



St Mary's Catholic Primary School

URN: 101048

Catholic Schools Inspectorate report on behalf of the Archbishop of Southwark

26 –27 February 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

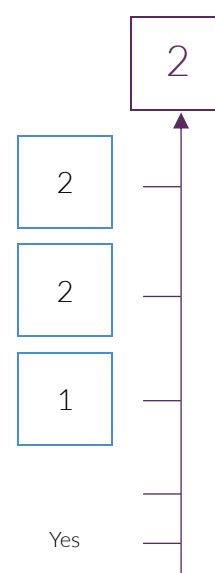
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Compliance statement

- St. Mary's is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- St. Mary's is fully compliant in relation to any additional requirements of the diocesan bishop.
- The school is also compliant as it has fully responded to the areas for improvement from its last inspection.

What the school does well

- In religious education lessons, key concepts and subject-specific vocabulary are consistently used, as a result, pupils speak confidently about their learning.
- There is an excellent relationship between school and parish. As a result, both staff and pupils benefit from the visible and regular presence of the clergy.
- The school goes the extra mile to provide an exceptionally supportive service to the community. Everyone is welcomed in a spirit of generous hospitality, especially those who are most vulnerable.
- All staff, irrespective of their faith background are committed to the importance of religious education, embrace the mission statement and readily implement it across the curriculum.
- In religious education lessons, key concepts and subject-specific vocabulary are consistently used, as a result, pupils speak confidently about their learning.

What the school needs to improve

- Develop effective feedback strategies so that pupils can articulate the progress they have made in religious education and what they need to do to improve.
- Create opportunities for pupils to deliver deeply reflective prayer and liturgy and to evaluate the quality of the prayer and liturgy they have planned.
- Develop pupils' understanding of Catholic social teaching and to make links with their personal responsibility to care for our common home, pursue the common good and serve those in need.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

2

St. Mary's is a warm welcoming school at the service of its community, with a diverse population and a significant number of disadvantaged pupils. The school's mission statement, 'From small seeds great lives grow,' which uses the parable of the mustard seed as its inspiration, highlights the development of the whole child, and is known by all staff and pupils. Pupils at St Mary's are happy, confident and feel secure. They know they are valued and cared for. Pupils understand that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels values of Justice, Fairness and Respect. As a result, the faith journey of individuals and the practice of other world faiths is recognised and respected. They seek opportunities to grow in virtue in the service of others, accepting their personal responsibility as members of the democratically elected Faith Friends, Eco Ambassadors and School Councillors. A pupil, member of Faith Friends, commented, 'We worked with Time Givers to visit the elderly. Our visits bring joy to them as they remember how they were young.' While pupils are actively engaged in responding to the demands of Catholic social teaching, supporting those in need locally, they are yet to articulate and make links with the aspects of the theology underpinning their actions.

Staff at St. Mary's embrace the mission statement and readily implement it across the curriculum and the whole of school life. They participate in and contribute to those activities which reflect the life and mission of the school and the service it offers to the community; such as running the food banks and supporting pupils in fund raising for charities like Caritas, Cafod and Time Givers. There is a sense of community, evident in the quality of relationships and the culture of welcome which values and supports those from diverse faith backgrounds. The relationship of staff with each other shows love and care for themselves as well as for their pupils. A teacher new to Catholic education stated, 'I feel so supported in this school, I seek a lot of help when I need it and our pupils want to be good people.' The school makes provision of opportunities for collaboration with external education partners such as Chelsea Football Club on initiatives like "Say No to Hate: End Racism," consequently, fostering social awareness and helping pupils to value all and acknowledge Christ's presence in others. Provision

for relationships, sex, and health education is in line with the requirements of the Archdiocese and uses the TenTen resources curriculum: Life to the Full.

Leaders and governors at St Mary's embrace and actively promote the principle that the school is at the service of the local Church. They work hard with the clergy to ensure a healthy, supportive and flourishing relationship between school and parish. Governors closely monitor and evaluate the provision for the Catholic life of the school. At every full governing board meeting there is a standing item on religious education and Catholic life of the school on the agenda. Leaders and governors embrace and actively promote the bishop's vision for the diocese. They are enthusiastic in their responses to diocesan policies and initiatives encouraging staff to attend diocesan training and meetings. As a result, the school has a dynamic partnership with the diocese, actively participating, while also putting itself at the service of the diocese in hosting professional development for teachers new to Catholic education. Due to the excellent relationship between the parish and school, the clergy is a visible and regular presence in school providing support for both staff and pupils and helping to facilitate professional development.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

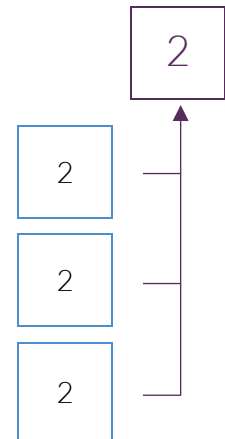
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupil outcomes in religious education are in line with other core subjects. Pupils produce good work, evident in their books, and portfolios showing signs of emerging individuality and creativity. Displaying and modelling excellent work will encourage pupils to strive to improve. Marking enables pupils to recognise what they have done well. One pupil said, 'I know I have done very well because my teacher has highlighted these in pink, pink means improvement.' However, pupils are not aware of what to do next to improve or how to make further progress in their learning in religious education. Pupils enjoy their learning in religious education and approach their lessons with interest. In all lessons observed, pupil behaviour was consistently good and even the youngest pupils were attentive during learning time. In classes where there are pupils with complex needs, teachers work hard to ensure that all pupils are included in the learning. Describing religious education lessons, a young pupil said 'RE is fun because of the activities we do like drawing and drama.' Another older pupil said, 'I like learning in RE because it helps me know how to better my life.' Pupils can speak confidently about what they have learned in religious education, showing an awareness of key concepts and using some subject-specific vocabulary. In a lesson on comparing the parables of the Lost Coin and the Lost Sheep, a pupil stated, 'God will always try to find us, wait for us even if we have left him, he will wait for us to come back to him and celebrate us like the woman and the shepherd did in the parables.'

