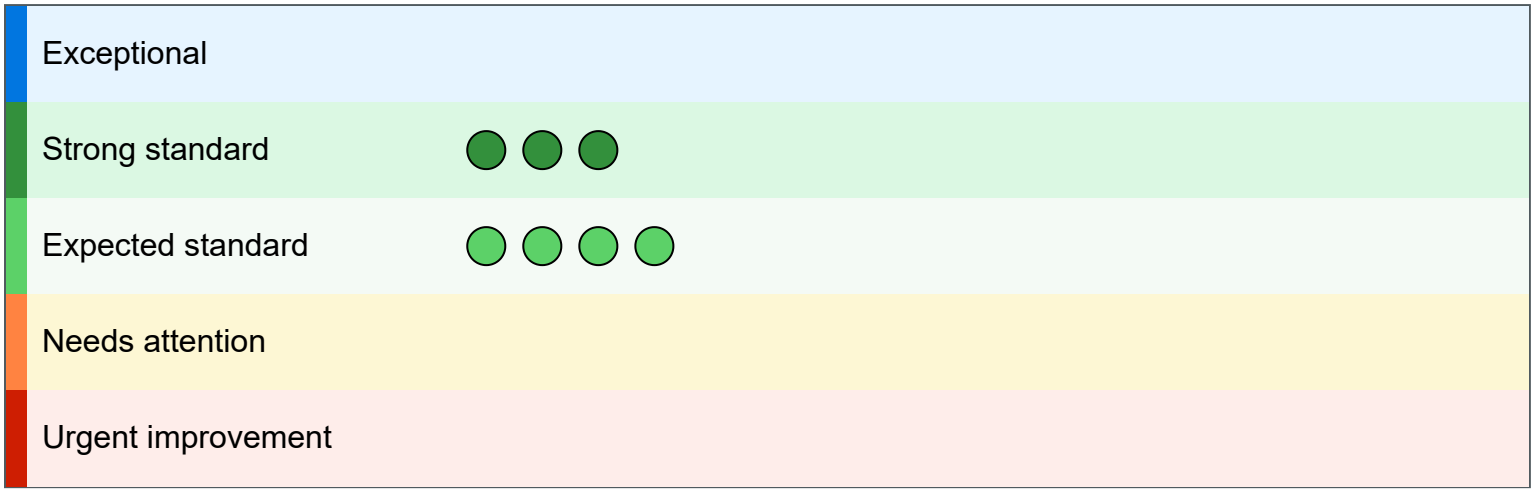
West Wimbledon Primary School

Address: Bodnant Gardens, West Barnes Lane, Raynes Park, London, SW20 0BZ

Unique reference number (URN): 102652

Inspection report: 22 September 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

Early years

Strong standard

Leaders have a thorough understanding of children's needs in the early years. They use advice from the local authority well to refine the provision. Leaders identify and sequence the key knowledge that children should learn. Every part of the curriculum and provision has a clear purpose. For example, in Reception, children learn about kings, queens and the past through purposeful activities and discussion that span all areas of learning.

Teachers and support staff adapt the curriculum to meet each cohort's needs and interests. For example, leaders introduced a dinosaur theme in response to children's interests. Staff also select high-quality texts to develop children's understanding of concepts such as sharing.

Teaching is consistently effective across the early years, and staff deliver the curriculum precisely. Leaders prioritise the development of children's communication and language, and staff promote this through high-quality interactions throughout Nursery and Reception. Staff model high expectations and ask carefully chosen questions that deepen children's understanding. Children have opportunities to develop and apply their skills across all areas of learning.

Children settle well into the early years. Leaders have a clear rationale for the indoor and outdoor routines they establish. They plan the curriculum carefully, while teachers and other staff provide high-quality teaching and interactions. As a result, children achieve very well. Children with special educational needs and/or disabilities also achieve well. The early years provision prepares children well for the demands of Year 1.

Inclusion

Strong standard

Leaders ensure that the systems and structures for inclusion are consistently embedded. These processes enable leaders to identify pupils' needs carefully and effectively, including those with special educational needs and/or disabilities. Leaders use appropriate information effectively, communicate it to staff, and ensure that appropriate support is in place to meet pupils' needs. Staff receive effective training that develops their expertise. They consistently implement appropriate adjustments to the curriculum to help pupils learn and acquire the necessary knowledge and skills.

Pupils within the resource provision benefit from a highly effective, structured environment. Leaders organise pupils into classes that take account of their specific needs and chronological ages. Staff receive bespoke additional training to develop the expertise they need to support pupils effectively. The school takes a highly skilled approach to meeting the needs of all pupils. Staff know pupils' individual and class needs well. They tailor learning carefully and meet pupils' pastoral needs very skilfully

Leaders use additional funding well. As a result, disadvantaged pupils participate fully in enrichment opportunities, and increasingly achieve well.

Leaders, including those responsible for governance, ensure that pupils who attend alternative provision are appropriately placed. The school ensures that these pupils receive the support and guidance they need.

Personal development and wellbeing

Strong standard

Leaders have carefully designed a well-organised personal development provision that helps pupils become confident and articulate and strengthens their communication skills. Leaders have carefully sequenced and mapped the personal, social, health and economic education (PSHE) curriculum. Staff adapt the programme, particularly for pupils in the resource provision, using accessible language and age-appropriate terminology. Staff schedule social thinking within PSHE and reinforce it across other areas of learning.

Pupils demonstrate secure and detailed knowledge of the PSHE curriculum. They know how to stay safe, including on the road, near water and online, and how to protect themselves from harm. Pupils understand the fundamental British values and give examples of how these apply in the wider community. They learn about different types of families, faiths and religions. Pupils learn about living in multicultural British society and show respect and tolerance for others.

Leaders ensure that experiences beyond the classroom develop pupils' independence and teamwork. They plan trips and visits, invite guest speakers and organise residential visits. Pupils appreciate visits to places of worship, concert venues, theatres, museums and libraries. Leaders provide clubs and activities during the school day so that all pupils can participate. Pupils attend a variety of clubs, including choir, chess, debating, gymnastics and a range of sports. Participation is high. They speak enthusiastically about trips. Pupils in Year 5 attended a residential trip and explained how these experiences build their confidence and help them face challenges. Pupils demonstrate how the wider curriculum strengthens their speaking and communication skills. Leaders adjust enrichment opportunities for pupils with additional needs, including themed experiences that support successful transitions. Pupils describe how taking part in these activities benefits them personally. Pupils in the resource provision benefit from tailored opportunities. For example, a theatre visit helped pupils learn about appropriate behaviour on public transport and develop their understanding of self-advocacy and autism acceptance.

Expected standard

Achievement

Expected standard

Pupils' results in national tests at the end of key stage 2 are broadly in line with national averages. Disadvantaged pupils achieve as well as their peers. They attain well in mathematics. Pupils with special educational needs and/or disabilities also achieve positive outcomes. The school prepares pupils effectively for the next stage of their education.

Pupils' work and discussions reflect the knowledge and skills they have acquired across the curriculum. In English, pupils demonstrate a secure understanding of what they have been

taught. However, in some subjects, pupils have not developed their understanding as securely.

The school provides additional support that helps pupils develop essential basic skills. Leaders are actively improving pupils' ability to write more fluently and confidently. The impact of this is beginning to show as pupils' handwriting and spelling skills are improving.

Most pupils in the resource provision achieve very well from their starting points. Staff ensure that pupils' academic and wellbeing needs are met effectively.

Attendance and behaviour

Expected standard

Leaders possess a thorough understanding of attendance and have refined their strategies to improve pupils' attendance. Most pupils attend regularly. Leaders maintain consistent routines, foster positive relationships with families and collaborate with professionals to provide personalised support. Leaders' actions are reducing persistent absence. However, attendance among disadvantaged pupils has not improved consistently over time. Leaders motivate pupils by recognising and rewarding good attendance, for example through the 'Friday lunchtime disco'.

Pupils behave very well. Leaders have created a calm, inclusive culture where staff model high expectations and use consistent language to promote positive behaviour. Staff understand and apply the behaviour systems consistently. Pupils have very positive attitudes to learning and move calmly between activities. Leaders analyse behaviour data, including incidents of discrimination and violence, and use this information to target their actions. As a result, incidents have reduced. Staff address discriminatory behaviour quickly and consistently. Bullying is rare. When it happens, staff deal with it quickly and effectively. Staff apply the school's approach to behaviour inclusively and adapt it appropriately for pupils with special educational needs and/or disabilities. In the resource provision, staff establish routines and environments that promote independence and reduce pupils' reliance on adults, developing their confidence and sense of belonging. When pupils struggle emotionally, staff respond sensitively and help them return to learning quickly.

Curriculum and teaching

Expected standard

Leaders clearly understand the curriculum's strengths and areas for development. Pupils learn a wide range of subjects. Leaders have carefully structured the curriculum to ensure that pupils encounter content in a systematic order. This approach helps pupils build on their prior knowledge.

Teachers have effective subject knowledge and know their pupils well. They organise lessons effectively, often reviewing and expanding pupils' vocabulary and understanding of key concepts. Teachers present information clearly and, when appropriate, model approaches effectively. Teachers typically have high expectations, which help pupils understand how to produce and present their work clearly. Teachers generally check pupils' understanding to identify gaps in learning and adjust activities accordingly. However, in a few subjects, teachers do not challenge pupils sufficiently to know and remember more.

Leaders ensure that pupils develop core skills in reading, writing and mathematics. Phonics teaching remains a priority. Pupils enjoy reading books that are well matched to their reading ability. Targeted support helps pupils to keep up and close gaps in their knowledge, including in numeracy, handwriting, spelling and writing.

Pupils with special educational needs and/or disabilities, especially those in the resource provision, benefit from a carefully designed curriculum that staff deliver very well. Staff enable pupils to develop their independence and skills effectively.

Leadership and governance

Expected standard

Leaders have created a highly inclusive school environment by seamlessly integrating the resource provision, ‘Treetops’, into a unified school community. Leaders and governors have a clear vision and understand the school’s strengths and areas for improvement. Leaders have structured improvement plans clearly and are making appropriate progress towards their targets. They recognise that further work is needed to achieve greater consistency and improvement in areas including teaching, pupils’ achievement and attendance. Staff are dedicated and united in upholding the school’s core values ‘believe, achieve and empower’.

Governors have an effective understanding of the school. They hold leaders to account for all aspects of the school and meet their statutory duties. They ensure that staff and pupils are treated fairly and oversee the implementation of equality and diversity initiatives.

Staff are proud to work at the school. They appreciate the care and open-door approach that leaders have established. Leaders manage staff workload and expectations through a well-organised calendar that helps staff manage their workload. Staff value the opportunities that support their wellbeing.

Staff appreciate the professional learning opportunities that develop their knowledge and expertise. They can pursue professional qualifications and training that strengthen their practice and help them support pupils more effectively.

The overwhelming majority of parents and carers view the school positively and support its inclusive ethos. Leaders work with a wide range of community partners, such as care homes and charities, to enrich pupils' experiences.

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

Pupils at West Wimbledon Primary School flourish in a welcoming and highly inclusive environment where leaders and staff foster unity. Pupils feel safe. Bullying is rare. Pupils are encouraged to report any concerns and feel comfortable doing so, and staff address them promptly. Pupils receive highly effective pastoral care. Pupils behave very well. Pupils understand and follow the school's consistent behaviour systems.

Children in the early years receive a very high-quality provision. They get off to a flying start, with teachers and staff ensuring that children’s needs are known and met. They receive a well-crafted curriculum. Staff purposefully tailor activities to meet children's needs. Children

have established routines and behave very well. They acquire knowledge and skills and learn well.

Most pupils attend school regularly. Pupils enjoy their learning and contribute keenly in lessons. Most pupils gain the knowledge and skills they need and typically achieve well, including those with special educational needs and/or disabilities. The pupils in the resource provision ‘Treetops’ benefit from highly skilled teaching and additional support. Many of these pupils thrive and achieve very well from their starting points.

Pupils benefit from a rich wider offer. Leaders have carefully orchestrated a range of opportunities that develop pupils' artistic, sporting, and cultural experiences. Pupils benefit from curriculum-linked trips. Leaders ensure that clubs and activities are organised during and after the school day so that all pupils can take part. Pupils become confident and resilient individuals who can contribute to team situations and work independently with increasing confidence. They seize opportunities to contribute positively to the school. Pupils act as head and deputy heads for the school, house captains, class ambassadors and school council representatives.

Next steps

- Leaders should ensure that teachers implement the curriculum consistently in all subjects, so that pupils build deeper knowledge across the curriculum.
- Leaders should sharpen their attendance strategies for disadvantaged pupils so that these pupils attend regularly and their attendance improves consistently over time.

About this inspection

The chair of the board of governors in this school is Nick Carey.

Inspectors carried out this full inspection under section 5 of the Education Act 2005. Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This inspection took place from 22 September to 23 September 2026.

Inspectors spoke with the headteacher, deputy headteachers, assistant headteachers, the head of base, the acting head of base, staff, pupils and members of the governing body. The lead inspector also spoke to a representative from the local authority and the headteacher from an alternative provision.

Inspectors confirmed the following information about the school:

The school currently uses one registered alternative provision.

The school has a resource provision, known as ‘Treetops’. This provision caters for 45 pupils. These pupils have an education, health and care plan. The majority of pupils have an autism spectrum diagnosis. Some pupils have a language and communication diagnosis. Spaces are allocated by the local authority.

Headteacher: Rosie Williamson

Lead inspector:
Ray Lau, His Majesty's Inspector

Team inspectors:
Lynne Dando, Ofsted Inspector
Dave Collins, Ofsted 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 22 September 2026

School and pupil context

Total pupils

261
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

312
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

34.63%
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

21.07%
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

7.66%
Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above 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)

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	62%	61%	Close to average
2024/25 (final)	64%	62%	Close to average
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	67%	60%	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	76%	74%	Close to average
2024/25 (final)	77%	75%	Close to average
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	72%	Close to average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	58%	72%	Below
2022/23 (final)	72%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	73%	Close to average
2024/25 (final)	74%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	78%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	46%	Close to average
2024/25 (final)	42%	47%	Close to average
2023/24 (final)	32%	46%	Below
2022/23 (final)	58%	44%	Above

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	62%	62%	Close to average
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	59%	Below
2024/25 (final)	47%	59%	Below
2023/24 (final)	42%	58%	Below
2022/23 (final)	58%	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	62%	60%	Close to average
2024/25 (final)	58%	61%	Close to average
2023/24 (final)	58%	59%	Close to average
2022/23 (final)	75%	59%	Above

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	42%	68%	-26 pp
2024/25 (final)	42%	69%	-27 pp
2023/24 (final)	32%	67%	-36 pp
2022/23 (final)	58%	66%	-8 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	62%	80%	-18 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	58%	80%	-22 pp
2022/23 (final)	67%	78%	-12 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	48%	78%	-30 pp
2024/25 (final)	47%	78%	-31 pp
2023/24 (final)	42%	78%	-36 pp
2022/23 (final)	58%	77%	-19 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	62%	80%	-18 pp
2024/25 (final)	58%	81%	-23 pp
2023/24 (final)	58%	79%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	75%	79%	-4 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.7%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	6.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	15.5%	13.0%	Close to average
2023/24 (3 term)	18.3%	14.6%	Above
2022/23 (3 term)	21.9%	16.2%	Above

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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