

# The Marist Catholic Primary School

URN: 145102

Catholic Schools Inspectorate report on behalf of the Bishop of Arundel & Brighton

06–07 February 2025

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

1

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

#### Religious education (p.5)

The quality of curriculum religious education

1

#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

## Compliance statement

- The Marist Catholic Primary School is compliant with the general norms of the Bishops' Conference in relation to 10% curriculum time.
- The Marist implements all the diocesan bishop's requirements in relation to the *Religious Education Directory* and the relationships and sex education curriculum.
- The Marist have fully responded to the areas for improvement from the previous inspection.

## What the school does well

- The head of school is an inspirational Catholic leader whose kindness and approachable nature permeate the whole school community.
- There is a commendable ambition to ensure that all pupils achieve the highest standards in religious education and also with respect to their personal growth as children of God
- The highly attractive school environment beautifully demonstrates its Catholic ethos and identity, so that the school acts as a beacon of faith within the community.
- All members of the school community explicitly embrace and live out the school mission statement, which is integrated into every aspect of school life
- Pupils' excellent behaviour around the school, within lessons and during prayer times, clearly demonstrates their desire to follow the Gospel values which are taught within the school.

## What the school needs to improve

- Leaders should support teaching staff to develop their specific subject knowledge in religious education, so that they are able to extend pupils' understanding and responses deeply.
- Teachers should ensure that they plan open-ended questions and tasks, to ensure that pupils are challenged to explain and justify their learning in religious education.
- Staff and pupils should broaden the spiritual experiences of the community, employing a range of artistic, creative and flexible approaches towards prayer and liturgy.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

### Catholic life and mission key judgement grade

**Pupil outcomes**

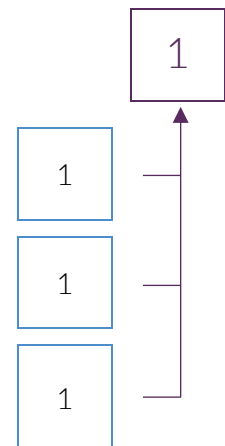
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**Provision**

The quality of provision for the Catholic life and mission of the school

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



The Marist mission statement, 'With Christ as our guide, we learn, we love, we achieve together,' is embraced and lived out by all members of the school community. This is a warm and welcoming community where everyone is known and loved. Across the school, pupils are confident to share their opinions and ideas, knowing that these are highly valued by the adults who look after them. A strong focus on Catholic social teaching results in pupils having an acute awareness of how they are called to make changes and help those in need, both in their local community, nationally and internationally, describing Cafod fundraising as 'helping people out of their sadness.' These teachings, messages and values are truly understood and pupils speak passionately about them. A parent said, 'Most importantly, the school cultivates a deep sense of conscientiousness and Catholic values, which they express meaningfully at home.' Pupils' behaviour is excellent throughout the school. Pupils care about each other deeply and respectfully, regardless of race, background or circumstance.

Everyone within the school community is aware that Christ is at the heart of the school, enabling them to shape their words and actions with love. Staff are exemplary role models and are fully committed to the school's mission. This is reflected throughout the school, the curriculum and the consistent value and respect for pupils. Staff also support one another and live out the messages of the mission statement. A strong sense of community runs through the school at all levels. Staff, parents and parishioners are overwhelmingly proud and supportive of the school. A member of staff said, 'I was drawn to the school because Christ is at the centre of all we do; it makes me proud when I hear our children talk about the impact that their faith has on their everyday life. It is the common thread that joins us together and makes us a community.' The school provides excellent pastoral care for pupils and families who understand that they are

known and loved by God. The beautiful school environment explicitly demonstrates its Catholic character, with a variety of high-quality statues, artefacts and images evident for all to see. This attention to detail contributes to the spiritual formation of the community.

