

Belmont Primary School

Address: Belmont Road, Chiswick, London, W4 5UL

Unique reference number (URN): 102470

Inspection report: 10 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve very highly in national tests and examinations. Published outcomes show that this is consistently above the national average in reading, writing and mathematics. Disadvantaged pupils and those with special educational needs and/or disabilities also perform very well and above national outcomes. Pupils make great progress from their starting points. This is because leaders and staff identify pupils' needs accurately and put effective actions in place.

Pupils develop a considerable body of knowledge across the curriculum. This is particularly evident in the core subjects. They produce high-quality work in most subjects, including science and art. Leaders ensure that pupils have the skills and knowledge they need so that they are ready for the challenges in the next phase of their education. Pupils enjoy their learning and are articulate, successful learners.

Attendance and behaviour

Strong standard ●

Pupils attend school very well. They understand the importance of coming to school every day. Attendance in the school is high. The school works closely with parents and their families effectively. Leaders take the time to understand deeply the barriers faced by individual pupils. They often take a personalised approach where needed to help pupils to attend regularly.

Pupils are attentive in lessons and value their learning. They know the school rules and that staff apply them fairly. Leaders have embedded high expectations for behaviour, which is balanced with compassion. This is rooted in highly positive relationships between staff and pupils. Staff are knowledgeable about pupils' needs and circumstances, including those with special educational needs and/or disabilities or those with other barriers. They make appropriate adjustments as needed, which enable pupils to make the right choices. Pupils are courteous and respectful around the school site. They rarely need reminders to behave well and respond quickly when instructions are given. Older pupils are role models for their younger peers, including acting as playground leaders. Children in the early years are kind to one another and play well together. The school is calm and orderly.

Early years

Strong standard ●

Leaders are knowledgeable about the early years and the importance of setting a strong foundation. They have carefully constructed the curriculum so that children have the knowledge they need across all areas of learning. Staff have developed imaginative indoor and outdoor provisions to allow children to develop their physical skills alongside exploring the world around them. The knowledge children learn is routinely checked by staff, and gaps are addressed quickly. Children are encouraged to be curious learners, and they progress very well from their starting points.

The school prioritises children's early reading, writing and mathematics skills effectively. Children explore number facts and shapes and consider 'more' and 'less' through both staff-

led sessions and independent activities. Staff aptly support children to hold a pencil correctly and sound out letters and words as they write them. They maximise opportunities to develop children's understanding and vocabulary through skilled interactions with them.

Children quickly develop their concentration and perseverance. They enjoy their learning and proudly show staff what they can do, such as their artwork pieces or running the 'Belmont Café'. Staff work in partnership with families. They quickly identify any emerging needs and monitor them, while putting effective strategies in place. Staff are proactive in ensuring that children are ready for transition into Year 1.

Inclusion

Strong standard ●

An inclusive culture is well established across the school. Staff know pupils well and have a detailed understanding of their needs. Leaders work well with families and put in place effective strategies so that pupils can reach their full potential. Pupils with special educational needs and/or disabilities, including those who may face barriers to their learning, study the curriculum in the same full breadth and depth as their peers. Staff provide purposeful support when pupils need extra help with their learning. They have the same high aspirations for all pupils. Disadvantaged pupils achieve highly in national tests, alongside their peers.

Pastoral care is prioritised, and pupils are nurtured from the early years onwards. Leaders have provided professional development for staff to deepen their understanding about pupils' wellbeing and mental health. Relationships between pupils and staff are highly positive and demonstrate this approach. Consequently, pupils quickly build their resilience and confidence.

Pupils take part fully in the life of the school. They regularly attend trips, learn to play musical instruments and take on leadership roles. This includes those who are known or previously known to children's social care. Leaders use additional funding effectively. They ensure that it has a positive impact on pupils' outcomes and the experiences that these pupils receive.

Leadership and governance

Strong standard ●

Leaders have a detailed oversight of the school and understand the community they serve. They know pupils and families very well. They put pupils' interests first and ensure that they are equally supported and challenged as they move through the school. Leaders have high expectations for all pupils. They ensure that there is academic rigour, while also providing an enriching and fun environment for pupils to learn in. This means that pupils are eager to attend and thrive.

Those responsible for governance meet their statutory duties. Governors ensure that there are processes in place to regularly review the work of the school and offer appropriate challenge. Leaders and governors are proud to be part of the school community. Staff feel valued and that their voices are heard. Staff workload and wellbeing are thoughtfully considered by leaders. Staff appreciate the professional learning programme leaders provide, which is meaningful and has a real impact on their work.

Leaders at all levels are analytical and sharply focused at identifying areas for refinement. They do not stand still but want to continually raise standards and ensure that pupils receive the best possible education.

Personal development and wellbeing

Strong standard 

Leaders have constructed a thoughtful and purposeful personal development programme. There is a wide range of clubs and trips that nurture pupils' talents and interests. Leaders track participation carefully. Pupils who are disadvantaged and those with special educational needs and/or disabilities participate fully. Leaders adjust timings and provide funding where necessary to ensure that there is a high take-up. Music and the arts are popular, with an active school band, choir and various performance opportunities in shows and events. Pupils enjoy growing and cooking their own vegetables from the school garden. Pupils value taking part in many sporting activities. Trips are threaded throughout the curriculum to build pupils' understanding about the world around them.

Pupils develop secure knowledge across the personal, social, health and economic education, and relationships and sex education. This means that pupils acquire the knowledge and skills they need to recognise and manage risks, including online. Pupils understand what makes a healthy relationship and how to respond to unkind behaviour. They have ample opportunity to debate and discuss their beliefs and experiences as well as visit places of worship. Staff encourage pupils to engage thoughtfully with ethical issues. For example, Year 6 pupils debate why democracy is a fairer and more equitable system of government.

Each month the school celebrates a different language and culture. Pupils take their responsibilities seriously as house captains, school council representatives and wellbeing leaders. These events and roles all contribute to pupils' understanding of cultural diversity and citizenship. They are thoroughly prepared for their next steps as confident and resilient young people.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. The curriculum is broad and ambitious. Leaders have carefully mapped out the knowledge that pupils should learn and when, in each subject. There is a clear emphasis on pupils learning new vocabulary and terminology. The curriculum is also peppered with enrichment activities that help bring learning to life.

The school prioritises the teaching of strong foundations in reading, writing and mathematics. Teaching in these subjects is highly effective. Pupils quickly secure their knowledge of number facts and are given the time they need to practise and apply their mathematical knowledge. Phonics is taught consistently well, and pupils read books that match their reading ability. Pupils who need additional support receive expert help so that

they soon read fluently. Pupils quickly develop a love of reading. This begins in the early years, where story time is a highlight and thoroughly enjoyed by children.

Teachers have secure subject expertise. They explain new content clearly to ensure that it is understood. Generally, they check pupils' learning and address their misconceptions when they arise. Sometimes, learning across wider subjects is not as effectively checked as it is in the core subjects of English and mathematics. This means that while pupils do learn well, some are ready to move on more quickly and attempt more advanced skills and concepts to deepen their understanding.

Pupils with special educational needs and/or disabilities can access their learning well. Staff make reasonable adjustments when needed. Teachers have high expectations for what these pupils can achieve.

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

Pupils flourish at this warm and caring school. They enjoy learning and are proud of the work they produce. The school is ambitious for pupils, including those who are disadvantaged or have barriers to their learning. This begins in the early years.

Leaders identify pupils' needs quickly, and effective support is put in place. Some pupils receive additional, targeted support where appropriate, and others use adapted resources to help them learn independently. Pupils progress very well from their starting points and are expertly prepared for the next stage of their education. By the time pupils leave the school, they achieve above national published outcomes.

Pupils follow an enriched curriculum and take part in numerous opportunities to broaden and extend their learning. For example, there is a rich offer of trips, including visits to museums and sites of national interest. Pupils learn a great deal from these outings, as well as taking much delight. They also take part in many different clubs provided, such as chess and gymnastics. Pupils' talents and interests are fostered and developed through a carefully designed personal development programme. Staff encourage them to be compassionate and empathetic to others.

Pupils are safe. They know there is always a trusted member of staff to speak to if they have any concerns. Bullying is not tolerated, and, if it does arise, it is taken seriously. In class and around the school, pupils demonstrate mature and respectful behaviour. They are sensible and polite. Incidents of inappropriate behaviour are few. These are swiftly and effectively dealt with by staff. Pupils learn to celebrate diversity and value one another. They attend school very well and have a keen sense of belonging within the school community.

Next steps

- Leaders should ensure that the same highly effective teaching strategies used in the core subjects are applied across the curriculum. In this way, teachers should apply the same

rigour to checking what pupils know and remember in all subjects and adapt teaching as appropriate to deepen pupils' understanding.

About this inspection

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.

The co-chairs of governors are Alex Webster and Andrew Lebentz.

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

Inspectors spoke with the headteacher, senior leaders and subject leaders during the inspection. They also held meetings with the members of the governing body and a representative from the local authority.

The school does not use any alternative provision.

Headteacher: Michael Venn-Coffey.

Lead inspector:

Sarah Saunders, His Majesty's Inspector

Team inspectors:

Nick Hitchen, His Majesty's Inspector

Kate Fallan, His Majesty's Inspector

Duncan Kamya, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

School and pupil context

Total pupils

451

Well above 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: 272

School capacity

472

Well above 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)

11.98%

Below average

What does this mean?

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

National average: 26.3%

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

3.55%

Close to 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: 3.5%

Pupils with special educational needs (SEN) support

9.76%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	61%	Above
2024/25 (revised)	84%	62%	Above
2023/24 (final)	91%	61%	Above
2022/23 (final)	82%	60%	Above

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	96%	74%	Above
2024/25 (revised)	98%	75%	Above
2023/24 (final)	96%	74%	Above
2022/23 (final)	95%	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	88%	72%	Above
2024/25 (revised)	88%	72%	Above
2023/24 (final)	91%	72%	Above
2022/23 (final)	85%	71%	Above

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	95%	73%	Above
2024/25 (revised)	95%	74%	Above
2023/24 (final)	98%	73%	Above
2022/23 (final)	92%	73%	Above

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	77%	46%	Above
2024/25 (revised)	67%	47%	Above
2023/24 (final)	82%	46%	Above
2022/23 (final)	83%	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	94%	62%	Above
2024/25 (revised)	92%	63%	Above
2023/24 (final)	91%	62%	Above
2022/23 (final)	100%	60%	Above

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	80%	59%	Above
2024/25 (revised)	75%	59%	Above
2023/24 (final)	82%	58%	Above
2022/23 (final)	83%	58%	Above

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	89%	60%	Above
2024/25 (revised)	83%	61%	Above
2023/24 (final)	91%	59%	Above
2022/23 (final)	92%	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	77%	68%	10 pp
2024/25 (revised)	67%	69%	-3 pp
2023/24 (final)	82%	67%	14 pp
2022/23 (final)	83%	66%	17 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	94%	80%	15 pp
2024/25 (revised)	92%	81%	11 pp
2023/24 (final)	91%	80%	11 pp
2022/23 (final)	100%	78%	22 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	80%	78%	2 pp
2024/25 (revised)	75%	78%	-3 pp
2023/24 (final)	82%	78%	4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	83%	77%	6 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	89%	80%	9 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	91%	79%	11 pp
2022/23 (final)	92%	79%	12 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 (2 term)	3.9%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.7%	5.9%	Below

Persistent absence

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

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.5%	13.3%	Below
2023/24 (3 term)	6.1%	14.6%	Below
2022/23 (3 term)	7.9%	16.2%	Below

Our grades explained

Exceptional

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

Strong standard

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

Expected standard

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

Needs attention

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

Urgent improvement

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

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