

Servite RC Primary School

Address: 252 Fulham Road, London, SW10 9NA

Unique reference number (URN): 100500

Inspection report: 3 February 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.

Exceptional ●

Achievement

Exceptional ●

Pupils achieve exceptionally well across the curriculum. In national tests, pupils perform consistently better than the national average in reading, writing and mathematics. Reading is a particular strength. Children quickly acquire the sounds that they need to become skilful readers. Those who begin with weaker reading skills also make rapid progress. This is because staff teach reading systematically and provide pupils with targeted support. Pupils learn to read with confidence.

Disadvantaged pupils achieve extremely well. Their outcomes are often above those of non-disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities make excellent progress from their starting points.

Across all subjects, pupils build their knowledge very securely. Their high-quality work shows very secure development in their knowledge and skills over time. For example, pupils apply grammar, punctuation and vocabulary with increasing accuracy whenever they write. The school's rich and ambitious curriculum, delivered consistently well by staff, has a transformative impact on pupils' achievement. Pupils leave this school extremely well prepared for the next stage of their education.

Strong standard ●

Curriculum and teaching

Strong standard ●

Leaders have constructed a curriculum that is ambitious and clearly sequenced. This helps pupils to develop the knowledge and skills they need. Staff teach the curriculum consistently well across the school. They explain new ideas clearly, check understanding often and support pupils to articulate their learning with confidence.

Teachers help pupils build a secure body of knowledge over time, for example by recapping and revisiting important concepts before introducing new content. In English, pupils learn how to write fluently because they are taught spelling, handwriting and composition in a highly structured way. In mathematics, staff break learning into manageable parts and use clear modelling to help pupils understand important concepts. Staff also use practical resources effectively to strengthen pupils' understanding. The school places a strong emphasis on pupils' spoken language. Pupils enjoy reading often.

Leaders make sure that all pupils can access the full curriculum. Staff adapt their teaching, when necessary, so that pupils with special educational needs and/or disabilities or disadvantaged pupils learn successfully alongside their peers. Support staff work closely with teachers to provide the right help, especially to the most vulnerable pupils. Staff share a clear focus on helping all pupils to secure the essential knowledge they need for their next steps.

Early years

Strong standard 

Children in the early years receive a warm and nurturing start to school. Staff greet every child individually each morning. This helps children to feel secure and ready to learn. Clear routines and calm, well-organised spaces mean that children settle quickly and develop their confidence.

The early years curriculum is planned carefully and taught with purpose. Staff prioritise early reading, language and mathematical development. They model language skilfully and use daily interactions to extend children's vocabulary. Staff check children's understanding often and adapt teaching when needed.

Leaders have a strong understanding of how to prepare children for Year 1. They make sure that the curriculum builds children's knowledge in clear steps. Staff receive useful training, including weekly coaching sessions, so that they can support children well. Children with special educational needs and/or disabilities benefit from carefully planned support so that they can access the same rich learning experiences as their peers.

Outdoor learning is purposeful and well designed. Children develop their physical strength, balance and coordination through climbing, digging and imaginative play. Staff ensure that these activities are safe, while teaching children to manage risks. Across the provision, children show curiosity, independence and joy in learning. Children's work is valued and celebrated. This helps them to be proud of their achievements and to feel like they belong.

Inclusion

Strong standard 

Leaders understand the different barriers that may hinder pupils' learning. They act quickly to identify any changes in a pupil's needs. Leaders work very closely with families to provide support that is shaped around each pupil's circumstances.

Leaders use pupil premium funding thoughtfully to remove any obstacles that prevent disadvantaged pupils from being successful. For example, the careful deployment of the school-based social worker means that families of these pupils get the right help. This work is making a very positive difference to the attendance, confidence and engagement of disadvantaged pupils.

Pupils with special educational needs and/or disabilities benefit from very effective support. Staff are well trained and diligent in spotting these pupils' needs. Leaders respond quickly, drawing on specialist advice when needed. They make well-judged adjustments so that pupils with medical, physical or sensory needs can learn safely and successfully alongside their peers. Close links with health services and local teams provide pupils with complex needs with well-coordinated support.