The Marist is deeply rooted in the local community; there are strong links with parents, the parish, the local area, the diocese and the Xavier trust. These partnerships are instrumental in driving the school's success. Leaders, including governors, are passionate about their responsibility to share the Catholic faith and do so with joy and love. The school works closely and successfully with parents as the first educators of their children in faith. The systems leaders have put in place empower pupils and involve them in a range of developments, for example designing the prayer garden and capturing their feedback from prayer and liturgy. Governors are ambitious and have high expectations for the school community, who also appreciate regular visits from the parish priest. Together they work with dedication to help shape and support the continuous development of the school's Catholic identity. Staff receive regular, high-quality training on Catholic ethos and there is a new starter induction process, so that the school's mission remains an important, key strength. Staff say they feel supported and valued. Catholic social teaching is a strength; leaders have ensured that these principles are known and understood by everyone and this has had an extremely positive impact on the community. Leaders are wholly committed, inspiring and successful in achieving excellence in Catholic ethos.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

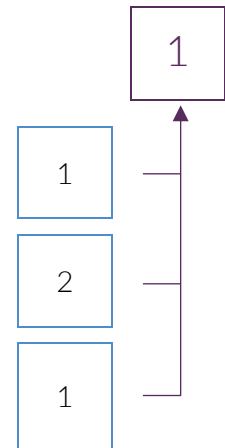
How well pupils achieve and enjoy their learning in religious education

**Provision**

The quality of teaching, learning, and assessment in religious education

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing very secure knowledge and understanding of subject content. They are interested, fully engaged, and actively involved in lessons. Pupils have excellent levels of religious literacy, and it is clear from their responses in lessons that they can accurately apply it. Pupils understand that revisiting knowledge helps them to know and remember more and they are very proud of this; one pupil said, 'I try to write notes to keep my mind full of my religious education learning.' Pupil outcomes are complemented by the many learning opportunities that they are given, outside of the classroom setting. Consequently, by the time they leave the school, they are developing an excellent understanding of the religious education curriculum. Work in books shows that pupils, including those with special educational needs or disabilities, make excellent progress. Pupils are very enthusiastic about articulating their knowledge and sharing it with others, including parents. When asked about their learning, one pupil responded, 'It helps me to understand more about my faith and I understand how important God is in our lives.' while another said, 'Religious education enlightens us in all the wonders of the Bible.' Across all lessons pupils' behaviour is exemplary and they consistently apply themselves with diligence to the tasks and activities given to them.

Teachers have high expectations in religious education and demonstrate good understanding of effective pedagogy. In many year groups, teachers pose deep questions, which pupils readily discuss.. Praise and encouragement is given to celebrate pupil responses and they are often invited to share ideas and build upon an answer from their peers. An established routine, that all lessons begin with a focus on prior learning, ensures that previous knowledge is consolidated and built on very well, resulting in strong progress. Partner talk is another established feature of lessons, enabling pupils to explore ideas together and make links in their learning. Teachers sometimes use open questions to elicit deeper knowledge and to determine where additional

support is needed, so that learning is optimised and pupils' needs can be met effectively. Teachers ensure that dedicated reflection time is included within each RE lesson, so that pupils can develop their spiritual and moral understanding, according to their age and ability. A parent said, 'My child is curious about her faith and has clearly been encouraged to talk about it in school, so she happily asks questions at home.' Parents overwhelmingly support the school's provision.

Leaders and governors are highly ambitious for religious education and ensure that staff access the high-quality training on implementation of the *Directory* through the diocese and the trust. Staff shared that they feel well supported, 'The curriculum is constructed to support us with our workload and subject knowledge. Our RE lessons and worship are times we look forward to during each week.' Leaders have worked extremely hard to ensure that the demands of the new *Directory* are consistently and faithfully implemented across the school. Governors and leaders ensure that religious education has full parity with other core subjects both in terms of resourcing and in implementing homework activities for all classes. The RE leader is highly ambitious to provide an inspiring vision of religious education for all children. She readily supports her colleagues through sharing expertise, keeping them up to date with new initiatives and modelling lessons, especially for those who are new to the school. She has worked hard to embrace the training opportunities provided by the diocese and has successfully adapted these in the context of the 'Marist Learner.'

