

Pelham Primary School

Address: Southey Road, Wimbledon, London, SW19 1NU

Unique reference number (URN): 102642

Inspection report: 9 June 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 make substantial achievements from their starting points. Children build a solid foundation in the early years through the development of fine motor skills and early reading and mathematics skills. These early skills support their future learning. Pupils actively engage in lessons. They build their knowledge and skills effectively across a range of subjects. As a result, pupils achieve very well.

Leaders implement robust systems that use national assessment data to track pupil achievement in the school. This is used to identify and prioritise pupils who need additional support. Staff use this knowledge to adapt their teaching expertly and meticulously. They provide targeted interventions for pupils who need it.

Leaders regularly review the achievements of different pupil groups to further enhance provisions. Although published outcomes may not always reflect current achievement, pupils make significant progress. Pupils gain confidence and independence and are prepared for their next educational stage. They produce work of a very high quality.

Attendance and behaviour

Strong standard ●

Attendance remains above national averages for most groups. This reflects the positive impact of leaders' work. Leaders provide effective strategic leadership of attendance. They track attendance rigorously and analyse patterns carefully. When concerns arise, they implement timely interventions. Leaders understand the barriers that some pupils and families face and work closely with external agencies to provide tailored support.

Attendance for a very small number of pupils with special educational needs and/or disabilities remains lower than that of their peers. Leaders understand the reasons for this and use targeted strategies to improve attendance and reduce the risk of persistent absence. This work is having a noticeable impact.

Staff maintain high expectations for behaviour and create a calm, purposeful environment for learning. Pupils engage positively in lessons and demonstrate strong attitudes to learning. Staff respond to behaviour incidents consistently. Leaders identify patterns and evaluate the impact of any interventions. This reduces incidents over time. Bullying, discriminatory language, racism, homophobia and harassment are addressed swiftly and effectively by staff. Staff use restorative approaches and conversations to help pupils resolve conflict and make positive choices. As a result, pupils feel safe, valued and ready to learn.

Curriculum and teaching

Strong standard ●

The curriculum is ambitious and well structured. It builds pupils' knowledge and skills over time. Leaders outline progression clearly across subjects. This ensures learning builds on prior knowledge effectively. The content reflects the school's diversity. It helps pupils develop a broad understanding of the world around them.

Teachers lay strong foundations in reading, language and mathematics. They use consistent methods for phonics and vocabulary instruction. These approaches help pupils gain confidence and fluency. Staff are trained to use a range of strategies to effectively deepen understanding and support retention. Questioning is highly effective. As a result, no pupil is left behind.

Teaching is creative, inclusive and skilful. Staff adapt lessons for pupils with special educational needs and/or disabilities and those who speak English as an additional language. This ensures all pupils access the curriculum successfully. Engaged pupils participate confidently in discussions and build precise knowledge. Work to further strengthen extended writing across the curriculum is already well under way.

Leaders have strong strategic oversight of teaching and learning in the classroom. They carefully monitor the impact of new strategies and initiatives. This helps them evaluate and improve provisions. Through professional development, leaders ensure consistent approaches to oracy, vocabulary growth and adaptive teaching throughout the school.

Early years

Strong standard 

The early years is a calm, nurturing and inviting environment. Staff deliver a carefully sequenced curriculum that promotes excellent learning across all developmental areas. Children sustain avid attention and engage purposefully in imaginative play. They develop effective communication and language skills quickly. The teaching of phonics is a high priority. Mathematics and early writing are systematically taught. Carefully planned learning experiences help children build knowledge and vocabulary over time. As a result, children achieve well from their starting points and develop secure skills for Year 1.

Leaders place importance on wellbeing and inclusion, with self-regulation being a focus. Staff use evidence-informed approaches to help children manage emotions and build positive relationships. They use visual supports and adapt resources effectively to ensure that all children access learning successfully. As a result, children understand routines and build positive habits for life.

Leadership in the early years is highly effective. Leaders use sharp, analytical assessment information successfully to identify priorities. They adapt the curriculum and respond quickly to children's needs. Staff work closely with parents from the outset through home visits, stay-and-play sessions and regular communication. They collaborate with external agencies to secure appropriate support.

Inclusion

Strong standard 

Inclusion is a significant strength of the school. Leaders have a clear understanding of the needs of all pupils. This includes pupils with special educational needs and/or disabilities (SEND), pupils who speak English as an additional language, pupils known to social care and other vulnerable groups. Robust systems enable leaders to identify, assess and monitor pupils' needs effectively. As a result, barriers to learning are recognised early and addressed through timely, targeted support.

Staff are knowledgeable, and committed to ensuring that pupils with SEND access the curriculum successfully alongside their peers. Support is regularly reviewed to ensure that it has a positive impact on pupils' progress, wellbeing and independence. External agencies collaborate closely with the school. These include mental health professionals and social care services. Together, they ensure vulnerable pupils receive highly effective support. The school's inclusion staff enable pupils with more complex needs to thrive in a nurturing, inclusive environment. Vulnerable pupils feel safe and included. They are supported in fully achieving their potential academically, socially and emotionally.

Leaders use pupil premium funding strategically to remove barriers and enhance pupils' access to learning. It is also used carefully to ensure access to enrichment activities and support for emotional regulation and wellbeing. Disadvantaged pupils are supported with precision to participate fully and be successful.

Leadership and governance

Strong standard ●

Leaders' work is robust, inclusive and strategic. They accurately understand the school's strengths. They identify priorities that improve pupils' outcomes. Leaders evaluate the school's work rigorously through systematic monitoring. They use this information to refine provision and drive continuous improvement. For example, leaders have strengthened approaches to writing and oracy following careful analysis of pupils' achievement and learning.

Staff explain clearly how professional development has improved their practice and strengthened pupil outcomes. Leaders develop staff expertise effectively. They prioritise professional learning. They encourage staff to share specialist knowledge. Leaders have a clear, detailed focus on mental health, inclusion and wellbeing, including for staff. They value the support and speak positively about the school's culture and leadership.

Governors know the school well. They review performance information carefully and provide effective challenge and support. Governors monitor the achievement of different pupil groups and promote equality and inclusion. They maintain strong oversight of safeguarding. They fulfil their statutory duties effectively.

Leaders engage positively with parents and the wider community. They work collaboratively with partners to enhance pupils' experiences and strengthen support for families. As a result, leaders, governors, staff and the wider community work together effectively. This leads to pupils consistently achieving positive outcomes.

Personal development and wellbeing

Strong standard ●

Leaders firmly embed personal development and wellbeing throughout the school curriculum and beyond. This is skilfully woven into the curriculum, assemblies and enrichment activities. Leaders closely monitor pupils to provide timely and targeted interventions when needed, such as play therapy and specialised pastoral care. This proactive approach ensures that every pupil feels safe and valued.

Pupils emerge as reflective, socially responsible and respectful individuals. They are equipped with a deep understanding of diversity and equality. This knowledge is cultivated

through a rich curriculum and a wide array of diverse school experiences. Pupils learn to recognise how fundamental British values apply to their lives, both in their local communities and on a national scale. Staff instil knowledge of healthy relationships, puberty and various family structures in an age-appropriate manner.

Pupils understand the importance of self-regulation and respect for others. Pupils are taught to identify potential risks to their wellbeing and seek support from adults when necessary. The school offers a wide range of personal development opportunities for all pupils. Leaders ensure that every pupil can enjoy all the school has to offer.

Pupils actively participate in music, sports, leadership roles, performances and a host of clubs. Engagement is prioritised. Inclusive initiatives, such as boccia tournaments, foster a sense of belonging that allows everyone to excel. Leaders amplify pupils' strengths through cross-curricular projects, such as the 'STEM' club. Pupil-led clubs, such as an origami club, highlight the school's highly effective pupil voice. Pupils demonstrate kindness, confidence and respect. They are articulate and ambitious and are very prepared for the next stages of their educational journey.

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

Pupils love attending this school. They feel proud to be part of an inclusive community. The curriculum is ambitious for all and pupils eagerly engage in their lessons. The effective work of teachers helps pupils to improve their skills and abilities across all subjects. Children in the early years flourish. The environment encourages them to be creative and to develop their language and communication skills. They become confident and independent learners.

Pupils have a proud sense of belonging. They value the numerous opportunities to participate in school life, such as serving as librarians, school council representatives and sports leaders. Pupils express excitement when sharing the school's sports achievements. They enjoy participating in the music programme. Educational visits and visitors further enhance pupils' learning. These experiences combine to help them discover their interests and talents beyond the classroom.

Pupils build positive relationships with one another and with staff. Older pupils take pride in helping younger children. This strengthens the school community. Pupils love reading and appreciate the library system, which lets them explore a wide range of authors and genres. Pupils also take pride in the artwork displayed around the school. Pupils relish celebrating their peers' achievements.

Pupils consistently behave well in lessons and throughout the school. They understand the school's expectations and maintain positive attitudes toward their learning. They report that bullying is rare and that staff address any concerns quickly and effectively.

Pupils feel safe and know whom to approach if they need help. They understand how to stay safe. They appreciate the chance to share their thoughts through suggestion and worry boxes. Pupils know that adults will listen and respond to their concerns. Pupils attend school

regularly and thrive in a supportive environment that fosters their sense of value. Pupils feel prepared for the next stage of their learning journey.

Next steps

- Leaders should continue to embed their work to further develop pupils' extended writing skills across the curriculum, to maintain above national outcomes for all groups of pupils.
 - Leaders should continue to enhance support for children who need help with social interaction to promote even greater independence in the early years, enabling them to meet or exceed national standards.
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About this inspection

The chair of the board of governors in this school is Katy Neep.

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.

Inspectors spoke with the headteacher and other senior leaders, including the special educational needs coordinator, during the inspection. The lead inspector spoke with a representative of the local authority and a group of governors, including the chair of the governing body.

Inspectors spoke with pupils, staff and parents and carers. Inspectors considered the responses to Ofsted's surveys.

Inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Emma Greer

Lead inspector:

Sam Carnegie, His Majesty's Inspector

Team inspectors:

Stephanie Salter, His Majesty's Inspector

Verity Lambert-Dale, 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 9 June 2026

School and pupil context

Total pupils

398

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

446

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)

13.55%

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

4.52%

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

14.07%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	68%	61%	Above
2024/25 (final)	76%	62%	Above
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	60%	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	89%	74%	Above
2024/25 (final)	88%	75%	Above
2023/24 (final)	93%	74%	Above
2022/23 (final)	84%	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	72%	72%	Close to average
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	67%	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	86%	73%	Above
2024/25 (final)	90%	74%	Above
2023/24 (final)	88%	73%	Above
2022/23 (final)	79%	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	38%	46%	Close to average
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

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

Year	This school	National average	Compared with national average
Latest 3 year average	73%	62%	Above
2024/25 (final)	50%	63%	Below
2023/24 (final)	100%	62%	Above
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	50%	59%	Below
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	44%	58%	Below
2022/23 (final)	56%	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	58%	60%	Close to average
2024/25 (final)	63%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	44%	59%	Below

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	38%	68%	-29 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	33%	66%	-33 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	73%	80%	-7 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	100%	80%	20 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	50%	78%	-28 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	44%	78%	-33 pp
2022/23 (final)	56%	77%	-22 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	58%	80%	-22 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	44%	79%	-35 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)	3.9%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.4%	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 (3 term)	6.8%	13.0%	Below
2023/24 (3 term)	8.9%	14.6%	Below
2022/23 (3 term)	9.9%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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