



# St Agatha's Catholic Primary School

URN: 137856

Catholic Schools Inspectorate report on behalf of the Archbishop of Southwark

02–03 October 2025

## 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

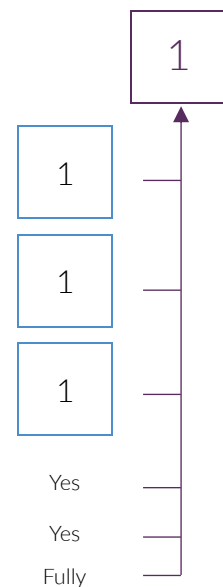
#### Collective worship (p.7)

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



## Compliance statement

- The school is fully compliant with the general norms or religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of the diocesan Bishop.
- All areas for improvement outlined in the previous inspection have been addressed in full.

## What the school does well

- The whole school community, including parents and carers, live 'Faith in Action' in all they do.
- Excellent pupils' engagement in all lessons shows their great interest and passion for learning in religious education.
- Prayer is totally integral in supporting pupils in their spiritual journey.
- Catholic leadership at all levels is highly effective.
- Pastoral care for pupils, staff and families is outstanding.

## What the school needs to improve

- Create opportunities for pupils to demonstrate their individual creativity in learning.
- Use further training opportunities for teachers to model and share outstanding expertise.

## 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

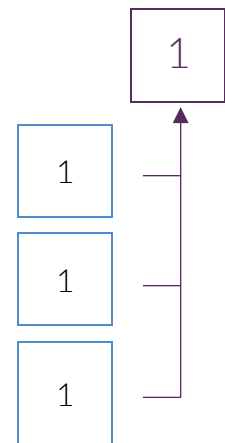
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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



St Agatha's is an exceptionally caring, safe and nurturing environment, where every child feels valued and has a strong sense of belonging. Pupils understand they are fully part of this loving and genuinely happy Catholic family. Life at St Agatha's School is centred on their Catholic faith, in which they proclaim and live out Gospel values such as love, peace and justice. This is exemplified by excellent behaviour and attitudes of pupils and the profound mutual respect across all members of the community. One pupil said, 'In our school we treat everybody as we would treat Jesus in actions not just words.' The Mini Vinnies and school council representatives are excellent role models for all pupils. Pupils feel valued and are confident in contributing to the community's caring and loving ethos. They show understanding of Catholic social teaching with their responses to those in need locally, nationally and globally, an example of which is the Cafod Lent walk and harvest collections for the homeless. Through whole school eco initiatives pupils understand and can explain their duty to respect and care for God's creation. A strong sense of family embodies the school with strong relationships at the heart.

'Learning together in God's love' lies at the heart of everything the school does. It is known and lived throughout the school, evidenced by all staff and pupils who fully embrace the school's Catholic mission to serve. Profound pastoral care for pupils and each other, is a significant strength and makes St Agatha's a genuinely Catholic school. It is complemented by the phrase, 'What we are is God's gift to us. What we become is our gift to God.' A teacher said, 'We have faith in action so that our children know they are made in the image of God and feel a sense of belonging.' The commitment to disadvantaged pupils is clearly evident in the strong and sensitive support in the sensory room and the Nest provision. This ensures the most vulnerable pupils are included in school life and learning, giving them confidence to discuss how they have developed as a result. The school's Catholic identity is evident throughout, including the warm welcome offered to the wider community and any visitors.

The provision for relationships, sex and health education is very well planned in promoting a holistic vision of the human person. It meets diocesan requirements and is rooted in Church teaching.

Leaders and governors are highly effective in exercising their duty as guardians of the Catholic life and mission of the school. They fully embrace their role and ensure Christ is explicitly at the heart of daily life. As a result, St Agatha's is a family in which people know they are valued. Staff appreciate the support they receive and for the opportunities to grow spiritually. They acknowledge that their well-being is greatly cared for. Governors are active within the school community and fully participate in the Catholic life of the school. They have an excellent grasp of the school's strengths by being active in the school and through monthly visits of the link governor. They have accurately identified areas for development. The headteacher and senior leaders are excellent role models and are motivated and enthusiastic about the spiritual journey that the school is on. The impact of this leadership is evident across the school with staff and pupils mirroring the outstanding examples that have been given to them. The school has excellent relationships with the priests and the wider parish community. The link governor, who is a parishioner, described the school as 'our little gem'.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

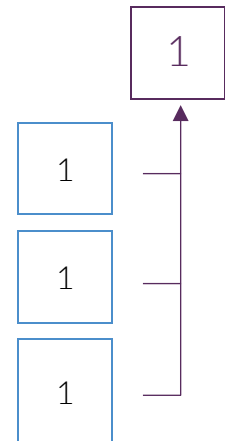
How well pupils achieve and enjoy their learning in religious education

#### 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 respond positively to religious education lessons. They enjoy them because teachers make learning fun and know teachers want them to do well and will always help them. This engenders an atmosphere in which pupils are always striving to learn. Pupils settle to work quickly and create a positive environment. This is further evidenced by outstanding behaviour and high level of engagement throughout lessons. Written work, both formal and in the reflection books and nursery journals, further reflects the pride pupils have in their learning. Pupils respond well to regular rewards such as house points, stars and extra play. Consistently high-quality work and oracy skills in lessons, across all ages, show pupils have a good grasp of religious literacy through the focus on Catholic social teaching. However, the school knows there is scope for allowing pupils to showcase their individuality and creativity in learning. Progress and attainment in religious education are above that in reading and writing. School data, based on tracking and monitoring of progress, show that from their starting points, most pupils, including pupils with special educational needs and/disabilities, achieve and make progress that is at least good, with evidence of some pupils achieving above age-related expectations.

