



# St Swithun Wells' Catholic Primary School

URN: 102421

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

22–23 May 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

1

#### Religious education (p.5)

The quality of curriculum religious education

1

#### Collective worship (p.7)

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

1

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

Yes

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

Yes

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

Fully

1

## Compliance statement

- The school is fully compliant with the general norms for 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 diocesan inspection have been addressed in full.

## What the school does well

- The school environment joyfully and creatively celebrates its Catholic ethos, leaving no doubt that this is a vibrant and faith-filled Catholic community.
- Behaviour is excellent, and pupils speak confidently about their learning, demonstrating deep reflection whilst clearly articulating how their religious education influences their daily lives.
- School leaders provide exceptional support to the entire school community, fostering strong, collaborative relationships and a culture of mutual care, trust and professional respect.
- Links with the parish are exemplary and deeply enriching; pupils have a strong understanding of the role of the parish in their faith journey and community life.
- Pupils are confident and well-equipped to use prayer as a meaningful and practical tool in their lives.

## What the school needs to improve

- Ensure all pupils have the clarity and language to confidently articulate how the school's values and Catholic social teaching shape their daily lives.
- Ensure more able pupils benefit from prioritising the most demanding elements of tasks as the main focus of their learning.

## 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 speak with warmth and pride about St Swithun Wells' Catholic Primary School's identity and mission, sharing its unique story with confidence and joy. They say the school helps them grow closer to God and feel valued. Pupils are proud of their efforts to design and create a prayer garden dedicated to St Swithun. They understand they are made in the image and likeness of God, and this gives them a strong sense of self-worth, happiness, and belonging. Inspired by the Gospel, Catholic social teaching, and the life of St Swithun, pupils actively seek to grow in virtue, care for others, and protect our common home. They take the lead in social action, locally, nationally and globally. Pupils can give examples from scripture that clearly explain the faith that drives them. The school has worked to build strong foundations in its mission, 'Where the love of God is always present'. This is linked to its values and Catholic social teaching. Pupils do not always have the clarity and language to confidently articulate how Catholic social teaching is represented in the curriculum and shapes their daily lives. Pupils' respect for others, of all faiths and none, is evident in their kind, thoughtful behaviour and how they articulate their understanding of the wider community. They eagerly participate in the many leadership roles offered, for example, school chaplains, Minnie Vinnies and Eco Warriors and recognise how these roles help them build confidence speaking to adults about their work.

The work staff have undertaken to link their school values with their mission has had real impact. Staff are fully committed to this mission, embedding it across the curriculum and wider school experience. There is a sense of belonging and staff feel valued and supported. Relationships throughout the school are warm, respectful, and Christ-centred, creating a strong sense of welcome and mutual care. There is a genuine commitment to inclusivity, with particular attention given to those who are most vulnerable and to families from diverse cultural and faith backgrounds. One parent explained, 'This school lives its values daily and is a shining example of what a Catholic school should be.' Another commented, 'In our family's experience, the ethos and staff at St Swithun Wells' embed Catholic teaching and values at the heart of everything they

do.' The school environment is beautiful, the displays in the communal areas are of high quality and reflect Catholic values with dignity and care. The relationships, sex and health education curriculum is carefully designed to reflect Church teaching and a holistic understanding of the human person. In every way, this is a school where the mission is thriving, and the community is flourishing as a result.

Leaders promote a sense of community and lead by example. They are passionate and ambitious in their commitment to the school's Catholic life and mission, making it a clear priority for school improvement. Governors are actively involved in evaluating Catholic life and mission, with effective systems in place to gather the views of pupils, staff, and parents. This enables them to offer both challenge and support in a balanced way. Their high level of expertise and commitment make them a driving force in strengthening the school's Catholic character. The school's self-evaluation is thorough, honest, and clearly focused on its mission, leading to well-planned and creative improvements developed in collaboration with key partners. Leaders model best practice, and as a result, staff benefit from regular, engaging professional development that deepens their understanding. New staff are welcomed and inspired through a purposeful induction programme that supports active participation in the Catholic life of the school.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

