

St Clement's Catholic Primary School

URN: 151481

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

29 April 2026 – 30 April 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

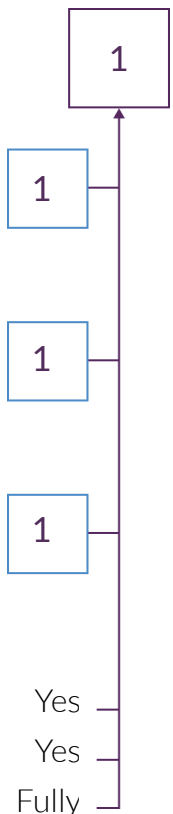
**Collective worship (p.7)**

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

- St Clement's flourishes as a family community faithful to its mission statement of 'Growing Together in Faith, Love and Learning'.
- Pupils are deeply cared for and nurtured resulting in excellent behaviour for learning.
- Leaders' high expectations in religious education and the effective use of the high quality 'Day by Day' resources lead to well-presented workbooks and strong progress in pupils' theological and scriptural knowledge.
- Pupils have ample opportunities to become confident and articulate leaders who actively contribute to the Catholic life of the school through roles such as worship leaders, wellbeing ambassadors and school council members.
- Staff are approachable, supportive of each other and form a positive relationship with parents.

## What the school needs to improve

- Develop prayerful silence and encourage pupils' engagement in communal singing during whole school collective worship.
- Create opportunities for pupils to raise and discuss their own questions in religious education lessons.
- Develop the confidence and expertise of additional relevant staff in leading collective worship.

## 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

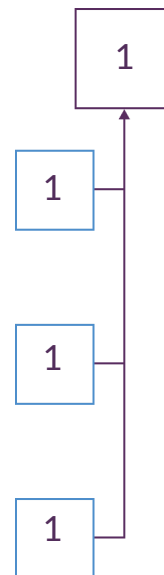
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 of St Clement's understand and embrace the distinctive Catholic identity and mission of the school. Their active participation as worship leaders significantly enhances the Catholic life and mission of the school. Pupils from Years 4 to 6, who serve as worship leaders understand the importance of their role in supporting younger pupils in the faith life of the school while developing their own spirituality. A parent, stated, 'my son has started believing in God again since coming to the school, now he wants to do his first Holy Communion... joining St Clement's has been a game changer for his spiritual development.' Pupils have a clear understanding that the commitment to following Jesus' teachings as expressed in the Gospels requires action. As a result, they flourish as they embrace and seek opportunities to serve as wellbeing ambassadors and school councillors. As one of the pupil worship leaders said, 'Here in St Clement's you are invited to follow Jesus.' Pupils actively support vulnerable families and local charities, including the Epsom and Ewell foodbank, through fundraising and acts of service. They care for the elderly through their regular visits to Priory Court care home. Through these experiences, pupils develop a deeper understanding of Catholic social teaching and the responsibility to serve others.

The mission statement, 'Growing Together in Faith, Love and Learning' is a clear and inspiring expression of the educational mission of the Church and is evident across the school and parish community. The school is a nurturing and supportive community committed to creating a Christ-centred learning environment in which pupils are enabled to believe, achieve, and thrive as confident lifelong learners. All staff embrace the mission statement and readily contribute and participate in activities which reflect the life and mission of the school

and the service it offers to the community. Staff are approachable, valuing all without exception and acknowledging Christ's presence in everyone. They support one another and demonstrate commitment to pupils and families through their presence at Holy Communion celebrations across the six parishes represented within the school community. A willingness to serve others creates a strong culture of hospitality and a real community spirit which is welcoming and open to all faiths. A parent expressed that, 'The school provides a wonderful opportunity for parents and children alike to explore their Catholic faith.' The school's commitment to educate the whole person helps pupils to discern their unique vocation; as a result, some pupils choose to deepen their sacramental faith.