Leaders often review the impact of any support to make sure that it remains suitable. They adjust their plans when necessary. Because of this, pupils who are vulnerable take part fully in lessons, enrichment activities and wider opportunities. Across the school, these pupils feel included, valued and understood.

Leadership and governance

Strong standard 

Leaders provide a clear strategic vision for the school. They know the pupils, their families and the community well, and they use this understanding to guide decision-making. Staff describe leaders as supportive, visible and approachable. This creates a culture where everyone works together towards a common purpose. Leaders act in the best interests of pupils and make thoughtful choices about how to keep improving the provision. Well-planned professional development is linked closely to the school's priorities. Staff receive regular training and coaching, which strengthens consistency in the classroom. Leaders make sure that staff have the time and support needed to develop their expertise. This contributes to the school's positive and collaborative culture.

Leaders monitor all aspects of the school's work with rigour. They identify issues early and act quickly to address them. Their strong focus on inclusion ensures that pupils with a wide range of needs receive timely and effective support.

Communication across the school is well organised. Staff feel informed and confident in their roles. Leaders are thoughtful about staff workload and wellbeing, and staff appreciate this. Strong practice is shared very effectively across schools in the partnership so that each setting benefits from this collaboration.

Governors play an active and effective role in the school's work. They bring relevant expertise, understand the context well and visit often to gather first-hand insight. They provide leaders with appropriate challenge and support and understand their responsibilities, including for safeguarding. Governors are clear about leaders' priorities and share their ambitions for the school.

Personal development and wellbeing

Strong standard 

The school places pupils' personal development at the heart of its work. Pupils develop confidence, resilience and a strong sense of belonging. They take on meaningful roles, for example as councillors, monitors, prefects and house captains. They explain clearly how these responsibilities help them to support others, contribute to decision-making and make the school a better place. These opportunities strengthen pupils' leadership skills and help them understand how to play a positive part in the school community.

Pupils know that staff listen to them and respond quickly if they have worries. They value the use of worry boxes, trusted adults and pupil-led circle time. These routines help pupils feel cared for and valued. They learn to treat everyone with respect and understand the importance of kindness.

The school offers a rich range of experiences that broaden pupils' understanding of the world. Pupils take part in cultural events, charity activities, sports competitions and celebrations, such as 'international week'. These opportunities deepen pupils' appreciation of different cultures and traditions. They talk confidently about respect, difference and the importance of inclusion.

Teaching helps pupils learn how to stay safe, manage risks and make healthy choices. Pupils develop a strong understanding of relationships, wellbeing and online safety through

the school's carefully planned programme. Pupils with special educational needs and/or disabilities take part fully in school life. Supportive spaces, such as the sensory room and indoor lunch club, help these pupils to engage successfully in learning and play.

Through the extensive extra-curricular provision, pupils develop new interests and skills. A range of trips and visits are planned carefully and link closely to pupils' learning. Pupils value the sense of belonging that comes from joining in. All pupils are encouraged and supported to take part.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have prioritised improving pupils' attendance. They identify concerns early and contact families promptly when a pupil's attendance begins to fall. They work closely with external services to support pupils whose attendance is at risk of declining. Overall attendance is now broadly in line with national figures, and the attendance of disadvantaged pupils has improved. Leaders intend to keep building on this work so that all pupils attend well.

Pupils behave consistently well across the school. They follow well-established routines and show positive attitudes to their learning. They move around the school sensibly and settle quickly in lessons. Staff set high expectations. Pupils are polite and eager to talk about their learning. They support one another and show kindness in the way that they play and work together. Staff identify pupils who may struggle to manage their emotions and feelings and provide highly effective support. They work closely with parents and carers to ensure that pupils receive the help they need.

Pupils say that any unkind behaviour is dealt with quickly and that discrimination is not tolerated. This approach means pupils feel safe, have positive relationships with staff and can make the most of their learning time.

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

Pupils feel safe, welcomed and known as individuals at Servite RC Primary School. Staff take time to understand each child and their family. Pupils feel secure and valued from the moment they arrive. Pupils know they can speak to trusted adults if they have any worries. They use the school's systems to do this with confidence.

