



St Alban's Catholic Primary School

Address: Beauchamp Road, KT8 2PG

Unique reference number (URN): 143366

Inspection report: 13 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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 very well at this school. This prepares them exceptionally well for their next stages of education. Pupils' high achievement in the core subjects is reflected strongly in the outcomes of national assessments, which are consistently and significantly above national averages. This includes the Year 1 phonics screening check, the Year 4 multiplication tables check and end of key stage 2 assessments.

Pupils also acquire detailed knowledge and skills across the wider curriculum. Their work is consistently of high quality, for example, in their learning about settlements in Year 3 history and inheritance in Year 6 science. Pupils recall their learning with confidence and use subject-specific vocabulary accurately. Leaders track pupils' progress closely and act swiftly when gaps in learning emerge. Well-targeted support ensures that all groups of pupils, including disadvantaged pupils, make strong progress from their individual starting points.

Attendance and behaviour

Strong standard ●

Attendance at the school is consistently above the national average for all groups of pupils. Attendance has returned to pre-pandemic levels, and very few pupils are persistently absent. Leaders take highly effective action to promote and sustain positive attendance. They monitor absence closely, analyse patterns for different groups of pupils and act swiftly when concerns arise. Leaders work closely with families and external agencies to provide timely, practical support where needed.

Behaviour across the school is exemplary and supports pupils to learn extremely well. Pupils are consistently polite and considerate towards staff and each other. They show respect and cooperate well in lessons and during social times. Pupils follow established routines calmly, such as lining up in the playground and taking responsibility for keeping classrooms tidy. Pupils are curious, engaged and take pride in their learning.

Leaders take a proactive and preventative approach to teaching behaviour and safeguarding through the curriculum. Pupils feel safe because staff create a calm, orderly and supportive environment in which pupils thrive. Although extremely rare, any incidents of discrimination or bullying are immediately and effectively dealt with. Leaders monitor behaviour carefully and respond quickly and effectively when incidents occur.

Inclusion

Strong standard ●

Inclusion is at the heart of the school's work. Leaders demonstrate unwavering determination to ensure that all pupils achieve well. Staff identify pupils' needs swiftly and accurately, enabling leaders to remove barriers to learning and participation in wider school life. Staff benefit from well-targeted professional development, which equips them to meet pupils' specific needs effectively. Leaders systematically track the progress of all pupils who receive additional support and use this information sharply to evaluate provision and plan next steps. Consequently, pupils who need additional help, including those with special

educational needs and/or disabilities thrive. They achieve well academically and develop the skills to flourish in their wider personal development.

Leaders foster purposeful and trusting relationships with parents and carers, ensuring that pupils feel well supported throughout their time in school. Staff work closely with external professionals to secure timely specialist advice where needed. Transitions are a notable strength. Whether pupils are joining the school, moving between year groups or preparing for the next stage of education, they feel confident and well supported. Leaders manage additional funding, including the pupil premium, with care and precision. This enhances both academic outcomes and wider experiences for eligible pupils, promoting equity of opportunity for all.

Leadership and governance

Strong standard ●

Leaders have consistently high expectations for all pupils. Decisions across all aspects of the school's work are sharply focused on pupils' best interests. Leaders' self-evaluation is highly effective and draws on a wide range of evidence. As a result, leaders have a precise and well-informed understanding of the school's strengths and areas for development. This insight enables them to identify clear, coherent and well-sequenced priorities for improvement. Professional learning is strategically aligned to these priorities and, where appropriate, is tailored to individual needs. Consequently, staff at all stages of their careers continually strengthen their subject knowledge and refine their teaching practice.

The trust is highly influential in driving improvement. They provide robust and effective quality assurance. Trustees and local governors share leaders' high ambitions for pupils and provide well-informed, purposeful challenge alongside appropriate support. Governance is strong with a clear focus on triangulation. Governors use multiple sources of evidence to validate leaders' evaluations and hold them rigorously to account.

Leaders place a high regard and sustained emphasis on staff wellbeing. Staff consistently report that leaders are approachable and actively mindful of workload. Leaders routinely seek staff feedback to evaluate the impact of their actions, which helps staff to feel valued, trusted and supported. Parents and carers are highly positive about the school's work. They typically comment favourably on the school's strong academic focus, alongside the rich range of opportunities available to pupils.

