

St Boniface RC Primary School

Address: Undine Street, Tooting, London, SW17 8PP

Unique reference number (URN): 101042

Inspection report: 16 June 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 highly at this school. They build a deep body of knowledge across the curriculum. Their work is of a consistently high standard. In a wider range of subjects, pupils develop the knowledge, skills and confidence needed to succeed, reflecting the school's high ambitions and its commitment to inclusive achievement for all. Staff identify and address gaps in learning effectively, which helps pupils make excellent progress from their different starting points. They ensure that pupils, especially those at the early stages of reading, writing and mathematics, gain accuracy and fluency in the basic skills they need for future success. Outcomes in national tests are typically above average. Mathematics and writing are a particular strength. Disadvantaged pupils attain well and produce high-quality work across the curriculum. Pupils with special educational needs and/or disabilities make strong progress from their starting points. Pupils are well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Leaders prioritise high pupil attendance. They use rigorous and regular analysis to spot patterns of absence early and to put in place timely and targeted support to work constructively with families to remove barriers. Pupil absence has reduced, though it remains higher for some groups, especially for pupils with special educational needs and/or disabilities (SEND). However, leaders have taken highly positive and effective actions to provide support to parents and carers and remove barriers where they exist. These actions are improving attendance overall, with a positive impact on many individual pupils.

Routines and expectations are well established and understood by all. Pupils demonstrate high levels of curiosity and confidence in their learning. Classrooms are calm and purposeful spaces where pupils can learn without interruption. At playtimes, pupils show courtesy and respect to each other. They learn behaviours that help them to cooperate with others, such as sharing, taking turns and including others in their play. Student leadership roles, such as 'B's buddies' help pupils cooperate and make friends during social times. Pupils are happy and feel safe. They know who to go to if they have a problem or concern. Pupils say that behaviour is usually calm and that concerns about bullying are rare and addressed swiftly.

Curriculum and teaching

Strong standard ●

Leaders have established a well structured and ambitious curriculum that builds pupils' knowledge very well over time. Teachers bring this curriculum to life through imaginative activities that encourage exploration and curiosity. A range of well considered trips and visits enable pupils to deepen and apply their learning outside of the classroom. Phonics and early mathematics are prioritised, enabling pupils to gain the essential building blocks needed to access the wider curriculum confidently. Reading is taught effectively throughout the school, using suitable texts that build pupils' fluency and confidence. Where pupils have gaps in their knowledge, they are supported with great precision through targeted interventions.

The curriculum and teaching are highly inclusive. Leaders have prioritised the needs of pupils who face additional barriers to their learning. Adaptations for pupils with special educational needs and/or disabilities are timely, personalised and successful in helping pupils to overcome barriers. Additional staff contribute skilfully. They work closely alongside teachers to help pupils grasp new learning. As a result, the work that pupils do is precisely adapted to their needs and enables them to progress through the curriculum well. For a small number of pupils, their handwriting and spelling are less accurate, which leaders work diligently to improve.

Inclusion

Strong standard ●

Inclusion sits firmly at the heart of the school's work. Leaders have established highly effective systems so that pupils' needs are quickly identified and carefully understood. They know their context well. Many pupils speak more than one language and these differences are valued and celebrated. Leaders know that pupils with special educational needs and/or disabilities have a range of individual needs, and that speech, language and communication needs are the most common of these. They provide high-quality training so that all staff develop a deep understanding of how to remove barriers to pupils' learning and/or wellbeing. This enables teachers to adapt teaching sensitively and highly effectively. This includes pupils with SEND and those learning English as an additional language.

Leaders maintain rigorous oversight of the impact of the support pupils receive through regular reviews and effective tracking systems. They engage effectively with external professionals where necessary, to ensure pupils get the right support. Highly skilled staff adapt space and resources according to their honed insights about pupils' needs. They take prompt action to adjust support when necessary.

Support for disadvantaged pupils is caring and purposeful. Leaders use the pupil premium grant to ensure disadvantaged pupils access learning and wider opportunities. This has a clear impact on confidence, attendance and engagement with learning.

