

St Cuthbert's Catholic Primary School

URN: 149459

Catholic Schools Inspectorate report on behalf of the Diocesan Administrator of Arundel & Brighton

29 January 2026 – 30 January 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education RE

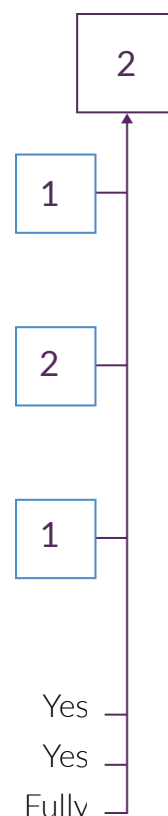
Collective worship (p.7)

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

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

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

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



What the school does well

- The school has a welcoming and strong sense of community where all are loved and valued.
- Pupils are exceptionally happy and confident and are able to make a positive contribution to the school through pupil leadership roles which allow them to feel that their views are important.
- Pupils' behaviour in lessons and around school is excellent. They are actively engaged in religious education lessons and can confidently articulate their knowledge from previous lessons.
- Pupils are fully engaged in prayer and liturgy experiences which lead to meaningful participation. They are able to express how these experiences shape who they are and how they can make a difference in the world.
- The school has strong links with the parish and the wider community which enhances the pupils' experience of faith.

What the school needs to improve

- To provide independent learning opportunities which support pupils to demonstrate effectively what they are able to articulate in their religious education lessons.
- To plan opportunities in EYFS and Key Stage 1 religious education lessons which ensure pupils have creative and varied opportunities to present their learning of scripture and Church teaching.
- To ensure that, through targeted coaching and formation for staff, the high-quality prayer opportunities led by very skilled practitioners are used effectively to strengthen and consistently raise the standard of prayer experiences for all pupils.

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

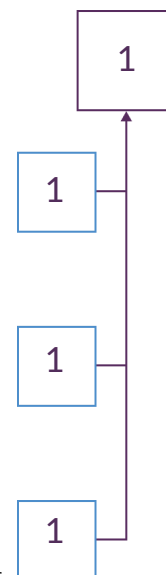
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils at St Cuthbert's Catholic Primary School understand and wholeheartedly embrace the Catholic identity and mission of their school. They are proud to be 'living and learning in faith' and speak confidently about Jesus as a role model whose example shapes how they treat others. Pupils explain that the Gospel values of faith, hope, trust and love are not simply words but attitudes they are called to live out 'to create a better world and community.' This understanding is evident in their actions. Pupils take on a wide range of leadership roles, including prayer leaders, eco-warriors and peer mediators, and speak with maturity about how these responsibilities help them grow in virtue and become positive role models. Their consistently exemplary behaviour and the respect they show towards others demonstrate the deep impact of the school's mission on their daily life. This is linked to their golden rule to 'treat others as they want to be treated'. Pupils have a well-developed understanding of Catholic social teaching and articulate clearly why supporting those in need matters. They are actively involved in initiatives serving local, national and global communities, particularly those experiencing poverty, and recognise their responsibility to contribute to the common good. Encounters with other faith communities, including visits to places of worship and contributions from parents, help pupils develop a deep sense of respect for those with other faiths.

Christ is at the centre of St Cuthbert's Catholic Primary School, creating a strong sense of belonging that is recognised and valued by the whole community. Parents describe a 'strong

culture of welcome' and appreciate the many opportunities to engage with the school's Catholic life. Staff foster warm, respectful relationships rooted in Gospel values, ensuring that every pupil feels known and valued. Pastoral care is a clear priority and has a significant impact: pupils are happy, confident and able to flourish. The learning environment visibly reflects the Catholic ethos and provides thoughtful spaces that support pupils to grow in faith. Chaplaincy provision is a particular strength, offering meaningful opportunities for both pupils and staff to deepen their spiritual and moral development. Relationships and Sex Education (RSE) and health education fully meets diocesan requirements and goes beyond what is expected, enabling it to be delivered in a sensitive and supportive way so pupils can speak confidently and appropriately about their learning.

