

School inspection report

14 to 16 October 2025

St Mary's School

47 Fitzjohn's Avenue

Hampstead

London

NW3 6PG

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders and governors articulate the clear and ambitious vision that underpins the school's aims and values. They promote an ethos in which pupils are encouraged to do their best and to be their best. Those with responsibility for children in the early years have thorough oversight of the early years foundation stage curriculum. As a result, children learn successfully in an environment where the school's aims are well promoted. Pupils are prepared well for transition as they move through the different stages of school life. Governors oversee the school's work effectively. They check that leaders have appropriate skills and knowledge to implement the Standards as required. Together with leaders, they review pupils' progress, safeguarding and health and safety arrangements carefully. This cohesive approach ensures that priorities are clearly defined and understood by staff, pupils and parents.
2. The broad, balanced and inclusive curriculum is designed to nurture pupils' curiosity, independence and resilience. Leaders ensure that routine checks on pupils' learning inform teachers' planning, including in relation to support for pupils who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL). Consequently, pupils are typically well supported overall. However, occasionally, in some lessons, tasks and support are not consistently well matched to pupils' different starting points. At times, this limits the progress of some pupils because they find the work too easy or struggle to keep up.
3. Staff foster respectful relationships. Pupils display courtesy and co-operation. They show respect for others and take pride in their school. Behaviour in lessons and around the school is calm and purposeful. Pastoral systems provide swift and effective support for pupils who need it. Pupils are listened to and well cared for.
4. Pupils develop a secure understanding of moral awareness and social responsibility through a range of meaningful experiences. They take part, for example, in community events, charity work and school councils. These activities help them to understand fairness, respect and the value of making contributions for the benefit of others. The opportunities for pupils to take on age-appropriate roles and responsibilities build confidence and prepare them well for the next steps in their education.
5. Leaders ensure that all staff follow statutory guidance and maintain a culture of vigilance. Consequently, staff apply well-understood procedures to keep pupils safe. They are well trained. Their supervision of pupils is effective. Pupils know who to turn to if they have a concern. Systems for staff recruitment, record-keeping of recruitment checks, and monitoring of the accuracy of systems recording checks are meticulous. Positive relationships with external agencies ensure timely and effective support when pupils need it.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that learning is planned consistently effectively in all lessons, with content and activities routinely matched to pupils' needs and abilities, building securely on what they know and can do so that pupils are supported to achieve their potential in all aspects of their learning.

Section 1: Leadership and management, and governance

6. Leaders provide clear direction and a deep sense of purpose across the school's work. They are visible, warm and approachable. Their actions reflect the school's values of respect, resilience, reflection and risk-taking consistently well. Consultation with staff, parents and pupils shapes decision-making. Leaders act decisively on their feedback to continue to improve. Governors work closely with leaders to ensure that the Standards are met consistently.
7. Leaders' evaluations of the school's performance are honest, accurate and purposeful. They use, for example, lesson observations, book scrutiny, discussions with pupils and checks on pupils' achievements to review the quality of teaching and learning. Review outcomes inform staff training and ongoing planning for learning. Consequently, teachers refine their practice and share their expertise. The professional goals of staff align appropriately with school priorities. As a result, leaders secure accountability for and ongoing improvements to the quality of provision. Their accurate understanding of the school's strengths and any developments needed means that resources and training are directed to where they have the most impact. Following the evaluation of writing across year groups, for example, leaders introduced staff training to improve the accuracy of teachers' feedback on pupils' work. Leaders also extended opportunities for staff to moderate their evaluations of pupils' writing quality together. Pupils' writing is improving as a result.
8. Leaders ensure that the school's ethos is embedded in daily practice. Pupils and staff understand the school's core values. They know how these contribute to pupils' positive behaviour and their motivation to learn. The thoughtfully planned curriculum supports pupils' progression, from the early years into Year 1 and through to the end of Year 6. The early years curriculum is well planned and ambitious. Leaders maintain effective oversight through regular monitoring to ensure that the practice of early years staff remains consistently effective. Regular joint planning for learning and shared professional development support pupils' smooth transition between year groups. Consequently, pupils typically make sustained progress over their time in the school.
9. Leaders protect pupils from harm, including through effective risk management. Any potential risks are assessed systematically, with swift action taken to reduce any concerns. Regular reviews ensure that risk-reduction plans are up to date. Leaders understand their responsibilities in keeping pupils safe. Consequently, they maintain clear and well-structured oversight of health and safety arrangements. External audits, site inspections and committee reviews ensure that the site is well maintained. Improvement actions are tracked carefully through to successful completion.
10. Leaders prioritise pupils' wellbeing and safety. The pastoral team and senior leaders collaborate closely to monitor pupils' welfare. Staff use resources, such as 'worry monsters', to help pupils to express their feelings. They provide time for pupils to reflect on and discuss any worries or incidents. Staff model respect and empathy, which promotes pupils' positive behaviour and ability to manage their feelings thoughtfully. Pupils understand and practice the values of reflection and resilience, for example, to resolve friendship issues effectively. Governors keep a close watch on staff and pupils' wellbeing and pastoral care. They contribute appropriately to initiatives to support this.
11. The school fulfils its statutory duties under the Equality Act 2010. The comprehensive accessibility plan is reviewed annually. Education, health and care plans (EHC plans) are implemented with precision and reviewed regularly with local authority representatives and parents.