Leadership and governance

Strong standard ●

Leaders set a clear, thoughtful vision that ensures every child, whatever their background, need or starting point, feels safe, valued and confident. They have developed a culture that is highly inclusive. Leaders' decisions are firmly rooted in what is in the pupils' best interests, particularly those who are vulnerable. Their commitment to inclusion, achievement and high-quality provision for pupils who face barriers to their learning and/or wellbeing is deeply embedded and impactful. They identify priorities based on the changing needs of their pupils and the challenges in the local area. Leaders' proven expertise means that they pursue such priorities with skill and considerable capability. They have created a school community in which staff and school leaders collaborate to continually improve the school's provision.

Governance is highly effective. They know the school well and take pride in supporting its work. They fulfil their statutory duties with rigour and use their expertise to provide strong challenge and support. Members of the governing body ensure that decisions benefit pupils, including those with special educational needs and/or disabilities and those who are disadvantaged.

Staff are proud to work here. They describe feeling valued and listened to. Staff appreciate how they are supported with their professional development, workload and wellbeing. They say that time is given to support them and describe a collaborative working environment.

Leaders ensure that parents and carers are valued partners in their children's education. This includes parents of pupils who may need additional support or adjustments from the school, for instance due to a special educational need and/or disability, or other barriers such as being new to speaking English. As a result, parents are highly positive about the school's work.

Personal development and wellbeing

Strong standard 

Leaders place a high priority to pupils' personal development and wellbeing. They have designed a broad, coherent and ambitious programme that reflects the school's context and pupils' needs. The programme helps pupils to develop important knowledge and life skills and shows them how to use these confidently in everyday situations. Disadvantaged pupils are at the centre of all activities. Leaders ensure that they benefit fully from a wide range of opportunities, including clubs, music, arts, sporting competitions and activities beyond school. As a result, pupils understand the part they should play in the school, the local community and in the wider world.

Pupils are proud of their school. They play an active role in creating a welcoming and happy environment. Staff enable pupils to build an excellent understanding of equality and speak about everyone being valued and welcome in their school. Pupils speak with great knowledge and maturity about fairness, democracy and mutual respect and explain how these shape the life of their school community. The curriculum helps pupils understand online and offline risks, healthy relationships and ways to manage their own health and wellbeing.

A rich range of clubs, trips, leadership roles and cultural experiences broadens pupils' horizons and nurtures their talents. Pupils are particularly proud of their leadership roles and how they contribute to the life of the school. Pupils speak positively about the memorable experiences they share and the skills they develop.

Inclusive practice is central to the school's work. Leaders know pupils very well and identify those who may need pastoral support early. Leaders actively seek pupils' opinions to inform their priorities and help ensure they remain responsive to pupils' needs. The school provides careful preparation for pupils' next steps, including supporting transition to secondary school. As a result, pupils are very well prepared for the next stage of their education and for life in modern Britain.

Expected standard

Early years

Expected standard 

Children in the early years are happy, well settled and well cared for. Leaders and staff communicate effectively with parents and carers and with other settings. This helps them to

gain an insight into children's interests and stages of learning well before they join the school. As a result, staff understand children's needs and starting points well. This means children settle quickly and are happy.

Children who need additional help or support, such as those with special educational needs and/or disabilities, are helped to succeed through appropriate adaptations and interventions. The curriculum prioritises reading, writing, number and language development. This has supported the majority of children to develop appropriate pencil grip and write with accuracy from a young age. By the end of Reception, children are well prepared for their next stage of education.

Children are interested and engaged in their learning and play. They enjoy the activities that staff design. For instance, children took particular delight in hatching chicks and learning about their development. Songs, rhymes and books are prominent across the provision. Children enjoy opportunities to sing, read poems and listen to stories. However, at times learning activities do not support children to deepen their learning or build on what they already know. This means that some children lose interest quickly or do not deepen their knowledge as well as they could.

