

## St Charles Borromeo Catholic Primary School

URN: 143372

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

21 May 2026 – 22 May 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

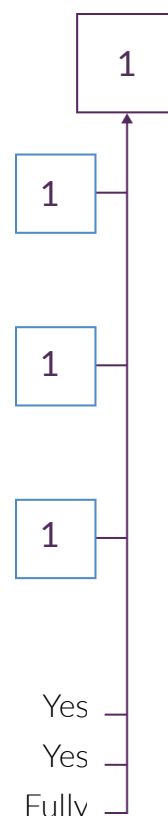
##### Collective worship (p.7)

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



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Yes

Yes

Fully

## What the school does well

- The headteacher and religious education leader are inspirational witnesses to the Gospel; together, they serve and lead the whole community to live out the school's mission.
- Pupils are exceptionally happy and fulfilled as they strive to follow the example of Jesus in their everyday lives.
- Pupils greatly enjoy their learning in religious education and as a consequence make good progress and achieve very well.
- Pupils are deeply engaged by the experiences of prayer and liturgy offered by the school.
- Leaders and staff provide a wide range of high-quality prayer and liturgy experiences for the school community.

## What the school needs to improve

- Ensure that all teachers have a high level of subject and pedagogical knowledge appropriate to the age and abilities of the pupils that they are teaching.
- Provide a wide variety of high-quality resources to ensure all pupils have the opportunity to express their learning effectively.
- Increase pupil involvement in planning and leading a variety of prayer and liturgy experiences alongside adults and each other.

## 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

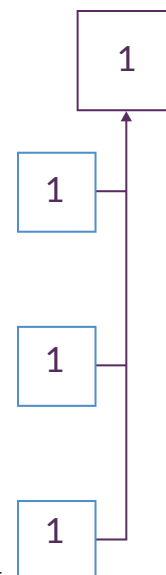
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 are proud ambassadors of St Charles Borromeo School and thoroughly embrace its Catholic life and mission. They know that their mission statement calls them to 'grow in faith by following Jesus,' and can give many examples of how they live this out, including raising money for Mary's Meals and Cafod because it reflects the preferential option for the poor. Pupils demonstrate high levels of self-respect and consideration for others and feel exceptionally safe and happy, relishing the fact that 'this is a small school and we know everyone'; consequently, behaviour is exemplary at all times. This care for others extends to the local and wider community through the work of the Faith Council, whose members organise a whole school vote to select charities to support, including Blue Cross, the local foodbank and the Cafod Big Lent Walk. Pupils enthusiastically undertake a range of chaplaincy roles, including school buddies, school council representatives, digital leaders and members of the Faith in Action group, through which they provide acts of service such as cleaning the church, making prayer cards and serving coffee and cake to parishioners.

The mission statement is a prominent feature of school life, embraced by everyone. Staff enthusiastically set an example of service to pupils by, for example, taking the lead in charity work and taking on ministries with the parish. They foster warm relationships with pupils and each other and are committed to creating a vibrant community in which everyone is valued. One staff member described how this Christ-filled environment means that they 'enjoy coming to school and being part of a team', while pupils simply say that 'our teachers are the best'. Pastoral care is of the highest quality and is rooted in the strong relationships established with all families, especially the most vulnerable; this constant contact and support

is highly valued by parents, one of whom commented, 'The care and support we receive as a family, from the school leadership and staff is outstanding. We are so blessed to be part of this school community.' Within the constraints of the school building, spaces in classrooms and corridors are used well as focal points for prayer, while inspiring displays, posters and artwork provide visible reminders of the school's Catholic life.

Leaders and governors are relentless in their pursuit of a joyful school community with Christ at the centre. The headteacher and religious education leader are passionate witnesses to the Church's mission and together they inspire the whole staff, resulting in a highly motivated and committed team, many of whom have worked there for a long time. All staff are treated with respect and dignity and so feel valued and supported by leaders, with one commenting, 'I absolutely think that all are encouraged to truly live out the mission statement'. Parish links are flourishing and the parish priest is a frequent and welcome visitor to school, supporting staff and meeting pupils. Many staff and pupils also regularly attend Sunday Mass, serving as members of the children's choir and altar servers. School leaders are well supported by governors and the Xavier Catholic Education Trust, who actively evaluate and challenge developments while providing practical support through activities such as fundraising, generating pupil voice and offering advice. Governors have a clear ambition for the school: 'that pupils should have the best education they can and be prepared for life with faith at the centre of all.'

## 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

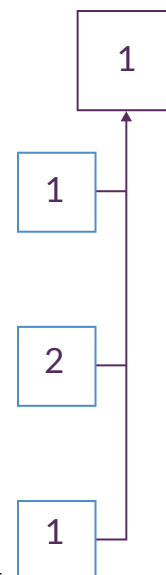
How well pupils achieve and enjoy their learning in religious education

#### 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 enjoy their religious education lessons and approach their learning with interest and enthusiasm. Consequently, they are motivated learners and behaviour in lessons is exemplary. In a Key Stage 2 lesson, for example, pupils worked excitedly in groups to create a representation of the Holy Trinity. Pupils are religiously literate and articulate and can make links between the religious education curriculum and their everyday lives, as seen in a Key Stage 2 lesson where pupils were making links between Jesus' golden rule and exploring which gift of the Holy Spirit would enable them to become a disciple of Jesus. Pupils say they know when they have been successful because their teachers praise and encourage them, and they can explain how their knowledge is improving. As one pupil stated, 'because it is all about God and I try to live out the Gospel in my daily life.' Work is of a high standard and is very well-presented, with a varied range of tasks, including creative opportunities to demonstrate what they have been learning as well as opportunities for sustained writing.

Teachers have good subject knowledge, informed by ongoing training and the excellent support they receive from the subject leader. An embedded approach to retrieval focuses on remembering and recalling prior learning before moving on to new content, enabling pupils to speak about what they are currently learning and how it links to what they had previously learned. While most teachers are skilled at deploying age-appropriate strategies, some teachers' pedagogical knowledge is not as strong, resulting in not all pupils across the school making as good progress as they could. In many classes, effective questioning enables pupils to illustrate what they have learned through specific examples. For example, in a Key Stage 2

lesson, one pupil explained, 'Pope Francis lived simply and what he wrote in *Laudato Si* has inspired us to care for God's creation.' Teachers understand the impact that religious education has on pupils' spiritual and moral development and provide opportunities for pupils to apply their learning to their own experiences. For example, in a Key Stage 1 lesson, pupils identified ways they live out the gifts of the Holy Spirit, with one pupil commenting, 'I show patience when I wait my turn.' To support pupils of different abilities, staff should use a wide variety of high-quality resources to ensure all pupils are given the opportunity to express their learning effectively.

Leaders and governors ensure that religious education is at the very heart of the school. The well planned and imaginative curriculum faithfully reflects the *Religious Education Directory*, and is enhanced by enrichment opportunities including pilgrimages to Arundel and Wintershall, outdoor learning and visits to places of worship. The dedicated subject leader is inspirational, providing knowledgeable and committed leadership. She sets high expectations and promotes a clear vision for religious education, supporting staff through curriculum planning and modelling of effective practice. This has contributed to sustained improvements in the quality of teaching and learning. Staff are highly appreciative of this support, with one staff member commenting that, 'I have been supported, encouraged and enabled to fully engage with the teaching of religious education.' Leaders and governors have developed a strategic and systematic monitoring programme, including learning walks, book looks and pupil voice, which ensures that assessment is accurate, informs teaching, and supports improvement across all year groups. Monitoring has also identified inconsistencies in teaching quality, and leaders, supported by Trust leaders, are taking effective action to address these.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