Pupils embody the school's motto of, 'learning to love, loving to learn,' in the way they approach their learning. Pupils enjoy learning and take pride in their work. They show curiosity in lessons and take delight in acquiring new knowledge and skills. Pupils know that staff expect them to work hard and aim high. Pupils, including those who are disadvantaged and those who face significant barriers to learning, achieve exceptionally well over time.

Similarly, in the Reception Year, children learn quickly in response to the high expectations of staff.

Pupils learn how to respect each other. This reflects the school's ethos that focuses on the dignity of the individual. Pupils behave well in lessons and around school. Bullying is rare. Pupils trust staff to resolve any unkind behaviour quickly and fairly.

Pupils play a full part in the life of the school. They benefit from a comprehensive personal development programme. Taking on roles as school councillors, prefects or sports captains helps to immerse pupils in school life. They value opportunities to help others and shape the school community. For example, they take part in fundraising, competitions and cultural celebrations.

Pupils are encouraged to attend well, and many come to school often. When necessary, the school helps families to remove any challenges that stop pupils from improving their attendance.

Next steps

- Leaders should continue to develop a culture where the importance of high attendance is promoted and celebrated so that all groups of pupils attend school well.

About this inspection

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 school leaders, governors and representatives from the diocese and the local authority, as well as staff and pupils, during the inspection.

Inspectors confirmed the following information about the school:

The school is registered as having a Roman Catholic religious character. Its most recent section 48 inspection took place in June 2024.

The school is part of a collaboration with 2 other primary schools. All 3 schools share the same executive headteacher.

The school does not make use of alternative provision.

Head of school: Amie Kelleher

Executive headteacher: Kathleen Williams

Lead inspector:

Robert Grice, His Majesty's Inspector

Team inspectors:

Edison David, Ofsted Inspector

Alison Colenso, 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 3 February 2026

School and pupil context

Total pupils

198

Close to 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

240

Close to 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)

22.78%

Close to 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

5.56%

Above 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

14.65%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below 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	80%	61%	Above
2024/25 (revised)	90%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	83%	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 (revised)	97%	75%	Above
2023/24 (final)	93%	74%	Above
2022/23 (final)	96%	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	85%	72%	Above
2024/25 (revised)	90%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	83%	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	90%	73%	Above
2024/25 (revised)	93%	74%	Above
2023/24 (final)	87%	73%	Above
2022/23 (final)	91%	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	65%	46%	Above
2024/25 (revised)	77%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	75%	44%	Above

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	97%	62%	Above
2024/25 (revised)	92%	63%	Above
2023/24 (final)	100%	62%	Above
2022/23 (final)	100%	60%	Above

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	74%	59%	Above
2024/25 (revised)	77%	59%	Above
2023/24 (final)	69%	58%	Close to average
2022/23 (final)	75%	58%	Above

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	82%	60%	Above
2024/25 (revised)	85%	61%	Above
2023/24 (final)	77%	59%	Above
2022/23 (final)	88%	59%	Above

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	65%	68%	-3 pp
2024/25 (revised)	77%	69%	8 pp
2023/24 (final)	46%	67%	-21 pp
2022/23 (final)	75%	66%	9 pp

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	97%	80%	17 pp
2024/25 (revised)	92%	81%	11 pp
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	100%	78%	22 pp

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	74%	78%	-4 pp
2024/25 (revised)	77%	78%	-1 pp
2023/24 (final)	69%	78%	-8 pp
2022/23 (final)	75%	77%	-2 pp

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	82%	80%	3 pp
2024/25 (revised)	85%	81%	4 pp
2023/24 (final)	77%	79%	-3 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	88%	79%	8 pp

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 term)	6.1%	5.2%	Above
2023/24 (3 term)	6.1%	5.5%	Close to average
2022/23 (3 term)	5.9%	5.9%	Close to average

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 term)	15.8%	13.3%	Close to average
2023/24 (3 term)	15.3%	14.6%	Close to average
2022/23 (3 term)	13.1%	16.2%	Close to average

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.

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