Personal development and wellbeing

Strong standard ●

Pupils benefit from a rich, carefully planned range of opportunities that strongly support their personal development and wellbeing. The personal, social, health and economic curriculum is comprehensive, coherently sequenced and consistently implemented across the school. It includes age-appropriate teaching about safety, behaviour, consent and equality. As a result, pupils develop a detailed and secure understanding of these areas and can make clear links to their own experiences.

Younger pupils recall detailed knowledge about wider themes, such as the importance of the Fairtrade initiative. Older pupils speak confidently about fundamental British values and explain how these are lived out in school, for example, through democratic processes such

as voting for house captains. Pupils across the school know how to keep themselves safe in the real world and online. For instance, they understand the risks of sharing personal information when playing online games. Through lessons and assemblies, pupils learn about equality and tolerance, celebrating diversity and respecting different faiths. Pupils' comment that 'we are all different and we are all welcome' reflects the school's strong and embedded inclusive ethos.

The school's personal development provision is designed thoughtfully to support all pupils, including those who are disadvantaged. Leaders provide clear and structured opportunities for pupils to develop confidence and social skills. Participation in enrichment activities is meticulously tracked, enabling leaders to ensure that disadvantaged pupils access trips, clubs and leadership roles. Where barriers are identified, leaders take decisive action to remove them so that all pupils can benefit fully from what the school offers.

Leaders identify pupils who require additional pastoral support through a clear and purposeful strategy. Interventions that support pupils to manage their emotions are carefully tracked and reviewed. Leaders work proactively to remove barriers and reduce any stigma associated with accessing support. This is reflected in pupils' highly developed understanding of the importance of seeking help when they need it.

Expected standard

Curriculum and teaching

Expected standard 

The curriculum is ambitious, broad and balanced. It is carefully sequenced from the early years so pupils build knowledge step by step as they move through the school. Leaders closely monitor the curriculum and how it is taught. This helps them make informed decisions that lead to improvement, such as recent work to strengthen writing.

Leaders prioritise the development of key knowledge and skills. Reading is taught rigorously, and leaders carry out regular checks to ensure that pupils who fall behind receive timely support to catch up quickly. Generally, teachers have secure subject knowledge. The curriculum supports pupils to develop and apply a wide and ambitious vocabulary across subjects. Staff use concrete resources and manipulatives effectively to support pupils' learning, particularly in mathematics, helping pupils to deepen their understanding of key concepts. Teachers adapt lessons well to meet pupils' needs. This particularly supports pupils who face barriers in their learning, for example pupils with special educational needs and/ or disabilities.

Teachers explain new learning clearly and check pupils' understanding routinely throughout lessons. They use precise questioning and consistently link new learning to prior knowledge, which helps pupils to remember and apply what they know. However, in the early stages of handwriting, staff do not always correct pupils' errors in letter and number formation. As a result, some pupils continue to form letters and numbers inaccurately.

The curriculum is carefully planned and coherently sequenced. Staff use questioning effectively to spark curiosity, check understanding and introduce key vocabulary.

Well-established language routines support children to develop confidence in speaking and listening. Staff use consistent strategies to engage children and extend their vocabulary across all areas of learning. It provides a rich environment for the development of language and early number. Key vocabulary is explicitly identified for each area of learning to ensure consistency in adults' interactions and children's learning. For example, staff and children confidently use agreed vocabulary during activities at the water table.

Reading is prioritised from the start. Phonics teaching in Reception is secure and delivered with high expectations for all children. Regular checks ensure that children learn letter sounds accurately and begin to read and write with confidence. Mathematics is taught through well-planned lessons that promote discussion and reasoning and make effective use of manipulatives, supporting children to develop a secure understanding of number and early mathematical concepts.

Children's personal, social and emotional development is supported well. They feel safe, learn to manage risks and make healthy choices. Calm spaces and sensory areas help children regulate their emotions and prepare effectively for learning. Leaders work closely with parents, sharing timely and meaningful information. As a result, children leave Reception well prepared for Year 1, supported by robust transition arrangements.

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

A strong sense of belonging underpins life at St Alban's. Pupils feel safe and apply the school rules of 'ready, respectful, safe' in their everyday interactions. Events such as a recent 'belonging week' provide memorable and meaningful opportunities for pupils to celebrate individuality and respect difference. Behaviour is consistently calm, respectful and kind. Pupils cooperate well and engage positively with one another. They enjoy their lunchtimes in the well-organised and purposeful zones. They use the running track and visit the wildlife garden, which is a place for learning and quiet thought. House lunchtimes bring children from across the school together, strengthening relationships between different year groups and contributing to the school's inclusive culture.