Leaders and governors are deeply committed to the Catholic life and mission of the school and articulate their responsibilities with clarity and sincerity. The headteacher and senior leaders are inspirational witnesses to the Gospel and lead with integrity and compassion. Strong partnerships with the diocese and the local parish enrich the school's Catholic life and support ongoing development. Staff, including those new to the school, feel well supported and valued, reflecting the culture of care modelled by leaders. Parents describe a thriving partnership with the school, praising the support provided for pupils' spiritual development. One parent commented that when dealing with a bereavement, the school 'wrapped their arms around' her, showing kindness through faith, while another noted that pupils 'grow to become beacons of God's Word.' Governors share the school's ambitious vision for faith development and provide effective challenge and support. They ensure that Catholic values and social teaching are fully embedded across the curriculum. Through their leadership, the mission of the Church is not simply promoted but genuinely lived and experienced by the whole community.

Religious education

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

Religious education key judgement grade

Pupil outcomes

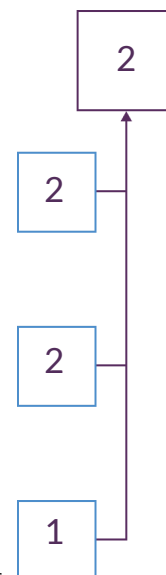
How well pupils achieve and enjoy their learning in religious education

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 at St Cuthbert's Catholic Primary School are developing strong knowledge and understanding in religious education. Lessons are carefully structured to include key vocabulary and revisit prior learning, ensuring pupils are confident to build on what they already know. Questions are skilfully used to deepen understanding, and pupils can confidently answer these. For example, a Key Stage 2 pupil explained that a parable is 'a story Jesus told to show what it means to be in the kingdom of God.' Orally, pupils demonstrate strong religious literacy and can make links between their learning in religious education, Catholic social teaching, and their own lives; however, this is not consistently reflected in their written work. Pupils show enthusiasm for their learning across all year groups and clearly enjoy religious education lessons, contributing to consistently high standards of behaviour for learning. They produce good work, generally well presented, but further opportunities to capture pupils' thinking creatively would allow them to demonstrate greater individuality and depth. While creative approaches are evident, pupils would benefit from a wider variety of activities and independent tasks, especially in the younger year groups. Pupils appreciate the calm, reflective environment in religious education lessons, which supports both their spiritual and academic development.

Teachers demonstrate a strong commitment to religious education, reflected in pupils' positive engagement with the subject. Where teachers have secure subject knowledge and confidence, they plan and adapt lessons effectively to meet the needs of pupils, including

those with additional needs. Skilful questioning is often used to check understanding and help pupils make connections in their learning, and this informs future planning. Teachers provide regular opportunities for purposeful reflection, enabling pupils to think deeply and articulate their understanding with growing confidence. Additional adult support is not always used as effectively as it could be to capture pupils' understanding, meaning that written work does not consistently reflect the quality of pupils' verbal responses. Staff value the wider impact of the religious education curriculum on pupils' spiritual and moral development. Teachers engage positively with diocesan training and adapt learning to ensure it is meaningful and relevant to the school community. Marking and feedback follow the school's policy, and while pupils recognise when they have produced good work, they would benefit from more individual guidance from their teachers about how to improve further.

Leaders and governors ensure religious education is given equal prominence to other core subjects and that the school is faithful to the *Religious Education Directory*. The dedicated leader for religious education is inspirational and provides knowledgeable and committed leadership, supporting colleagues effectively across the school. She sets high expectations and a clear vision for religious education and is well supported by the headteacher. The curriculum is carefully planned, with enrichment opportunities, including trips to Wintershall and other places of worship, enhancing pupils' engagement with faith. Catholic social teaching is mapped across the curriculum and is embedded into school life, with pupils understanding that it helps them to know how they 'should live out' their faith. Parents report that pupils' engagement in religious education and Catholic social teaching extends beyond the school day, including environmental initiatives inspired by *Laudato Si*. Leaders have developed a strategic and systematic monitoring programme, including planning scrutiny, learning walks, book-looks and pupil voice, which ensures that assessment is accurate, informs teaching, and supports improvement across all year groups. Links with other local Catholic schools and those within the trust allow for moderation and the sharing of best practice.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