Teachers are very confident teaching religious education because of their excellent subject knowledge and well developed, inspiring methods that engage and challenge pupils. Teachers know pupils which means they deliver effectively planned learning and ensure all pupils are challenged appropriately. A new pupil noted that, 'in this school, religious education has a greater depth.' The challenge to learn motivates all pupils to want to be the very best they can be. Key scriptural language is used and understood by most pupils. For example, the use of key words in learning about Moses and the Exodus, typifies the developing understanding pupils have of key concepts. In another class, there was excellent recall of the Creation story. This was developed to help pupils show they understood how people are ruining creation and what we should do about it. This was an excellent example of Faith in Action, a permanent feature of all lessons. Other adults in the room play a sensitive and significant

part in supporting those who may find difficulty in learning. Assessment across the school is firmly embedded which ensures accurate decisions for planning further learning. Pupils can articulate how well they are doing and respond well to teachers' comments and guidance.

Leaders and governors have a coherent vision for outstanding teaching and learning in religious education. They understand the strategic role it plays in the formation of a pupil's faith. Consequently, religious education is central to the life of the school both in the classroom and its positive impact on pupils' lives. Governors and the headteacher work very effectively with each other. This reflects their shared commitment to consistently improving the quality of teaching and learning. There is regular dialogue between them that ensures strengths and areas for development are addressed promptly and strategically, for example with succession planning in religious education. The link governor and headteacher meet monthly or more and are ensuring the *Religious Education Directory* is both in place and understood by teachers. With school leaders, the headteacher monitors the work of the religious education department through regular lesson observations, the scrutiny of exercise books and rigorous tracking of students' progress. Teachers express their appreciation of the support they receive from the headteacher and senior leaders. Induction of new staff is very effective as evidenced by the excellent learning relationships all teachers have with each other and with pupils in lessons.

## 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

1

#### Leadership

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

1

1

The manner in which pupils pray together and respond meaningfully shows genuine commitment to prayer and liturgy across the school community. They are reverent and attentive and love to participate whether serving at Mass, preparing the prayer focus, reading, or singing. Pupils know the value of prayer and why it is important in their lives. They understand that there are many ways of praying and different prayers they can say that help them live their faith. Pupils say they enjoy opportunities to pray as individuals and as a school, for example saying the rosary in October. Pupils also participate joyfully as seen in the high-quality, beautiful communal singing. Class assemblies, including one for parents, characterised the reverential manner in which pupils pray. The Mini Vinnies, for example, led a decade of the rosary in their coffee morning for parishioners and local clergy. The devotion of pupils to prayer was further acknowledged by priests. Pupils demonstrate this through the quality of prayerful silence and their strong response to prayer. They use the garden regularly as part of their worship. The parish priest confirmed the active lead pupils play in the weekly parish mass and how they do so with reverence.

The provision of a wide range of religious experiences for prayer and liturgy reflects the strong Catholic character of this faith-filled, praying community. The programme of carefully planned prayer opportunities allows for the spiritual development and prayer life of each child and helps them to develop their relationship with God. There is a deep sense of respect for those of other faiths because it is a school totally inclusive of all pupils. The daily pattern of prayer ensures pupils are given opportunities to add their own intentions to formal prayer, for example the prayer box in each room. Chaplaincy provision is enhanced by very strong links with the parish and the strong spiritual support from the local clergy. It means Mass and liturgies are celebrated both in school and in the parish church. Parents and parishioners attend Mass and participate and celebrate their faith as a school family. Parents appreciate the openness with which they are welcomed to prayer and liturgy. A parent said, 'The school also works closely with the parish to support and encourage participation in the First

Holy Communion programme.' There are also whole school Masses held each term which parents are invited to attend.

Leaders and governors demonstrate a deep understanding of their role in ensuring the school is a prayerful, worshipping family. It is evident in the centrality of the wide range of varied daily experiences of prayer in school, the parish church and in moments of reflection. This has led to the school's deep understanding of, and living out, what Pope Francis described as 'not the prayer of words; but the prayer of the heart.' The provision of prayer and liturgy is appropriate and covers all key moments in the Church's liturgical year. Senior leaders are models of good practice to staff and pupils in all aspects of creating a prayerful space and experience. The headteacher is an inspirational leader and is passionately committed to the spiritual development of each person. Her tangible support for staff and resources confirms her understanding goes beyond public rhetoric. Senior leaders are inspiring models of exemplary practice to other staff and pupils. This is warmly appreciated by staff. The comprehensive policy is a lived reflection that prayer and liturgy help people become 'reflective, can experience the presence of God and develop a mature spiritual life'.

## Information about the school

Full name of school	St Agatha's Catholic Primary School
School unique reference number (URN)	137856
School DfE Number (LAESTAB)	3143503
Full postal address of the school	St Agatha's Drive, Kingston Upon Thames, Surrey, KT2 5TY
School phone number	02085463879
Headteacher	Elizabeth Cahill
Chair of governors	Oliver Kunc
School Website	<a href="http://www.stagathas.school">http://www.stagathas.school</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Christ The Redeemer Catholic Education Trust
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	13 September 2019
Previous denominational inspection grade	1

## The inspection team

Damian Fox  
Benedicta Ajala

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