

Sheen Mount Primary School

Address: West Temple, East Sheen, London, SW14 7RT

Unique reference number (URN): 102897

Inspection report: 7 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

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

How we evaluate safeguarding

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

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

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly in national assessment tests and have done so over a sustained period. Over 50% of pupils exceed age-related expectations in subjects including mathematics and reading by the end of Year 6. The progress that pupils make from their respective starting points is high. This includes pupils with special educational needs and/or disabilities and those who join the school other than at the usual start times. The very small proportion of pupils at the school who experience disadvantage typically achieve in line with or better than other disadvantaged pupils nationally. As a result of the school's work, the gap between the achievement of these pupils and non-disadvantaged pupils is closing rapidly.

The school's high academic outcomes in national assessments are matched by pupils' knowledge and understanding across all subjects. In history, for example, pupils' knowledge of chronology and the causes of major world events is very secure. Pupils are particularly well prepared for the next stage in their education by the end of Year 6.

Attendance and behaviour

Strong standard ●

Pupils' overall attendance is very high and has been over time. Persistent absence rates are low. Leaders carefully track the attendance of pupils with vulnerabilities. They work tirelessly with any pupils whose attendance is lower than it could be. This involves sensitive and professional work with pupils' families where necessary. Where attendance is not as high for any groups of pupils, leaders act to improve pupils' attendance swiftly.

Leaders set out expectations of behaviour very clearly. Staff follow these closely. They use strategies skilfully to manage behaviour. Alongside this, they regularly reward pupils for their positive contributions in class and to wider school life. Pupils appreciate this. As a result of these strategies, pupils' behaviour is excellent in class and around the school. They are often engrossed in their learning. Throughout the school, pupils maintain their focus and work hard. This means that learning in class is free from disruption. Pupils are mature and thoughtful and listen respectfully to each other, including when expressing different points of view. Bullying is extremely rare and dealt with swiftly and effectively should it occur. In the Reception Year, children play kindly and take turns.

Curriculum and teaching

Strong standard ●

Leaders have designed a curriculum that prioritises all subjects equally, including creative subjects. Leaders have carefully identified exactly what they want pupils to know and the order in which they should learn it. Leaders support teachers to develop expertise in subjects such as computing and French. This benefits pupils who receive teaching from subject experts. In some subjects, the curriculum is particularly ambitious. For example, all pupils, including children in Reception, receive at least 10 weeks of swimming lessons every year as part of the physical education curriculum.

Expectations of all pupils, including those with special educational needs and/or disabilities, are very high. Teachers make sure that pupils thoroughly understand and learn key

knowledge. They explain new information clearly and bring the curriculum to life for pupils. They also check that pupils remember what they have learned over time. The curriculum allows plenty of time for pupils to apply knowledge through problem-solving tasks and extension work where appropriate.

The school makes sure that pupils fully master the key skills that they need for future learning. All pupils are supported to read and write from the Reception Year onwards. Any pupils who struggle to keep up are provided with the support that they need to catch up and be successful.

Early years

Strong standard 

Leaders have developed an ambitious and carefully considered Reception Year curriculum. This curriculum strengthens children's knowledge very well in areas such as communication and language, early reading and personal development. It is matched by a very well-resourced learning environment that supports children to develop physical skills such as coordination and develop a love for the creative arts.

Leaders work very closely with local nurseries, childminders and families to ensure that staff know children's starting points. As a result, any emerging additional needs that children may have are identified quickly. Leaders and staff know precisely who these children are and carefully support them throughout the school day. Highly trained staff support children to develop their speech and thinking. They give children time to listen and process information, which deepens children's learning.

Learning to read is central to the curriculum. Staff implement the reading curriculum with high levels of consistency and provide targeted catch-up sessions for any children who need them.

Children demonstrate sustained concentration, independence and positive attitudes to learning across the indoor and outdoor learning areas. For example, a group of children worked together and used their problem-solving skills to assemble pipes so that water flowed from source to the end of the waterway that they had built. Children are very well prepared for learning in Year 1.

Inclusion

Strong standard 

Leaders quickly identify any emerging or changing needs that pupils may have. Pupils who experience any vulnerability, including those with special educational needs and/or disabilities, are carefully tracked. Staff support any pupils who need additional help with high levels of precision.

Leaders know the learning needs of pupils with barriers to their learning very well. Highly effective support, including curriculum adaptations and additional small-group teaching sessions, is carefully tailored to pupils' needs by staff. Leaders also engage with a range of external experts to complement the school's support. These include speech and language therapists and educational psychologists.

Additional funding is specifically targeted to benefit pupils who need it most. This includes additional academic support and financial support for extra-curricular activities where necessary. As a result, pupils with additional needs are fully involved in all aspects of school life and they thrive as valued members of the school's community. On the rare occasions that the school organises alternative provision for pupils, it meets pupils' needs and helps them to achieve their best.

Leadership and governance

Strong standard ●

Leaders understand the school community and its context very well. They use this knowledge to set precise and achievable priorities that enable the school to continually improve. From these priorities, leaders have crafted a professional learning programme that builds staff knowledge gradually over time.

Staff are very supportive of the school's leaders. They feel listened to and included when changes occur. They know that leaders take into account their workload and wellbeing when making decisions. Parents and carers take a very active role in school life. In turn, the school is at the heart of the local community. Parents appreciate this and work closely with staff and pupils throughout each year to fundraise money for the school.

Those responsible for governance use their expertise to challenge and support the school's leaders in equal measure. They make sure that the school makes every effort to ensure that all pupils thrive. They regularly gather the views of staff and pupils and act on these where appropriate. Through their use of 'link' roles in areas such as special educational needs and/or disabilities, members of the governing body carefully check that leaders make the right decisions.

Personal development and wellbeing

Strong standard ●

Leaders have very carefully planned out a personal development curriculum that prepares pupils well for life within and beyond the classroom. In addition, pupils learn how to keep themselves safe and understand the wider world and their place in it. For example, children in the Reception Year explore the local area and learn how to post a letter. Pupils in Years 5 and 6 have a secure understanding of the risks of social media and how to stay safe online. The curriculum covers important topics such as economic wellbeing and physical health.

Across all subjects, the school organises a range of educational visits, talks by experts and themed days that bring the curriculum to life. For example, pupils in Year 4 spend the day at a theatre where they devise, rehearse and perform a play. Parents and carers then watch the final performance. This develops pupils' confidence and understanding of theatre. Leaders make sure that pupils, especially those with vulnerabilities, take part in all of these activities. Any barriers to pupils' participation are removed.

Support for pupils' wellbeing is excellent. The curriculum builds pupils' resilience and expands their emotional literacy. Where necessary, pupils have access to therapies where they can share their feelings in a safe space. They also develop strategies to support their own wellbeing independently.

Pupils routinely take up opportunities to develop their talents and interests across all areas. For example, pupils are encouraged to join the school orchestra, learn an instrument or sing in the choir. Pupils often compete locally, regionally and nationally in sports, including athletics and netball. The girls' football team are national champions. Pupils with special educational needs and/or disabilities also proudly take part in local sporting competitions.

Pupils raise money for a range of charities throughout the year. Some pupils make food hampers for the elderly in the community at Christmas time. This work is often led by the democratically elected student council.

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

From the very beginning of the school day, pupils are happy and enthusiastic to learn. They are greeted warmly by all staff when they arrive. Senior leaders are often around and about to speak to pupils, parents and carers. Pupils describe the school community as 'like a family'.

Pupils achieve very highly here. Overall, pupils' results in national tests have been consistently high over a number of years. Their knowledge of the wider curriculum, including geography and art, is equally as deep.

Pupils' behaviour is excellent. They are happy and feel safe. In Reception, children play and explore excitedly with each other and are guided by staff to extend their learning. Older pupils are role-models for younger pupils.

Leaders organise a huge range of clubs for all pupils to attend before and after school. They include ballet, lacrosse, taekwondo, Mandarin and gardening. These opportunities enable pupils to develop their interests and discover new ones. Leaders ensure that all pupils are supported to attend. All pupils regularly make use of the school's indoor swimming pool. Beyond this, leaders organise many opportunities in the curriculum for pupils to deepen their musical, sporting and theatrical talents.

The school organises many leadership opportunities for pupils. Every pupil in Year 6 has a meaningful role. These responsibilities include roles for all subjects and for the school's values, such as wellbeing and inclusion. The pupils' school council, with elected representatives from all years, campaigns for pupil-led changes. For example, the council recently secured an upgrade to play equipment in the playground.

All pupils attend residential visits outside of London in Years 4 to 6. During these stays, pupils experience hiking and pond-dipping and develop their team-working skills. Leaders organise careers education for all pupils from the Reception Year onwards. This includes a careers fair for older pupils where they learn about a wide range of future career possibilities.

Next steps

- Leaders should continue their work to further embed and sustain teaching across the school. This includes continuous checks that pupils understand what they are taught throughout all classes.
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About this inspection

The chair of the board of governors in this school is Susan Boughton.

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, senior leaders, the chair of the governing body and staff during the inspection.

The school currently makes use of one unregistered alternative provision.

Headteacher: Tom Holmes

Lead inspector:

Guy Forbat, His Majesty's Inspector

Team inspectors:

Sahreen Siddiqui, Ofsted Inspector

Lynne Dando, Ofsted Inspector

Sophie Healey-Welch, Ofsted 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 7 July 2026

School and pupil context

Total pupils

590

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

630

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)

3.39%

Well 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

4.58%

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

5.59%

Well below 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	82%	61%	Above
2024/25 (final)	82%	62%	Above
2023/24 (final)	81%	61%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	84%	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)	92%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	92%	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	87%	72%	Above
2024/25 (final)	83%	72%	Above
2023/24 (final)	87%	72%	Above
2022/23 (final)	89%	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	94%	73%	Above
2024/25 (final)	96%	74%	Above
2023/24 (final)	93%	73%	Above
2022/23 (final)	93%	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	57%	46%	Above
2024/25 (final)	63%	47%	Above
2023/24 (final)	67%	46%	Above
2022/23 (final)	44%	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	65%	62%	Close to average
2024/25 (final)	75%	63%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	56%	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	70%	59%	Above
2024/25 (final)	63%	59%	Close to average
2023/24 (final)	83%	58%	Above
2022/23 (final)	67%	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	87%	60%	Above
2024/25 (final)	88%	61%	Above
2023/24 (final)	100%	59%	Above
2022/23 (final)	78%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	68%	-11 pp
2024/25 (final)	63%	69%	-7 pp
2023/24 (final)	67%	67%	-1 pp
2022/23 (final)	44%	66%	-22 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	65%	80%	-14 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	56%	78%	-23 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	70%	78%	-8 pp
2024/25 (final)	63%	78%	-16 pp
2023/24 (final)	83%	78%	6 pp
2022/23 (final)	67%	77%	-11 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	87%	80%	7 pp
2024/25 (final)	88%	81%	7 pp
2023/24 (final)	100%	79%	21 pp
2022/23 (final)	78%	79%	-1 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)	4.3%	5.5%	Below
2022/23 (3 term)	4.1%	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)	7.0%	13.0%	Below
2023/24 (3 term)	7.9%	14.6%	Below
2022/23 (3 term)	5.8%	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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