work energetically and with great generosity in ensuring that they are focused on promoting the Catholic life of the school. Excellent leadership ensures leaders and managers understand the necessary drive for high standards in the Catholic life of the school. They are fully involved in self-evaluation and the Self Evaluation Form accurately reflects the school's current position. It is an excellent example of reflective leadership. The strong leadership of the Headteacher, senior leaders and subject leader, demonstrates a leadership team that know the strengths and priorities of their school well. The leadership team is strongly supported by an ambitious and knowledgeable governing body. As a result, the provision for Catholic Life of the school is given the highest priority by all leaders. This is reflected in the school's self-evaluation which is a coherent reflection of rigorous monitoring, data analysis and self-challenge and is clearly and explicitly focused on the Catholic life of the school.

The rigorous monitoring carried out by leaders and managers includes: 'Book looks', learning walks, formal observations and pupil voice information. Regular data drops ensure data in

religious education is monitored every half term and is discussed with staff during Pupil Progress meetings. This information is used to plan future actions and the religious education leader then reports to governors. Facilitating this professional dialogue ensures all groups of learners is given clear targets and the ability to reach their full potential.

As leaders, the governing body consistently emphasise Catholic life as a school improvement priority, ensuring St Dunstan’s continues in its quest to always move the school forward.

## **COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE**

- How well pupils respond to and participate in the school’s Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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### **How well pupils respond to and participate in the school’s Collective Worship and Prayer Life is Outstanding.**

Collective worship takes place every day and is led by both staff and pupils across the school. Pupils and staff show their understanding of the Gospel values by being living examples to these values. During the act of collective worship observed by inspectors pupils participated reverently with clear purpose and direction. Pupils’ response to and participation in collective worship is outstanding and they take the initiative in leading liturgy and worship. Pupils and staff were able to create an atmosphere conducive to prayer. Acts of worship engage all pupils’ interests and inspire them in deep thought and heart felt response. There is a palpable enthusiasm for collective worship, reflected in the quality of pupils’ involvement. Evidence shared with the inspection team demonstrated a great variety of collective worship that pupils participate in across the liturgical year.

Appropriate to their age and ability, many pupils are able to create an atmosphere that is conducive to prayer. The experience of being exposed to a praying community has had a profound effect on the development of all pupils, irrespective of ability or faith background. Praying together is part of the daily experience for all pupils and staff. Pupils understand that prayer and collective worship are at the heart of their school and are active participants in this aspect of school life. Pupils take the initiative to lead the community in prayer. They are creative, resourceful in their planning of liturgies and the pupils want it to be the best it can be.

Charitable work is given high focus across the school. There are very close links with the parish, and the school undertakes regular charity work. This involves not just raising funds but volunteering in various capacities such as visiting the elderly, serving at the Senior Lunches at the church and singing for the local care homes at Christmas. The focus of St Dunstan’s charity work is not the amount of money raised but rather, teaching the children the importance of helping each other and those in need and that everyone is their neighbour.

## **The quality of provision for Collective Worship and Prayer Life is Outstanding.**

Collective worship is central to the life of the school and forms the heart of every school celebration. Prayer is interwoven into the fabric of the school and is clearly evident in the high-quality provision it receives. Teachers and the chaplain are highly skilled in helping pupils to take on the responsibility of planning and delivering high quality worship. This is further enhanced through the support provided by the parish priest during his regular visits to the school. Themes chosen for worship include the spiritual aspirations of all pupils. Collective worship is well resourced and planned for, often including opportunities for pupils to develop the theme further in their own class liturgies. An agreed whole school structure and format ensure consistency of quality provision and delivery.

Collective worship at St Dunstan's has a clear purpose, message and direction. Prayer opportunities are planned in a manner that warmly welcome parents and other adults associated with the school. Parents commented to inspectors about how welcome they are made to feel. This was summarised by one parent who explained "we feel truly privileged for our children to be part of such a wonderful and special school". This sentiment was echoed by a number of parents who spoke to the inspection team. Another parent voiced how grateful they were for the prayer life and support of St Dunstan's during challenging times within their own lives.

The religious education leader provides excellent training and induction for new staff and newly qualified teachers. Those new to Catholic education also attend training at the Diocesan training facility, the St Philip Howard Centre. The parish priest provides staff training to ensure that staff have a clear understanding of the feasts and seasons of the liturgical year and to address any queries they may have. As a result of the high quality training and support provided by leaders, staff have an excellent understanding of the Church's liturgical heritage, its rites and seasons and are passionate about ensuring that pupils have high quality exposure to the Church's liturgical life.

## **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Outstanding.**

Liturgical and spiritual development is seen as a priority in the professional development of school leaders and quality time is devoted to it. Staff's own faith journey is recognised and nourished. This extends beyond the walls of St Dunstan's and into the deanery through a Year 6 reflection day and Mass. A deanery Mass is also facilitated for staff. Senior leaders are strong role models. They are keen to support others in further improving prayer and worship. They are skilled at planning and delivering very high quality prayer and worship and sharing best practice with the staff. The parish priest and assistant priest are regular visitors to the school. Their presence and guidance is valued by all members of the school community.