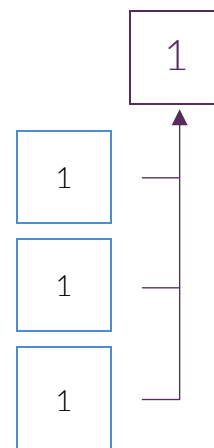
How well pupils achieve and enjoy their learning in religious education

#### 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 at the school are achieving well in religious education, developing excellent knowledge, understanding and skills in line with the expectations of the *Religious Education Directory*. They make consistently strong progress across all year groups, including disadvantaged pupils and those with special educational needs and disabilities, by knowing more, remembering more, and doing more. Pupils are religiously literate and deeply engaged, confidently reflecting spiritually and thinking ethically and theologically. A Key Stage 1 pupil reflected on how religious education lessons can be challenging initially but that the teacher helps them really understand. Pupils speak with fluency and confidence about their learning, using key vocabulary and concepts. They ask thoughtful, challenging questions that reveal both curiosity and a desire to go deeper. Lessons are marked by high levels of enthusiasm, interest, and outstanding behaviour. Pupils produce work of a consistently high standard, presented with care and creativity, and they motivate one another by modelling excellence. They are reflective learners who understand their progress and can clearly articulate what they need to do to improve. Attainment in religious education is strong.

Teachers bring a high level of confidence and subject expertise to their religious education teaching. Their deep commitment and high expectations are clearly communicated, inspiring pupils to engage fully and aim high. Lessons are thoughtfully planned, using current assessment and an understanding of individual needs to both consolidate and extend learning. In Early Years, teachers plan a wide range of engaging activities to consolidate learning, and adults engage purposefully with pupils. As a result, they develop a strong religious vocabulary. Effort is warmly celebrated, creating a motivating environment where pupils feel valued and supported. Feedback is clear and specific, helping pupils understand exactly how to move forward in their learning. Pupils in a Key Stage 2 lesson demonstrated excellent recall of prior knowledge when discussing the Nicene Creed. The school provides appropriate challenge, and to deepen learning further, more able pupils would benefit from prioritising the most demanding elements of tasks as the focus of their key learning. Teachers also recognise the

profound role religious education plays in pupils' moral and spiritual development, creating space for meaningful reflection and thoughtful discussion. Pupils are given rich opportunities to express their learning in a variety of creative and accessible ways, and high-quality resources are used thoughtfully to ensure every pupil thrives.

Leaders and governors ensure the curriculum is a faithful and creative expression of the *Directory*. They provide full parity with other core subjects in terms of time, resources, staffing and expectations, ensuring that religious education is valued across all areas of school life. High-quality professional development is prioritised, supporting staff in both subject knowledge and pedagogy. The subject leader for religious education, working collaboratively with the headteacher, has a clear and inspiring vision, and deep expertise, impacting on the quality of teaching and learning. Her work is recognised not only within the school but across the wider diocese. The curriculum is carefully planned to be sequential and ambitious, tailored to meet the needs of all pupils and thoughtfully designed to build on prior learning at every phase. Leaders work to ensure lessons are engaging and enriching, with excellent links to the wider community and external agencies that bring the subject to life. Pupils consider how they use scripture today, demonstrating the ability to reflect deeply. A staff member commented, 'Senior leaders are extremely supportive and are always there to support us personally and professionally.'