## Collective worship

The quality and range of liturgy and prayer provided by the school

### Collective worship key judgement grade

**Pupil outcomes**

How well pupils participate in and respond to the school's collective worship

1

**Provision**

The quality of collective worship provided by the school

2

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

Pupils have a wealth of opportunities to engage in prayer and liturgy, both within the class setting and as a whole school community. Pupils are active in prayer and fully engage with a remarkable degree of reverence, respect and enthusiasm. This is evident through the impressive manner in which they pray and sing with joy during times of worship. Pupils are skilfully supported on their path of liturgical formation; they eagerly respond to the invitation to work with one another in preparing and leading liturgies. Pupils are able to discuss their faith with ease, 'Everybody enjoys it and I feel comfortable with Mass and worship.' Pupils fully understand their role when leading liturgies and undertake these with remarkable confidence and skill, in line with their development. Liturgies are carefully planned and prepared, with a consistent and prayerful atmosphere, enabling pupils to respond with quiet reflection. Their passion for prayer is flowing from school into the homes of pupils; a parent said, 'We are learning prayers at home; our children are encouraging us to do this.' A parent shared, 'I am sincerely grateful to the school and all the teachers who help my child in his spiritual and moral development and understanding of prayers.'

Prayer and liturgy are an integral part of school life. A candle is faithfully lit every time scripture is read, reinforcing the sacred nature of listening and learning from the word of God. Pupils and staff are inspired into action because of their understanding of the messages received during worship; these are often linked with elements of Catholic social teaching. Pupils have a secure understanding of the Church's seasons and how these are celebrated, due to the carefully planned provision. Staff ensure that pupils benefit from experiencing an array of traditional Catholic prayers, such as the stations of the cross, the rosary and more recently, adoration of the Blessed Sacrament. The school now needs to build upon these opportunities by offering greater creativity, variety and flexibility in their prayer provision. Key Stage 2 pupils attend parish

Masses and taking roles such as reading the bidding prayers and taking up the offertory. Parishioners are invited to join school Masses thus building strong links between parish, school and home.

Leaders and governors have developed a highly effective prayer and liturgy policy which clearly outlines the expectations for staff and supports them to provide effective prayerful experiences for all pupils. Staff appreciate that they too are given moments to reflect and connect with their faith throughout the day. The annual plan of provision evidences a structured calendar of planned events based on the themes of the Church's liturgical year. Holy days of obligation and feast days are always observed and given high priority. The parish priest is proud of the attitude of the children, their sense of focus on faith and the manner in which they practise their faith. Leaders and governors fully appreciate that they are custodians of the faith life of the school and place high importance on relating prayer and liturgy clearly to the everyday lives of the school community. The vision, generous funding and development of the relatively new prayer garden is a good example of how they have used resources to effectively enrich opportunities for prayer within the community. Governors witness first-hand the quality of prayer and liturgy at The Marist and pupils are also empowered to evaluate prayer routinely. This impressive approach leads to further development in the prayer life of the school.



## Information about the school

Full name of school	The Marist Catholic Primary School
School unique reference number (URN)	145102
School DfE Number (LAESTAB)	9363458
Full postal address of the school	The Marist Catholic Primary School, Old Woking Road, West Byfleet, KT14 6HS
School phone number	01932 344477
Headteacher	Emily Fanzo
Chair of local governing body	Rhoda Breakell
School Website	<a href="http://www.marist.surrey.sch.uk">www.marist.surrey.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Xavier Catholic Education Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	31 <sup>st</sup> October 2018
Previous denominational inspection grade	Good

## The inspection team

Fiona McGonigle  
Jamie Carroll

Lead  
Team

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement