

Robert Browning Primary School

Address: King and Queen Street, SE17 1DQ

Unique reference number (URN): 100809

Inspection report: 9 December 2025

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 ●

Attendance and behaviour

Strong standard ●

Attendance is positive across the school, including noticeably above average attendance for disadvantaged and pupils with special educational needs and/or disabilities (SEND). Leaders work extensively with families to establish routines and develop positive attendance and punctuality habits. Pupils with specific barriers receive tailored support to overcome these. For example, access to the before- and after-school club and activities. Leaders promote positive attendance because 'every minute matters'. Incentives motivate pupils to have high attendance. Most importantly, pupils enjoy school and are keen to attend.

There are consistent and comprehensive approaches to develop positive behaviour across the school. Secure foundations are set in early years as children learn to share and take turns. Behaviour is calm and pupils know school routines and expectations for behaviour. Pupils understand the school rules and the 'High 5' to prevent bullying. The comprehensive support to develop understanding of emotions, results in pupils regulating their own behaviour. Behaviour incidents have reduced significantly over time. Pupils are positive about their kind, friendly and respectful school.

Pupils display positive attitudes and want to learn. This is evident in the purposeful and engaging classroom environments. The school provides bespoke support for pupils with SEND or those who struggle to regulate their behaviour.

Inclusion

Strong standard ●

Pupils have multiple needs that span many disadvantaged groups. The school is in an area of high deprivation and barriers to learning are extensive. Inclusion is about every child as the school recognises pupils' individual needs. Leaders and staff are highly ambitious for all pupils, including the significant number of pupils with special educational needs and/or disabilities and those who attend the specially resourced provision, 'Rainbow Class'.

Support for pupils with barriers to learning is extensive. Leaders ensure pupils' individual needs are addressed quickly. They work with a wide range of external professionals to ensure that pupils have bespoke support. Professional development is widely shared so that all staff have extensive knowledge of how best to meet pupils' individual needs. Leaders closely track pupils' progress to ensure that the support is making a good difference. The use of pupil premium funding supports disadvantaged pupils' outcomes to improve and opportunities to have specific support. For example, pupils with specific vulnerabilities and barriers to learning are supported through therapies.

The school environment supports pupils to thrive. For instance, access to sensory circuits and soft play and a wide range of therapies to support specific needs. Pupils in Rainbow Room and Pink Class receive individualised learning support while enjoying the rich curriculum and school life. The evidence of this precise, tailored support is seen in the significant progress pupils make from their starting points, including behaviour and attendance. Families are actively engaged in their child's development. For instance, cooking club supports parents and pupils new to England to build their English together. The

school ensures every child receives the education and wider experiences to be ready for the next stage in learning.

Personal development and wellbeing

Strong standard 

The school ensures that the programme of personal development is wide ranging and carefully matched to the needs of all pupils. Many pupils in the school lack wider enriching experiences in their everyday lives. Disadvantaged pupils, including those with special educational needs and/or disabilities, access a wide range of specialist opportunities. For example, working with therapists and attending bespoke clubs, like gardening to support language development. Personal development is integrated into every aspect of the school's work. Leaders want all pupils to build the resilience, confidence and skills to thrive.

Pupils have secure knowledge of the personal, social, health and economic curriculum. They articulate their knowledge well and demonstrate this through their actions. For example, pupils show positive and respectful relationships through their understanding of diversity. Cultural week enables the pupils to learn in depth about lives different to their own. For example, pupils in Year 6 share their knowledge and understanding of Romany Gypsy communities. This work enhances pupils' understanding of the fundamental British values. The relationships and sex and health and education curriculum empowers children to have healthy relationships. Pupils understand that families can look different and pupils embrace peoples' different lives.

Pupils learn about building a positive attitude to money, understanding budgeting and saving. They find out about careers and the qualifications they will need to succeed, resulting in high aspirations for their futures. Pupils have a secure understanding of how to keep mentally and physically healthy. The 'daily mile' promotes the need for regular exercise. In the early years and key stage 1, pupils understand the importance of dental health and practise the regular routine of teeth brushing.

Pupils learn how to stay safe. They have a robust awareness of online safety. Older pupils learn how to stay safe in the local community and using public transport.

A wide range of trips and experiences enhance pupils' curriculum learning. For example, visiting London Zoo to understand the living conditions for reptiles. Pupils hold positions of responsibility. They are proud to represent the school community and support younger peers. For example, science, engineering, technology and mathematics leaders deliver an assembly to raise awareness of online safety.