## 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

Pupils are deeply engaged in the school's rich and varied experiences of prayer and liturgy, participating fully and consciously with genuine reverence and enthusiasm. During the May procession and class celebrations of the word pupils experienced prayerful silences, thoughtful responses and joyful communal singing. Pupils have a strong age-appropriate understanding of the many ways of praying within the Catholic tradition. They pray the Examen, Lectio Divina and the rosary. Scripture is used regularly as a foundation for prayer and silent reflection. Pupils also show a clear grasp of the liturgical year and understand how it shapes the school's prayer life. They were keen to proudly explain how they wrote liturgies and made prayer bags that are used by families during Lent and Advent. Pupils reflect thoughtfully on their prayer and liturgy experiences, evaluate them with maturity, and show a clear understanding of how to develop these further. Pupils can articulate how prayer and liturgy connect to both their learning and the wider life of the school, speaking with insight about how these moments have helped shape their sense of self, their view of the world, and their desire to make a positive difference.

Prayer and liturgy are clearly at the heart of the school's daily life, woven naturally into the rhythm of each day and evident across all gatherings of pupils, staff and leaders. Whether in moments of celebration or sorrow, prayer is thoughtfully planned and meaningfully experienced, reflecting the richness of the Catholic tradition. There is a well-planned balance between the familiar structure of daily prayer and more creative, innovative expressions that fully engage participants. Scripture is carefully selected to align with the liturgical season and sits at the centre of each celebration, helping all to participate deeply and meaningfully. Staff, including senior leaders, lead by example, modelling inspiring practice and guiding pupils with skill and sensitivity in planning and leading prayer and liturgy. Prayer spaces, both in classrooms and dedicated areas, are lovingly cared for and offer a peaceful, welcoming environment for reflection. The school also fosters strong links with families and the local parish, working in partnership to support pupils' prayer lives and strengthen their participation in the wider Church. The parish priest is a welcome and much valued visitor; pupils value his input and in

Early Years Foundation Stage they use photos of his work in Church to support their learning. The overall result is a deeply prayerful school community where everyone is invited and supported to encounter God in a meaningful way.

Leaders and governors at the school show a deep and thoughtful commitment to ensuring that prayer and liturgy are central to school life. The school's policy on prayer and liturgy is well-crafted, regularly reviewed, and used consistently by staff as a practical and accessible guide. Class saints are carefully chosen to represent and celebrate the various ethnicities that make up St Swithun Wells' community. There is a clear strategy in place to nurture pupils' participation in prayer and liturgy as they progress through the school, and this is reflected in their growing confidence and engagement. The calendar is carefully planned to prioritise the Eucharist, key liturgical celebrations and important moments in school life, ensuring all members of the community have regular opportunities to take part. High-quality professional development in liturgical formation is a top priority, empowering staff with the knowledge and confidence to lead prayer and liturgy with skill and sensitivity. The subject leader supports pupils and staff to lead prayer and liturgy, resulting in high-quality, relevant experiences that truly resonate. Provision is well-resourced and thoughtfully evaluated, with the voices of pupils and stakeholders playing a valued role in shaping ongoing improvement. The Sacrament of Reconciliation is also incorporated at significant times, such as Lent and Advent.



## Information about the school

|  |   |
|--|---|
| Full name of school                            | St Swithun Wells' Catholic Primary School   |
| School unique reference number (URN)           | 102421  |
| School DfE Number (LAESTAB)                    | 3123400   |
| Full postal address of the school              | St Swithun Wells Catholic Primary School, Hunters Hill,<br>South Ruislip, Ruislip, HA4 9HS              |
| School phone number                            | 01895808194   |
| Headteacher                                    | Kristy Davis  |
| Chair of governors                             | Ita King  |
| School Website                                 | <a href="http://www.st-swithunwells.hillingdon.sch.uk">http://www.st-swithunwells.hillingdon.sch.uk</a> |
| Trusteeship                                    | Diocesan  |
| Multi-academy trust or company (if applicable) | N/A   |
| Phase  | Primary   |
| Type of school                                 | Voluntary Aided School  |
| Admissions policy                              | Non-selective   |
| Age-range of pupils                            | 3-11  |
| Gender of pupils                               | Mixed   |
| Date of last denominational inspection         | June 2018   |
| Previous denominational inspection grade       | Good  |

## The inspection team

Evelyn Ward  
Jennifer O'Prey

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 |