

Belvue School

Address: Rowdell Road, Northolt, UB5 6AG

Unique reference number (URN): 101965

Inspection report: 14 April 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.

Expected standard

Achievement

Expected standard 

Pupils' starting points are quickly determined when they join the school. Leaders use this information to identify and fill gaps in pupils' knowledge and skills in reading, writing and mathematics. Pupils progress through the curriculum securely at the right pace for them. Many pupils become fluent readers and enjoy reading. Some pupils are entered for entry-level examinations in English and mathematics when they are ready.

Leaders ensure that pupils develop their independent skills alongside guiding them to suitable options for training, education or employment. All pupils celebrate their achievements through a portfolio of work that captures various milestones, events and skills they have mastered. Pupils complete awards and certificates in different subjects that reflect their interests. These include coaching, yoga and technology. Older students work with a local college to build their catering skills and secure a qualification in doing so. At times, the breadth of awards and qualifications is not as extensive or ambitious as it could be for some pupils. Nevertheless, pupils are well prepared overall for their next steps.

Attendance and behaviour

Expected standard 

Pupils attend school very well. Leaders know there are times when some pupils are unable to attend school due to their medical conditions and the treatment they need. Leaders do all they reasonably can to promote high attendance and work with families effectively. Barriers to attendance are quickly identified and leaders work alongside other agencies to overcome them.

The school provides a nurturing environment for pupils, who quickly feel part of the community. Pupils have positive relationships with staff and routines to support good behaviour are well embedded. The inclusive, warm ethos of the school means pupils value their learning.

There are high expectations for behaviour. Pupils are kind to one another and respectful to adults. Conduct around the site is calm and pupils are polite and courteous. Older students are mature and keen to be role models to their younger peers. Bullying and any form of discrimination are not tolerated. Pupils are taught to respect difference. Leaders handle incidents that do occur appropriately and with sensitivity. Leaders have put in place effective strategies to help pupils regulate their emotions and reduce anxiety. They have provided staff with training to strengthen relationships with pupils and equip them with the tools they need when faced with more challenging behaviour.

Curriculum and teaching

Expected standard 

Leaders have designed a broad and enriching curriculum. Knowledge is clearly mapped out so that teachers know what pupils should learn and when. Pupils study a range of subjects, including horticulture, science and the arts. Teachers have the subject expertise they need. They help pupils to make full use of different equipment and materials, such as using a variety of tools in design and technology. Pupils are also well supported to learn to play

instruments, take part in performances and conduct experiments in science. These activities help to secure pupils' understanding and make their learning memorable and enjoyable.

Pupils are supported in securing their knowledge in reading, writing and mathematics. Pupils who need additional help with their reading are provided with support. For example, those who are at the very earliest stages of learning to read, learn how to distinguish between sounds. Pupils produce some high-quality pieces of writing and are proud of their work. In mathematics too, pupils practise and apply their learning well.

Pupils are engaged and keen to learn in class. Staff know pupils well and use the adaptations and adjustments pupils need to access the curriculum. This includes where pupils need assistance with more physically demanding tasks and creative subjects. Teachers check pupils' learning and address misconceptions. However, sometimes checks on pupils' knowledge are not as precise as they could be. This means that, at times, pupils are not moved on to more ambitious curriculum content when they are ready, such as in mathematics.

Inclusion

Expected standard 

Leaders identify pupils' needs quickly and accurately. Much consideration is given to pupils who are new to the school in order to make their transition as smooth and welcoming as possible. All pupils who attend the school have special educational needs and/or disabilities, including moderate or severe learning difficulties. They also all have education, health and care plans. Leaders ensure that pupils' barriers to learning are swiftly established and understood. Leaders share relevant information promptly with staff to help them to support pupils. Pupils who have additional vulnerabilities are given considerable care and pastoral support.

Leaders have provided professional development for staff to deepen their understanding of pupils' needs and the best approaches to help them. This includes how best to communicate with pupils who may not have verbal communication skills as well as how to incorporate a therapeutic approach into classroom practice. Therapeutic provision is woven through the curriculum, including through the delivery of subjects such as art and music. This is complemented by bespoke therapy sessions for pupils delivered by professionals as required.

In class, pupils access the curriculum securely and have the adaptations that they need. They are known well by staff and these positive relationships help pupils to build their confidence quickly. Pupils take part fully in the day-to-day life of the school. Additional funding to support disadvantaged pupils is used well to support their learning. However, use of additional funding to ensure that disadvantaged pupils access wider enrichment opportunities is not as refined as it could be.

Personal development and wellbeing

Expected standard 

Leaders have designed a coherent personal development programme that has a positive impact on pupils. There is a real emphasis on ensuring that pupils feel part of the community so that they can access local services and facilities confidently. Pupils regularly explore the local area, which is reflected, for example, in their design and technology projects where

they recreate the town. They also learn to use transport services and how to handle money, both of which prepare them for adulthood. Pupils work alongside local artists within art programmes, as well as enterprise schemes, to build their understanding of the world around them. Some of this work is showcased in events that pupils put on for their families.

Enrichment activities are built into the curriculum, such as visits to museums and galleries. Residential trips have a focus on physical activities such as horse riding and abseiling. Some pupils also take part in clubs and sporting competitions. Disadvantaged pupils are supported to access many in-house opportunities, including various events and workshops. Nevertheless, the school's use of the pupil premium funding is not as well targeted as it could be in supporting disadvantaged pupils' engagement with wider opportunities.

Pupils develop secure knowledge across their personal, social, health and economic education, and relationships and sex education. This is age appropriate and delivered to meet pupils' needs. Pupils learn to recognise and manage risks, including when they are online. They learn about bodily autonomy, consent and healthy relationships. Pupils are supported in building friendships as well as setting boundaries they are comfortable with. Safety is prioritised for pupils, as is building their independence. Pastoral care is an integral part of the school. The staff team are skilled in delivering support swiftly.

Older students learn how to budget and live independently. They are supported in visiting colleges and some benefit from work experience. Pupils learn about a variety of career pathways and are encouraged to have high aspirations for their next steps. Leaders work with families to explore the best options for pupils. Many students go on to further training, education or employment.

Post 16 provision

Expected standard 

Leaders have set out a clear programme of study for post-16 students that is appropriate and prepares them for adulthood. Many students study entry-level examinations in English and mathematics. Some also take additional catering qualifications. Leaders have recently introduced further awards and certificates in other subjects, but, overall, what is offered is not as comprehensive as it could be in matching students' interests.

Teachers have suitable subject expertise and check students' learning. They support students to remember their learning and listen attentively to both adults and each other. This means that students often build their ideas through discussion, which in turn supports their communication skills and confidence.

Many students take part in the Duke of Edinburgh award scheme and are encouraged to access gyms and activities outside of school to build their independence. They are taught time management and organisational skills. Preparation for both their next steps and adulthood are prioritised, with a focus on cooking, self-care and budgeting. Students practise using public transport and are supported in navigating their employment or further training options.

Students in the sixth form demonstrate considerable kindness and respect to one another. They are role models for their younger peers. They are provided with educational trips, workshops and talks to broaden their understanding of the world around them.

Needs attention

Leadership and governance

Needs attention 

The governing body is supportive of the school and cares about the pupils and their aspirations. However, at present the governing body does not have the sufficient expertise or depth of knowledge about the educational practice to aid school improvement. Likewise, it does not have the capacity to support and hold leaders to account effectively. This hinders those responsible for governance from meeting their responsibilities and statutory duties fully, or providing additional, meaningful, oversight.

School leaders have an acute understanding of the strengths and challenges of the school. They have identified priorities precisely to move the school forward. They are highly evaluative and strategic in addressing areas for improvement. Pupils' interests are put first and leaders have high expectations for them. They understand the community they serve and are advocates for their pupils. They are unwavering in their aims for pupils to receive the best education and care possible.

Staff are proud to work at the school. Their workload and wellbeing are considered well by leaders as they navigate strategic changes to the school. Leaders provide staff with professional development that enables them to fulfil their roles effectively and meet pupils' needs well.

Leaders and staff work in partnership with families to put pupils at the heart of decisions they make. Parents and carers speak highly of the school. This includes the nurturing, pastoral care and the all-round education that their children receive.

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

Pupils feel welcomed and included in this school. When they arrive, their needs and starting points are quickly assessed so staff know how best to help them. As a result, pupils typically settle in quickly. This supports them with developing secure knowledge and positive attitudes to learning.

Pupils follow a broad curriculum. They enjoy their learning which is enriched and taught by subject specialists. Some pupils complete qualifications, including in English and mathematics. Others gain certificates and awards that support their aspirations. Alongside their learning, pupils follow a programme to develop their life skills, such as using transport services and budgeting. This means that when they leave the school for their next steps, they are confident and independent.

All the pupils who attend the school have special educational needs and/or disabilities. Pupils' individual, specific barriers and challenges are understood and effective support is put in place. Expert staff ensure that pupils are well supported to become more resilient and build the skills they need over time. For example, pupils benefit from a range of therapies as required.

Pupils are happy and feel safe. They rise to the high expectations of behaviour set by leaders. Pupils often demonstrate kindness to one another and listen attentively to both their peers and staff. This means that the school is calm and orderly. Pupils can learn in class without disruption. On the occasions when incidents do occur, these are managed appropriately and quickly by staff. Bullying is rare and pupils are taught to celebrate difference. They feel a keen sense of belonging and consequently attend school well. Pupils forge trusting relationships with adults and feel valued.

Pupils undertake a variety of wider opportunities including educational visits. They often use facilities in the local area to build their independence and visit museums, galleries and sites of interest. Older pupils support their younger peers, such as when sixth-form students cook lunch for the Year 7 pupils. These pupils take their responsibilities seriously.

Next steps

- The governing body should develop its expertise and deepen its understanding of the educational provision the school provides, so that it can fully support the strategic direction of the school and where necessary offer appropriate challenge, thereby improving the way it fulfils its statutory duties in full.
 - Leaders should refine and sharpen the school's pupil premium strategy to ensure that pupils are helped to access the full range of opportunities and enrichment available.
 - Leaders should ensure that teaching checks pupils' knowledge with further precision and that teaching is subsequently adapted as needed where pupils are capable of more ambitious learning.
 - Leaders should strengthen the offer of qualifications and awards in order to enhance and celebrate pupils' learning and further equip them for next steps.
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About this inspection

The chair of the board of governors in this school is Allison Blair.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, senior leaders, representatives from the governing body, a representative from the local authority, as well as staff and pupils during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Inspectors were aware during this inspection that an alleged serious incident that occurred at the school since the previous inspection is under investigation by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the school in response to the incident were considered alongside the other evidence available at the time of the inspection to inform inspectors' evaluations.

The inspectors confirmed the following information about the school:

This school is for pupils with special educational needs and/or disabilities. All pupils who attend have moderate to severe learning difficulties and have an education, health and care plan.

The headteacher took up their role on September 2024.

The school currently uses no alternative provision.

Headteacher: Sana Bhopal

Lead inspector:

Sarah Saunders, His Majesty's Inspector

Team inspectors:

Janice Howkins, Ofsted Inspector

Sara Morgan, Ofsted Inspector

Nell Nicholson, 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 14 April 2026

School and pupil context

Total pupils

230

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.

School capacity

227

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.

Pupils eligible for free school meals (FSM)

58.51%

What does this mean?

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

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

100.00%

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.

Pupils with special educational needs (SEN) support

0.00%

What does this mean?

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

Location deprivation

Well above 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).

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, VI - Visual Impairment, OTH - Other Difficulty/Disability, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, MSI - Multi-Sensory Impairment, PD - Physical Disability, MLD - Moderate Learning Difficulty, SLD - Severe Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school
2023 leavers (provisional)	100%
2022 leavers (revised)	100%
2021 leavers (revised)	100%

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
2024/25 (2 term)	10.8%
2023/24 (3 term)	10.3%
2022/23 (3 term)	10.6%

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school
2024/25 (2 term)	31.9%
2023/24 (3 term)	34.8%
2022/23 (3 term)	34.1%

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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