The passionate and committed headteacher, supported by senior leaders and governors has a clear vision, 'to develop pupils who are confident about their faith, show respect for others and are good stewards,' and 'for pupils to have a deep understanding of scripture and prayer.' Leaders and governors can clearly articulate the Church's mission in education. They are enthusiastic in their response to diocesan policies and initiatives. They uphold the principle that parents are the first educators of their children and fully support and empower them in meeting the demands of this vocation. A parent stated, 'I am so impressed with the way religious principles and moral values are upheld at St Clement's and how they enrich the education and experience of the children. St Clement's is a very special school, and I am so proud to be part of its community.' In collaboration with the Xavier Catholic Education Trust, leaders provide an effective induction programme for new staff which enables them to participate fully in the Catholic life and mission of the school. Leaders and governors monitor and self-evaluate regularly to identify and prioritise strategic actions to ensure the very best outcomes for all pupils.

## 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

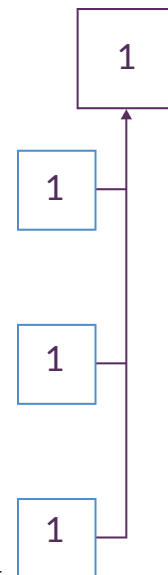
How well pupils achieve and enjoy their learning in religious education

#### 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 learning in religious education and are developing excellent knowledge and understanding in line with the requirements of the *Religious Education Directory*. They can speak fluently and confidently about what they have learned using key concepts and subject-specific vocabulary. They demonstrate high levels of religious literacy and readily make links with scripture. For example, in a lesson on the sacrament of Confirmation, a pupil explained that 'Confirmation is like a personal Pentecost,' making thoughtful links with how the coming of the Holy Spirit changed the lives of the apostles. Work in religious education books is of a consistently high standard demonstrating that pupils take pride in their work. They are able to make links between what they have learned and real-life faith experiences. For example, in a lesson on the apostles and Mary after the resurrection, pupils produced thoughtful prayer cards asking for Mary's intercession for various needs. Pupils' written prayers demonstrate thoughtful reflection and an emerging understanding of intercession, compassion and care for others. Pupils are actively engaged in lessons, listening attentively and responding reflectively to the 'I wonder...' questions. Pupils do not yet consistently raise their own questions or discuss these independently with peers.

The school uses the diocesan-approved '*Day By Day*' programme across all year groups. As a result, teachers demonstrate high levels of confidence in their subject knowledge, enabling pupils to make progress in their theological and scriptural knowledge and understanding. Teachers' commitment to high quality planning, using artefacts, artwork, effective video clips and drama, maximises pupils' engagement and makes learning accessible to all. Teachers use

skilful questioning to retrieve previous learning and deepen pupils' understanding of the topic. Reflective questions observed in lessons enable pupils to make links with their learning and apply this to the world around them. The in-depth use of scripture and excellent video resources motivate pupils to want to know more. A parent expressed that, 'My child comes home and wants to read more Bible stories.' Teachers communicate their high expectations for religious education effectively in lessons and in feedback in pupils' books. As a result, behaviour for learning is exemplary and pupils produce work of a high standard in a variety of creative forms. Staff demonstrate their understanding of the impact of religious education on the moral and spiritual development of pupils. Relationships between staff and pupils are respectful, trusting and supportive. The parish priest recognises the strong culture of lived faith that permeates religious education across the school.

Leaders and governors are committed to securing regular, high-quality professional development in religious education for all practitioners, ensuring that the *Religious Education Directory* is taught faithfully through the diocesan-approved 'Day By Day' programme. Religious education has full parity with other subjects in timetable and funding. The inspiring religious education leader is outward-looking, provides training, moderates standards and works collaboratively with the Xavier Catholic Education Trust and the deanery to share good practice. Staff value the professional development provided in religious education and apply this effectively to their practice. Leaders ensure that religious education is thoughtfully planned to meet the needs of different groups of pupils, including those with special educational needs and/or disabilities. The religious education link governor is a visible presence in the school. She works alongside the religious education leader in monitoring and evaluating the quality of provision. A clear commitment to curriculum enrichment is evident through visits to places of worship which enhance pupils' learning and engagement. For example, pupils' visit to Westminster Cathedral enabled them to appreciate and understand the symbolism and imagery found in the Cathedral.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

