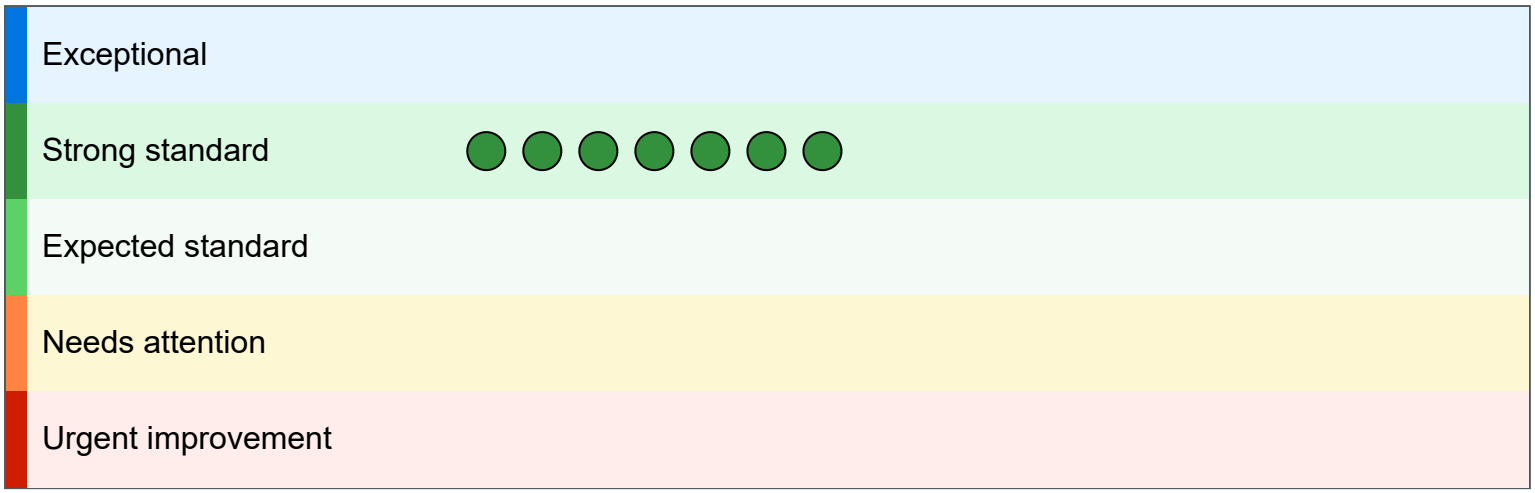
St Cuthbert's Catholic Primary School

Address: Bagshot Road, Englefield Green, Egham, Surrey, TW20 0RY

Unique reference number (URN): 149459

Inspection report: 13 October 2026



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 achieve highly across the school. The school's published key stage 2 outcomes are significantly above national averages over time. This is also true of the Year 4 multiplication check. Pupils are very well prepared for the next stage of their education. Pupils' work across the wider curriculum also reflects these high outcomes. Pupils produce high-quality work. They talk about their learning in detail. Pupils recall key knowledge and use subject-specific vocabulary confidently. Children in the younger years secure the foundations of early reading, writing and mathematics swiftly and successfully.

Pupils with special educational needs and/or disabilities make impressive progress in learning and remembering more from their individual starting points. Staff provide tailored support which reduces pupils' barriers to learning consistently well. This enables these pupils to thrive in their learning and well-being.

Attendance and behaviour

Strong standard

Leaders set clear expectations around attendance and punctuality. This has resulted in a school community where parents and carers value the importance of attending school regularly. Leaders work well with families. They address barriers that may prevent pupils from attending school. Leaders help families establish positive attendance routines. Leaders analyse attendance data robustly. They intervene immediately when a pupil's attendance drops. Attendance is significantly above the national average. This includes for pupils with special educational needs and/or disabilities and those entitled to free school meals.

Pupils behave extremely well, even when no one is looking. Their self-discipline and their understanding of right and wrong is well-developed. They make positive choices and understand the impact of their actions on others. Pupils strive to restore any relationships. They can reflect on better choices when conflict happens. Well-trained pupil peer mediators support younger pupils to resolve any friendship fallouts. Pupils' positive attitudes to learning and diligence shine in lessons. Older pupils are excellent role models. Bullying and the use of derogatory language is extremely rare. Leaders investigate thoroughly if this is suspected. Any pupils who need extra support with their behaviour and emotions receive precise and thoughtful adaptations. This helps them be very successful.

