

St. Mary of the Angels Catholic Primary School

Address: Shrewsbury Road, Bayswater, London, W2 5PR

Unique reference number (URN): 101137

Inspection report: 9 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.

Expected standard

Achievement

Expected standard 

Overall, pupils achieve well across the school. Pupils with special educational needs and/or disabilities make secure progress from their individual starting points. Most pupils build secure knowledge over time because teaching usually follows the intended curriculum. In lessons, pupils show that they remember what they have learned and can explain it clearly. As a result, most pupils are well prepared for the next stage of their education.

Typically, pupils have the knowledge they need to tackle more complex tasks. Leaders have taken action to develop pupils' writing fluency and develop their subject-specific vocabulary. The impact of this work is clear in the work that pupils produce. Pupils are confident in using both their reading and mathematical knowledge to access the whole curriculum successfully. However, pupils' knowledge is often more detailed and better connected in these areas than it is in some of the wider curriculum subjects.

Attendance and behaviour

Expected standard 

Most pupils attend school regularly. They enjoy coming to school and settle quickly into the calm morning routines. Staff check attendance closely and act when patterns change. They work with families to understand any barriers and offer support. This includes working with the local authority when concerns arise. Leaders use their knowledge of families well, which has helped improve attendance for some pupils with more complex needs. Leaders should continue to focus on attendance because a small number of pupils still find regular attendance difficult.

Pupils behave well in class and around the school. They understand the 'behaviour rocket' system which is used in classrooms and value how this gives them a fresh start each day. In most lessons, pupils focus well and take part. Staff support pupils with additional needs sensitively, including those who need short breaks to regulate. Leaders know where behaviour routines are less consistent and are providing extra support and training where appropriate.

Pupils say bullying is rare. They know what bullying means and trust staff to deal with any unkind behaviour. They know who to talk to if they are worried, including using worry boxes in classrooms. A small number of pupils say that some boys and girls fall out at times, but they are confident staff deal with this appropriately.

Curriculum and teaching

Expected standard 

Pupils follow a broad and ambitious curriculum. Leaders have set out clear plans for each subject that show the important knowledge pupils need to learn and the order in which they learn it. Staff are clear about what knowledge and skills pupils need to build over time. This helps teachers plan lessons that link new learning to what pupils already know. Leaders make regular checks on the impact of the taught curriculum. They know where teaching is less consistent and are providing further support and training where this is needed.

Reading is a priority. Pupils have access to a wide range of books which enable them to develop a love for reading. Staff teach the school's chosen phonics programme with consistency. Pupils who find reading difficult get extra help that matches their needs.

In most lessons, teachers explain new ideas clearly and make regular checks on pupils' understanding. Staff use questions to help pupils think more deeply. Pupils with barriers to their learning access the full curriculum. Staff make sensible adaptations so that pupils can take part and succeed. Some aspects of the wider curriculum need to be refined to ensure it enables pupils to deepen their knowledge and produce work of consistently high quality.

Early years

Expected standard 

Children in the early years benefit from a warm and welcoming environment where they feel safe and confident. Routines are well established, so children arrive calmly and begin learning straight away. Leaders have a clear vision for early years. They check practice regularly and support staff through training and guidance.

The early years environment is spacious, well organised and rich in opportunities for play and exploration. The outdoor area has a wide range of activities that support children's physical, social and early academic development. Indoors, children enjoy purposeful activities that build their language, early reading and number skills. Staff interact with children skilfully. They model language well and use questions to extend children's thinking.

Staff know the children well. They identify needs early and adapt activities so that all children can take part. Children with additional needs receive sensitive support. Staff help them regulate their emotions and stay engaged in learning. Staff check what children know and use this information to shape next steps. Children show curiosity, concentrate for sustained periods and take pride in what they achieve. They share, take turns and show kindness towards each other. The early years curriculum helps build the knowledge and skills children need to support successful transition to Year 1.