Teachers at St Mary's are committed to the importance of religious education and pupils respond well. Knowledge organisers are used consistently and these support pupils to recognise and remember topics they have learnt and to use religious vocabulary more confidently. Across the school, prior learning is reviewed at the start of lessons, to support pupil recall of knowledge and vocabulary previously learned. In most of the lessons seen, teachers used effective questioning to engage pupils and help them to build on their prior knowledge, securing rapid progress. However, provision does not always create opportunities for pupils to raise questions about the learning, resulting in missed opportunities to address misconceptions, to transform passive listeners to active learners and to strengthen critical thinking among pupils. While feedback indicates what pupils have done well, it does not help pupils to understand how to make progress.

The programme of study, 'Come and See' is embedded throughout all year groups. The school has made a conscious decision to wait for the completed set of resources for the new scheme, Lighting the Path before adapting it in school. Leaders ensure that religious education has at least 10% curriculum time and achieves budget parity with other core subjects. The school leader of religious education is outward-looking and keen to share practice with others in the federation. The religious education lead works collaboratively with the lead in the sister school in the federation to plan effective induction, professional development and regular catch ups with teachers to ensure teachers have very good pedagogical understanding and that they are confident in teaching religious education. Joint staff meetings across the federation allow teachers to share their expertise and all teachers, especially those from different faith backgrounds, feel well supported in teaching religious education. A teacher commented, 'We are a big family, everyone helps everyone, it's a supportive community.' Regular monitoring and accurate self-evaluation ensure that leaders and governors identify and prioritise strategic actions to ensure the best outcomes for all pupils.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

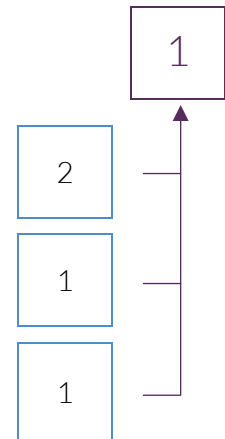
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



At St Mary's, pupils of all faiths and different backgrounds respond well to opportunities for prayer and liturgy. They are calm and respectful, engaging with the questions raised when listening to scripture. Pupils recognise the changing liturgical seasons; for example, a member of the 'Faith Friends' explained that the purple cloth in the classroom prayer table is there because we are in Lent, a time for sacrifice and remembering Jesus' death on the cross. Pupils undertake liturgical ministries willingly and are able to lead prayer and liturgy. They work well with peers to prepare prayer and liturgy. They need to ensure that moments of reflection and silence are included, as well as opportunities to evaluate the quality of what they have planned.

The centrality of prayer and liturgy is clear with the school providing prayer spaces for both personal or group prayer inside and outside the school building. The prayer space inside is well resourced with prayer books, spiritual books and life of saints and religious paintings for mediation which are supportive of personal prayer. There is a naturally embedded daily pattern of prayer that faithfully reflects the rhythm of the prayer life of the Church. There is a well-established format to support pupils' planning and leadership of liturgy; pupils now need to develop their skills progressively so that leadership of prayer facilitates opportunities for a deeper reflection and an ever-deeper experience of God's love for them. In the summer term, pupils from Year 3-6 attend the daily Parish Mass once a week. Staff know their pupils well and build on their strengths and interests when delivering collective worship. Staff are committed to ensuring that they maximise parental engagement through class dojo, class prayer bags and prayer books sent home with pupils. alongside newsletters and meeting parents at the school gate. The school offers a Gospel assembly using the Wednesday Word once a week. As a result, pupils participate more fully with the Sunday Gospel in the parish. The school works hard to secure a flourishing partnership, with parents and with the local parish. Some of St Mary's pupils are altar servers in the local parish.

Governors are fully committed to ensure that prayer and liturgy at St Mary's develop to a consistently high standard. They work closely with leaders in demonstrating a clear and shared vision for the central role of collective worship. The annual plan of provision demonstrates careful planning of a

wide range of appropriate events for the liturgical year. Staff draw upon the experience and expertise of the clergy. As a result of a range of opportunities for professional development, all staff understand the importance of the prayer life of the school and relevant staff are committed and skilled at leading prayer and liturgy. Parents understand the school's mission and are highly supportive of it. One parent commented, 'My experience as a parent has been very positive. I have really appreciated the opportunities to be involved in the faith life of the school... to share in an important part of my child's spiritual journey.' Governors are actively involved in promoting, monitoring and evaluating prayer and liturgy. At least one governor joins the school for all notable acts of worship, and writes a note of visit afterwards. Catholic life and mission, religious education and collective worship are standing items on the agenda at every Governors meeting. Governors monitor survey feedback from pupils, staff, and parents; questioning leaders about the responses within them to ensure leaders are constantly evaluating the provision.

Information about the school

Full name of school	St Mary's Catholic Primary School
School unique reference number (URN)	101048
School DfE Number (LAESTAB)	2123528
Full postal address of the school	7 St Josephs Street, London, SW8 4EN
School phone number	02076225460
Executive headteacher	Jared Brading
Headteacher	Claire Mitchell
Chair of governors	John O'Brien
School Website	www.stmarysschoolbattersea.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Federation
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	12 th March 2019
Previous denominational inspection grade	Good

The inspection team

Rufina Ebenebe
Fatima D'Mello

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement