

Park Walk Primary School

Address: Park Walk, King's Road, Chelsea, London, SW10 0AY

Unique reference number (URN): 100486

Inspection report: 20 January 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 ●

Inclusion

Strong standard ●

Inclusion is at the centre of all that the school does. Leaders have an unwavering determination to tackle and overcome any academic, social and emotional barriers that pupils may face. This begins in the early years, which provides a safe and welcoming environment in which pupils with additional barriers are identified quickly and the right support is put in place. Individual pupils throughout the school are known and their needs are understood. Staff are knowledgeable and thoughtful educators. Leaders work closely with families and professionals to put pupils' interests first. Support for pupils' emotional wellbeing is expertly coordinated, so pupils thrive.

Teachers are trained to use well-chosen strategies in lessons to meet the diverse needs of their pupils. Pupils with special educational needs and/or disabilities, including those who may face barriers to their learning, study the curriculum in the same breadth and depth as their peers. Staff provide skilful and purposeful support when pupils need extra help with their learning. Leaders ensure that this work is carefully reviewed and adapted to suit pupils' needs. They meticulously check the impact of the support that they put in place. Leaders have significantly invested additional funding for disadvantaged pupils to ensure that inclusion sits at the heart of its decision-making. Pupils benefit enormously from this approach.

Leaders have high aspirations for what all pupils can achieve. Leaders work thoughtfully together, both in school and across the federation, to identify and tackle any barriers pupils may face. Pupils access and enjoy a wide variety of enrichment opportunities. As a result, disadvantaged pupils build their confidence and independence extremely well.

Leadership and governance

Strong standard ●

Leaders at Park Walk and within the wider federation share a common, ambitious vision for the school and its future. They systematically evaluate strengths and priorities for further improvement. Carefully considered ways of managing the school's work and a keen analytical approach ensure that they make wise decisions that put pupils' interests first.

Governors engage in a highly effective partnership with the school. They are clear about their roles and provide robust challenge and support in equal measure. Governors ensure that their statutory duties are met. They have detailed knowledge of the school's particular context. Leaders embrace challenge and maintain the highest expectations so that pupils can be the best that they can be.

Staff morale is high. Their workload is manageable and their wellbeing is supported, with fair expectations of their roles. Leaders offer staff a substantial training programme to continue to develop their expertise. Those in the early stages of their career appreciate the guidance provided, while more-established staff follow leadership pathways and further qualifications. Leaders provide meaningful opportunities for staff to collaborate across the school and the federation on key priorities, such as improving teaching further and increasing attendance. Leaders are never complacent. They are consistently pushing for excellence in all that they do.

Leaders are tireless in their efforts to ensure that pupils experience a successful education and that they feel valued. Parents and carers who responded to the online survey were very positive about the care given to their children. They recognise the school's efforts to work in partnership with them. For example, leaders support parents to feel confident about how they can best support their children with their learning and personal development.

Expected standard

Achievement

Expected standard 

Leaders and staff have a clear focus on developing pupils' essential skills and knowledge in reading, writing and mathematics. This has resulted in pupils' learning becoming more effective across different subjects and through key stages. Pupils' work shows that they typically understand what they have been taught. Similarly, during lessons, they are generally able to make connections between what they are learning now and what they have learned previously. Occasionally, this is not as well embedded in some learning.

Leaders identify precisely where pupils' progress from their starting points is not as strong as it could be. Pupils who have barriers to their learning make similar progress to their peers. This is because leaders and staff identify pupils' needs accurately and put effective actions in place. Overall, published outcomes are above or close to those achieved by pupils nationally. Leaders are aware that phonics screening and reading outcomes need to improve further to be at the same standard as mathematics and writing.

Attendance and behaviour

Expected standard 

The school places a high priority on pupils' attendance across the school. It is carefully monitored by leaders. Leaders and staff build a sense of belonging and hope for pupils. Pupils value their schooling, and the strong relationships they have with staff create a climate of trust. Pupils who face barriers to attending school regularly are quickly identified. Leaders are proactive in working with professionals, external agencies and families to improve attendance further. Overall, pupils attend well. However, some pupils continue to have stubbornly persistent absence. Leaders rightly highlight the importance of high attendance with parents, carers and pupils to address this.

Leaders have established a culture that is conducive to learning. This begins in the early years, where high expectations are clear and understood so that children learn how to interact and collaborate with each other before they enter key stage 1. Pupils are settled and calm around the school. Leaders ensure that effective additional mentoring and tailored support are provided for pupils when required. Pupils are confident that any breaches of the behaviour policy are dealt with fairly and effectively. They are responsive to staff and listen attentively in lessons. Leaders are currently focusing their attention on supporting pupils to be more actively engaged in their learning so that they can flourish and achieve all that they can.

Curriculum and teaching

Expected standard 

Leaders provide a broad and balanced curriculum which starts in the early years. They have a very clear understanding of the quality of teaching and what they need to do to bring about further improvements. Leaders have made astute decisions about the knowledge that pupils should learn and when in each subject. There is a clear emphasis on pupils learning new vocabulary. Teachers are skilful at creating resources and making adaptations to their teaching to reduce any barriers to pupils' achievement. This means that pupils who have special educational needs and/or disabilities can access the same ambitious curriculum as their peers. Typically, teaching builds on previous knowledge so that it is remembered by pupils. Staff identify pupils who need to strengthen their communication, reading or mathematical skills. Structured programmes are in place to provide early help. Pupils who need additional support with their reading receive targeted support.

Teachers have secure subject knowledge. They explain new content clearly to ensure that it is understood. Generally, they check pupils' learning and address pupils' misconceptions when they arise. Sometimes, this is not as successful as it could be. This means that, on occasion, gaps in pupils' knowledge reduce the depth of understanding of what they have learned.

Early years

Expected standard 

Leaders have established an inclusive and welcoming early years environment. High expectations and a carefully designed curriculum enable children to develop the key skills that are required in reading, communication and mathematics. Leaders ensure that early years staff are trained to prepare children for their future learning and educational experiences. Staff use robust assessments to identify children's starting points. Where gaps or barriers to learning are identified, appropriate support is put in place. As a result of this work, children's communication and language development and their personal and emotional development are improving.

Teachers make considered choices about the learning activities that children experience. These activities are balanced to ensure that children have appropriate support while also encouraging them to develop their confidence and independence. Children interact with adults and engage well with their peers. They develop the key skills for self-care, for example, through practising putting on their coats and hats. Children can express their needs and feelings.

Leaders have made recent changes to the teaching of reading. This is now more systematic and enables children to build their confidence in fluency and comprehension. For example, adults encourage children to practise songs and rhymes. Leaders are rightly focusing on further developing how adults interact with children through the careful use of new vocabulary to deepen children's learning.

Personal development and wellbeing

Expected standard 

Leaders have implemented a well-considered personal development programme for pupils. The building of children's confidence starts in the early years and progresses throughout the

school, with a clear focus on developing pupils' independence and approach to life. Relationships between staff and pupils are genuinely warm and nurturing, creating a culture where each pupil feels known, valued and inspired to succeed.

Pupils' personal development is a core element of school life. This is built on values such as respect and tolerance. Pupils engage in activities that promote their cultural awareness, such as visits to different places of worship. The school is rightly looking to expand even further how pupils can become active citizens in their local community.

Pupils develop a secure understanding about sensitive subjects, including healthy relationships and keeping safe online. These are delivered in an age-appropriate way. Pupils have a keen sense of right and wrong. This is reinforced daily through staff's promotion of the school values and their consistent implementation of the behaviour policy. Pupils understand the importance of fundamental British values, such as democracy. They have regular opportunities to make their voice heard.

There is an increasingly broad offer of wider experiences and visits. These include visits to theatres, galleries and other places of local or national interest. Leaders use pupil premium funding effectively to ensure that disadvantaged pupils are able to take part in this diverse enrichment offer. This means that many pupils benefit from these opportunities. Pupils, including those with additional needs, are fully included in school life and enjoy playing with their peers at playtime.

The school prepares pupils well for their transfer to secondary school. Leaders and staff have built many partnerships in the community to inspire pupils and enhance the curriculum, for example working with local artists to embrace the diversity in the school.

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

Pupils walk into school each day with huge smiles on their faces. There are high expectations for all pupils, with a distinct sense of belonging. Pupils are supported well both academically and in their personal development. They are encouraged to aim high and be aspirational.

Leaders celebrate the school's diversity and promote tolerance. The school motto, 'happy, safe and full of learning', is woven into each aspect of school life. Pupils study a broad and ambitious curriculum. They achieve well and are successfully prepared for their next steps.

Pupils thrive in an environment where they feel safe, cared for and included. Staff work together to support and care for pupils who may have barriers to their learning or wellbeing. Well-established routines for learning and behaviour begin in the early years and continue throughout the school. In class, adaptations are made to teaching and support to enable pupils with special educational needs and/or disabilities to access the same learning as their peers effectively.

Pupils want to attend school and they enjoy their learning. They work hard in lessons and respect one another. There are very positive relationships between pupils and staff. Pupils'

conduct around the school is calm and harmonious. Bullying is rare, but if it happens, pupils say it is dealt with quickly. Pupils describe their school as 'friendly and welcoming'.

Pupils benefit from an increasing range of enrichment opportunities. These include clubs such as cooking, skateboarding and Arabic, as well as many sporting activities. Pupils are encouraged to take up leadership roles, such as becoming a member of the student council. Older pupils can become 'house captains' or 'reading buddies', both of which involve supporting younger pupils.

Next steps

- Leaders should ensure that the delivery of the curriculum is consistently high across all subjects and year groups. In particular, teaching needs to address more precisely any misconceptions in the classroom so that pupils gain a secure understanding of what they are learning.
 - Leaders should ensure that recent changes to the teaching of reading have the desired impact of more pupils securing strong outcomes in both the phonics screening check and the end of key stage 2 national tests.
 - Leaders should continue to implement, monitor and refine their strategies for improving attendance in order to increase the rates of attendance across different pupil groups.
 - Leaders should continue to further refine and strengthen adult questioning and interactions in the early years provision to ensure that children extend their use of language and deepen their understanding.
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About this inspection

The school is part of a federation called the Fox Federation.

The chair of the board of governors in this school is Alison Mould.

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

Following our renewed inspection framework, all inspectors 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 and senior leadership team. They also spoke to staff, pupils, the executive headteacher and members of the governing board.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provisions.

The school has a nursery for children aged 3 to 4, which is part of the school's early years provision and was included in the inspection. Seedlings Nursery, for children aged from 6 months to 3 years and which shares the same site, operates under a separate registration and was not included in this inspection.

The school has undergone a significant change since the last inspection by joining the Fox Federation.

Headteacher: Kate Webster

Lead inspector:

Susan Maguire, His Majesty's Inspector

Team inspectors:

Lascelles Haughton, His Majesty's Inspector

Daniel Terry, 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 20 January 2026

School and pupil context

Total pupils

186

Below 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

236

Close to 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)

40.12%

Above 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

5.91%

Above 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

6.45%

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

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	75%	61%	Above
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	91%	61%	Above
2022/23 (final)	79%	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	81%	74%	Above
2024/25 (revised)	78%	75%	Close to average
2023/24 (final)	91%	74%	Above
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	72%	Above
2024/25 (revised)	85%	72%	Above
2023/24 (final)	91%	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	87%	73%	Above
2024/25 (revised)	81%	74%	Close to average
2023/24 (final)	91%	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	73%	46%	Above
2024/25 (revised)	73%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	75%	44%	Above

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	77%	62%	Above
2024/25 (revised)	82%	63%	Above
2023/24 (final)	S	62%	S
2022/23 (final)	75%	60%	Above

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	82%	59%	Above
2024/25 (revised)	82%	59%	Above
2023/24 (final)	S	58%	S
2022/23 (final)	88%	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	82%	60%	Above
2024/25 (revised)	82%	61%	Above
2023/24 (final)	S	59%	S
2022/23 (final)	88%	59%	Above

‘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	73%	68%	5 pp
2024/25 (revised)	73%	69%	4 pp
2023/24 (final)	S	67%	S
2022/23 (final)	75%	66%	9 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	77%	80%	-2 pp
2024/25 (revised)	82%	81%	1 pp
2023/24 (final)	S	80%	S
2022/23 (final)	75%	78%	-3 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	82%	78%	4 pp
2024/25 (revised)	82%	78%	4 pp
2023/24 (final)	S	78%	S
2022/23 (final)	88%	77%	10 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	82%	80%	2 pp
2024/25 (revised)	82%	81%	1 pp
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	88%	79%	8 pp

‘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 (2 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	7.3%	5.9%	Above

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 (2 term)	15.1%	13.3%	Close to average
2023/24 (3 term)	11.5%	14.6%	Close to average
2022/23 (3 term)	25.2%	16.2%	Above

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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