Curriculum and teaching

Strong standard

Leaders have designed a highly ambitious curriculum. They have identified the key knowledge and vocabulary that pupils need to remember over time precisely. Leaders have made careful decisions on this content. Pupils' learning builds exactly on what has come before. Teachers check that pupils know and understand this key knowledge. They identify gaps in understanding skilfully. Teachers use this information to revisit prior learning which strengthens pupils' recall overtime.

The curriculum prioritises the development of language and oracy. Leaders have implemented consistent strategies in lessons that promote purposeful discussion. Pupils

engage in highly effective collaborative talk. As a result, pupils communicate well in lessons with great confidence.

There is a continual drive to improve teaching to be the very best. Leaders at all levels are committed to building on existing strengths. For example, teachers focus well on basic skills in lessons, including the new approach to handwriting. Leaders know they could refine this even further.

Teaching is highly inclusive. Teachers put in place a wide range of targeted adjustments to support pupils with barriers to their learning. These tailored adaptations ensure that pupils engage fully in lessons. Pupils with special educational needs and /or disabilities learn effectively beside their classmates.

Early years

Strong standard

Children flourish in Reception. Expert leadership and teaching practice creates an engaging and purposeful environment. Children learn, play and thrive together.

Leaders have designed an ambitious curriculum. This ensures that children learn the foundations needed for the future, across all areas of learning. Leaders make sure that the curriculum meets the needs of all children. Staff adapt learning well for each changing cohort as well as children's individual needs. Staff understand how young children learn. They ensure that activities and resources support children's next steps in learning consistently well. Children demonstrate positive attitudes. They show great enthusiasm and curiosity in all that they do.

Teachers have detailed knowledge of children's starting points. This means they provide the best possible adaptations, education and care from the very first day of school. As a result, children settle quickly into school life.

Staff are excellent role models of language. They expose children to high-quality interactions effectively and reliably. This strengthens children's communication skills and extends their vocabulary very well. Children gain secure phonics knowledge and learn to read and write swiftly. Outcomes at the end of early years are consistently above national averages.

Inclusion

Strong standard

This is a highly inclusive school. Staff identify pupils' additional needs accurately. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and pupils who were known or previously known to social care. Leaders and staff know pupils and families very well. They work with parents and carers closely, listening to their views. They use expert advice from the trust and external agencies. For example, staff follow occupational therapy programmes to help pupils develop their physical coordination. Leaders provide well-considered training. This has resulted in a staff team who understand pupils' academic, social and emotional needs precisely. This ensures that pupils receive the exact strategies that help reduce barriers to learning and well-being. Leaders work closely with social workers. They support pupils who are known or were previously known to social care very well. Leaders check the impact of their work on pupils' progress rigorously. They adapt provision where needed, swiftly and methodically.

The school uses additional funding for disadvantaged pupils well. They use research and evidence successfully to make sure that the strategies they employ make the most difference. This includes enrichment activities that develop their talents and interests. As a result, disadvantaged pupils flourish.

Leadership and governance

Strong standard

Leaders, together with the trust, have raised expectations in all aspects of the school's work. Leaders at all levels have managed a recent period of change skilfully. Staff fully support leaders' decisions and actions. Leaders have the best interests of pupils at the heart of all their school improvement work. There have been significant successes in improving the curriculum, pupils' achievement and early years provision. Parents and carers speak positively about the school and the developments they have seen.

Staff receive high-quality training, coaching and mentoring. They are very positive about the impact of this on their professional development. Staff enjoy working at the school and feel listened to. They appreciate the collegiate approach and mutual respect that permeates through St Cuthbert's Catholic Primary School. Leaders are supportive of their workload and wellbeing.

Trustees and local governors know the school well. They carry out their duties diligently, providing targeted support and challenge. They meet statutory requirements consistently well. The trust has a highly effective oversight of all aspects of the school's work and provides useful expertise. This empowers staff and helps to sustain the many improvements.

This is a highly successful school. Leaders are committed to continuing this upward trajectory, building on the many strengths to enhance the quality of education even further.

Personal development and wellbeing

Strong standard

Leaders have designed and implemented a comprehensive personal development programme. It is rooted in the school's context, values and commitment to pupils' belonging. Nothing is left to chance in terms of planning for pupils' wellbeing and life beyond the school. Pupils with additional needs benefit from all the school has to offer.