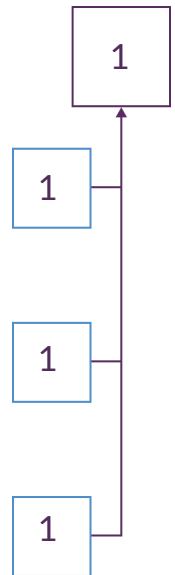
How well pupils participate in and respond to the school's collective worship

#### 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



Pupils participate fully, actively and consciously in prayer and liturgy experiences provided by the school. They demonstrate this on every occasion that they come together, whether in class, in groups or as a whole school in the hall. This is witnessed through their respectful silence on entering a sacred space, in reflective moments and in their confident responses to learned prayers and actions. In guided meditations observed in upper Key Stage 2, pupils were calm and focused on the thought-provoking image and keen to respond in their prayer journals, while in a Key Stage 1 celebration of the Word, pupils reflected on the fruits of the Holy Spirit in reverential silence. Older pupils readily reflect on their experiences of prayer and can explain confidently, how these experiences influence them, explaining that they find meditation 'calming and prayerful' and that 'Jesus taught us all to be kind in the Bible such as in the Good Samaritan, so we need to do the same'. Pupils have a detailed understanding of the Church's year and how it shapes the prayer life of the school, explaining that in Lent they focus on prayer, fasting and almsgiving and that in May and October they honour Our Lady. The school should now consider how they will enable pupils, supported by staff, to be increasingly more involved in preparing and leading aspects of prayer and liturgy.

Prayer is very much at the heart of the school, ever-present and central to gatherings of pupils and staff. There is an excellent breadth and richness of the Catholic tradition of ways of praying, including guided meditation, visio divina and lectio divina. Staff are highly-skilled at leading and modelling how to lead prayer effectively and great care and attention is paid to setting the environment by, for example, preparing beautiful prayer focuses, playing reflective music and lighting candles. Scripture is carefully selected so that all can fully participate and

collective worship always leaves participants with a mission or reflection such as ‘how will you share your gifts of the Holy Spirit with others?’ Relevant staff have thoughtfully planned how to work with families to include them in the prayer life of the school, with such innovations as sending out weekly prayers to families. One parent commented, ‘The school is frequently in contact with us as parents, sharing suggested weekly prayers to come together in prayer as families.’

Leaders have planned the school calendar and timetable carefully to highlight key points of the Church’s year and, as a result, holy days and other significant feasts are celebrated with Mass, prayer or worship. These include stations of the cross in Lent, led by Year 6 pupils, praying the rosary in May and October, the Sacrament of Reconciliation in Advent and Lent and, Mass for the feast day of St Charles Borromeo. Leaders have ensured continuous improvement in prayer and liturgy through appropriate training and support for staff, which has included modelling different ways of praying, discussing and analysing collective worship and jointly making changes where needed. Staff are highly appreciative of this training and recognise the skill and knowledge of leaders in improving their practice. The evaluation of prayer and liturgy is embedded in the school’s monitoring cycle, and the voices of pupils, staff and parents are an integral part of this process, including older pupils interviewing younger pupils for their views. Leaders and governors ensure that prayer and liturgy are prioritised financially and, as a result, the school has a wide range of high-quality resources, including cloths, artefacts, candles and figures for creative scripture retelling.

## Information about the school

Full name of school	St Charles Borromeo Catholic Primary School
School unique reference number (URN)	143372
School DfE Number (LAESTAB)	9363918
Full postal address of the school	Portmore Way, Weybridge, KT13 8JD
School phone number	01932 842617
Headteacher or Head of School	Gemma Willcox
Chair of Governors	Christopher Gaines
School Website	<a href="http://www.stcharlesb.surrey.sch.uk">www.stcharlesb.surrey.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Xavier
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	19 March 2019
Previous denominational inspection grade	Outstanding

## The Inspection Team

Michael Lobo 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