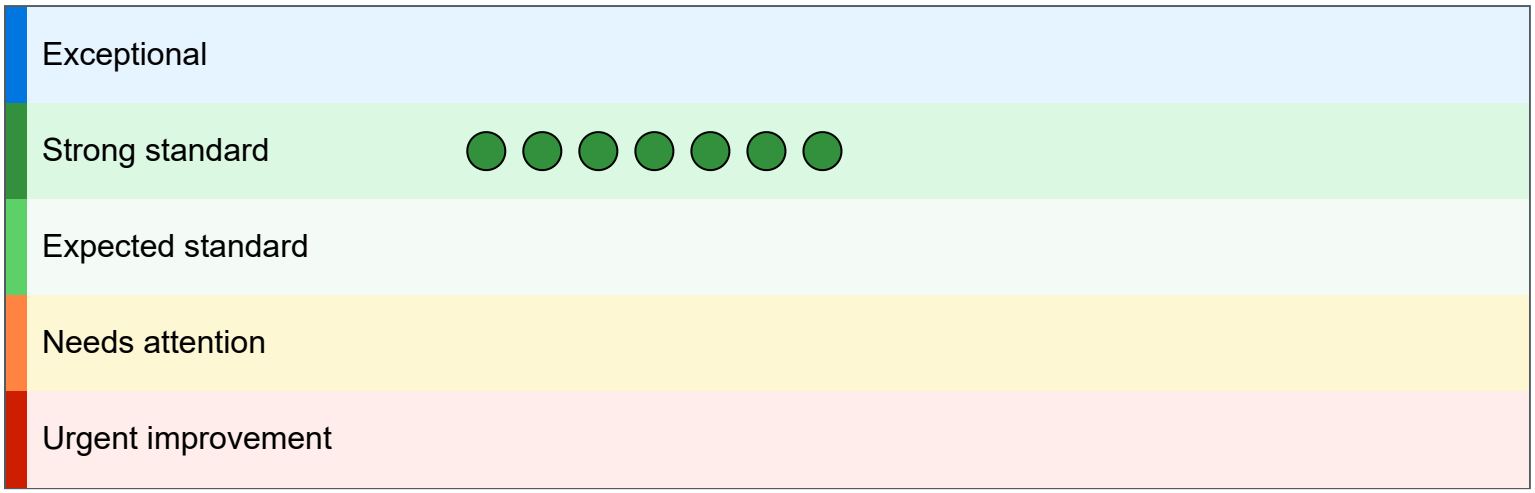
St William of York Catholic Primary School

Address: Brockley Park, Forest Hill, St. William of York School, London, SE23 1PS

Unique reference number (URN): 100737

Inspection report: 13 October 2026



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, including children in the early years, achieve very well and are well prepared for their next stage of education. Pupils make substantial progress in developing important skills in reading, writing and mathematics. They reflect on their learning carefully, such as through use of the ‘friendly feedback’ from staff to improve their work. Leaders closely monitor pupils’ achievement and provide additional support, including morning 'booster clubs', where needed. This helps pupils to keep up with their learning without missing other parts of the curriculum. Across the curriculum, pupils, including those with special educational needs and/or disabilities (SEND), achieve well and connect new learning with what they already know.

The school has a high proportion of pupils with SEND and a small proportion of disadvantaged pupils. There is also some pupil mobility, with pupils joining and leaving the school during their primary education. Pupils’ outcomes remain consistently above or close to national outcomes. Phonics outcomes have improved considerably over time.

Attendance and behaviour

Strong standard

Pupils enjoy coming to school. Leaders prioritise attendance and have established high attendance for pupils, including disadvantaged pupils and those with special educational needs and/or disabilities. Leaders systematically analyse attendance information and act swiftly when concerns emerge. They identify barriers to regular attendance and put personalised support in place. Leaders work with external professionals and advisers where needed. This helps to improve pupils’ attendance. Leaders closely support pupils who have previously had difficulties attending regularly and adapt their approach where necessary. This makes a positive difference for pupils with particular vulnerabilities and those who face other barriers to regular attendance.

Pupils conduct themselves with maturity and respect and show considerable commitment to their learning. Leaders have clear behaviour systems that pupils understand well. Staff rarely need to remind pupils about expectations. Pupils are highly motivated. They enjoy placing their photo on the class ‘recognition board’ when they demonstrate the school’s values of attitude, commitment and effort. Pupils enjoy spending social times together. Bullying and other forms of abuse or violence, including online, are very rare. When incidents occur, leaders act swiftly and thoroughly to prevent them from recurring.

Curriculum and teaching

Strong standard

Leaders ensure that the curriculum is ambitious and carefully sequences the important knowledge and skills that pupils need to learn over time. Staff are well trained and ensure that pupils are fully involved in learning. They regularly check what pupils know and understand, addressing misconceptions quickly. This happens across the curriculum. Staff adapt the curriculum when necessary, including for pupils who join the school at different points in their primary education. This helps pupils, including those with particular

vulnerabilities and those with special educational needs and/or disabilities, to access and achieve well through the curriculum.

Phonics teaching is a particular strength. Teachers support pupils to build their knowledge and skills in reading and apply these independently when reading and writing. Staff have the expertise to support pupils who need additional help to keep up. In mathematics, teaching builds on what pupils already know. Staff encourage pupils to challenge themselves and think more deeply, which pupils do successfully. Pupils enjoy writing and take great pride in their handwriting.

Across the wider curriculum, teachers provided pupils with opportunities to develop knowledge and skills through a rich range of learning. For example, pupils learn to play djembe drums in music, classify animals in science and explore philosophical concepts through discussion. The curriculum is well designed to encourage pupils to think deeply, ask questions and develop their curiosity.

Early years

Strong standard

Teaching in the early years is consistently of high quality. Staff use their expertise skilfully to enrich children's learning and build on their interests. Leaders have established a well-sequenced curriculum that helps children achieve well and prepares them for Year 1. Children engage in activities that capture their interest, such as telling stories using a puppet theatre and taking part in baking groups in Nursery Year. They confidently experiment with ideas through their play and learning.

Learning begins as soon as children arrive each morning with their parents and carers. Activities engage children, and staff skilfully support the development of their communication and language. A love of language and writing is evident in the early years. Staff introduce new words with enthusiasm and teach songs with joy. Children share this enthusiasm, applying their developing knowledge and skills independently, sharing facts with their friends and making their own books to write in.

Staff know the children well and use this knowledge to support their emotional development and identify and address gaps in learning. Children with special educational needs and/or disabilities receive carefully adapted support that enables them to participate fully in learning.

Inclusion

Strong standard

Support for pupils with particular vulnerabilities, including those known to social care, is a notable feature of the school's work. Leaders ensure that staff have a consistent understanding of how to adapt teaching to meet pupils' different needs. Clear systems enable concerns, including those relating to special educational needs and/or disabilities, to be identified swiftly. Staff draw on their positive relationships with pupils and families to recognise emerging needs early. These relationships begin with home visits for children in the early years and continue through regular contact with parents and carers.

Staff skilfully identify and reduce barriers to pupils' learning and wellbeing, including for pupils who speak English as an additional language. They adapt teaching and provide

additional support where needed. Some pupils access additional support in ‘The Hive’, where teaching is adapted to meet their individual needs. These pupils remain fully included in their classes and wider school life. Leaders use additional funding, including the pupil premium grant for disadvantaged pupils, to provide well-targeted support. Disadvantaged pupils achieve very well.

When pupils access alternative provision, this makes a positive difference to their education. Leaders regularly review the support these pupils receive and adjust it where necessary so that it continues to meet their needs.

Leadership and governance

Strong standard

Leaders are committed to the school and its continued improvement. Their work is informed by evidence and a detailed understanding of the school’s strengths and areas for ongoing improvement. High standards are evident across the school. Professional learning enriches the school’s work, helping staff to refine their practice and contributing to the positive outcomes pupils achieve. Staff take ownership of their ongoing development, while leaders carefully consider the impact of professional learning to inform future actions. Leaders are also mindful of staff wellbeing and workload, including through the school’s ‘wellbeing charter’. This contributes to a staff team that is committed to the school and its community.

Leaders and governors take pride in the school. Governors fulfil their statutory responsibilities thoroughly. Their areas of responsibility across the school enable them to develop a detailed understanding of its work and of the characteristics, strengths and needs of different groups of pupils. They use this knowledge to advocate for pupils. Governors’ oversight and quality assurance provide leaders with robust challenge that supports ongoing school improvement.

Leaders and governors work carefully to promote equitable treatment of staff, pupils and families. Leaders work closely with wider professionals, including those from the local authority and diocese. These well-established partnerships are clearly focused on the best interests of pupils. Regular community events help to build close relationships between parents and carers, staff and the local community.