This programme prepares pupils well for life in modern Britain. It gives pupils the skills and knowledge they need to pursue their aspirations. For example, the annual careers week opens the world of possible career options to pupils. They meet professionals from the world of work. This broadens pupils' horizons well. Pupils appreciate the way different people can contribute to society.

Pupil leadership is a strength of the school. Leaders ensure that all pupils, of all ages, learn how to be responsible and serve the school community. For example, the sports crew organise games for younger pupils at social times. Reception children understand the importance of volunteering to help others.

Pastoral support is highly effective. Pupils learn to understand their emotions and manage any worries. They know how to keep themselves physically and mentally fit. For example,

pupils can draw on a range of strategies that keep themselves calm.

Pupils learn how to stay safe in a variety of situations. They understand internet safety rules well. Older pupils know about different types of abuse. Pupils know how to get help if they need it.

The school supports pupils' spiritual, moral, social and cultural development very successfully. Pupils gain an appreciation of their own faith and a wide range of beliefs, cultures and traditions. They enjoy international day and learning about their classmates' heritage and language. Pupils have a deep respect for different perspectives and difference. They have a very secure understanding of fundamental British values.

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

The school's golden rule, 'treat others as you wish to be treated' permeates through all aspects of school life. It shapes the warm relationships between staff and pupils. Every member of the school community is valued and respected. Staff know the pupils extremely well. Pupils are safe and well cared for in this highly inclusive school. As a result, pupils have consistently high rates of attendance. They embrace everything the school has to offer.

Pupil behaviour is excellent. They consistently show impeccable manners. Pupils are polite and respectful to staff, each other and visitors alike. They are thoughtful towards others. Bullying is incredibly rare. Pupils know that staff will deal with any reports of unkind behaviour well.

Pupils strive to uphold the school's 'FAIR' values, such as faith, resilience and initiative in their conduct and interactions. They take great pride in receiving a 'cuddy duck' badge in recognition for demonstrating these values through their actions.

High expectations underpin all aspects of the school's work. Pupils meet the high standards expected of them by school leaders consistently well. They enjoy learning and work hard. This is reflected in achievement by the end of key stage 2 which is significantly higher than national averages. Disadvantaged pupils achieve very well. Pupils with special needs and/or disabilities progress from their starting points successfully.

Leaders value pupils' wellbeing and personal growth as highly as their academic achievement. Pupils benefit from a rich educational visits and extracurricular programme. They develop a sense of generosity and compassion thought charitable giving. For example, pupils made class pledges to reduce water waste in the school while raising money for charity. These activities enhance pupils' wider development, supports their talents and interests, and deepen their knowledge.

Next steps

- Leaders should sustain and build on their existing high-quality work in securing pupils' foundational knowledge and skills, including handwriting, so that pupils' achievement

continues to strengthen across the whole curriculum.

About this inspection

This inspection took place on 13 and 14 October 2026.

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 (CEO), 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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders, other staff members and pupils. They spoke with the CEO and the trusts central team. The lead inspector met with the chair of the Xavier Catholic Education Trust, one further trustee and 2 members from the local governing board, including the chair. An inspector also spoke on the telephone with an officer from the diocese.

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. The last section 48 inspection was in January 2026.

The school does not use any alternative provision.

Headteacher : Alison Rainbow

Lead inspector:
Lea Hannam, His Majesty's Inspector

Team inspectors:
Phil Sherwood, Ofsted Inspector
Sonia Mallick, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

School and pupil context

Total pupils

210
Close to 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: 268

School capacity

210
Below 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)

10.95%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

4.76%
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: 4.1%

Pupils with special educational needs (SEN) support

10.00%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	90%	62%	Above
2023/24		61%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	93%	75%	Above
2023/24		74%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	90%	72%	Above
2023/24		72%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	93%	74%	Above
2023/24		73%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24		46%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24		62%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24		58%	

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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24		59%	

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‘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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24		67%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24		80%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24		78%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24		79%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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
2025/26 (1 term)	2.6%	5.1%	Below
2024/25 (3 term)	3.4%	5.2%	Below
2023/24 (3 term)	3.0%	5.5%	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
2025/26 (1 term)	4.4%	14.4%	Below
2024/25 (3 term)	2.8%	13.0%	Below
2023/24 (3 term)	2.2%	14.6%	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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