

## St Dunstan's Catholic Primary School

URN: 125238

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

22 April 2026 – 23 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

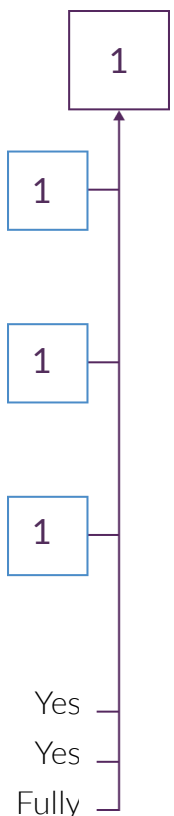
##### Collective worship (p.7)

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 Dunstan's is a school which authentically lives out its mission of 'Faith, Love and Excellence.'
- Pastoral care is of a very high quality ensuring that all pupils are happy, confident and secure.
- Links between the parish, families and the school are exceptionally strong supporting pupils' experience of the school's Catholic life and mission.
- Leaders' and governors' self-evaluation of religious education is rigorous and effective.
- There is a wide range of engaging and creative prayer and liturgy experiences of the breadth and richness of the Catholic tradition.

## What the school needs to improve

- Ensure that pupils have access to a wider variety of independent and creative tasks for religious education.
- Improve teachers' skill and ability to use deeper questioning techniques in religious education to enable pupils to extend their thinking.
- Through coaching and staff training, ensure all relevant staff are models of exemplary practice in prayer and liturgy.

## 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 at St Dunstan's thoroughly embrace the school's distinctive Catholic identity and are immensely proud to live out the ethos of 'Faith, Love and Excellence'. They show a keen appreciation for their patron, St Dunstan, and look forward to celebrating his feast day every May. They know that the school community is rooted in Gospel values, where care for one another is instinctive and compassion extends beyond the school gates. Pupils show exemplary behaviour and consistently demonstrate respect for one another; one pupil explains that 'Jesus taught us to love our neighbour and so we should be kind and caring to others.' Pupils understand the principles of Catholic social teaching and actively live these out by raising money for CAFOD, the local foodbank and Mary's Meals, as well as undertaking roles such as Playground Angels, Faith Ambassadors and members of the Eco-Committee. They know that their school is special and unique as it is a Catholic school and can articulate this in such ways as learning about God in other subjects, knowing lots of different prayers and keeping their books beautiful for God. Because of the nurturing and faith-filled environment created by staff, pupils feel happy, secure and valued.

Staff truly embrace the school's mission and use it to guide their decisions and actions every day. They are exemplary role models for pupils and build strong relationships, evident in the warm welcome extended to all within the school community and beyond. One staff member explains that they 'put pupils at the heart of everything they do.' As Christ is consciously at the heart of the school, there is an authentic sense of care for everyone which leads to a powerful sense of community, described by many pupils and staff as 'a second family.' The school environment is attractive and clearly reflects the school's Catholic identity and mission,

offering vibrant and well-cared for displays as well as spaces for nurture and prayer, such as the St Francis Woodland and the Marian Grotto. The pastoral care and nurture for pupils and their families is exceptionally strong, exemplified by regular coffee mornings for parents of pupils with special educational needs and/disabilities and the ongoing support given to young carers. Parents are unanimously and overwhelmingly supportive of the school; one parent comments, 'St Dunstan's is a wonderful school community with Catholic ethos at the heart of everything they do.'

Leaders and governors are unwavering in their commitment to their school's Catholic life and mission, resulting in a genuine commitment to all the families they serve. Staff say the headteacher promotes a clear vision of living out Gospel values and encourages the whole community to consistently ask themselves, 'what would Jesus do?' Leaders are highly committed to the personal and professional development and wellbeing of all staff and as a result, staff retention is extremely high. Staff who are new to the school are given a comprehensive programme of support and induction into the Catholic life of the school. Leaders work diligently to maintain excellent links with the parish and the school benefits greatly from the support of the parish priest and chaplains, who are regular and welcome visitors. The school also puts itself at the service of the parish by offering the use of the school site for parish events and supporting spiritual and social events such as parish fairs. Governors are highly ambitious and aspirational for the school and its mission and show dedication to supporting and challenging leaders so that the school continues to improve. They are highly organised and ensure that the school's self-evaluation is effective and leads to continual improvement.