Inclusion

Expected standard 

The school welcomes every pupil and makes sure they feel part of the community. Staff know the barriers some pupils face and act early to reduce them. Leaders check regularly that the support that has been provided is making a positive difference. Staff follow specialist advice and make sensible adjustments so pupils can take part in lessons and wider school life. Leaders work closely with parents and external professionals so that pupils get the right help at the right time.

Pupils with special educational needs and/or disabilities (SEND) are supported to access the curriculum successfully alongside their classmates. Teachers have been provided with the necessary information and training to help adapt the curriculum to suit the needs of all pupils. Support staff use clear strategies to help pupils understand new ideas and make steady progress from their starting points.

Disadvantaged pupils are supported well. Leaders understand the challenges these pupils face and target additional funding to reduce barriers to learning and wellbeing. Staff give pupils the right help so they can keep up with their peers. The school works closely with the

local authority and other agencies. They act quickly when concerns arise and keep detailed records that show timely action.

Leadership and governance

Expected standard 

Leaders have provided steady and thoughtful guidance during a period of significant challenge that has placed real pressure on the school community. They have managed the amalgamation of two schools with resilience and determination. Leaders keep a clear focus on pupils' wellbeing and learning throughout. They understand the school's strengths and know where further work is needed. Governors have provided support for leaders though this difficult period. They visit often, to ensure they keep well informed about what is happening on the ground. Governors make regular checks of safeguarding procedures and understand their statutory responsibilities.

Leaders set clear expectations for pupils' safety, behaviour and learning. They act quickly when concerns arise and work closely with outside agencies to support vulnerable pupils. Staff say leaders are approachable and supportive. They value the regular training they receive, including on safeguarding, behaviour and inclusion. Leaders check staff workload and make sensible adjustments when needed.

Leaders use external support well, including advice from the local authority and behaviour outreach teams. They act on this guidance to improve teaching and behaviour where needed. Leaders are open about the areas that still need work. Leaders ensure that funding, including the pupil premium, is used efficiently to prioritise support for the pupils who need it most. Leaders' actions have a clear and sustained impact on pupils' learning and wellbeing.

Whilst some parents' views are mixed following the significant changes that have taken place, leaders continue to communicate openly and work to rebuild confidence. Leaders remain focused on improving pupils' experiences and outcomes further.

Personal development and wellbeing

Expected standard 

The school's personal development programme supports pupils' social, moral, spiritual and cultural understanding well. Assemblies, class discussions and the school's values and ethos help pupils think about their actions and how they treat others. Pupils understand the importance of kindness and fairness. They learn about differences and that all people should be treated with dignity. The school teaches pupils about fundamental British values. Pupils have a basic understanding of democracy, for example through the study of the Suffragette movement. They are developing their awareness of how people have different characteristics and which of these are protected in law.

Leaders have put in place highly effective pastoral support. This places pupils' well-being at the centre of the school's work. Pupils learn how to stay safe in age-appropriate ways. They take part in regular online-safety sessions and learn about risks linked to social media, gaming and the wider community. Pupils know how to make sensible choices and how to communicate their concerns. They trust adults to listen and to help them.

Pupils enjoy a wide range of wider opportunities. They take part in clubs and activities, such as those related to sport, music and art. These help them develop new skills and interests.

Trips, including visits to museums and local organisations, broaden their experiences. Older pupils benefit from residential visits that helps build confidence and independence. Many pupils take on leadership roles, such as school council members, eco-warriors or monitors. These roles help them contribute to school life and feel proud of their achievements.

Pupils learn about healthy lifestyles, including physical health, mental well-being and healthy friendships. They understand the importance of exercise and making positive choices. As a result, pupils develop the confidence, resilience and awareness they need for the next stage of their education and for life beyond primary school.

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

Staff are skilled in helping pupils feel happy and safe at St Mary of the Angels. Pupils arrive each morning to calm and well-established routines that enable them to start learning straight away. The school is a welcoming and nurturing place. Pupils feel that staff care about them. They say there is always an adult they can talk to if they are worried. They know how to keep themselves safe in school, online and in the community. Pupils explain that adults deal with any unkind behaviour quickly and fairly. They say bullying is rare and that staff help them sort out problems when they happen .

