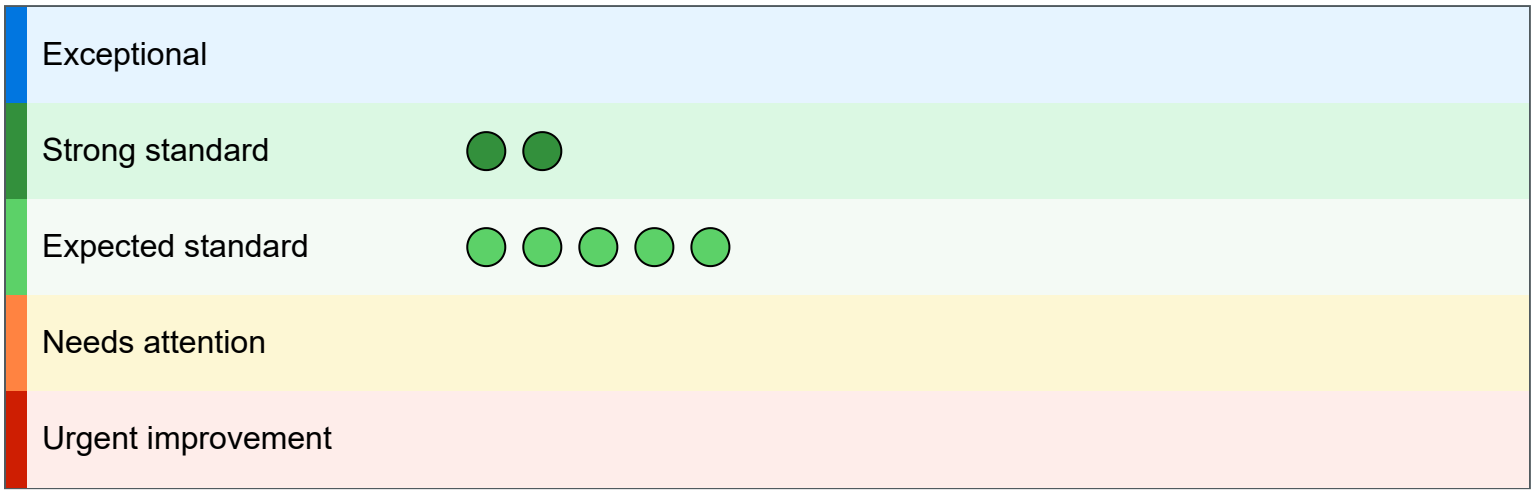
West Hampstead Primary School

Address: Dornfell Street, West Hampstead, London, NW6 1QL

Unique reference number (URN): 100009

Inspection report: 30 June 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

The early years provision provides children with a highly positive start to their education. Children engage enthusiastically in learning and staff receive effective training to meet children's needs. Staff ensure that they understand and reduce anything that could act as a barrier to effective learning, including for children with special educational needs and/or disabilities and disadvantaged children. As a result, all children achieve consistently well and are ready for the next stage of their education.

Across different areas of learning, including reading, teaching is consistently effective. Staff deliver phonics sessions accurately, using, for instance, clear modelling, regular checks for understanding and prompt extra support when children develop misconceptions. Children learn to read and write with increasing confidence and apply their phonics knowledge successfully. They develop accuracy, fluency and expression when reading, supported by routines which promote regular practice of these skills.

The provision is deliberately organised to promote children's independence and engagement across the curriculum. Staff use language clearly and carefully to develop children's communication and vocabulary. This has a positive impact on children's language development. They grow in confidence in talking about what they know and sharing their learning with others. This also supports children to develop new knowledge speedily and accurately.

Routines are well established. Children move between activities smoothly, behave sensibly and understand expectations. Well-thought-through arrangements for break and lunchtimes also support positive social interaction and children's growing independence.

Inclusion

Strong standard

Leaders identify pupils' barriers to learning quickly when they join the school. Leaders and staff are highly committed to ensuring that all pupils have equal access to learning. This aim is realised through timely additional support and other inclusive strategies which are intentionally designed to enable pupils to overcome any barriers. Similarly, pupils who are known to, or previously known to, social care are consistently supported to thrive at the school.

Leaders use funding to support disadvantaged pupils effectively, including, for example, by arranging additional teaching in smaller groups where this meets pupils' needs. Leaders also use their resources to ensure that disadvantaged pupils have equitable access to clubs and educational visits. This supports pupils to develop a broader appreciation of culture and society. Additionally, leaders ensure that staff receive appropriate training on how to meet pupils' needs. As a result of the school's effective strategies, the gap between the achievement of disadvantaged pupils and that of their peers continues to reduce in national assessments.

Leaders identify pupils with special educational needs and/or disabilities (SEND) as early as possible. They work closely with pupils, their parents and carers, and external agencies to

help pupils to access the curriculum successfully. Leaders regularly review the impact of support and make changes promptly when needed. Due to the actions of leaders and staff, pupils with SEND are able to learn the intended curriculum.

Expected standard

Achievement

Expected standard

Leaders ensure that pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, secure strong foundations in their English and mathematical skills. Pupils' outcomes in the Year 1 phonics screening check also show that pupils speedily acquire the knowledge they need to read accurately and fluently. In other subjects, pupils typically learn the essential knowledge and skills across the curriculum that they need for the next stage of their education.

Pupils, including pupils with SEND, make positive progress overall from their starting points. National assessment outcomes show that pupils attain at least as well as pupils nationally, with attainment over time showing an improving picture across measures. This includes for pupils who are disadvantaged. Pupils do particularly well in the Year 4 multiplication tables check.

Disadvantaged pupils achieve well. The gap between their achievement and that of non-disadvantaged pupils nationally is narrowing. As a result, pupils are increasingly well prepared for secondary school and their future learning.

Attendance and behaviour

Expected standard

Leaders work closely with pupils, parents and carers, and external agencies to support pupils to attend school regularly. Pupils' attendance is currently in line with national averages. When attendance does not meet the expectations of the school, leaders work with parents to explore and resolve any any obstacles to their children coming into school every day. If further support is needed, leaders involve external agencies sensitively, based on each family's needs. Pupils understand the importance of attending each day and how this helps with their learning. Pupils with special educational needs and/or disabilities and disadvantaged pupils receive effective support, tailored to their circumstances, to attend school regularly.

In lessons, pupils work well together. Their behaviour supports them both to concentrate on and stay motivated with their learning. Bullying and any form of harassment or abuse are not tolerated in this school. If such behaviours are identified, they are swiftly and effectively dealt with by leaders and staff to prevent them reoccurring. Pupils feel happy and safe at school. At times, however, behaviour during less structured parts of the day, such as breaktimes and lunchtimes, does not meet leaders’ expectations. Leaders understand why this is the case, identifying, for example, that behaviour is more positive when pupils engage in purposeful games and activities during social times. Leaders are currently working with staff to ensure that pupils consistently benefit from such activities.

Curriculum and teaching

Expected standard

Leaders have carefully planned the curriculum and set out how staff should support pupils to learn it well. The school offers pupils a broad, balanced and ambitious curriculum that prepares them well for the future, including in subjects such as art and music. The school's approach also focuses on ensuring that pupils with barriers to learning are supported to learn the curriculum well. This includes, for example, making sure that teaching uses the inclusive strategies identified in pupils' learning plans or ensuring that pupils benefit from individualised support where this is appropriate.

Leaders have established clear teaching routines based on their insights into which approaches are likely to help pupils secure and remember knowledge. Staff usually apply these routines effectively in lessons, including checking pupils' understanding regularly. When this happens, pupils learn well. However, some approaches are not used consistently, such as how teaching checks for understanding and then adjusts learning based on information obtained from these checks. As a result, there are times when pupils do not learn as effectively as leaders intend, leading to gaps emerging in pupils' knowledge of the curriculum.

Teaching helps pupils to develop secure foundations in reading and mathematics. This includes pupils with special educational needs and/or disabilities and disadvantaged pupils. When pupils fall behind, leaders make sure they receive timely support to help them catch up.

Leadership and governance

Expected standard

Leaders understand the school's strengths. They regularly review the quality of education and support for all pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities. Leaders want the best outcomes for every pupil. They take appropriate and effective action to further support pupils' achievements and experiences, including through work to develop the curriculum and the professional learning given to staff. Nevertheless, there are a few instances when the intended impact of the school's improvement work is not securely embedded. This means that, on occasions, the intentions and expectations of leaders are not fully realised, such as with how pupils are supported to behave at breaktimes or how consistently teaching adopts the school's expected strategies.

Those responsible for governance know the school well. They support and challenge leaders appropriately to evaluate the school's work and continue to improve provision for pupils. Governors ensure that pupils are safe and that leaders fulfil their statutory responsibilities such as those relating to the Equality Act 2010. Regular reviews of safeguarding practices mean that governors know how pupils are kept safe at school.

Staff feel well supported by leaders. They value the professional development they receive and speak positively about leaders' support for their workload and wellbeing.

The school plays an important role in the local community. Parents and carers speak positively about leaders' work to strengthen these community links. For example, parents

hold the annual summer fair in high regard, valuing how this event both brings the community together and celebrates the school's work.

Personal development and wellbeing

Expected standard

Leaders ensure that pupils follow a personal, social and health education curriculum that helps them to understand the wider world and learn how to keep themselves safe, healthy and well. For example, pupils learn about road safety and travelling around London, how to interact safely with others online and how to eat a balanced diet. Pupils also build their understanding of healthy and safe behaviours through learning a comprehensive curriculum for the relationships and sex education curriculum.

Leaders have designed and adapted the curriculum so that all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, learn how to become responsible citizens. Through this approach, pupils develop an age-appropriate understanding of fundamental British values. They learn, know about and celebrate different people, backgrounds and beliefs, including different cultures and religions. However, pupils' understanding of these aspects of the curriculum varies and is, at times, not as embedded as it could be.

Pupils take part in a wide range of clubs, visits and enrichment activities. These opportunities help them to develop their interests and talents and experience activities that they may not otherwise access. Pupils value this aspect of school life. For example, they speak positively about being able to go on residential visits and on educational outings to art galleries. Leaders monitor participation carefully to ensure that all pupils, including those with SEND and disadvantaged pupils, take part consistently in these opportunities. Pupils receive well-planned individualised pastoral support which helps them to be confident about and participate in all aspects of school life.

Pupils also contribute to school improvement through activities such as helping to design the new playground or taking part in fundraising events. They appreciate these opportunities and recognise how they help to develop their confidence, character and leadership skills. Pupils feel like they have a voice in and a sense of ownership of their school. They are proud to show it off to visitors.

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

Pupils arrive at school each day ready to learn and they enjoy being part of the school community. Many travel to school by scooter or bicycle, with pupils especially valuing the group cycle journeys that are organised for them. Pupils also enjoy spending time with their friends and teachers and learning about the wider world. For example, many pupils particularly enjoy exploring in the nature garden during their breaktimes and lunchtimes.

Pupils learn the curriculum well and, overall, make positive progress from their starting points, particularly in reading. They are well prepared for the next stage of their education. This includes pupils with special educational needs and/or disabilities and disadvantaged

pupils. This is clearly demonstrated by their achievements in national tests and assessments.

Pupils develop positive relationships with staff and with one another. They enjoy taking part in a range of activities during social times and appreciate the support that staff provide. All pupils have opportunities to take part in the full life of the school, including sporting events, residential visits and trips to museums and theatres. Leaders view these experiences as an entitlement for all pupils, including those who are disadvantaged. Leadership roles and other enrichment activities are used effectively to supplement pupils' learning of the core academic curriculum. These opportunities also support pupils to become confident and resilient citizens.

Pupils feel safe in school. They trust staff to care for them and act in their best interests. Behaviour in lessons supports learning well. Although behaviour can sometimes become more boisterous during less structured times, pupils continue to feel safe and happy. Bullying is not tolerated and staff deal with any incidents promptly and effectively.

Pupils are motivated and engaged by their learning and feel well supported by staff. As a result, pupils are keen to attend regularly. They speak highly of everything the school offers and are keen to show off the school to visitors.

Next steps

- Leaders should develop teaching expertise so that the curriculum is consistently delivered as intended. This should include supporting staff to develop their expertise in checking pupils' understanding and filling any gaps in knowledge so that pupils are able to achieve as highly as possible across subjects.
- Leaders should continue to ensure that staff consistently reinforce the school's behaviour expectations during less structured parts of the day so that pupils' behaviour at breaktimes and lunchtimes matches the positive standards seen in lessons.

About this inspection

The chair of the board of governors in this school is Madhavan Raman.

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 governors, the local authority, leaders, staff and pupils during the inspection.

Inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Sam Drake: Headteacher

Lead inspector:
Luke Stubbles, His Majesty's Inspector

Team inspectors:
Phil Garnham, His Majesty's Inspector
Alison Colenso, Ofsted Inspector
Richard Hudson, 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 30 June 2026

School and pupil context

Total pupils

409
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)

42.71%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

3.91%
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

15.40%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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	67%	61%	Close to average
2024/25 (final)	75%	62%	Above
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	61%	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	77%	74%	Close to average
2024/25 (final)	81%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	75%	73%	Close to average

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	78%	72%	Above
2024/25 (final)	81%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	79%	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	76%	73%	Close to average
2024/25 (final)	83%	74%	Above
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	70%	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	56%	46%	Above
2024/25 (final)	64%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	48%	46%	Close to average
2022/23 (final)	55%	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	67%	62%	Close to average
2024/25 (final)	75%	63%	Above
2023/24 (final)	61%	62%	Close to average
2022/23 (final)	65%	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	72%	59%	Above
2024/25 (final)	75%	59%	Above
2023/24 (final)	61%	58%	Close to average
2022/23 (final)	77%	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	71%	60%	Above
2024/25 (final)	79%	61%	Above
2023/24 (final)	65%	59%	Close to average
2022/23 (final)	68%	59%	Close to average

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	56%	68%	-12 pp
2024/25 (final)	64%	69%	-5 pp
2023/24 (final)	48%	67%	-20 pp
2022/23 (final)	55%	66%	-12 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	67%	80%	-13 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	61%	80%	-19 pp
2022/23 (final)	65%	78%	-14 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	72%	78%	-6 pp
2024/25 (final)	75%	78%	-3 pp
2023/24 (final)	61%	78%	-17 pp
2022/23 (final)	77%	77%	0 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	71%	80%	-9 pp
2024/25 (final)	79%	81%	-2 pp
2023/24 (final)	65%	79%	-14 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	68%	79%	-11 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)	5.0%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	6.0%	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)	12.3%	13.0%	Close to average
2023/24 (3 term)	14.3%	14.6%	Close to average
2022/23 (3 term)	15.2%	16.2%	Close to average

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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