

School inspection report

10 to 12 February 2026

St Mary's School

13 St Andrew's Road

Henley-on-Thames

Oxfordshire

RG9 1HS

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. Governors provide leaders with effective challenge and support through school visits and scrutiny of all aspects of their work, including safeguarding, risk and compliance. They hold leaders to account for the effectiveness of provision and outcomes so that the Standards are met consistently.
2. Leaders have the appropriate knowledge and skills and fulfil their responsibilities effectively. They are consistently reflective, identifying effective practice as well as areas for improvement, in order to actively promote the wellbeing of all pupils.
3. Leaders implement a broad, balanced and inclusive curriculum that is thoughtfully adapted to meet the academic needs of all pupils and support their personal development. This successfully promotes the school's aims and values. Leaders promote a love of learning in pupils through a well-designed curriculum, including newly introduced science, technology, engineering, arts and mathematics (STEAM) lessons. Design and technology (DT) lessons develop older pupils' practical and problem-solving skills well. However, younger pupils' practical skills in DT are not developed as effectively.
4. Leaders provide effective oversight of teaching and use assessment information well to track pupils' progress and inform planning. Teachers have good subject and curriculum knowledge, understand progression clearly, and plan lessons that build effectively on pupils' prior learning, enabling pupils to make sustained progress over time. They provide written and verbal feedback that helps pupils to understand what they do well and what they need to do to improve their work further.
5. Teaching motivates pupils so that they consistently show enthusiasm and interest in their learning and apply intellectual, physical and creative effort to their work. Pupils behave well in lessons and around the school, developing positive relationships with their teachers and with one another. Teaching enables pupils to achieve well in external examinations and secure places at appropriate secondary and senior schools.
6. Leaders identify the needs of pupils who have special educational needs and/or disabilities (SEND) early through the effective use of assessment information and ongoing communication with teachers and parents. Teachers adapt lessons and work closely with learning support staff and other specialists. As a result, pupils who have SEND make good progress from their starting points.
7. Pupils who speak English as an additional language (EAL) are provided with additional support when required. As a result, they make good progress in English.
8. Leaders of the early years provide an engaging, well-resourced curriculum that covers all seven areas of learning and development. Teachers use an online system to share children's progress effectively with parents. Children in the early years benefit from a well-planned introduction to school life and make good progress.
9. Leaders ensure that the behaviour policy is implemented effectively. Behaviour is consistently good, both in lessons and around the school, and incidents of disruptive behaviour are addressed appropriately. The anti-bullying policy is clear, appropriate and understood by both staff and pupils. As a result, bullying is rare.
10. Leaders ensure that pupils are well supervised throughout the day, including at breaktimes and before and after school. Admissions and attendance registers are typically maintained in line with

statutory guidance, with attendance monitored closely and concerns followed up promptly. However, at the start of the inspection, the attendance code for lateness was not used correctly and consistently. Leaders rectified this swiftly during the inspection.

11. Effective health and safety arrangements are maintained through methodical checks and maintenance, audits, policy reviews and governors' oversight. The school premises are clean, tidy and well maintained, and provide a suitable environment that supports pupils' learning and wellbeing.
12. Leaders provide some opportunities for pupils to contribute to the local and wider community. However, pupils' understanding of the purpose and impact of community and charitable activities is not developed as effectively as possible. Leaders ensure that older pupils are well prepared for the next stage in their education, including through visits to local senior schools.
13. Governors' oversight ensures that safeguarding arrangements are effective. Leaders and staff receive appropriate training, including in safer recruitment. Leaders keep thorough records of all safeguarding concerns, understand local safeguarding thresholds, and seek advice from and engage with external agencies in a timely way. The internet filtering and monitoring system is effective. Pupils learn how to use digital technologies in ways likely to keep them safe.

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 all staff consistently use the correct attendance register codes to indicate lateness, in line with statutory guidance
- strengthen younger pupils' practical skills in design and technology
- increase pupils' understanding of the purpose and impact of their contribution to the wider community.

Section 1: Leadership and management, and governance

14. Leaders have the knowledge and skills and fulfil their responsibilities effectively so that pupils' wellbeing is actively and consistently promoted and the Standards are met. Well-trained and competent teaching and support staff provide high-quality opportunities for learning, which ensure that pupils make good progress from their starting points.
15. Leaders clearly articulate the school's aims and values. They ensure that arrangements to support pupils' personal and academic development are effective and consistently implemented through clear policies, plans and schemes of work. School policies, including for safeguarding, behaviour and anti-bullying, are implemented consistently and understood by staff and pupils.
16. Leaders use self-evaluation effectively to create a detailed school improvement plan, which clearly identifies areas for development and closely tracks progress towards the school's targets. They have refined senior leadership roles and clarified responsibilities relating to safeguarding and provision for pupils who have SEND, ensuring pupils' wellbeing is supported more effectively and consistently across the school.
17. Leaders ensure that all required information is published on the school's website. Parents receive regular comprehensive reports that summarise their child's attainment and progress and outline areas for further development.
18. There is a clear, compliant complaints procedure that leaders follow consistently. Leaders respond within the required time frames and address concerns promptly, escalating matters to governors where appropriate.
19. Leaders demonstrate a clear understanding of safeguarding risks pertinent to the school and ensure that risk assessment is effective. Risk assessments include clear identification of hazards and proportionate control measures that are consistently implemented. Leaders regularly review risk assessments to ensure that they remain appropriate and responsive to any changing conditions or considerations.
20. Leaders with responsibility for early years ensure that children's learning and development, safeguarding and wellbeing needs are met. They monitor provision closely, have high expectations for staff, and ensure that prompt, purposeful action is taken whenever they evaluate that improvement is required.
21. Leaders work effectively with external agencies, including children's services, to meet their statutory responsibilities and support the wellbeing of pupils. They notify the local authority as required when pupils leave and join the school at non-standard transition points.
22. Governors undertake appropriate training, including safeguarding training, and engage in regular meetings and visits to the school to gain first-hand understanding of its work. They receive regular, relevant information that enables them to scrutinise leaders' work and decision-making effectively. Governors actively monitor all aspects of the school's work, including safeguarding, risk and regulatory compliance.
23. Leaders ensure that the school complies with the Equality Act 2010. They maintain an up-to-date accessibility plan that details actions to improve pupils' access to the curriculum, facilities and

information. Leaders provide staff with training about dyslexia, attention deficit hyperactivity disorder (ADHD) and autism awareness, and update and adapt teaching resources, including, where appropriate, the use of assistive technology such as live captioning, to support pupils who have SEND.

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

24. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

25. Leaders design and implement a broad, balanced and inclusive curriculum that covers all the required areas of learning, reflects the school's core values, and promotes clear progression of knowledge, skills and understanding. In the early years, leaders ensure that all required areas of learning and development are covered.
26. Leaders help pupils develop a love of learning through a curriculum that they find relevant. Newly introduced STEAM lessons focus on developing computing skills and make effective use of pupils' devices. For example, pupils in Year 3 learn how to use stop-motion animation, while those in Year 4 develop their coding skills. DT lessons enable pupils in Years 5 and 6 to develop their practical skills in designing, building, testing and refining their work. These experiences also develop pupils' collaboration, communication and problem-solving skills. However, teaching does not develop younger pupils' practical skills in DT as effectively as it does those of older pupils.
27. Pupils develop speaking, listening, literacy and numeracy skills appropriate to their age. Teachers in the early years promote a language-rich environment that develops children's communication skills. Children confidently use appropriate vocabulary to describe their surroundings and communicate effectively with one another, for example when investigating the suitability of various materials for building an assault course. The introduction of public speaking lessons in the prep school helps to build pupils' self-confidence and speaking skills, both when performing individually and as part of a group.
28. In English, teachers regularly enable younger pupils to practise and develop their reading skills. Teachers make skilled use of questioning to encourage pupils to justify and explain their answers. In Year 3, pupils confidently recognise similes in a range of sentences, and in Year 6, pupils successfully use semicolons and recognise the passive voice in a sentence. Teachers maintain progress books for each pupil, which demonstrate clear progress in writing as they move through the school. In mathematics, teachers promote learning in creative and engaging ways that ensure pupils are interested in their work. In Year 4, for example, pupils deepen their understanding of fractions by manipulating coloured sweets.
29. Leaders regularly visit lessons to monitor teaching. They share examples of what they find to be effective practice, such as the use of clear lesson objectives and success criteria, which supports consistency. Middle leaders make effective use of assessment data to determine pupils' starting points and track their progress over time. They share this information with teachers who use it to inform their planning.
30. Teachers demonstrate good subject and curriculum knowledge. They have a clear understanding of how pupils' skills and understanding develop over time in subjects such as physical education (PE), art, drama and music. Teachers plan lessons that reflect pupils' prior attainment and needs, informed by regular checks of pupils' work and understanding. For example, in Year 3 English, pupils self-assess their learning against 'I can' success criteria, and in Year 5 DT, teachers use assessments of pupils' fine motor skills to plan teaching that supports progress.
31. Teachers select classroom resources carefully, particularly practical equipment, and use these effectively to deepen pupils' understanding. In Year 1, for example, pupils learn about change over time by creating their own toy museum and inviting Year 2 pupils to visit and learn about the

exhibits. Information and communication technology (ICT) is meaningfully embedded across the curriculum, with teachers supported through training sessions and ongoing professional development. As a result, pupils in Years 3 to 6 use their personal devices to support and extend their learning confidently across a range of subjects.

32. Teachers manage class time and behaviour well, resulting in lessons that are calm, purposeful and productive. Respectful relationships between teachers and pupils are sustained throughout the school.
33. Teachers provide pupils with written and verbal feedback that gives them a clear understanding of what they know, understand and can do, as well as areas for further development in their work. Pupils respond positively to feedback and are open to improvement. In the early years, teachers use an online system to record examples of children's progress across all seven areas of learning, which is shared with parents.
34. Leaders use assessment data and regular conversations with staff and parents to inform the early identification of pupils who have SEND. Teachers actively seek advice from SEND specialists and make practical adjustments to their teaching when required, such as offering visual supports and sensory resources, giving clear step-by-step instructions, and providing access to separate and quieter learning spaces. As a result, pupils who have SEND make good progress from their starting points.
35. Pupils who speak English as an additional language (EAL) are supported effectively through clear explanations and, when required, adapted materials, key vocabulary lists, appropriately adjusted tasks and focused small-group or individual support depending on pupils' needs. As a result, pupils who speak EAL make good progress in their English.
36. Pupils with higher prior attainment are identified early and given opportunities to respond to increased challenge. In PE, for example, pupils are encouraged to represent the school in higher year groups, and in music, there are opportunities to perform in weekly breakfast concerts attended by parents. Additional art sessions introduce Year 5 and 6 pupils to a diverse range of international artists, and an algebra club is available for additional challenge in mathematics.
37. Pupils make good progress from their starting points, add to their subject knowledge and deepen their skills and understanding over time. Older pupils achieve well in external examinations and secure appropriate next-stage destinations.
38. The recreational programme successfully promotes pupils' physical, intellectual, creative and emotional development. Leaders provide a wide range of activities that enhance pupils' learning and offer opportunities to develop new skills across sport, the creative arts and academic areas. For instance, pupils can engage in Flamenco Club and Coding Club, the latter of which is organised and run by Year 6 pupils, who often set extension tasks for younger pupils.

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

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

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

40. Leaders promote a culture of kindness, respect and inclusion that supports positive relationships across the school community. Pupils develop warm relationships with their teachers and each other, often playing and learning together with peers across all year groups.
41. Leaders promote spiritual development through weekly opportunities for the whole school to sing together to foster a sense of belonging. Religious education is delivered through personal, social, health and economic education (PSHE) lessons, where there is a focus on a different religion in each year group. For example, in Year 2, pupils learn about Hinduism and visit a Hindu mandir, where they experience customs first-hand. Older pupils in Year 6 are encouraged to consider a wider range of religious perspectives and reflect more deeply on what matters most spiritually to them.
42. Teachers in the early years plan learning around different festivals and religious beliefs, which enables children to develop an early understanding of the importance of these beliefs and celebrations. Teachers help children to recognise and talk about their emotions by discussing feelings associated with being cared for.
43. Leaders ensure that appropriately trained staff are on hand to offer pupils support for their emotional wellbeing, both throughout the day and in designated weekly sessions. By regularly recognising individual and group achievements, leaders encourage pupils to take pride in their work and help develop their self-esteem. Opportunities for Year 6 pupils to plan and deliver mathematics lessons to younger pupils help to build self-confidence in the subject. Further opportunities to develop self-confidence are provided through the pupil-led assemblies programme, which also helps to develop public-speaking skills.
44. The PE curriculum promotes pupils' physical health and fitness. Teachers plan lessons that demonstrate clear progression, beginning with dynamic and well-rehearsed warm-ups, moving on to practising sporting techniques and culminating in game situations where pupils experience different positions. Adaptations made by teachers encourage full participation from pupils, which sees them developing their co-ordination, ball and positional skills as they build up to competitive match play.
45. Leaders and staff in the early years setting make effective use of activities and resources to support children's emotional wellbeing. Teachers provide children with opportunities to discuss and explore emotions, which helps them to develop the ability to follow routines, sustain attention and form positive relationships.
46. Teachers in the early years promote children's physical development, including gross and fine motor skills, through regular physical activity. Leaders explore different ways to further develop children's gross motor skills through the introduction of specialist swimming and yoga lessons and the availability of pedal-free bicycles. Children develop an understanding of personal hygiene, for example by singing songs to remind themselves how to wash their hands. Support from staff enables children to demonstrate confident movement, co-ordination and control, and to show increasing independence in managing their personal and physical needs.
47. Teachers deliver PSHE through a structured, age-appropriate programme that includes topics such as the harm caused by bullying, diversity and the importance of having respect for all people.

Lessons are engaging and characterised by supportive relationships, high expectations and inclusive questioning, which help pupils to feel respected and encourage them to share their ideas confidently.

48. The relationships and sex education (RSE) programme reflects statutory guidance. The curriculum is developed in consultation with pupils, parents and staff, and suitable content is delivered in an age-appropriate way by trained teachers. For example, in Year 5, pupils learn about marriage, including same-sex marriage, and its legal recognition, as well as the legal status of divorce. Pupils begin to develop an understanding of healthy relationships and how to manage conflict, supporting the development of positive friendships.
49. The behaviour policy is clear, fair, consistently implemented and well understood by pupils. Leaders' consistent promotion of good behaviour across all aspects of school life, both in and out of lessons, ensures that pupils behave well, understand expectations and take responsibility for their actions.
50. Leaders implement an effective anti-bullying strategy that actively prevents and minimises bullying. Staff have a clear understanding of what constitutes bullying and empower pupils to recognise different types of behaviour and respond appropriately. Leaders use occasions such as 'Odd Socks Day' and initiatives such as the 'Kindness Cup' to promote an inclusive and respectful culture.
51. The school site is well maintained and managed effectively to provide a suitable environment for pupils, staff and visitors. Regular checks, maintenance of equipment and safety briefings given to pupils promote health and safety. Termly health and safety meetings bring together a range of staff, and reporting to governors ensures effective oversight. In the early years, children are cared for in a secure and well-organised environment, where effective health and safety arrangements support confident play and learning.
52. Suitable precautions are taken to reduce the risk of fire. Equipment is regularly tested and records are appropriately maintained. Evacuation drills help pupils to understand what to do in the event of a fire. The fire risk assessment is reviewed annually, with timely action taken to mitigate risk. A comprehensive fire safety audit provides additional reassurance.
53. Pupils are appropriately supervised, including in the early years, where there is adherence to the required ratios, and there are clear safety routines, closely followed by pupils, that signal the end of breaktimes.
54. Admissions and attendance registers are typically maintained in line with statutory guidance. The senior attendance champion monitors attendance, identifies patterns, and follows up with parents where necessary. However, when the inspection commenced, the required attendance code for lateness was not used consistently. Leaders rectified this before the end of the inspection.
55. Pupils' medical needs are met promptly and appropriately, and first aid provision is well managed by suitably trained staff, including paediatric first aid trained staff in the early years. Suitable support for pupils who feel unwell or become injured is available when needed.

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

56. All the relevant Standards are met.

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

57. Leaders promote a culture of mutual respect and tolerance across the whole school. They ensure that all pupils learn the importance of showing respect and tolerance towards people of different beliefs and religions, and pupils take an active role by leading whole-school assemblies that focus on different faiths, such as a Year 4 assembly on Sikhism. Teachers in the early years plan themes around different festivals and religious beliefs, enabling children to develop an understanding of the significance of these beliefs and celebrations. As a result, relationships between staff and pupils, and between pupils of all ages, are consistently positive.
58. Children and pupils from Nursery to Year 6 develop an understanding of, and respect for, diverse cultures. In the early years, teachers encourage children to recognise and respect similarities and differences between themselves and others, including with regard to their interests, physical characteristics such as eye and skin colour, and family traditions, beliefs and celebrations. An annual 'French culture day' sees pupils dressing up in national colours, trying a range of new foods and playing traditional French games such as pétanque. Cross-curricular projects in art and humanities draw on carefully selected artists to support pupils' cultural understanding. Assemblies and carefully chosen reading material further encourage pupils to respond positively to diversity and show respect for others.
59. Leaders help pupils to distinguish right from wrong and to develop a respect for the basis on which the law is made. In assemblies, for example, pupils are helped to understand the importance of respecting rules within the school by being encouraged to express their views and consider different perspectives. 'Big Question' assemblies promote deeper thinking and encourage pupils to reflect on moral and philosophical issues, such as whether they would wish to see into the future and what that might mean for their decisions and actions. As a result, pupils develop a clear understanding of right and wrong and make thoughtful choices about their behaviour.
60. Leaders promote an understanding of democracy and public institutions by creating regular opportunities for pupils to show respect for rules, participate in decision-making, and consider their rights and responsibilities. School council representatives are democratically elected, helping pupils to see how participation can lead to change, such as the introduction of additional play equipment. Older pupils learn about the rule of law through a humanities unit on crime and punishment and, as part of the leavers' programme, Year 6 pupils learn about the work of essential public services, including through first-aid training delivered by a visiting professional. In Reception, children begin to develop an early understanding of public life through drawing and building models of well-known national landmarks.
61. Leaders ensure that pupils have opportunities to take on a range of positions of responsibility, including school ambassadors, sports helpers and school council representatives. A 'buddy' system sees Year 6 pupils develop their leadership skills and sense of responsibility towards younger children in Reception.
62. Pupils contribute to charitable and community initiatives that reflect the school's aims and values, such as collecting money for a local food bank, litter picking and singing in front of a public audience. Year 6 pupils exchange letters with residents of a local care home and, upon visiting, hear first-hand

accounts of the residents' lived experiences. However, the school does not develop pupils' understanding of why these activities matter as effectively as possible.

63. Leaders ensure that pupils are well prepared for the next stage of their education. Transition to secondary school is supported through regular visits to local schools for taster and activity days. Leaders also help pupils to develop confidence and independence, for example, by encouraging them to take responsibility for having the appropriate equipment for particular lessons. The school also helps to prepare older pupils for the application process to senior schools.
64. As part of the PSHE programme, teachers deliver age-appropriate lessons about jobs and skills to pupils from Year 1 to Year 6. Leaders carefully select books for the library that help pupils to align their personal interests with possible future career paths. Careers speakers drawn from the parent community provide insight for pupils into a range of occupations, such as fashion designer and camera operator. In addition, visits from speakers such as a neurodivergent professional sportsperson provide pupils with a positive career role model. As a result, pupils are well informed about the world of work and encouraged to have high aspirations for their future.
65. Pupils are taught age-appropriate economic concepts that help to prepare them for future financial responsibility. Pupils from Reception to Year 6 visit a local bookshop, use cash to purchase a book of their choice, and later write a review that is displayed in the shop. Older pupils can articulate the importance of careful financial planning and the relative advantages of using either cash or credit cards to achieve this. Children in the early years are given a set amount of money to spend in a role-play flower shop, where they choose and buy real flowers, which they present as part of Mother's Day celebrations. These experiences help pupils to develop an age-appropriate understanding of money.
66. Through constant reinforcement of the school's values, teachers in the early years prioritise the social development of the children, enabling them to establish positive relationships across the setting and the school. As a result, children co-operate well with others, take turns, negotiate roles and work collaboratively in their play and activities.

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

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

Safeguarding

68. Leaders have established a robust safeguarding culture. There is effective monitoring by governors through termly meetings that cover all aspects of safeguarding, including contextual risk, low-level concerns and links with safeguarding agencies. As a result, the school's safeguarding policy and procedures meet current statutory requirements.
69. Leaders with responsibility for safeguarding are appropriately trained and receive regular updates. All staff receive a suitable induction, which includes information on contextual safeguarding relevant to the school, as well as safeguarding updates in line with any changes to statutory guidance. As a result, teaching and non-teaching staff understand their responsibilities, including with regard to reporting disclosures and other concerns about pupils, and report and escalate any such concerns appropriately. Staff also understand how to report any low-level concerns or allegations about adults that may arise, including through self-referral when appropriate.
70. Leaders with responsibility for safeguarding act swiftly and appropriately whenever any safeguarding issues arise. They maintain clear safeguarding records of the school's responses to these concerns, understand which concerns meet the threshold for referral, and act accordingly and in line with statutory guidance. Where appropriate, leaders seek guidance from, and make referrals to, the local safeguarding partners.
71. Pupils know who they can speak to should they have a concern, including form tutors and leaders with responsibility for safeguarding. Any worries or concerns that pupils report are taken seriously and responded to appropriately.
72. The internet filtering and monitoring system is effective, regularly tested and any concerns are followed up appropriately. Pupils are taught about internet safety as part of the PSHE curriculum and in other lessons, and internet safety sessions for parents further reinforce key messages about safe internet use at home. Pupils in all year groups develop an age-appropriate understanding of how to stay safe when online. For example, pupils understand the importance of not sharing passwords and keeping other personal information safe, as well as the need to be alert to online fraud.
73. Leaders are appropriately trained in safer recruitment. All required pre-employment checks are completed and accurately recorded on the single central record of appointments (SCR).

The extent to which the school meets Standards relating to safeguarding

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

School details

School	St Mary's School
Department for Education number	931/6021
Address	St Mary's School 13 St Andrew's Road Henley-on-Thames Oxfordshire RG9 1HS
Phone number	01491 573118
Email address	info@stmarysprep.co.uk
Website	www.stmarysprep.co.uk
Proprietor	Wishford H4 Limited
Chair	Mr Sam Antrobus
Headteacher	Mr Stephen Blundell
Age range	2 to 11
Number of pupils	101
Date of previous inspection	31 January to 2 February 2023

Information about the school

75. St Mary's School is a co-educational, independent day school for pupils, situated in Henley. Founded in 1926, the school came into the ownership of Wishford H4 Limited in November 2025. Since then, governance has been exercised on behalf of the proprietor by the executive chairman of the Wishford Group, who also serves as chair of governors. The current headteacher has been in post since September 2024.
76. There are 24 children in the early years setting, comprising one Nursery class for 19 children and one Reception class for five children.
77. The school has identified 28 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
78. The school has identified English as an additional language for six pupils.
79. The school states that its aims are: to work in partnership with parents to encourage the development of a love of learning within a structured, broad and balanced curriculum with additional extra-curricular opportunities; to nurture individual pupil diversity, celebrating individual talents and achievements in a wide range of fields, including academic, music, sport, art and drama; and to develop a sense of self-respect and consideration for others, becoming well-balanced and healthy individuals in both body, mind and spirit in preparation for their educational journey ahead.

Inspection details

Inspection dates

10 to 12 February 2026

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

81. 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 members of the proprietary body
- 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.

82. 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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