

St Mary's CofE Primary School

Address: Felsham Road, Putney, St. Mary's Ce Primary School, London, SW15 1BA

Unique reference number (URN): 101046

Inspection report: 19 May 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

Personal development and wellbeing

Strong standard 

The school's programme of personal development is extensive and thoughtfully designed. It draws on the school's faith values and on leaders' mission to create a culture of wonder. Through the curriculum, assemblies and a wide range of opportunities, pupils learn about themselves, others, and life in modern Britain.

The school's personal, social and health education curriculum is strong. Leaders have planned the content carefully. As a result, pupils speak confidently about healthy relationships, mental health, and keeping themselves safe online and offline. For example, one Year 6 pupil reflected, 'Some people think when you're online that you can leave a comment and it won't hurt anyone. Actually, the opposite is true.' Pupils develop a deep and age-appropriate understanding of fundamental British values and of different faiths.

Pupils greatly enjoy taking on leadership responsibilities. Year 6 pupils serve as family captains, 'Playground Buddies' and anti-bullying ambassadors. They lead by example and look out for younger pupils. The four 'families' compete in sport with a friendly spirit. Pupils earn family points for good manners, effort, behaviour and learning.

Pupils take part in a wide range of clubs and visits that broaden their experiences. Clubs include robotics, tennis and forest crafts. Pupils in Year 5 and 6 enjoy annual residential trips. Disadvantaged pupils, including pupils with special educational needs and/or disabilities, take a full part in this offer. Leaders encourage every family to take up the clubs and outings, so that all pupils benefit.

Pastoral care is carefully matched to pupils' individual needs. Staff act quickly to provide extra help to those who need it. As a result, pupils are confident, resilient and reflective. They behave with integrity and cooperate consistently well with other pupils and staff. They know they belong here. As a result, they are very well prepared for life beyond this school.

Expected standard

Achievement

Expected standard 

Most pupils know and remember more across the curriculum as they move through the school. They develop the foundational knowledge they need in reading, writing and mathematics. By Year 6, most pupils are well prepared for secondary school.

In the most recent Year 6 national tests, the proportion of pupils meeting the expected standard in reading, writing and mathematics was above the national expectations. Disadvantaged pupils perform particularly well. Their results in recent years have been above the national average for disadvantaged pupils, and broadly in line with the national average for non-disadvantaged pupils. In Reception, children get off to a secure start with phonics. As a result, most pupils meet the expected standard in the Year 1 phonics check.

Pupils' learning across other subjects is also secure. They speak with knowledge about earlier topics. Pupils draw on what they have previously learned to make sense of new material. Where appropriate support is well matched to a pupil's needs, pupils achieve well from their starting points. However, some pupils with special educational needs and/or disabilities do not achieve as well as they could. Leaders do not plan support for some of these pupils quickly enough, and they do not review promptly whether the support is working.

Attendance and behaviour

Expected standard 

Pupils attend school regularly. Overall attendance is above the national average. The attendance of disadvantaged pupils and pupils with special educational needs and/or disabilities is close to the national average. Staff have established strong relationships with families and act quickly when a pupil starts to miss school. Leaders track attendance and act on individual concerns. Their analysis of attendance patterns, however, has not been as sharp as it could. Leaders now look more closely at the trends that lie behind absences, so they can target their support more precisely.

Pupils behave well. They follow the school's routines with confidence. Pupils treat one another, their teachers and visitors with compassion, kindness and respect. Lessons are calm and purposeful. Pupils get on with their learning and aim to do their best. Discrimination and harassment are uncommon and bullying is rare. When instances of unkindness do happen, staff respond to them without delay. As a result, pupils trust staff to put things right. Pupils with social, emotional or behaviour needs receive effective additional support. This helps them to learn alongside their classmates.

Curriculum and teaching

Expected standard 

Leaders have designed a broad curriculum that meets the requirements of the early years foundation stage and the national curriculum. They have identified the key knowledge and skills they want pupils to learn in each subject, and how this develops year on year. From Nursery to Year 6, what pupils learn builds them towards the next stage of their education.

Leaders place reading at the centre of the school's work. Teaching of phonics begins in Reception. Children learn letters and sounds quickly. They read books that draw on the sounds they have been taught. When older pupils need additional help with reading, leaders provide this without delay.