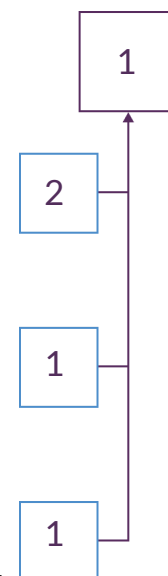
How well pupils participate in and respond to the school's collective worship

#### 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



St Clement's pupils work well with teachers and peers to prepare and lead class prayers and liturgy. They undertake liturgical ministries willingly as readers, altar servers and prayer leaders. For example, pupil worship leaders run lunchtime prayer groups during Lent and Advent and lead rosary clubs in October and May. A parent expressed that running the rosary club is something her child looks forward to because 'she takes it all with the utmost seriousness.' Pupils respond well to the high-quality experiences of prayer and liturgy provided by the school. Pupils have capacity to make links between different pieces of scripture and their everyday life. They can confidently reflect on their experience of prayer and liturgy. A pupil explained that taking part in prayer and liturgy 'helps people to believe in God, ... it helps us to grow in our faith.' During a celebration of the word on the Year of St Francis, pupils gathered in silence and listened attentively as some pupils proclaimed scripture, led prayers and responded to the Canticle of St. Francis. A group of pupils accompanied the singing during the celebration by playing ukuleles. Pupils are attentive and respond well to prayer opportunities; however, participation in communal singing is less developed.

The centrality of prayer and liturgy in the life of St Clement's is evident in the daily and weekly practice in the school. Opportunities for reflection and silence are regularly created during prayer and liturgy, and pupils respond with respect and reverence. Leaders have planned the school calendar and timetable carefully to ensure that opportunities to celebrate the Eucharist are regularly offered to the school community, particularly at key times in the liturgical year and at significant moments within the life of the school. All Holy Days of

Obligation and other significant days, such as feast day of St Clement and the crowning of Mary are prioritised within the school calendar. Parents and parishioners are invited to join these celebrations. The parish priest is very supportive of the prayer and liturgical life of the school, willingly coming into school to celebrate Mass. He is supported by other diocesan priests in offering the Sacrament of Reconciliation during Advent and Lent. A parent expressed that her child talks with delight about the priest's regular visits to the school. She stated, 'This is a lovely way to strengthen the links between school and parish.'

The school's policy on prayer and liturgy is carefully formulated, and the annual plan of provision demonstrates careful scheduling of a wide range of appropriate events for the liturgical year. However, systems to ensure progressive development of pupils' prayer and liturgy leadership skills across the school are not yet fully embedded. Leaders have a thorough understanding of a wide range of ways of praying that are part of the Catholic tradition. Leaders and governors ensure provision for prayer and liturgy is prioritised when setting budgets and allocating resources, such as time, staffing and facilities. As a result of effective professional development, staff understand the importance of the prayer life of the school; one member of staff acknowledged that 'opportunities for prayer at this school are wonderful.' The religious education link governor is actively involved in promoting and monitoring prayer and liturgy. The religious education leader regularly monitors acts of worship and provides effective feedback to staff. The headteacher and the religious education leader are models of excellent practice, leading prayer and liturgy with enthusiasm and inspiring engagement. The confidence and expertise of additional relevant staff in leading collective worship should now be developed.

## Information about the school

Full name of school	St Clement's Catholic Primary School
School unique reference number (URN)	151481
School DfE Number (LAESTAB)	9363470
Full postal address of the school	St Clement's Catholic Primary School, Fennells Mead, Epsom, KT17 1TX
School phone number	020 8393 8789
Headteacher or Head of School	Irma Chappell
Chair of Governors	Michelle Barreiro Tuke
School Website	<a href="http://www.stclements.surrey.sch.uk">www.stclements.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	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	23 May 2019
Previous denominational inspection grade	Outstanding

## The Inspection Team

Rufina Ebenebe Lead

Louise White

## 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