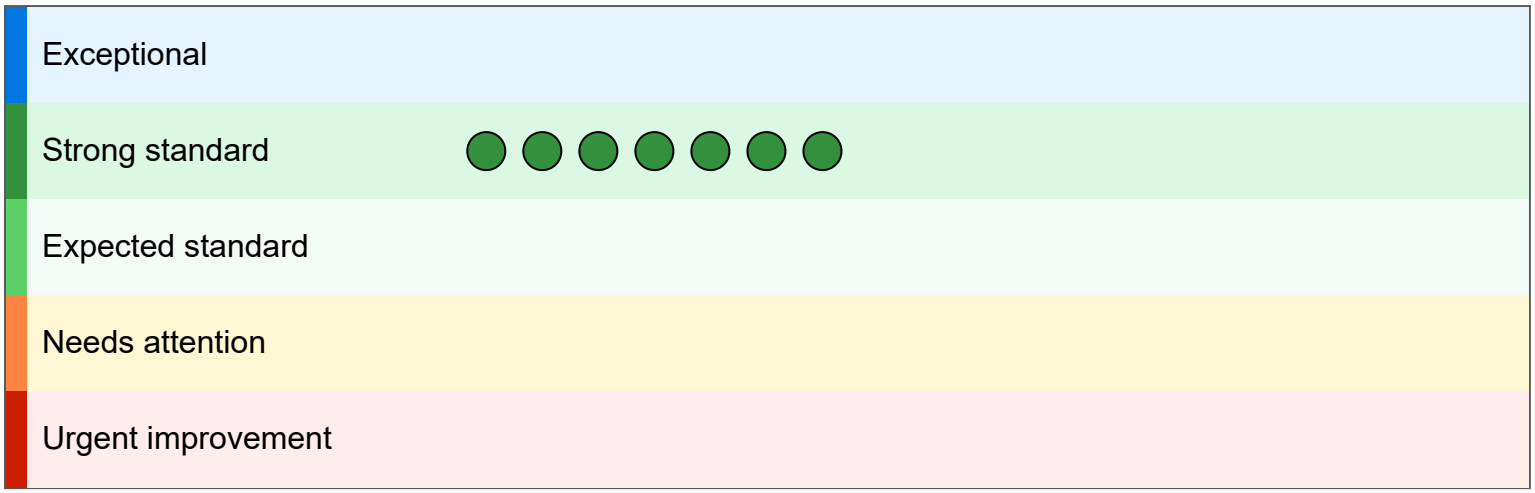
Belleville Primary School

Address: Belleville Road, Battersea, London, SW11 6PR

Unique reference number (URN): 137563

Inspection report: 22 September 2026



Safeguarding standards met

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

How we evaluate safeguarding

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

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

Strong standard

Achievement

Strong standard

Pupils achieve very well across the curriculum. Published outcomes in reading, writing and mathematics are above average over time, including for those attaining the higher standard and for disadvantaged pupils. This reflects the high quality of their learning. Pupils develop excellent foundational knowledge in reading, writing and mathematics. They recall key concepts confidently across subjects. In reading, they apply phonics knowledge accurately and read with fluency. In mathematics, pupils demonstrate secure recall of number facts and mathematical concepts, enabling them to solve problems successfully. Written work shows that pupils apply taught vocabulary and knowledge effectively, although a small number continue to develop their transcription skills.

Disadvantaged pupils and those with special educational needs and/or disabilities receive excellent support to access an ambitious curriculum. Skilled adaptations by staff and targeted support help pupils to engage fully without reducing expectations. Across the curriculum, pupils develop detailed knowledge and understanding and are fully ready for their next stage of education. For instance, in art, pupils produce high-quality work using a range of techniques and materials confidently.

Attendance and behaviour

Strong standard

Leaders provide robust strategic oversight of attendance and have established effective systems to promote regular attendance and address absence. They analyse attendance information carefully, enabling them to identify patterns, intervene early and evaluate the impact of their work. Leaders promote positive attendance from the earliest stages, working closely with families in Nursery and Reception to establish strong habits and clear expectations. Over time, attendance has remained close to national average. The school's work with individual and groups of pupils ensures that attendance improves for pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Where persistent absence remains higher than leaders would like for some groups, leaders take a targeted approach to identifying barriers and securing improvements.

Leaders have established a clear and consistent culture of positive behaviour, centred on high expectations and pupils making the right choices. Pupils behave extremely well in lessons and around the school. The day starts calmly, transitions are smooth and learning time is maximised through well-established routines. Pupils are attentive, engaged and demonstrate highly positive attitudes to learning. Relationships between staff and pupils are respectful, supportive and nurturing. Bullying is rare and leaders respond quickly and effectively to any incidents, including those involving discriminatory language or behaviour. Leaders analyse behaviour information carefully and use it to implement targeted support and deliver excellent preventative work where required. The school ensures that pupils with SEND and those who face behavioural challenges receive suitable personalised support and benefit from effective partnership working with families and external agencies.

Curriculum and teaching

Strong standard

Leaders provide excellent strategic leadership of the curriculum and teaching, with a clear and consistent focus on securing strong foundations in English and mathematics for all pupils. This is reflected, for example, in daily classroom practice through the prioritisation of reading and mathematics, ensuring that pupils develop the essential knowledge and skills needed for future learning. Effective teaching routines and checking of understanding, together with tasks which help pupils to recall learning, all support pupils in developing deep knowledge and understanding.

The school's curriculum is carefully designed and regularly reviewed and refined to ensure a clear progression of knowledge and skills. For instance, in geography pupils have regular opportunities for fieldwork, building to orienteering in Year 6. The school has clear approaches to develop pupils' handwriting. Staff use regular practice with pupils to make sure they write fluently. A small number of pupils continue to develop their transcription skills.

Teaching is characterised by high expectations, effective questioning and strong classroom routines that maximise learning time. Pupils routinely use subject-specific vocabulary accurately and apply taught concepts successfully across the curriculum. Staff also place a strong emphasis on language development through oral rehearsal and discussion.

The school’s inclusive curriculum and teaching ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities access the same ambitious curriculum as their peers. Teachers make thoughtful adaptations, supported by well-deployed additional staff, without reducing curriculum expectations. As a result, pupils with barriers to learning participate fully and achieve success alongside their classmates.

Early years

Strong standard

The early years gets children off to an excellent start to their education. Leaders have established a well-organised and purposeful early years provision that promotes learning across all areas of development. They have designed a coherent curriculum that builds knowledge progressively from Nursery to Reception. Staff ensure that children develop the knowledge, skills and vocabulary they need for future learning. Leaders use assessment effectively to identify children who need additional support. They adapt provision so that children, including those with special educational needs and/or disabilities and disadvantaged children, catch up quickly. Regular professional development strengthens staff expertise in high-quality interactions and how to build children's language and vocabulary.

Staff support children’s learning well through purposeful questioning, modelling and discussion. They extend and rephrase children’s responses, helping them to develop communication and language skills successfully. In Nursery, consistent routines, songs and rhymes contribute highly to children's language development and positive behaviour. In Reception, staff promote vocabulary, speaking and early literacy through carefully planned activities and experiences.

Children achieve very highly from their starting points. Nursery children confidently follow routines, recognise their names and respond positively to expectations. Staff enable

Reception children to develop excellent early writing skills, including accurate pencil grip, letter formation and recall of previously taught knowledge. Staff enable children to have excellent attitudes to learning and build independence, with impressive following of routines.

Children's welfare is prioritised. High-quality care practices, suitable safeguarding procedures, well-trained staff and positive partnerships with parents and carers all create a nurturing and inclusive environment in which children feel safe, valued and ready to learn.

Inclusion

Strong standard

Leaders place inclusion at the heart of the school's work. They ensure that excellent systems and procedures are fully embedded over time to support the most vulnerable pupils. The school's highly visible and accessible approach gives staff and families confidence and ensures prompt access to support. Staff establish robust transition arrangements with local nursery settings and gather detailed information before children start at school. As a result, staff identify pupils' additional needs early and plan appropriate support from the outset so that no pupil falls behind.

The school works productively with a range of external agencies, including, for example, speech and language therapists. Comprehensive training helps staff to develop expertise in inclusive practice and adaptive teaching. This enables pupils with special educational needs and/or disabilities to succeed across the curriculum as well as pastorally.

Leaders align their use of additional funding for disadvantaged pupils closely with wider inclusion priorities, using funding strategically to remove barriers to achievement and participation. The school maintains a sharp focus on disadvantaged pupils' academic progress, attendance, wellbeing and engagement.

Leaders also provide strong support for pupils who are known, or previously known, to social care. Staff use personal education plans effectively and identify pupils' academic, emotional and pastoral needs clearly. They coordinate support carefully and monitor its impact. Other pupils facing barriers to learning or wellbeing benefit from tailored additional support, strong family engagement and well-considered inclusion strategies. Leaders maintain close oversight of vulnerable pupils, including those who have experienced behavioural challenges, ensuring that staff provide consistent support that promotes pupils' engagement and success. This includes the careful use of alternative provision where relevant.

Leadership and governance

Strong standard

Since the previous inspection, leaders have built successfully on existing strengths and refined their work with a clear focus on further improving the school's work. They have established an ambitious vision that prioritises pupils' academic and social development. This vision is reflected consistently across the school through strong routines, explicit teaching and effective opportunities for pupils to revisit and secure prior learning. Leaders have designed an ambitious and inclusive curriculum, ensuring that all pupils work towards the same learning goals through carefully considered adaptations and support.

Leaders maintain a thorough culture of continuous improvement. They use monitoring, quality assurance and evidence-informed professional development effectively to strengthen teaching, curriculum delivery and school systems. Collaborative working across the trust enables staff to learn from expertise beyond their own setting. Early career teachers receive bespoke support, for example, through a comprehensive induction programme, shared planning, expert mentoring and regular professional learning opportunities. Staff value the carefully planned training programme and the clear pathways available to develop leadership expertise and capacity across the school and trust.

Leaders give careful consideration to staff wellbeing and workload. Supportive leadership, clear systems and collaborative approaches help staff manage responsibilities effectively while maintaining high expectations for pupils.

Trustees and governors fulfil their responsibilities very well. Through a structured cycle of scrutiny, they maintain robust oversight of safeguarding, the curriculum and the impact of additional funding. They triangulate information from school leaders, local governance, parental feedback and external reviews to provide informed challenge and support. As a result, they hold leaders rigorously to account for improvement priorities while ensuring that strategic decisions remain focused on securing the best possible outcomes for pupils.

Parents and carers speak highly of the school’s communication, care and ambition for pupils. Strong partnerships with families, alongside effective collaboration with professionals and trust colleagues, contribute positively to pupils’ achievement, wellbeing and wider development.

Personal development and wellbeing

Strong standard

Leaders provide superb oversight of pupils' personal development. They have established a well-sequenced programme, rooted in the school’s 'CARE' values, which helps pupils to develop as responsible, respectful and confident individuals. Through relationships education and the wider curriculum, pupils deepen their understanding of relationships, health, safety, diversity and citizenship. Pupils learn about online and offline risks, including the safe use of technology, unhealthy relationships and wider safeguarding concerns. They have an excellent understanding of how to keep themselves safe and know where to seek help if they have concerns. Pupils discuss topics such as consent, equality and respect with maturity. They understand that discriminatory language and behaviour are unacceptable. Across the curriculum, pupils develop an impressive understanding of fundamental British values, including democracy, mutual respect and tolerance. They confidently explain how these values link to daily life and their responsibilities within society. Pupils also gain an age-appropriate understanding of different faiths, cultures and communities, which helps them appreciate and respect diversity.

Leaders ensure that the personal development offer is inclusive and accessible to all pupils. Effective pastoral support, including targeted extra help, emotional wellbeing programmes and guidance from trusted staff, helps pupils to develop resilience and emotional awareness. Pupils value this support and speak confidently about strategies that help them to manage their emotions and manage challenges positively. A broad range of leadership opportunities, including pupil councils, house captain roles and community projects, enable pupils to contribute meaningfully to school life and develop responsibility. Leaders have

deliberately removed barriers to participation so that all pupils access the same opportunities as their peers. An extensive enrichment programme, including clubs, educational trips, residential visits and cultural experiences, broadens pupils' horizons and develops their interests and talents. Pupils speak enthusiastically about these opportunities and the positive impact they have on their confidence, independence and aspirations. Leaders maintain sharp oversight to ensure that pupils with special educational needs and/or disabilities and disadvantaged pupils partake highly in enrichment opportunities.

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

The school has a warm, inclusive and community-focused culture where positive relationships and a shared sense of purpose are evident throughout. Staff work together effectively to create an environment in which pupils flourish both academically and socially. Behaviour is exemplary, routines are embedded and transitions around the school are calm and orderly. Pupils understand what is expected of them and respond positively to the consistently high expectations set by staff. Leaders enable a culture of excellence where pupils have high aspirations.

Pupils feel safe, valued and well cared for. They speak confidently about the strong relationships they have with caring staff, knowing that staff will listen to and support them when needed. Pupils are clear that any concerns, including the rare instances of bullying, are dealt with promptly and effectively. As a result, pupils feel secure and happy in school. Playtimes and lunchtimes are enjoyable occasions where pupils socialise respectfully and participate enthusiastically in a wide variety of activities.

From the earliest years, children learn clear routines and develop positive attitudes to learning. Across the school, learning is purposeful and engaging, and pupils demonstrate high levels of concentration and enthusiasm. Staff enable pupils to build successfully on their prior learning and to achieve highly across the curriculum. A strong emphasis on reading, writing and mathematics ensures that pupils develop the knowledge and skills they need to be successful learners.

The ambitious curriculum is complemented by a rich programme of enrichment opportunities, including educational visits, clubs, performances and creative activities. These wider experiences broaden pupils' horizons and enable them to develop their interests and talents such as in art, music and dance. Pupils enjoy school, take pride in their achievements and are keen to contribute to the life of the community.

Staff know pupils well and are committed to ensuring that every pupil succeeds. Pupils treat one another with kindness and respect, celebrate diversity and demonstrate great care for others. They describe the school as a family where everyone is welcomed, supported and encouraged to achieve their best.

Next steps

- Leaders and those responsible for governance should ensure that the school's strong culture of continuous improvement is embedded through further precise and evaluative monitoring. This should focus on refining the impact of improvement strategies so that pupils achieve even higher outcomes, particularly in attendance and transcription skills, while sustaining the consistently positive achievement and wider development evident across the school.

About this inspection

This school is part of the Quality First Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Daniel Terry, and overseen by a board of trustees, chaired by Brian Ledbetter.

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 executive headteacher, headteacher and other senior leaders during the inspection. They also spoke with groups of pupils and staff and considered the responses to Ofsted Parent View. An inspector spoke with the chair of trustees, other trustees and the CEO.

This inspection took place from 22 to 23 September 2026

The inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

The school is based on 2 sites:

Meteor Street, London, SW11 5NZ and Webb's Road, London, SW11 6PR

The headteacher is Mary-Lyne Latour.

Executive Headteacher: Toby Martlew

Lead inspector:
Noeman Anwar, His Majesty's Inspector

Team inspectors:
Jenell Chetty, Ofsted Inspector
Rebecca Iles-Smith, His Majesty's Inspector
Milan Stevanovic, Ofsted Inspector
Alison Colenso, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

1,031
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

922
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)

15.89%
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

2.91%
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: 4.1%

Pupils with special educational needs (SEN) support

13.77%
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

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	78%	61%	Above
2024/25 (final)	77%	62%	Above
2023/24 (final)	80%	61%	Above
2022/23 (final)	78%	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)	91%	75%	Above
2023/24 (final)	96%	74%	Above
2022/23 (final)	86%	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)	84%	72%	Above
2023/24 (final)	82%	72%	Above
2022/23 (final)	86%	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	86%	73%	Above
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	92%	73%	Above
2022/23 (final)	83%	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	60%	46%	Above
2024/25 (final)	58%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	69%	46%	Above
2022/23 (final)	52%	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	83%	62%	Above
2024/25 (final)	88%	63%	Above
2023/24 (final)	88%	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	71%	59%	Above
2024/25 (final)	70%	59%	Close to average
2023/24 (final)	69%	58%	Close to average
2022/23 (final)	76%	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	73%	60%	Above
2024/25 (final)	64%	61%	Close to average
2023/24 (final)	88%	59%	Above
2022/23 (final)	67%	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	60%	68%	-8 pp
2024/25 (final)	58%	69%	-12 pp
2023/24 (final)	69%	67%	2 pp
2022/23 (final)	52%	66%	-14 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	83%	80%	3 pp
2024/25 (final)	88%	81%	7 pp
2023/24 (final)	88%	80%	9 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	71%	78%	-7 pp
2024/25 (final)	70%	78%	-9 pp
2023/24 (final)	69%	78%	-8 pp
2022/23 (final)	76%	77%	-1 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	73%	80%	-7 pp
2024/25 (final)	64%	81%	-17 pp
2023/24 (final)	88%	79%	9 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	79%	-13 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)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	5.9%	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)	11.5%	13.0%	Close to average
2023/24 (3 term)	12.3%	14.6%	Close to average
2022/23 (3 term)	15.1%	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.

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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