Teachers know their subjects well. They ensure new ideas are clearly explained. Teachers use precise subject vocabulary. They expect pupils to use this vocabulary themselves, both when they talk and when they write. Pupils work with care and attention.

Staff adapt their teaching for pupils with special educational needs and/or disabilities and for disadvantaged pupils. However, sometimes these adaptations are not skilfully designed. At times, the activities pupils are set are not pitched at the right level or matched to the strategies that would help them most. As a result, some of these pupils do not make the progress that they could.

Early years

Expected standard 

Children settle well into Nursery and Reception. Leaders have designed a curriculum that covers the seven areas of learning in the early years. Over time, it helps children gain the knowledge and skills they need to succeed in Year 1.

Staff put children's personal, social and emotional development at the heart of their work. As a result, children form warm, close bonds with the adults in their class. They quickly learn the classroom routines, play and learn happily alongside each other, and grow more confident with each passing term.

In phonics, children get off to a quick start. Staff teach the letters and sounds in a clear sequence. Children read books that contain the sounds they have previously learned. In mathematics, children practise number facts and learn the language of size, shape and pattern through play and short focused activities led by staff. Children who have special educational needs and/or disabilities take part fully in classroom life. Staff build relationships with parents and carers from the point at which a pupil joins the school.

Conversations between adults and children are purposeful. Staff model language with care and prompt children to use new words as they play and learn. At times, staff do not make the most of opportunities to introduce more ambitious vocabulary or to encourage children to speak in full sentences. When this happens, children miss the chance to extend the way they speak.

Needs attention

Inclusion

Needs attention 

There are inconsistencies in the way leaders plan and review support for pupils with special educational needs and/or disabilities (SEND). Staff generally identify additional needs quickly. However, leaders do not routinely put in place plans for the classroom quickly enough. Once planned support is in place, leaders do not typically review carefully enough whether it is making the difference it should. As a result of these inconsistencies, some pupils with SEND do not achieve as well as they could.

In classrooms, staff know their pupils well. Pupils with additional needs take part in lessons with their classmates. Generally, teachers make effective adaptations so that pupils with additional needs can access the curriculum. Leaders work with external professionals, such as educational psychologists, to seek specialist advice. Where leaders act on this advice promptly, pupils benefit. Pupils who speak English as an additional language are helped to develop their spoken English alongside their peers. Pupils who are known, or previously known, to children's social care receive attentive pastoral care.

Disadvantaged pupils are supported well in their classes. They take part fully in clubs, outings and the wider life of the school. Leaders generally use additional funding well, but

their strategy for spending this funding does not identify precisely enough how it will help these pupils. As a result, funding is not always targeted at what would most help them.

Leadership and governance

Needs attention 

Leaders' systems for monitoring the school's work have not been sufficiently rigorous. As a result, sometimes leaders have not identified weaknesses quickly enough. This is particularly the case for inclusion. Leaders have not checked quickly enough whether the support given to pupils with special educational needs and/or disabilities (SEND) is having the impact it should. When pupils' needs have changed, plans have not routinely been revised in good time. As a result, sometimes pupils with SEND do not achieve as well as they could.

Leaders care about the pupils and want the best for them. Staff, pupils and parents speak warmly of the school's values and character. Pupils benefit from the personal development programme and the culture of working hard and being kind.

Governors meet their statutory responsibilities. They have provided support to leaders, including thoughtful attention to leaders' workload and wellbeing. They have offered challenge in some areas, for example about leader's strategy for spending the additional funding for disadvantaged pupils. However, the governing body has not provided enough challenge to leaders about the school's monitoring of its own work. Governors have not assured themselves rigorously enough that weaknesses are being identified and addressed.

Staff feel valued by leaders and the governing body. They say that leaders take their workload and wellbeing seriously. However, the professional development they have been offered is not targeted at the specific knowledge and skills each member of staff needs to develop.

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

Pupils enjoy coming to this school. Pupils know the school's values of compassion, endurance and thankfulness. They aim to live up to them in their daily life at school. Pupils are proud to belong to one of the four 'families'. They enjoy the opportunity to earn 'family points' for good manners, good effort, good behaviour, good learning and for supporting others. Their eyes light up when they describe how their 'family' is doing. Sport gives the four families the chance to compete against one another in a friendly spirit.