Personal development and wellbeing

Strong standard

Leaders have carefully tailored the personal development programme to the school’s context and pupils’ needs. They adapt it when particular needs emerge, for example by providing additional activities to develop individual pupils’, groups’ or year groups’ understanding of safety and wellbeing, or aspects of character development. This ensures that pupils, including those with special educational needs and/or disabilities (SEND), benefit from the programme. Personal, social and health education and relationships education help pupils develop detailed knowledge about keeping themselves safe. For example, pupils know how to review information they find online and consider its reliability.

Pupils reflect on their own and others’ beliefs and show respect for the diversity in their community. They understand the benefits that this diversity brings. Pupils develop a clear understanding of fundamental British values. They understand their rights and the importance of supporting others, including through charitable activity. Pastoral support is

carefully adapted to pupils' individual needs. Concerns about wellbeing are identified and addressed swiftly to prevent them from escalating or recurring. Leaders draw on specialist support where necessary and work closely with parents and carers. Pupils also support each other as 'peer mediators'. These and other leadership roles enable pupils to make a meaningful contribution to school life.

The wider opportunities available prepare pupils for life beyond school. Pupils relish opportunities for visits beyond the school and link these experiences to their learning. For example, residential visits develop pupils' confidence and team-building skills, while a visit to St Paul's Cathedral deepens their learning about the Great Fire of London. Pupils also enjoy learning to play multiple instruments during their time at school. These opportunities are available to all pupils, including disadvantaged pupils and those with SEND.

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

Pupils count down to the gate opening each day, keen and ready to learn. They enjoy school and have high rates of attendance. Pupils and their families are well known by staff. For example, parents and carers join pupils for the daily 'morning challenge', which helps families feel informed about what their child is learning.

Pupils are mature and considerate. They show tolerance of a range of religious beliefs, while also understanding the Catholic ethos of the school. Pupils take on responsibilities in all year groups. Older pupils are paired with a 'buddy' from a younger year group, including when taking part in visits out of school. This helps to build a strong community in which pupils know and look out for one another. As such, bullying rarely happens.

From the youngest years, pupils are enthusiastic about their learning. They take great pride in their work. Behaviour is excellent. Pupils relish the chance to move their photo to the class 'recognition board'. Pupils who experience difficulties in securing important skills in reading, writing and mathematics receive focused support to help them overcome these. Pupils independently reflect on their learning and use 'friendly feedback' from staff to improve their work. Pupils perform well in national tests and, by the time they leave the school, are very well prepared for their next stage of education.

Pupils, including those with particular vulnerabilities and those with special educational needs and/or disabilities, are carefully considered in all aspects of the school's work. They learn how to keep themselves safe in a range of situations, including in the sun, around water and online. Children in the early years take part in outdoor learning off site, where they apply what they have learned about keeping safe.

Next steps

- Leaders and those responsible for governance should ensure that their work continues to secure consistently high outcomes for all pupils, including disadvantaged pupils and those

with special educational needs and/or disabilities, across all aspects of the school's work.

About this inspection

The co-chairs of the board of governors in this school are Laurence Barber and Sabrina Fernandez.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 13 and 14 October 2026.

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 leaders, governors, staff, a representative from the local authority, a representative from the diocese, parents and carers and pupils during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Catholic religious character. It is in the Diocese of Southwark. Its last section 48 inspection was on 8 and 9 May 2025.

The school currently makes use of one registered alternative provision.

The school has undergone a significant change since the last inspection. The headteacher started in post in September 2024.

Headteacher: Hayley Mayers

Lead inspector:
Verity Lambert-Dale, His Majesty's Inspector

Team inspectors:
Sara Morgan, Ofsted Inspector
Stephanie Salter, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

School and pupil context

Total pupils

207
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: 268

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)

28.18%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

9.66%
Well 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: 4.1%

Pupils with special educational needs (SEN) support

11.59%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	72%	62%	Above
2023/24 (final)	57%	61%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	90%	75%	Above
2023/24 (final)	77%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	72%	Above
2023/24 (final)	63%	72%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	77%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	50%	46%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	50%	62%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24 (final)	60%	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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	70%	59%	Close to average

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‘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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	50%	67%	-17 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	50%	80%	-30 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	60%	78%	-18 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	70%	79%	-9 pp

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‘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
2025/26 (1 term)	5.2%	5.1%	Close to average
2024/25 (3 term)	4.1%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	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
2025/26 (1 term)	14.1%	14.4%	Close to average
2024/25 (3 term)	8.6%	13.0%	Below
2023/24 (3 term)	10.2%	14.6%	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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