Expected standard

Achievement

Expected standard 

The majority of pupils make at least expected progress throughout school from their starting points. However, not all pupils achieve the expected national level by the time they leave school. Many pupils face barriers to learning, including high levels of pupils with education,

health and care plans and special educational needs and/or disabilities. The school provides individual support and interventions to ensure that pupils make secure progress from their starting points. A high number of pupils join the school mid-way through their primary education. Tailored support ensures that these pupils make secure progress through the curriculum. However, due to time limitations, these pupils do not always achieve the expected national level but their progress has been rapid. Pupils who have the majority of their education at the school achieve well and meet at least expected national standards. The school's holistic approach to pupils' development as well as academic progress prepares them for the next stage in their education.

Work in books clearly evidences pupils making progress from their starting points and generally demonstrating appropriate skills and knowledge. The school has a sharp focus on pupils' reading and writing resulting in all pupils, including those with barriers to learning, developing well. There is a school wide approach to language and communication, which leaders have identified is crucial for pupils' learning and future education.

Curriculum and teaching

Expected standard ●

Leaders have created an exciting curriculum, which is well planned to develop pupils' knowledge, skills and vocabulary over time. Pupils experience the full breadth of curriculum subjects. Careful links are made between subjects. For instance, developing design and technology knowledge through bridge building while learning about the history of London's bridges.

Leaders have accurately identified the need to prioritise pupils' learning of English, reading and mathematics. This supports pupils, including the high proportion of pupils with special educational needs and/or disabilities, to access the wider curriculum. Pupils generally apply this reading and writing knowledge to their work, including accurate spelling and handwriting. The building of vocabulary and language is evident in every lesson. Pictures are used consistently across school to support pupils, especially those who speak English as an additional language, to understand new words. Pupils typically demonstrate secure phonics skills, reading books that are well matched to sounds they are learning.

Staff receive comprehensive training and federation support to provide consistent approaches to teaching. Teachers check pupils' understanding throughout each lesson and swiftly address misconceptions. Detailed tracking of pupils' progress across the curriculum ensures that teachers provide specific support to help pupils address gaps in learning. Additional staff are deployed effectively. They provide tailored support for pupils and enable pupils to develop independence.

Early years

Expected standard ●

Leaders ensure that children in the early years have a successful and positive start to their education. The 2-year curriculum ensures progression of learning from Nursery to Reception. Many children start school with low starting points and barriers to learning. Children's needs are swiftly identified through collaboration with parents and careful checking of what children know and can do. Carefully considered support is actioned to address gaps in learning. Leaders help families on how to support at home. Children make

significant progress during the early years, but some children do not meet the expected level of development by the end of Reception Year. Early years staff work with Year 1 teachers to ensure gaps in learning can be addressed.

Leaders review the curriculum offer to ensure that it is adapted to the needs of the children in the provision. This includes a focus on speech and language as a major barrier to learning. Daily phonics lessons ensures that early reading is a priority. Children love to look at books and practise their writing at every opportunity, for example making lists. Staff engage effectively with the children through words, songs, rhymes and symbols. Children develop their language and vocabulary, when interacting with their peers and adults. For example, discussing the colours the play dough models should be painted.

Children engage positively within the learning and activities. Adults provide a safe and engaging environment, where pupils are happy, secure and stimulated.

Leadership and governance

Expected standard 

Leaders are dedicated to improving the life chances of the pupils. They are aspirational, understanding the complex range of barriers that pupils face. They use this information to accurately adapt and prioritise school development to ensure that the school is well equipped to meet the needs of pupils. This includes working with external professionals to train staff to deliver carefully tailored support for individuals. Staff feel well prepared to deliver the planned curriculum and equipped to meet the multiple needs of the children.

Leaders take strategic decisions to sustain a positive culture within the school. They have created strong links with local partners and specialist provisions, to improve the education and outcomes for children. Families are very proud to send their children to the school and feel that their children are thriving.

Staff value the collaborative work across the federation that has a positive impact on their workload. Leaders and governors have a secure understanding about the strengths and areas for development of the school. They acknowledge accurately where improvements need to be made, learning from some of the challenges they have experienced that have affected pupil outcomes. There is a tenacious approach to support each child. Governors fully understand their statutory duties. Leaders regularly share their knowledge and expertise with other schools in the local authority.

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

Pupils love their school, they feel valued, supported and cared for. The wide curriculum offer creates enthusiasm, engagement and a love of learning. Pupils enjoy this exciting curriculum, which embraces the heritage of the community. For example, pupils get to learn about the key landmarks of London and its history. They value where they live and the diversity within the school community. Pupils are proud to share their learning and show excitement when they talk about their school community.

The school has high expectations for all pupils and acknowledge that many pupils face wider challenges in everyday life. The school creates a culture of aspiration and shared success. Not all pupils achieve the expected level at the end of Year 6 in national curriculum tests. However, the bespoke support enables pupils to make progress from their individual starting points.

This is a truly inclusive school; leaders do all they can to support pupils to overcome the barriers to learning. Leaders have high ambition for all pupils and provide extensive support to meet pupils' individual needs. Leaders and staff know their pupils and families well, they do all they can to ensure pupils have the academic and social development to thrive.

Playtimes are a joyful, happy environment, which promote play, imagination and conversation. Bullying is rare as pupils learn to respect and value each other. Staff and pupils share positive and warm working relationships. Pupils feel safe and know that they can communicate any worries to staff. Everyone looks out for each other and behaviour throughout the school is calm and positive.

Pupils enjoy a wide range of activities and support to enhance their personal development and wellbeing. For instance, pupils describe the impact drama therapy has on supporting their concentration and enjoyment of learning. Carefully planned enrichment activities enhance pupils' curriculum understanding. For example, learning about the impact of World War 2 at the Imperial War Museum.

Next steps

- Leaders should continue to strengthen their targeted work for individual pupils who are not meeting national expected levels, so pupils reach at least age-related expectations and remove barriers to their learning.
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About this inspection

The chair of the board of governors in this school is Jessica Hodgson. The school is part of a federation called The Bridges Federation. 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, governors, a representative from the local authority, co-headteachers of school and other leaders and staff.

The inspectors confirmed the following information about the school:

The school has specially resourced provision for 14 pupils with special educational needs and/or disabilities with Autistic Spectrum Disorder.

Executive Headteacher: Ms Kate Wooder

Lead inspector:

Sacha Husnu-Beresford, His Majesty's Inspector

Team inspectors:

Eleanor Ross, His Majesty's Inspector

Paul Robinson, 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 9 December 2025

School and pupil context

Total pupils

191

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)

51.93%

Well 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

13.09%

Well 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

35.08%

Well above average

What does this mean?

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

National average: 15%

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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (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	53%	61%	Below
2024/25	43%	62%	Below

Year	This school	National average	Compared with national average
2023/24	59%	61%	Close to average
2022/23	57%	60%	Close to average

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	68%	74%	Below
2024/25	57%	75%	Below
2023/24	67%	74%	Below
2022/23	80%	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	62%	72%	Below
2024/25	54%	72%	Below
2023/24	59%	72%	Below
2022/23	73%	71%	Close to average

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	55%	73%	Below
2024/25	46%	74%	Below
2023/24	63%	73%	Below
2022/23	57%	73%	Below

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	43%	46%	Close to average
2024/25	9%	47%	Below
2023/24	44%	46%	Close to average
2022/23	65%	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	61%	62%	Close to average
2024/25	27%	63%	Below

Year	This school	National average	Compared with national average
2023/24	56%	62%	Close to average
2022/23	88%	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	48%	59%	Below
2024/25	9%	59%	Below
2023/24	44%	58%	Below
2022/23	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	46%	60%	Below
2024/25	9%	61%	Below
2023/24	50%	59%	Close to average
2022/23	65%	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	43%	68%	-24 pp
2024/25	9%	69%	-60 pp
2023/24	44%	67%	-23 pp
2022/23	65%	66%	-2 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	61%	80%	-19 pp
2024/25	27%	81%	-54 pp
2023/24	56%	80%	-24 pp
2022/23	88%	78%	10 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	48%	78%	-30 pp
2024/25	9%	78%	-69 pp
2023/24	44%	78%	-33 pp
2022/23	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	46%	80%	-34 pp
2024/25	9%	81%	-71 pp
2023/24	50%	79%	-29 pp
2022/23	65%	79%	-14 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 (2 terms)	5.5%	5.2%	Close to average
2023/24	4.9%	5.5%	Close to average
2022/23	5.6%	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 (2 terms)	14.8%	13.3%	Close to average
2023/24	14.1%	14.6%	Close to average
2022/23	12.7%	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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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