Children get off to a positive start in Nursery and Reception. They settle quickly, make friends and learn the routines of the school day. Pupils enjoy their lessons and apply themselves well. Some pupils with special educational needs and/or disabilities wait too long for the support that would help them. When the support is put in place in a timely manner, these pupils take part in lessons alongside their classmates and make progress. However, this is not always the case. Most pupils achieve well in reading, writing and mathematics. By the time they leave at the end of Year 6, most pupils are well prepared for the next stage of their education.

Pupils attend school regularly. Staff know their families well. Pupils feel safe and well looked after. There is always a trusted adult ready to listen if they have a concern. Year 6 pupils take on the role of Playground Pals. They help anyone who is feeling sad or who needs a friend at break time.

Pupils are polite to visitors, kind to one another, and hold doors open for adults and classmates alike. Bullying is rare. Anti-bullying ambassadors help lead the school's work to keep it that way. When bullying does happen, staff act quickly. Pupils know they will be listened to.

Pupils take part in a wide range of clubs and visits that broaden their experiences. Robotics, tennis and forest crafts are among the clubs they talk about with enthusiasm. Pupils in Year 5 and 6 particularly look forward to their residential trips.

Next steps

- Leaders should strengthen the school's systems for monitoring its own work, so that they identify and act on weaknesses more quickly.
 - Leaders should improve the way they plan and review support for pupils with special educational needs and/or disabilities (SEND), so that plans are put in place promptly and their impact is reviewed regularly.
 - Leaders should develop teachers' knowledge of making adaptations for pupils with SEND, so that the activities these pupils are set are well matched to their needs and they achieve well.
 - The governing body should provide more rigorous challenge to leaders about the school's monitoring of its own work, including its support for pupils with SEND, so that they can assure themselves that any weaknesses are being promptly addressed.
 - Leaders should continue to sharpen their analysis of absence patterns, so that they can target support more promptly at the pupils who need it most to improve their attendance.
 - Leaders should develop staff's knowledge of how to model ambitious language in the early years, so that children consistently extend their vocabulary and respond in full sentences.
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About this inspection

At the time of this inspection, the school was being led by an interim headteacher.

The chair of governors is Mrs Paula Greenwood.

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 interim headteacher, deputy headteacher, the special educational needs and/or disabilities coordinator, staff members, a local authority representative, a representative of the diocese, and governors during the inspection.

Inspectors spoke to pupils, parents and carers.

The inspectors confirmed the following information about the school:

Since the last inspection, a new chair of governors has been appointed.

This is a Church of England school. It received its last section 48 inspection in September 2017.

This school does not currently make use of alternative provision.

Headteacher: Ms Cheryl Payne

Lead inspector:

Nick Hitchen, His Majesty's Inspector

Team inspectors:

Abdul-Hayee Murshad, Ofsted Inspector

Diana Valcheva, 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 19 May 2026

School and pupil context

Total pupils

197

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

210

Below 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)

10.47%

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

3.55%

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

9.14%

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 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	76%	61%	Above
2024/25 (final)	76%	62%	Above
2023/24 (final)	81%	61%	Above
2022/23 (final)	71%	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	84%	74%	Above
2024/25 (final)	81%	75%	Close to average
2023/24 (final)	92%	74%	Above
2022/23 (final)	76%	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	87%	72%	Above
2024/25 (final)	95%	72%	Above
2023/24 (final)	85%	72%	Above
2022/23 (final)	81%	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	88%	73%	Above
2024/25 (final)	86%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	95%	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 (final)	S	47%	S
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	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	75%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	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 (final)	S	59%	S
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	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	75%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	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 (final)	S	69%	S
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	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	75%	80%	-5 pp
2024/25 (final)	S	81%	S
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	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 (final)	S	78%	S
2023/24 (final)	50%	78%	-28 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	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	75%	80%	-5 pp
2024/25 (final)	S	81%	S
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	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 (3 term)	3.7%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	4.8%	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 (3 term)	5.8%	13.0%	Below
2023/24 (3 term)	12.1%	14.6%	Close to average
2022/23 (3 term)	7.8%	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.

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