Leadership opportunities, including roles as house captains and wellbeing ambassadors, enable pupils to make a meaningful contribution to school life. The 'Green Team' promotes environmental responsibility through litter picking and safe travel initiatives. Pupils value and appreciate the wide range of sporting opportunities available. A significant number of pupils represent the school in local sporting fixtures, which helps to build confidence, teamwork and resilience.

Pupils are highly enthusiastic about their learning. They recall detailed knowledge securely from across the curriculum. These positive attitudes to learning are evident from the early years onwards. Children concentrate well during focused activities and sustain interest when exploring the well-resourced environment. Pupils throughout the school develop strategies to help them learn and understand that support is a normal part of learning. Pupils appreciate the resources available in class for them to use to help their work. They also learn about healthy study habits, including limiting screen time. Trips and visitors enrich the curriculum and leave lasting impressions. For example, specialist workshops enhance learning about engineering and how to stay safe online. Pupils' consistently high attendance at the school means that they can make the most of the rich range of opportunities the school provides.

Next steps

- Leaders should ensure that staff consistently check pupils' number and letter formation with precision, particularly in the early stages of handwriting, and take prompt action to correct any errors.
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About this inspection

This school is part of the Xavier Catholic Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, James Kibble, and overseen by a board of trustees, chaired by Mirek Glinecki.

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, other school leaders, the chief executive officer and director of local primary education of the trust. Inspectors spoke with members of the local academy committee and a trustee during the inspection. Inspectors also spoke to a representative of the Diocese and spoke with pupils, staff, parents and carers.

The inspectors confirmed the following information about the school:

This school is registered as having a Catholic religious character. The last section 48 inspection was carried out in March 2022.

The school uses no alternative provision.

Headteacher: Emma Daly

Lead inspector:

Katie Hancock, His Majesty's Inspector

Team inspectors:

Mineza Maher, Ofsted Inspector

Kate Owbridge, Ofsted Inspector

Andrew Foster, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

415

Above 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: 272

School capacity

420

Above 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)

4.82%

Well below average

What does this mean?

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

National average: 26.3%

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

2.17%

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: 3.5%

Pupils with special educational needs (SEN) support

8.43%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs 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	89%	61%	Above
2024/25	83%	62%	Above
2023/24	93%	61%	Above

Year	This school	National average	Compared with national average
2022/23	90%	60%	Above

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	95%	74%	Above
2024/25	95%	75%	Above
2023/24	100%	74%	Above
2022/23	90%	73%	Above

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	91%	72%	Above
2024/25	85%	72%	Above
2023/24	93%	72%	Above
2022/23	96%	71%	Above

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	95%	73%	Above
2024/25	92%	74%	Above
2023/24	97%	73%	Above
2022/23	98%	73%	Above

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	67%	46%	Above
2024/25	S	47%	S
2023/24	S	46%	S
2022/23	S	44%	S

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	80%	62%	Above
2024/25	S	63%	S

Year	This school	National average	Compared with national average
2023/24	S	62%	S
2022/23	S	60%	S

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	67%	59%	Above
2024/25	S	59%	S
2023/24	S	58%	S
2022/23	S	58%	S

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	80%	60%	Above
2024/25	S	61%	S
2023/24	S	59%	S
2022/23	S	59%	S

'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	67%	68%	-1 pp
2024/25	S	69%	S
2023/24	S	67%	S
2022/23	S	66%	S

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	80%	80%	0 pp
2024/25	S	81%	S
2023/24	S	80%	S
2022/23	S	78%	S

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	67%	78%	-11 pp
2024/25	S	78%	S
2023/24	S	78%	S
2022/23	S	77%	S

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	80%	80%	0 pp
2024/25	S	81%	S
2023/24	S	79%	S
2022/23	S	79%	S

'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
2024/25 (2 terms)	3.5%	5.2%	Below
2023/24	3.9%	5.5%	Below
2022/23	3.9%	5.9%	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
2024/25 (2 terms)	4.1%	13.3%	Below
2023/24	6.7%	14.6%	Below
2022/23	4.2%	16.2%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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