## 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

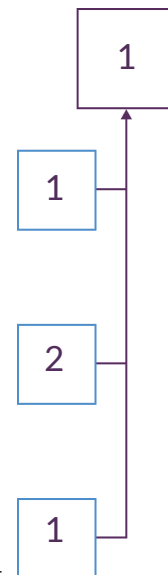
How well pupils achieve and enjoy their learning in religious education

#### 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 demonstrate excellent knowledge and understanding in religious education. They make very good progress by knowing more and remembering more, supported by lessons that meticulously revisit prior learning and embed key vocabulary. This allows pupils to articulate theological concepts with remarkable confidence. For example, a Key Stage 1 pupil accurately explains how the Holy Spirit empowered Peter to speak different languages to 'tell people about Jesus.' and a Key Stage 2 pupil notes how their writing improves through the deliberate use of topic-specific terminology. Pupils are adept at making meaningful links between scripture and their own lives. Following a study on Peter's denial, a Key Stage 2 pupil reflects on the importance of forgiveness, stating, 'just as St Peter said these things that he didn't mean... we should forgive them like Jesus did.' Pupils take pride in their work; consequently, their books are well-presented and of high quality. They are clear about how teachers help them to improve their work and explain how they use purple pens in response to feedback. To further enhance these outcomes, the school should provide a wider variety of creative and independent tasks, allowing pupils to take greater agency and demonstrate their understanding through more diverse, self-directed activities.

Teachers demonstrate a strong commitment to religious education, underpinned by secure subject knowledge and a clear focus to meet the needs of all pupils. Planning is adapted to support pupils with special educational needs and/or disabilities, notably through the consistent use of Widgets across all year groups to enhance accessibility. In the strongest examples, teachers provide frameworks that allow for pupil choice; for instance, a Key Stage 1

lesson on Pentecost uses prompts regarding the disciples' emotions, enabling pupils to select how best to demonstrate their understanding. Staff value the curriculum's impact on spiritual development and engage positively with diocesan training to ensure learning remains meaningful and relevant to the community. Effective questioning is used to gauge understanding, such as in an upper Key Stage 2 lesson, where 'build on' techniques were employed to deepen classroom discourse. Teachers use questioning to identify what pupils have learned and where they may need further explanation or coverage. However, questioning is less effective in extending pupils' thinking and enabling them to make deeper connections across the curriculum. Opportunities for purposeful reflection are not yet consistently embedded, which limits pupils' ability to articulate their understanding with growing confidence and restricts teachers' ability to adapt explanations and tasks in real time.

Leaders and governors ensure that religious education is held in high regard, maintaining equal prominence with other core subjects and remaining faithful to the *Religious Education Directory*. The new subject leaders are effectively supported by senior leaders and together they have communicated a clear vision of the subject to the whole staff. By attending all diocesan training and prioritising the subject in terms of time, training and resources, they have fostered a culture of continuous improvement. Consequently, staff feel empowered and inspired to deliver a high-quality curriculum that meets the needs of all pupils. Teachers new to the school benefit from an ongoing programme of structured support including coaching and guidance. Leadership is characterised by a rigorous, systematic monitoring programme. Through regular planning scrutiny, learning walks, and pupil voice, leaders ensure that assessment accurately informs teaching. This proactive approach is strengthened by collaboration with the deanery and diocese, facilitating moderation activities and the sharing of best practice. Governors provide both challenge and support in their oversight of religious education. Their commitment is evidenced by regular visits and learning walks leading to detailed written reports and strategic discussions at governing body meetings.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

