

The Marist Catholic Primary School

Address: Old Woking Road, West Byfleet, Surrey, KT14 6HS

Unique reference number (URN): 145102

Inspection report: 14 April 2026

Exceptional	
Strong standard	● ● ● ● ● ●
Expected standard	●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils at every age achieve well because they secure essential knowledge across subjects. Pupils remember what they learn and articulate it confidently in different contexts, demonstrating positive oracy skills. Pupils' detailed knowledge is also reflected in the high-quality work in their books. Published outcomes in Year 1 phonics, Year 4 multiplication tables checks and at the end of Year 6 further reflect consistent high levels of achievement.

Disadvantaged pupils and pupils with special educational needs and/or disabilities achieve very well across all subjects. They make highly positive progress against their individual starting points. Teachers track this progress carefully and quickly adjust support when needed. Pupils build detailed and connected knowledge over time. They develop skills that support independence, resilience and aspiration. As a result, pupils are very well prepared for their next steps in education. They move on with confidence, clear knowledge and secure learning habits that support their future.

Attendance and behaviour

Strong standard ●

Leaders provide strategic and purposeful leadership of attendance, leaving little to chance. They maintain close oversight and use detailed tracking to inform swift action. Staff work closely with families through a supportive and cooperative approach that helps remove barriers to regular attendance early. Pupils attend very well and attendance remains above national levels. Persistent absence is low across the school. Disadvantaged pupils and those with special educational needs and/or disabilities attend regularly. When attendance falls, leaders identify issues quickly and respond with targeted support. They review the impact of interventions carefully and refine them when needed. This secures rapid improvement and helps pupils meet the school's high expectations.

Pupils behave very well and show pride in their school. The extremely calm and orderly environment supports learning and is maintained by pupils themselves. The school behaviour systems are bound by a close bond of mutual trust and care. Leaders keep meticulous records and address concerns promptly. Any form of discrimination, bullying, harassment or abuse, online or offline, is dealt with quickly and effectively. Pupils feel safe and confident to seek help. Behaviour systems set clear expectations while remaining inclusive. Where needed, pupils receive appropriate adjustments and guidance, enabling them to learn alongside peers and contribute positively to school life.

Early years

Strong standard ●

The Reception classes are highly effective and joyful places where children flourish. Early years leaders make purposeful and informed decisions that shape a curriculum which prepares children extremely well for the next stage. The curriculum is thoughtfully designed and balances structured teaching with rich, engaging exploration. For example, staff teach writing with precision through focused sessions and provide frequent opportunities for mark making during play. This approach develops fine motor skills very effectively and builds a genuine enthusiasm for writing.

Children acquire a wide and ambitious vocabulary linked to daily routines, creative learning and simple technical ideas. They use this language accurately to support thinking and communication. Leaders provide ongoing training and guidance, which ensures staff have detailed curriculum knowledge and expertise. Staff build warm and responsive relationships with children that support learning and wellbeing. Children have secure skills in reading and mathematics and across all areas of learning. As a result, children make rapid progress from their starting points and achieve very well by the end of Reception. Wellbeing and welfare underpin all practice. Staff know children extremely well, identify concerns promptly and remove barriers quickly. Inclusive practice is firmly embedded. Staff adapt routines and learning so all children succeed.

Inclusion

Strong standard ●

Leaders drive inclusivity across the curriculum, systems and daily practice. They identify pupils' needs early, assess them accurately and act quickly to reduce barriers to learning and wellbeing. Staff use clear, consistent strategies to support pupils in lessons and beyond. Leaders use additional funding such as the pupil premium grant skilfully to ensure that disadvantaged pupils thrive. They track impact closely and refine approaches to build on what works well. As a result, disadvantaged pupils make secure academic progress and receive effective pastoral support.

Pupils known, or previously known, to social care receive timely, coordinated support that includes input from external professionals. Staff respond quickly to pupils' needs. Pastoral teams provide sustained care that helps pupils feel safe, valued and ambitious. The school has highly effective systems for supporting pupils with special educational needs and/or disabilities (SEND). Staff identify needs promptly and create bespoke support plans. Individual education plans are well informed by pupils, parents, carers and expert staff. Teachers apply these plans precisely in classrooms, pastoral work and extra-curricular provision. Pupils with SEND achieve well and develop confidence. Leaders also support other pupils facing barriers, including mental health, attendance or behaviour needs. A clear focus on wellbeing sits alongside high expectations. Pupils flourish in a nurturing but demanding environment, supported by skilled and well-trained staff.

Leadership and governance

Strong standard ●

Leaders focus fully on giving pupils the best possible education and make decisions that always put pupils first. They understand the school's strengths clearly. They also know which areas need to improve. Leaders use this knowledge to plan actions with care, purpose and precision. They act swiftly when change is needed. Leaders build positive and respectful relationships with parents, carers, other professionals and with the local community. Leaders enhance these links to support learning, wellbeing and inclusion.

Governors are active and highly informed. They complete comprehensive training and fully understand their statutory duties. They provide clear challenge and guidance, as well as focused feedback to school leaders and trustees. Trustees know the school well and stay closely involved in improvement work. Leaders manage resources carefully and check their impact on pupils. They make thoughtful decisions, including the use of assistive and digital technology, to support learning, safeguarding and wellbeing.

Professional learning sits at the centre of the school's success. Leaders plan training meticulously and use both internal and external expertise. Clear systems and routines help staff develop their practice. Staff in the early stages of their careers receive excellent guidance and support. Staff wellbeing and workload are important to leaders. Leaders set clear expectations and routines. They reduce unnecessary pressure and protect staff time. Staff feel especially valued and supported. They speak highly of the school. They welcome the clear and precise guidance they receive to embed positive behaviour, teach the curriculum effectively and to expertly prepare pupils very well for their next stages of education.

Personal development and wellbeing

Strong standard ●

Leaders place personal development and wellbeing firmly at the heart of school life. Staff understand the shared vision well and apply it consistently across the school. Pupil voice is central to this work and is used well to shape priorities. All pupils take part in school committees and influence the direction of the school in meaningful ways. This develops confidence, responsibility and pride. Staff use these opportunities effectively to teach characteristics protected by law and the fundamental British values. Pupils speak confidently and accurately about these and apply them in daily school life.

The personal development programme is meticulously planned and highly effective. It supports pupils' social, moral, spiritual and cultural development through lessons, assemblies and discussions. Pupils engage thoughtfully with current affairs and moral questions. They develop a resolute understanding of fairness, respect and their role in society. Pupils practise democracy through real decisions. They help plan activities such as birdwatching week and lead improvements through the eco committee. These actions result in a visible and positive changes to the school environment.

The relationships, sex and health (RSHE) curriculum is comprehensive and carefully delivered. Pupils learn about healthy relationships, personal space and consent. Staff teach pupils about online and offline risks, including unsafe socialising and harmful content. Pupils know how to seek help and report concerns. Safeguarding messages are clear and consistent.

Personal development and wellbeing is inclusive. Staff adapt teaching and experiences so all pupils can take part. Staff proactively remove barriers quickly and effectively. Pupils with special educational needs and/or disabilities and disadvantaged pupils are supported to access the same high-quality opportunities as their peers. Pastoral support is highly effective. Staff know pupils well and act early to support wellbeing, behaviour and attendance.

Expected standard ●

Curriculum and teaching

Expected standard ●

The curriculum is broad, balanced and ambitious. Leaders ensure that pupils secure the important knowledge they need to succeed. Leaders design and sequence knowledge, as

well as skills carefully across all subjects. Pupils become fluent readers, confident writers and reflective mathematicians. They also develop a positive appreciation of the wider world, the arts and the sciences.

Leaders have a detailed understanding of teaching across the school. Leaders review the teaching offer in a purposeful and timely manner. They set focused priorities for staff development. Expertise from the school's trust plays an active role in this. Leaders have effectively responded to recent changes in staffing. They have put in place a focused programme of training and coaching. This programme is securing rapid and sustained consistency of teaching across all classes. Teaching meets the varied needs of pupils. Teachers help pupils to keep up through clear explanations and careful checking of understanding. They also use well-chosen interventions to help pupils catch up when needed. The curriculum and teaching are inclusive by design. Where needed, disadvantaged pupils and pupils with special educational needs and/or disabilities benefit from astute adjustments that help them access the same learning as their peers.

What it's like to be a pupil at this school

Pupils enjoy learning and achieve very well. They show curiosity and awe for the world. Lessons link well to visits, visitors and wider experiences. Pupils engage in logical and passionate debate in lessons. Pupils learn how to speak well through excellent oracy and pupil voice projects. Pupils use these skills in class and in informal settings. Academic outcomes are high compared with national averages. Pupils are confident and fluent readers. Many show a passion for literature and poetry. Pupils feel ready for their next steps because daily learning builds towards the future. Staff remove barriers to learning and provide pupils with highly considered wellbeing support. This enables pupils to make rapid progress from their starting points.

Pupils belong to a warm and positive school community. They feel safe because adults know them well. Relationships are consistent and trusted. Pupils know who to talk to if they are worried. Staff are ambitious for every pupil and show this often. This belief builds pupils' confidence. Pupils feel included in all parts of school life. They treat each other and adults with respect. They use polite manners at all times. They show real kindness in daily actions, such as helping younger pupils or welcoming new friends. Pupils attend school regularly, partly because they feel happy, valued and secure at school.

Pupils show excellent behaviour and positive attitudes. Conduct around the school is calm and purposeful. Pupils move sensibly and care for shared spaces. Bullying is rare. When it occurs, staff deal with it quickly and effectively. At breaktimes, pupils play well together. They also talk deeply about ideas. For example, pupils who found a millipede on the playground discussed where to place it safely, debating suitable habitats, food sources and how to carry it without harm.

Next steps

- Leaders should continue to develop consistent and highly effective teaching across all age ranges.
 - Leaders could continue to develop and enrich their professional learning offer to further support the future leadership development for staff.
 - Leaders may continue to deepen and support pupils access to opportunities to broaden and realise their future aspirations beyond education.
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About this inspection

This school is part of the Xavier Catholic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, James Kibble, and overseen by a board of trustees, chaired by Mirek Gliniecki.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with staff, trustees, governors, school leaders, pupils, parents, carers and representatives of the diocese during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. It is in the Diocese of Arundel and Brighton. Its last section 48 inspection was 6th and 7th February 2025.

The school currently uses no alternative provision.

The school has undergone a number of staff changes since the last inspection, including the appointment of a new headteacher.

Headteacher : Emily Fanzo

Lead inspector:

Toby Martlew, His Majesty's Inspector

Team inspectors:

William James, Ofsted Inspector

Stephen Jackson, Ofsted Inspector

Maggie Down, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

School and pupil context

Total pupils

424

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

6.13%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.12%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

6.84%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	61%	Above
2024/25 (revised)	81%	62%	Above
2023/24 (final)	76%	61%	Above
2022/23 (final)	80%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25 (revised)	87%	75%	Above
2023/24 (final)	81%	74%	Close to average
2022/23 (final)	85%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	72%	Above
2024/25 (revised)	85%	72%	Above
2023/24 (final)	89%	72%	Above
2022/23 (final)	90%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	73%	Above
2024/25 (revised)	94%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	90%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	46%	Above
2024/25 (revised)	64%	47%	Above
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average
2024/25 (revised)	73%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	59%	Above
2024/25 (revised)	82%	59%	Above
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	60%	Above
2024/25 (revised)	91%	61%	Above
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	68%	-4 pp
2024/25 (revised)	64%	69%	-6 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-11 pp
2024/25 (revised)	73%	81%	-8 pp
2023/24 (final)	50%	80%	-30 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	78%	0 pp
2024/25 (revised)	82%	78%	4 pp
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	80%	-2 pp
2024/25 (revised)	91%	81%	10 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.1%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.8%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.3%	13.3%	Below
2023/24 (3 term)	6.8%	14.6%	Below
2022/23 (3 term)	10.3%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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