Most pupils behave well in lessons and around the school. They understand the school's values of 'safe, learn, respect' and the 'golden rules' which help guide their choices. Playtimes are safe because staff provide active supervision and help pupils cooperate well with each other.

Pupils enjoy their learning. They show pride in their work and can recall key ideas from their recent learning. Pupils enjoy choosing books from the well-stocked reading corners and talk with enthusiasm about what they are reading. Pupils with special educational needs and/or disabilities, or any other barriers to their learning, are included fully in all aspects of school life. Staff know pupils well and give them the right support so they can take part and succeed. Pupils say the school is welcoming and that differences are respected.

Pupils take part in a wide range of experiences that help them grow in confidence. They enjoy trips to places of interest and older pupils take part in residential visits. Many pupils take part in clubs that help develop their curiosity, skills and interests. Staff work closely with families to help pupils who find regular attendance more difficult.

Next steps

- Leaders should ensure that the curriculum in subjects beyond English and mathematics is of a consistently high quality. This will help pupils to develop detailed and connected knowledge and skills, and produce work of high quality work across different subjects.
- The school should seek ways to strengthen engagement with parents and carers by providing regular, structured opportunities for them to share their views.

- Leaders should further embed their work to ensure all pupils attend school regularly and the persistent absence of some groups of pupils is further reduced.
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About this inspection

The chair of the board of governors in this school is Ike Offiah.

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, staff and pupils during the inspection. They also held discussions with representatives of the governing body, the local authority and the Diocese.

Inspectors considered the responses of parents to Ofsted's survey, Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online staff questionnaire.

The inspectors confirmed the following information about the school:

St Mary of the Angels is a voluntary aided Catholic school. The last section 48 inspection took place in June 2024.

The school makes use of one registered alternative provision.

Headteacher: Sarah Alley

Lead inspector:

Robert Grice, His Majesty's Inspector

Team inspectors:

David Thomas Hatchett, Ofsted Inspector

Tom O'Donnell, 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 9 June 2026

School and pupil context

Total pupils

186

Below 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)

50.29%

Well above 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

2.69%

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

32.80%

Well above 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	54%	61%	Close to average
2024/25 (final)	64%	62%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	48%	60%	Below

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)	82%	75%	Above
2023/24 (final)	88%	74%	Above
2022/23 (final)	82%	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	70%	72%	Close to average
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	67%	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	75%	73%	Close to average
2024/25 (final)	91%	74%	Above
2023/24 (final)	69%	73%	Close to average
2022/23 (final)	70%	73%	Close to average

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	47%	46%	Close to average
2024/25 (final)	62%	47%	Above
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	33%	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	80%	62%	Above
2024/25 (final)	92%	63%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	88%	62%	Above
2022/23 (final)	56%	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	60%	59%	Close to average
2024/25 (final)	69%	59%	Close to average
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	44%	58%	Below

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)	100%	61%	Above
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	56%	59%	Close to average

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	47%	68%	-21 pp
2024/25 (final)	62%	69%	-8 pp
2023/24 (final)	38%	67%	-30 pp
2022/23 (final)	33%	66%	-33 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	80%	80%	0 pp
2024/25 (final)	92%	81%	11 pp
2023/24 (final)	88%	80%	8 pp
2022/23 (final)	56%	78%	-23 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	60%	78%	-18 pp
2024/25 (final)	69%	78%	-9 pp
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	44%	77%	-33 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%	-6 pp
2024/25 (final)	100%	81%	19 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	56%	79%	-24 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)	6.6%	5.2%	Above
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	7.3%	5.9%	Above

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)	22.4%	13.0%	Above
2023/24 (3 term)	20.2%	14.6%	Above
2022/23 (3 term)	27.4%	16.2%	Above

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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