12. Leaders notify the local authority if pupils join or leave the school at non-standard transition points. They take practical steps to support families when attendance is affected, for example, by transport, long-term illness or other challenges.
13. Governors exercise informed and active oversight of the day-to-day operational running of the school. They draw on a wide range of expertise, meeting regularly with leaders to review safeguarding, health and safety, curriculum and finance matters. They offer appropriate challenge and support so that leaders continue to secure ongoing improvements. Policies and procedures take account of relevant guidance. Expectations are well understood by staff and pupils. Governors appropriately commission audits, monitor outcomes and ensure that resources are aligned effectively to strategic priorities. They implement clear procedures for managing complaints if they arise and monitor the effective resolution of concerns transparently with leaders.
14. Communication with parents and stakeholders is clear and effective. Leaders share statutory information, including school policies and curriculum information, via the school's website. Parents receive updates about their child's progress and next steps through termly reports and consultations. The school consults effectively with local authorities, diocesan bodies and external specialists to ensure that information-sharing meets statutory requirements.

The extent to which the school meets Standards relating to leadership and management, and governance

15. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

16. Staff teach a broad and balanced curriculum. The range of academic, creative and technological subjects builds pupils' knowledge and skills effectively over time. Typically, well-delivered learning supports pupils to achieve well across subjects, particularly in reading, writing and mathematics. Lessons are purposeful and mostly well matched to pupils' prior attainment. Staff use checks on pupils' learning to adapt teaching to meet their needs and to address misconceptions promptly. Clearly sequenced learning is delivered through approaches that appeal to pupils' interests. Pupils get the support they need, so they are motivated to learn. As a result, most pupils rise to the challenges their teachers set. In science, for example, pupils tested and explained their results using key vocabulary, referring to the 'working word wall' if they needed to, while teachers used brief check-ins to address any misconceptions.
17. In the early years, staff plan ambitious language-rich experiences that promote children's effective communication and personal development. As a result, children communicate confidently. During a prayer meeting in front of an audience, for example, pupils projected their voices clearly and spoke with assurance using expressive vocabulary. Staff check children's learning systematically to identify next steps. They share this information with parents to strengthen the continuity of learning between home and school, such as through 'secret garden' vocabulary walks, with follow-up activities posted on an online platform. This gives parents the opportunity to rehearse at home the language learned in school. Teachers across all phases support pupils to collaborate, reflect on learning and build independence. Consequently, pupils work well together and form positive relationships.
18. Staff identify the needs for pupils who have SEND quickly. They plan carefully to meet these. Teachers adapt lessons using, for example, targeted questioning, visual prompts and tailored support, so that pupils access learning successfully alongside their peers. Classrooms typically feature targeted resources, including task boards, word banks and recording equipment, such as electronic voice dictation. These resources, together with pre-teaching and short one-to-one discussion, allow pupils who have SEND to join whole-class tasks with confidence. Collaboration between class teachers, the special educational needs co-ordinator (SENCo) and support staff ensure that provision for these pupils is coherent and responsive. The effectiveness of support strategies for pupils who have SEND is reviewed regularly alongside pupils' progress, as well as in discussion with pupils and parents. As a result, pupils who have SEND develop confidence, independence and self-advocacy. They achieve personal and academic goals reflecting their aptitudes and starting points, in line with their peers.
19. Staff provide thoughtful and inclusive support for pupils who speak EAL, so that they participate fully in school life from the outset. Teachers use clear modelling, visual aids and repetition to strengthen vocabulary and understanding. Peer collaboration promotes their fluency and confidence effectively. Routines such as picture prompts in the early years, sentence stems, partner talk and vocabulary mats are used daily. Teachers revisit key words at the start and end of lessons so that pupils remember more of their learning. Teachers' planning reflects pupils' linguistic skills. Regular checks on pupils' learning identify their next steps in language acquisition. Staff liaise closely with parents to share strategies to reinforce learning at home. As a result, pupils who speak EAL make good progress across subjects. They contribute confidently to discussions, demonstrating growing independence and assurance in spoken and written English.

20. Teachers prioritise reading, which is taught systematically and well from the early years onwards. As a result, pupils read widely and with enjoyment. They build fluency and comprehension through carefully structured phonics lessons and guided reading. Volunteer listeners help to reinforce the reading fluency targets noted on pupils' bookmarks. In writing, teachers develop pupils' confidence to express ideas clearly, as well as to apply grammar and spelling accurately. Pupils act routinely on teachers' feedback to improve their work, for example, by adding precision to the sentences they write. In mathematics, teachers promote mathematical fluency, reasoning and problem-solving through practical and investigative learning. Mini-plenary questions check transfer from teachers' modelled steps to pupils' independent application and justification of the methods they use.
21. Across subjects, pupils are encouraged to apply knowledge independently. However, occasionally, taught content, tasks set, and support are not matched precisely enough to pupils' differing starting points. As a result, some pupils complete work quickly without further opportunities to extend their learning. Sometimes a few others struggle to access the activities because they have not secured the knowledge and skills to complete them.
22. Pupils benefit from specialist teaching in modern foreign languages (MFL), PE, STEAM, music, art and drama. Clubs, competitions and performances enhance pupils' learning and build their confidence. Wider opportunities include practical science and design projects, research activities through academic clubs, and informal performance events such as 'cake concerts', all of which build pupils' creativity, independence and presentation skills. Outdoor learning, visits and themed projects connect subjects and deepen pupils' understanding of the wider world. Staff use technology purposefully to strengthen learning. For example, pupils use virtual reality headsets to explore life in ancient Egypt before drafting newspaper reports linked to the class text. Leaders review the impact of the curriculum regularly to ensure that teaching remains ambitious and responsive to pupils' needs.
23. Teachers balance academic rigour with creative and recreational learning. Playtimes, sport and enrichment activities promote teamwork, discipline and respect. Pupils participate enthusiastically in lessons and co-curricular opportunities, showing perseverance and interest. Staff reinforce expectations consistently, using praise and encouragement to build self-discipline. Established behaviour routines and expectations, such as a 10-to-1 countdown, and praise for demonstrating the school values such as respect, support smooth transitions and sustained focus in lessons.

The extent to which the school meets Standards relating to the quality of education, training and recreation

24. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

25. Leaders ensure that PE and sport play an integral part in school life. Well-planned and well-implemented programmes encourage pupils to stay active, healthy and resilient. A wide variety of team and individual sports help pupils to develop co-ordination, stamina and perseverance. Staff give constructive feedback that sharpens pupils' technique and builds their confidence. Pupils take pride in representing their school in local and national events. They describe how practice, hydration and rest improve performance and teamwork. Through lessons and clubs, they learn about healthy lifestyles, teamwork, balanced nutrition and the benefits of regular exercise. Leaders check that provision remains inclusive, safe and ambitious. Pupils participate regularly and speak positively about sport and physical activity at the school.
26. In the early years, children build physical confidence and emotional security through purposeful play and exploration. Staff plan activities, such as climbing, balancing, riding, gardening, threading, mark making and construction, to improve children's co-ordination and independence. Staff model kindness and respect, encouraging children to share, take turns and resolve disagreements with empathy. Typical routines include taking turns as bell ringer and 'kind hands' reflections. These help children to maintain positive relationships and to move on co-operatively to the next task of their day. These experiences strengthen children's emotional development and self-regulation, giving them the skills to manage their feelings and relationships positively as they grow.
27. Teachers use the school's own 'growth' curriculum as a clear and progressive framework for relationships and health education. They deliver lessons with sensitivity, adapting content appropriately to match pupils' age and understanding. Through discussion, pupils explore moral and ethical themes. They learn to respect difference and develop awareness of relationships, safety and consent. Recent sessions on body image and gender stereotypes support pupils to rehearse respectful language and apply concepts in everyday scenarios. Teachers link these lessons to the school's values of respect, resilience, reflection and risk-taking, helping pupils to recognise how these principles shape their choices, behaviour and interactions in daily life. Pupils build positive relationships because of mutual trust and respect, including for those with protected characteristics, are well promoted.
28. Staff support pupils' mental health with care and expertise. They receive regular training in mental health first aid and pastoral care. Consequently, they spot early signs of worry or distress and respond quickly. Staff support pupils in the use of wellbeing spaces, such as reflection corners, 'worry monsters' and mindfulness activities, to help them to manage emotions calmly. Daily check-ins on pupils' wellbeing are routine. If pupils need time to regulate their emotions, they are given the opportunity to choose a calm activity and then rejoin learning. Pupils are thoughtfully supported, so they know that adults will listen without judgement. Leaders review the provision for promoting pupils' wellbeing often. They adjust systems based on review findings, or when pupils' or parents' feedback suggests new needs. As a result, pupils' wellbeing is a well-understood priority across all aspects of school life.
29. Staff apply the high expectations of pupils' behaviour consistently and fairly. They set clear expectations, using praise, rewards and reflection time to encourage self-discipline and wise choices. Recognition of positive behaviour includes certificates, raffle tickets and assemblies mention links to the school's values. Pupils understand that actions have consequences. They can explain that taking

time to reflect helps them to learn from any mistakes. Leaders analyse behaviour records, sharing their findings with staff to maintain consistency in teachers' application of their expectations. They provide targeted training when needed. Bullying is rare. Staff deal with any concerns quickly and fairly. Leaders monitor bullying and behaviour logs. They listen to pupils' feedback to ensure consistency in the way that they address incidents, which they do promptly. Any emerging patterns are dealt with swiftly.

30. Behaviour in lessons and around the school is calm, purposeful and positive. Pupils are motivated to learn, listen attentively and collaborate effectively. They understand the importance of effort and resilience and take pride in their achievements. Relationships between pupils and staff are respectful and caring. These contribute well to the school's positive learning environment.
31. Leaders monitor attendance carefully and follow up absences promptly. Admission and attendance registers are accurate and maintained appropriately. The school works closely with parents and, where necessary, the local authority to address weaknesses in attendance patterns early. Clear communication with parents helps to maintain typically high attendance and punctuality across the school.
32. Leaders and staff secure a vigilant approach to health and safety. Premises and accommodation are suitable, secure and well maintained. Leaders review risk assessments regularly and act swiftly on findings. Staff are well trained, so they identify and report hazards promptly. Fire safety and emergency procedures are embedded through routine drills and training. Independent fire risk assessments take place regularly. Leaders act promptly on any recommendations made. Staff and pupils understand evacuation procedures. They respond calmly during fire drill practice.
33. Adequate staffing arrangements ensure that pupils are well supervised. Pupils move safely and confidently around the site. Catering and hygiene procedures promote healthy choices and food safety. Allergen management and record-keeping are thorough. First aid provision is effective. Staff are well qualified, and there are a suitable number of staff in the early years and prep school with paediatric first aid qualifications.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 34. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