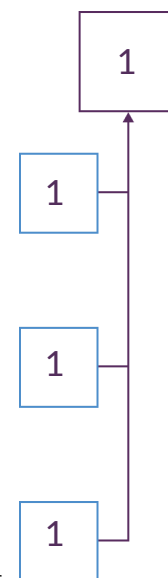
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Prayer and liturgy are central to life at St Cuthbert's Catholic Primary School and are deeply valued by pupils. They engage with reverence and confidence, appreciating opportunities to pray, as one Key Stage 1 pupil simply expressed, 'prayer is special.' Pupils respond enthusiastically to the wide range of experiences offered, including the rosary, Exposition of the Blessed Sacrament, Visio Divina and sung worship, participating with maturity and purpose. In buddy worship, younger pupils are supported by older pupils to read prayers and select meaningful objects for a pupil-led liturgy, demonstrating collaboration and a growing independence. Pupils work alongside skilled staff to plan and lead well-structured acts of worship and evaluate them regularly and thoughtfully, showing a secure understanding of what makes prayer meaningful. They articulate how these experiences shape their attitudes and inspire them to act with kindness and responsibility. 'Go Forth' mission books provide strong evidence of pupils reflecting on and living out Gospel values; for example, a Key Stage 2 pupil said that we should 'be thankful for our life.' Catholic social teaching is woven naturally into prayer and liturgy, deepening pupils' commitment to serving others.

Staff are confident and authentic role models of faith who lead prayer and liturgy with sincerity and reverence. A well-established daily prayer routine is understood by all pupils and staff, ensuring that worship is a natural and consistent part of school life. Opportunities for prayer are carefully planned to reflect the liturgical year, with scripture thoughtfully chosen to deepen pupils' spiritual understanding. Moments of silence are used purposefully, enabling

pupils to reflect on scripture and encounter God in a personal way. Singing is a valued and joyful feature of collective worship; the school's commitment to the Diocesan Schools Singing Programme enhances the quality of liturgy both in school and within the local church community. Families are meaningfully involved in the prayer life of the school through invitations to attend Buddy Masses and through creative initiatives such as pupil-designed prayer bags and prayer leaves for the school prayer tree, which help pupils share faith at home. The school creatively uses the space available, crafting prayer spaces that are used imaginatively and respectfully, providing quiet areas for reflection. A strong partnership with the parish priest further enriches pupils' experience of the Church's liturgical life.

Leaders for prayer and liturgy provide outstanding leadership that inspires both staff and pupils, resulting in worship of a consistently high quality. A clear and coherent plan, mapped through termly and annual cycles linked to the liturgical year, ensures that key celebrations are given appropriate prominence. Carefully developed policies, aligned with the *Prayer and Liturgy Directory*, set clear expectations and support progression in pupils' participation across the school. This work is undertaken collaboratively with the parish priest, school leaders and governors, reflecting a shared commitment to the Church's mission. Formation for staff and leaders is prioritised, and professional development opportunities are valued, resulting in a staff team that understands its collective responsibility for sustaining a vibrant prayer life. Leaders and governors ensure that prayer and liturgy remain a strategic priority, providing high-quality resources that are used effectively throughout the school. Regular evaluation of prayer and liturgy informs ongoing development, ensuring provision remains meaningful and impactful. Leaders' visible involvement in parish life strengthens links between school and church, enriching pupils' experience of belonging to the wider faith community.

Information about the school

Full name of school	St Cuthbert's Catholic Primary School
School unique reference number (URN)	149459
School DfE Number (LAESTAB)	9363439
Full postal address of the school	Bagshot Road, Egham, TW20 0RY
School phone number	01784 434128
Headteacher or Head of School	Alison Rainbow
Chair of Governors	Alice Moore
School Website	www.stcuthberts.surrey.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Xavier
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	5 - 11
Gender of pupils	Mixed
Date of last denominational inspection	06 March 2019
Previous denominational inspection grade	Good

The Inspection Team

Johanna Collyer Lead

Ursula Hargrave

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