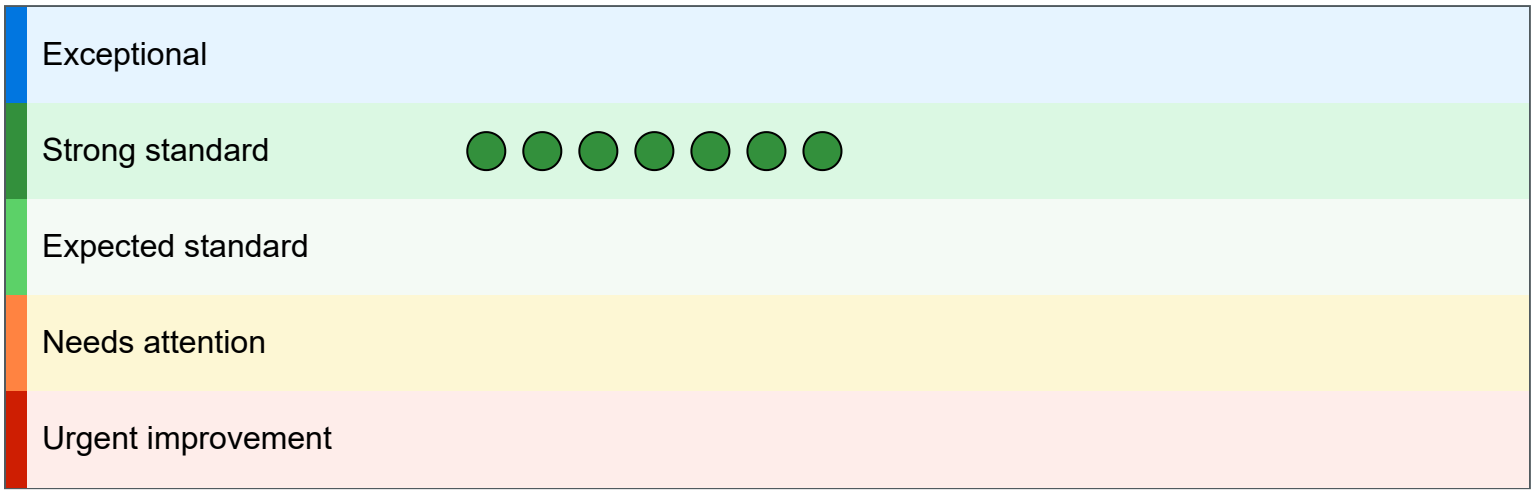
Wimbledon Park Primary School

Address: Havana Road, London, SW19 8EJ

Unique reference number (URN): 102648

Inspection report: 9 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

Achievement

Strong standard

Pupils achieve highly from their starting points. Pupils with special educational needs and/or disabilities and disadvantaged pupils make very secure progress from their individual starting points. Pupils who join the school later make rapid and sustained progress.

Published outcomes in reading and writing have been above national averages for several years. Pupils' results in the phonics screening check are also high. Attainment in mathematics is consistently high, and pupils know their multiplication tables securely by the end of Year 4.

Pupils have a secure understanding of the key knowledge that they need for future learning. This deepens as they move through the school. In subjects such as science and history, pupils recall what they have learned confidently and use subject-specific vocabulary accurately. They produce high-quality work and articulate their ideas clearly. Pupils read widely and fluently. They discuss books with real enjoyment. As a result, pupils are very well equipped for the next stage of their education.

Attendance and behaviour

Strong standard

Pupils' attendance is above the national average and has been for several years. Persistent absence rates are well below it. Leaders and staff make sure that every pupil feels that they are valued members of the school. Leaders work closely with parents and carers so that families understand why daily attendance matters. New families receive effective support and quickly learn the school's high expectations. On the rare occasions that pupils do not attend school regularly, leaders work with parents to identify and remove any barriers to attending school. Over time, this leads to notable improvements.

Pupils behave extremely well. They show high levels of self-discipline, respect and consideration for others. Older pupils are positive role models for others, and pupils of all ages work and play together harmoniously. Pupils take pride in their work and engage positively in class. They learn to manage their emotions and resolve conflicts well. Poor behaviour does not disrupt lessons, and staff never tolerate bullying, harassment or abuse. Leaders refine their approach whenever they need to. For example, they worked with pupil leaders to reorganise lunchtime play to make it more inclusive. Leaders make sure that all pupils develop the behaviour and attitudes that they need to succeed.

Curriculum and teaching

Strong standard

Leaders have a highly accurate understanding of their school's curriculum. They make well-judged decisions that continuously improve teaching. The curriculum is very ambitious and reflects the school's context. The order of pupils' learning is meticulously sequenced. From the Nursery year, the curriculum sets out the key knowledge, skills and vocabulary that pupils need to learn. Leaders are continuing to further refine their approaches to teaching writing, so that every pupil builds key writing knowledge equally rapidly. Leaders prioritise

the teaching of reading, phonics and early mathematics, and they also ensure that pupils gain the skills that they need across all subjects, including history and physical education.

Staff teach to a consistently high standard and have excellent subject knowledge. They explain new concepts clearly and introduce new vocabulary carefully. Staff check pupils' understanding carefully and use assessment to identify gaps in pupils' learning. They adapt teaching so that work is matched to pupils' needs. They give pupils ample time to practise, which embeds their knowledge.

Staff make timely, personalised adaptations for pupils with special educational needs and/or disabilities. Leaders give effective support to pupils within class, so that pupils keep learning alongside their classmates. As a result, pupils grow in confidence, take part fully and achieve well across the curriculum.

Early years

Strong standard

The early years provision is highly effective. Leaders give children the very best start. They have used their high levels of expertise to write and deliver a well-considered curriculum. The curriculum is tailored carefully to children's age and stage of development. Leaders constantly refine it to ensure that children's changing needs are met.

Staff plan carefully and work closely with parents and carers so that children settle quickly at the beginning of the early years. Staff know children extremely well and interact with them skilfully. They guide children and encourage them to develop independence and curiosity. Through skilled questioning, rich conversations and purposeful play, staff extend children's thinking. The teaching of early reading is securely embedded. Children enjoy stories, songs and rhymes, and they build wide vocabularies. Staff link mathematical language to daily activities so that children gain a secure early understanding of concepts such as number and quantity.

The learning atmosphere is warm, nurturing and purposeful. Children feel safe, happy and valued because staff build close professional relationships with pupils and maintain consistent routines. Where necessary, staff make thoughtful adjustments so that every child takes part fully. This includes children experiencing vulnerability.

Children make excellent progress from their starting points and are well prepared for Year 1.

Inclusion

Strong standard

Staff assess meticulously any barriers to learning and gaps in learning that pupils may have. Before children start in Nursery, staff visit their families at home. They also meet every family whose child joins later. Using this information, leaders understand precisely how to support pupils who may struggle with some aspects of learning.

Staff adapt their teaching consistently to meet pupils' needs, across every year group and subject. Pupils who fall behind receive the support that they need to catch up quickly with their peers. Leaders review and amend pupils' support as their needs change. Where relevant, leaders bring in specialists to further train and deepen the expertise of staff. Pupils

who speak English as an additional language receive the support that they need to flourish academically and socially.

Leaders use additional funding for pupils who need it most. They check that their work makes a positive difference and quickly adjust support for pupils if necessary. Staff know these pupils well and shape support around them. Teachers enable pupils experiencing disadvantage to produce high-quality work. They achieve well across the curriculum. Pupils experiencing vulnerability grow in confidence because of teachers' consistent work to support them.

Leadership and governance

Strong standard

Leaders and governors share a clear and ambitious vision that encourages everyone, especially those who are most vulnerable, to achieve their best. They have a detailed picture of what the school does well and where it could evolve further. Leaders analyse the school's performance rigorously. They draw on a wide range of evidence to judge what difference their work makes. Leaders have made further improvement through their current priority, writing, and are embedding this work across the school. Decisions are made with pupils' best interests in mind, and the curriculum reflects leaders' high expectations. Leaders also take into account staff workload and wellbeing when making decisions.

An evidence-informed culture of professional learning supports staff development. Leaders plan training thoughtfully and align it closely to the school's improvement priorities. Staff gain the knowledge and skills that they need to support learning well. This contributes to positive outcomes for pupils.

Governors fulfil their statutory responsibilities effectively. They understand their roles and make sure the school's vision is understood and enacted by staff, parents, carers and pupils. Governors know the school and its community very well. They monitor leaders' work on safeguarding, inclusion and the use of additional funding carefully. They work closely with leaders while keeping a strategic overview of the school's priorities.

Personal development and wellbeing

Strong standard

An extensive personal development programme develops pupils' confidence and teamwork and encourages respect. Leaders have recently strengthened the personal, social and health education curriculum, giving greater emphasis to building pupils' life skills and understanding of friendships and consent. Staff embed this through assemblies and deliberate activities in class. These lessons develop pupils' understanding of different types of families. Staff also teach pupils to recognise risks online and in their local area. Pupils know who to speak to when worried and trust adults to help them if they need to.

Pupils develop their social, moral and spiritual awareness through the books that they read together in class and the discussions that link to this learning. Activities such as international celebrations, language learning and cultural clubs broaden pupils' horizons. Pupils enjoy attending educational visits. One of these is to France, where pupils practise speaking the language and learn about a different culture.

Pupils learn to appreciate those beyond their own community and discuss difference with understanding. Pupils, including those with special educational needs and/or disabilities (SEND), relate what they learn in class to their daily lives.

The school provides several opportunities for pupils to develop their interests and discover talents beyond the curriculum. Pupils frequently participate in clubs, sports teams and enterprise activities. Leaders ensure that all pupils, including those experiencing disadvantage, take part. Meaningful leadership roles, such as house captains, sports leaders and reading ambassadors, build pupils' confidence and develop their responsibility. Pupils also make real decisions. For example, pupils have increased the number of games available for all to enjoy at playtime.

Counselling and the eco-garden provide support for all pupils, including those who need additional pastoral care. Peer support during lunchtime is well established. For example, the buddy bench provides a space for pupils looking for someone to play with at breaktime. Together, these experiences prepare pupils well for the wider world.

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

Pupils thrive at this school. Its mission, 'becoming your best', shapes daily life. Pupils are ambitious, work together well and ensure that everyone is included. Pupils describe their school as inclusive and respectful. They feel a genuine sense of belonging, as do pupils with special educational needs and/or disabilities (SEND) and those experiencing vulnerability. From the beginning of the early years and throughout the school, pupils work together readily in class.

Pupils study an ambitious and broad curriculum. Pupils' attainment is high. They have exceeded national averages in national tests for several years. They demonstrate a secure and confident understanding of what they have learned and can connect prior learning to new learning.

Staff have embedded daily learning routines for pupils. Teachers provide effective support for pupils who need it, so that they make swift gains from their starting points. An ambitious reading programme runs through the school. Book monitors and reading champions help to get more pupils excited about reading.

Pupils behave very well and engage fully in lessons. They show genuine respect for different cultures and points of view, listen carefully and respond maturely to others. Older pupils support their younger peers at playtimes and during school events. Pupils know how to keep themselves safe online and beyond the school. Adults act quickly when pupils raise a concern, which makes pupils feel safe and trusted. Bullying is rare, and pupils are confident that teachers will resolve any issues promptly. Pupils enjoy school and attend each day promptly. Their attendance is above the national average.

Pupils benefit from a very wide range of enrichment, which broadens their perspectives and deepens their curiosity. Staff actively seek pupils' opinions and respond to these. For example, pupils' feedback recently led to changes in lunchtime play. These opportunities for

involvement and belonging develop pupils' independence and prepare them for the next stage in their learning.

Next steps

- Leaders should sustain their highly effective work with vulnerable pupils so that these pupils achieve consistently high outcomes over time.

About this inspection

The chair of the board of governors in this school is Taliah Walklett.

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

This inspection took place on 9 and 10 September 2026.

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 representatives of the governing body, the headteacher, other senior leaders and teachers during this inspection.

The inspectors confirmed the following information about this school:

Since the last inspection, there have been a number of changes to the governing body.

The school currently does not make use of any alternative provision.

Headteacher: Paul Lufkin

Lead inspector:
Nick Hitchen, His Majesty's Inspector

Team inspectors:
Una Buckley, His Majesty's Inspector
Helen Lockey, Ofsted Inspector
Verity Lambert-Dale, His Majesty's 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 9 September 2026

School and pupil context

Total pupils

642
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: 268

School capacity

734
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)

7.28%
Well below 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

1.87%
Below 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

5.92%
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

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	80%	61%	Above
2024/25 (final)	75%	62%	Above
2023/24 (final)	83%	61%	Above
2022/23 (final)	81%	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	91%	74%	Above
2024/25 (final)	88%	75%	Above
2023/24 (final)	91%	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	84%	72%	Above
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	85%	72%	Above
2022/23 (final)	90%	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	91%	73%	Above
2024/25 (final)	90%	74%	Above
2023/24 (final)	90%	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	50%	46%	Close to average
2024/25 (final)	30%	47%	Below
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	S	44%	S

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	69%	62%	Above
2024/25 (final)	70%	63%	Close to average
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	S	60%	S

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	54%	59%	Close to average
2024/25 (final)	30%	59%	Below
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	S	58%	S

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	65%	60%	Close to average
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	58%	59%	Close to average
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	50%	68%	-18 pp
2024/25 (final)	30%	69%	-39 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	S	66%	S

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	69%	80%	-10 pp
2024/25 (final)	70%	81%	-11 pp
2023/24 (final)	58%	80%	-21 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

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	54%	78%	-24 pp
2024/25 (final)	30%	78%	-48 pp
2023/24 (final)	58%	78%	-19 pp
2022/23 (final)	S	77%	S

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	65%	80%	-14 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	58%	79%	-21 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

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)	4.0%	5.2%	Below
2023/24 (3 term)	4.1%	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)	7.1%	13.0%	Below
2023/24 (3 term)	8.3%	14.6%	Below
2022/23 (3 term)	10.5%	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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