35. Pupils demonstrate empathy, co-operation and social awareness, reflecting the school's ethos and values in their behaviour and attitudes. They understand the expectations of respect, fairness and responsibility. They care for one another and are proud of their school. Staff model these expectations in daily routines. Pupils respond with warmth, courtesy and age-appropriate maturity.
36. In the early years, staff nurture children's social development through routines that build their capacity to share, work in teams and show kindness. Staff plan activities so that children learn to take turns, listen and express opinions respectfully. Roles such as 'line leader' or 'helper' develop children's confidence and sense of belonging. Reflection time helps children to understand how their actions affect others.
37. As pupils move through the school, they take on wider responsibilities and play an active part in school life. They are given opportunities to act on their own initiative, taking on roles of responsibility as trusted members of the community. Annual elections to the school council, eco-council and food council teach democracy and representation. Pupils explain how council decisions, such as improving recycling or organising rotas for watering plants, make a visible difference to school life. Older pupils also act as mentors through the 'big sister' programme, offering friendship and guidance to younger pupils and helping them to settle with confidence.
38. Moral, civic and cultural understanding sit at the heart of the curriculum. Pupils learn about British values through opportunities for debate, class voting and collaborative problem-solving. Assemblies and religious education (RE) strengthen pupils' moral understanding, as well as their respect for protected characteristics. Through these opportunities, pupils learn about key public institutions such as Parliament, the police, the courts and local government. Pupils understand how these institutions serve and protect the public, how laws are made and upheld and why rules help to keep people safe. Visits from police officers, local councillors and the school's local MP deepen this understanding. They help pupils to recognise their rights and responsibilities as citizens in modern Britain.
39. Pupils' cultural awareness is strengthened through themed days, curriculum topics and community links. They learn about a range of faiths, customs and celebrations, and are able to speak thoughtfully about the importance of respecting difference as a result. They can explain how kindness and equality matter because everyone has a right to be valued. In the early years, stories, books and role play help children to recognise and celebrate different families, cultures and traditions.
40. Pupils contribute positively to the school and the wider community. They plan fundraising events, support local charities and take part in service activities, such as foodbank collections and visits to the local hospice. These experiences help to build empathy, responsibility and a clear understanding of what it means to contribute to society.
41. Staff prepare pupils well for the next stage of their education. Pupils' independence and leadership skills develop through roles of responsibility, leadership training and Year 6 transition activities. Staff ensure that pupils receive age-appropriate careers education through workshops and visiting speakers. Pupils gain confidence in public speaking, collaboration and decision-making. They act

responsibly in positions of trust. Transition from the early years is well managed and seamless. Across the school, pupils are thoughtfully prepared, well in advance, for their move to the next stage in their education. Preparation includes parent consultations, teacher-pupil information sharing meetings and transition support. For those moving on to senior school, staff provide additional support, such as through academic mentoring, public transport workshops and book groups. These support pupils well with the changes ahead.

42. Pupils develop their economic awareness through activities such as the young accountants club and enterprise projects. In these activities, pupils experience physical handling of coins and digital payments. They learn about budgeting, saving and staying safe online in financial contexts. An inter-school 'money wise challenge' uses role play and real-world scenarios, including insights into how public services are funded. This brings financial learning to life. Pupils can explain how budgeting applies to charity planning. Workshops, visits and leadership opportunities help pupils to understand life in modern Britain and the importance of effort, integrity and adaptability.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 43. All the relevant Standards are met.**