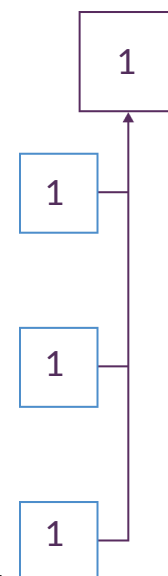
How well pupils participate in and respond to the school's collective worship

#### 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 at St Dunstan's readily embrace varied opportunities to participate in prayer and liturgy. All pupils recognise that the lighting of a candle and the phrase 'let the light of Jesus shine in our hearts' are signals for the start of worship. They respond with reverence to a diverse range of spiritual experiences, for example, the guided meditation observed in lower Key Stage 2, where pupils were impressively still while responding to the scripture through drawing. Similarly, in Early Years Foundation Stage, even the youngest children were able to respond to the reflective question, 'where have you seen Jesus walking alongside you today?' Pupils take age-appropriate roles in worship, with older pupils reading prayers and reflections and younger pupils preparing the prayer focus. Key Stage 2 pupils take leadership roles through becoming Faith Ambassadors, whereby they prepare and lead collective worship, support with prayer tables and displays and generally act as role models to other pupils. Pupils articulately link the liturgical year to school life, such as recognising the significance of the Rosary in May and reconciliation in Lent and knowing that the liturgical colours reflect the Church's season. Prayer journals highlight the impact of prayer on pupils, capturing their responses to everyday worship opportunities.

Prayer and liturgy are central to the life of the school and there is a rich and varied programme of prayer, such as Lectio Divina, Visio Divina, Stations of the Cross, Marian liturgies and opportunities for spontaneous prayer, ensuring pupils experience the traditions of the Catholic faith. At the heart of every celebration is well-chosen Scripture, which is carefully selected to align with the liturgical season and reflects the needs of all participants. A key element is the Sunday gospel which is introduced at the start of the week and revisited in

class and year group prayer. For example, inspectors observed the Road to Emmaus passage being focused on in several different ways. Relevant staff have successfully planned how to involve families in the prayer life of the school, with such initiatives as prayer bags and joint pupil and parent prayer sessions. One parent commented, 'We love the little devotions the school invites all of us parents and children to take part in, like the Marian devotions.' Music and art are used appropriately within worship, and the school choir sings to an extremely high standard to enhance liturgical celebrations. The school should now consider how to further improve opportunities for spiritual growth in acts of worship.

Leaders and governors place the highest priority on the school's prayer life, carefully planning the liturgical calendar to ensure the whole community regularly celebrates the Eucharist and significant feasts, such as St Dunstan's Day, Harvest, Epiphany and Remembrance. The prayer and liturgy leader together with the headteacher provide skilled and knowledgeable leadership with a deep commitment to the liturgical formation of all staff. High quality professional development includes opportunities for coaching, modelling and guidance for all staff, with one staff member volunteering that leaders are 'inspirational in sharing their knowledge.' Leaders and governors have ensured that excellent resources are available to enrich the school's prayer life, for example, age-appropriate artefacts, bibles, small world props for scripture retelling, items for all prayer areas and the development of spaces such as the Marian grotto and the Oratory to encourage prayer. The school's self-evaluation cycle is well structured and rigorous which leads to clear and concise targets in the action plan. Leaders should now ensure that all relevant staff develop a shared knowledge and understanding of how to lead consistently high-quality acts of worship that deeply engage all participants, ensuring excellence across the whole school.

## Information about the school

Full name of school	St Dunstan's Catholic Primary School
School unique reference number (URN)	125238
School DfE Number (LAESTAB)	9363920
Full postal address of the school	Onslow Crescent, Woking, GU22 7AX
School phone number	01483 715190
Headteacher or Head of School	Georgina Morganti
Chair of Governors	Brian McKendry
School Website	<a href="http://www.stdunstans.surrey.sch.uk">www.stdunstans.surrey.sch.uk</a>
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	20 June 2019
Previous denominational inspection grade	Outstanding

## The Inspection Team

Michael Lobo Lead

Ursula Hargrave

James Kilmartin

## 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