The promotion, monitoring and evaluation of the provision for collective worship by leaders and managers are outstanding. All staff follow the excellent example of the Headteacher in modelling best practice when leading collective worship, ensuring that it has a good impact on all pupils. They clearly demonstrate an understanding of the liturgical year and ensure that there are many opportunities for pupils to share in this. As a consequence pupils respond well to all that is provided for them.

The Headteacher and senior leaders have a clear vision for the further development of collective worship. Regular learning walks and pupil conferencing are used to monitor and evaluate the provision for collective worship and prayer. Governors also attend many collective worship celebrations both as active participants and as part of their monitoring role.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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### **How well pupils achieve and enjoy their learning in Religious Education is Outstanding**

Outcomes in religious education are outstanding. Behaviour is exemplary and there is a genuine sense of belonging to a school family and a desire for pupils to reach their full potential. This sentiment was articulated by one pupil who said *“St Dunstan’s encourages us to do our best it keeps supporting and encouraging us.”* This was echoed further by another pupil who explained; *“The aim of religious education is to understand what you are learning about and use it in your own life.”*

Pupils’ religious literacy is outstanding. They are confident in their ability to make links to prior learning. They are able to evaluate their learning and articulate their next steps. The pupils of St. Dunstan’s Catholic Primary School are rightly proud of their school and believe *‘it encourages us to do our best’*.

The religious education curriculum provided by the school fully meets Diocesan requirements.

The pupils are rightly proud of their school and many spoke to the inspection team about their enjoyment of their religious education lessons. Pupils are active learners and spoke enthusiastically about their learning.

### **The quality of teaching and assessment in Religious Education is Outstanding**

The majority of religious education lessons observed on the day of the inspection were good with many being outstanding. In the most effective lessons pupils were enthused and inspired by the quality of the teaching and the content built on prior learning ensuring all pupils made good progress. Driver words were used to ensure that work was pitched appropriately and that pupils were challenged to achieve high standards. In one example where pupils were considering forgiveness, pupils articulated this saying *“when we make the wrong choice we can change and make it right again.”*

Teachers' excellent subject knowledge and understanding leads to high quality questioning. This skilful questioning, in turn, facilitates a deeper understanding in pupils. One pupil explained this by stating *"in our RE lessons we aim to understand what we are learning about and use this in our own life."*

Teachers make good use of assessment strategies and celebrate pupils' achievements in a variety of ways, such as house points, ambassador awards and a discipleship award as well as pupils being referred to the Headteacher or subject leader for praise. Evidence seen in pupils' books showed a good coverage of the *'Come and See'* scheme being taught across the school. Feedback is often instant and accurately highlights next steps for pupils. The work seen in pupils' books was of a very high standard and demonstrated clear progression throughout the school. This evidence was seen both throughout the academic year and across year groups. The teaching of Multi Faiths is clearly evident in pupils' books and throughout the school's learning environment.

There is a strong focus on inclusion with a clear emphasis on quality first teaching. Learning is carefully scaffolded through the discrete and knowledgeable deployment of support staff. Pre-teaching ensures that learning in lessons is as accessible as possible. The high quality displays and prayer corners throughout the school further enhance this.

### **How well leaders and managers promote, monitor and evaluate the provision for Religious Education is Outstanding.**

Parental questionnaires returned to the inspection team and individual feedback to the school, demonstrate that parents have a very high regard for the school and its leaders. One parent claimed *"We couldn't have wished for a better school, that promotes education, ethos but also the international spirit of Christianity."*

A strong and very dedicated Headteacher leads St Dunstan's school. The whole school community holds the Headteacher in high regard. The senior leadership and staff team are equally and consistently strong and committed. They are outward looking and very welcoming to the local and wider community. The subject leader provides excellent leadership of her subject and she disseminates her knowledge and skills well to ensure her colleagues are supported in achieving the highest possible standards for all groups of learners. As a direct result of the skills of the Headteacher, senior leaders and managers, pupils are inspired, challenged and supported to be the very best they can be; as a result, outcomes at St Dunstan's are outstanding.

Leaders and managers understand the necessary drive for high standards in all subjects including religious education. They are fully involved in self-evaluation and the Self Evaluation Form accurately reflects the school's current position. The Governing Body is very knowledgeable and provides excellent support and challenge to school leaders. Governors are regular visitors to the school, are fully committed and have a clear understanding of the school's various strengths and continually reflect on how to drive the school forward.



Data in religious education is used well to set targets and implement future planning and school improvement. The school has been at the forefront of implementing new diocesan assessment procedures. This has meant the school is in a confident position to further embrace any new revisions required by national guidelines.

Accurate self-evaluation coupled with an outstanding leadership team, ensure leaders are not complacent about school priorities. Their ambition and drive will ensure the school continues to thrive and flourish.

## Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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### Catholic Life

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The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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### Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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### Religious Education

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How well pupils achieve and enjoy their learning in Religious Education.

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The quality of teaching and assessment in Religious Education

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How well leaders and managers monitor and evaluate the provision for Religious Education

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