Safeguarding

44. Leaders ensure that safeguarding arrangements are compliant with statutory guidance and applied consistently effectively. Safeguarding policies align with daily practice. All staff share responsibility for safeguarding. Consequently, they maintain vigilant oversight of pupils' safety and welfare.
45. Staff recruitment procedures include comprehensive safeguarding checks. The single central record (SCR) of pre-appointment checks for new staff is meticulously maintained and reviewed by governors each term. New staff interview panels include trained members who apply safer recruitment principles effectively.
46. Staff receive safeguarding training during induction and regular follow-up sessions, including, for example, in using case reviews and sharing updates. Annual refreshers and scenario-based discussions ensure that staff training remains current. Staff understand, for example, how to report low-level concerns, or how to implement whistleblowing procedures if they are concerned about the actions of other members of staff. Those with designated safeguarding responsibilities hold appropriate qualifications and provide visible guidance and support for others. Records of training and case management are precise and securely stored.
47. Daily practice reflects the school's culture of care. Staff log concerns through digital systems that, in turn, allow leaders to monitor patterns and act swiftly. Attendance and wellbeing information is cross-referenced to identify pupils who may need additional support. Supervision and mobile phone policies are implemented carefully to protect pupils' privacy and safety.
48. Leaders respond promptly and decisively to safeguarding concerns. They maintain detailed records and make referrals to external agencies when required. Effective work with external agencies, including the local authority, multi-agency safeguarding hub (MASH) and health services teams, secures timely support when pupils need it. Leaders challenge external agencies appropriately if they believe decisions are not sufficiently robust. Cases are reviewed regularly to ensure ongoing support and closure when resolved. The safeguarding team meets frequently to discuss emerging themes. Working closely together, they continue to deepen their professional curiosity about safeguarding matters and secure their accountability in keeping pupils safe.
49. Governors maintain active oversight of safeguarding. They review policies, audit procedures and oversee the monitoring of training and recruitment. Reports from those with designated safeguarding responsibilities, external reviews and internal audits confirm that safeguarding arrangements are effective and continuously reviewed. Governors' oversight, including regular visits and discussions with staff, means that the school continues to maintain its positive safeguarding culture.
50. Pupils learn how to stay safe online through assemblies, lessons and specific online safety teaching. Together with their teachers, they discuss issues such as consent, respect, privacy and responsible online behaviour. Internet filtering and monitoring systems protect pupils when using school technology. Any alerts linked to unsafe access to online sites are investigated swiftly. Leaders consult with parents to promote safe use of electronic devices at home, particularly when pupils use mobile phones and access social media. Pupils demonstrate a secure understanding of how to report concerns. They are confident in the support available from their trusted adults.

51. Leaders manage contextual safeguarding risks through effective training in specific aspects of wider safeguarding concerns, such as the 'Prevent' duty to protect pupils from radicalisation and extremism. Staff are alert to early signs of vulnerability and know how to raise concerns. Leaders work with the local authority to review risks. They ensure that pupils are supported to develop an age-appropriate understanding of respect, tolerance and belonging, helping to protect them from radical or extremist influences. Data protection and safe online activity are overseen rigorously. Regular audits ensure pupils' information remains secure.

The extent to which the school meets Standards relating to safeguarding

- 52. All the relevant Standards are met.**

School details

School	St Mary's School
Department for Education number	202/6084
Registered charity number	1006411
Address	47 Fitzjohn's Avenue Hampstead London NW3 6PG
Phone number	020 7435 1868
Email address	office@stmh.co.uk
Website	www.stmh.co.uk
Proprietor	St Mary's School Hampstead
Chair	Ms Carroll Barry-Walsh
Headteacher	Miss Charlotte Owen
Age range	2 to 11 years
Number of pupils	189
Date of previous inspection	29 November to 1 December 2022

Information about the school

53. St Mary's School is an independent day school founded by the Institute of the Blessed Virgin Mary as a Catholic day school. It is registered as a single-sex school for female pupils and has a charitable foundation, whose trustees provide governance. In 1991, the school became a registered charity with a board of trustees and a governing body. The trustees are responsible for the overall strategy of the school and financial matters. The governors are responsible for the educational direction, policy and priorities, within the budgets and objectives established by the trustees. Since the previous inspection, the school has the same chair of governors appointed in 2020 and a new headteacher appointed in September 2023.
54. There are 47 children in the early years comprising four classes.
55. The school has identified 22 pupils as having special educational needs and/or disabilities (SEND). Four pupils in the school have an education, health and care plan (EHC plan).
56. The school has identified a very small number of pupils who speak English as an additional language (EAL).
57. The school aims to provide an education firmly founded on the Catholic faith, nurturing spiritual and moral principles. It sets out to create a caring environment, recognising the dignity and worth of each child. It aspires to foster high standards and intellectual development, with the pursuit of academic excellence. The school seeks to value the unique contribution of every child and encourage an active partnership between home, school and the community.

Inspection Details

Inspection dates

14 to 16 October 2025

58. A team of three inspectors visited the school for two and a half days.

59. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

60. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net