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

Pupils and their families experience a warm welcome at this nurturing and inclusive school. Staff know pupils and their families well, and this contributes significantly to pupils' sense of security and belonging. Pupils speak with pride about their school. Staff have high expectations of pupils, including pupils who are disadvantaged or those with special educational needs and/or disabilities (SEND). Thoughtful adjustments, inclusive routines and carefully designed support ensure every pupil participates fully and confidently.

Pupils are enthusiastic about learning and appreciate the variety of ways in which staff make lessons interesting. Learning captures pupils' interests. Early reading and number skills give pupils the knowledge and skills they need for harder work as they move through the school. Staff adapt their teaching extremely well for pupils with SEND, identifying needs quickly and directing support where it makes the most difference. Pupils build deep knowledge across the curriculum and express themselves with confidence. Their work is of a consistently high standard, and they are well prepared for the next stage of their education.

Pupils' behaviour is excellent. They follow the calm, purposeful routines of the school which helps them to feel settled and ready to learn. Pupils concentrate well and try their very best in the classroom. Attendance is improving for most pupils. The school works closely with parents and carers to help them understand the impact that non-attendance at school can have.

Pupils benefit from a wide range of experiences beyond the classroom. They take part in clubs, educational visits, sports competitions as well as drama and music performances. These experiences contribute to pupils' enjoyment of school life. Leadership roles develop pupils' skills and prepare them well for life in modern Britain. For example, the eco council who work on sustainability and maths ambassadors who have helped develop financial

literacy in the curriculum. Pupils relish opportunities to give back to the local community for example performing for the elderly or crocheting for the local hospital.

Next steps

- Leaders should continue to develop the curriculum and its implementation in the early years ensuring that learning activities across the nursery and reception deepen children's understanding consistently and highly.
 - Leaders should continue to strengthen and sustain their work to improve pupils' attendance and continue to reduce persistent absence.
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About this inspection

The chair of the board of governors in this school is Veronika Hughes Bednar.

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.

Inspection activities:

Inspectors spoke with governors, including the chair and vice chair of governors, the headteacher, senior leaders and staff during the inspection. Inspectors also spoke to a representative of the local authority and the Diocese of Southwark. Inspectors also spoke with pupils, parents and carers.

Inspectors confirmed the following information about the school:

The school is registered as having a Roman Catholic religious character. The most recent section 48 Statutory Inspection on behalf of the Diocese of Southwark took place in July 2024.

The school currently uses one alternative provision.

Headteacher: Lisa Platts

Lead inspector:

Sam Johnson, His Majesty's Inspector

Team inspectors:

Jamie Hallums, Ofsted Inspector

Verity Lambert-Dale, His Majesty's 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 16 June 2026

School and pupil context

Total pupils

271

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

281

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)

18.18%

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

4.43%

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

8.86%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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	67%	61%	Close to average
2024/25 (final)	71%	62%	Above
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	66%	60%	Close to average

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	76%	74%	Close to average
2024/25 (final)	76%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	77%	73%	Close to average

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	79%	72%	Above
2024/25 (final)	80%	72%	Above
2023/24 (final)	84%	72%	Above
2022/23 (final)	74%	71%	Close to average

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	82%	73%	Above
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	82%	73%	Above
2022/23 (final)	87%	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	50%	46%	Close to average
2024/25 (final)	67%	47%	Above
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	38%	44%	Close to average

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	64%	62%	Close to average
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	75%	62%	Above
2022/23 (final)	50%	60%	Close to average

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	68%	59%	Above
2024/25 (final)	100%	59%	Above
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

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	73%	60%	Above
2024/25 (final)	83%	61%	Above
2023/24 (final)	63%	59%	Close to average
2022/23 (final)	75%	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	50%	68%	-18 pp
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	38%	66%	-29 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	64%	80%	-16 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	50%	78%	-28 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	68%	78%	-10 pp
2024/25 (final)	100%	78%	22 pp
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	50%	77%	-27 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	73%	80%	-7 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	63%	79%	-17 pp
2022/23 (final)	75%	79%	-4 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 (3 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	5.2%	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 (3 term)	10.0%	13.0%	Close to average
2023/24 (3 term)	12.7%	14.6%	Close to average
2022/23 (3 term)	10.8%	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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