

# Inspection of St John and St James CofE Primary School

Grove Street, Edmonton, London N18 2TL

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Inspection dates: 17 and 18 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils get a good deal at this school. Staff make sure that pupils enjoy their learning and are happy here.

Leaders and staff have created a culture in which pupils and families feel a strong sense of belonging to their school. As one pupil put it, 'I feel part of a community, because we always help each other'.

Leaders have high expectations of pupils and make sure that pupils get the support they need to achieve well. As a result, pupils learn and remember more.

Pupils behave well. They are ready to learn, respectful and responsible. Pupils like the certificates, prizes and house points they receive when they do their best. They typically said that staff listen to them and treat them fairly.

Staff look out for pupils' safety and well-being. Bullying is rare. When it occurs, staff respond effectively. For example, leaders and staff discuss bullying with those involved and work closely with parents and carers.

## **What does the school do well and what does it need to do better?**

The curriculum is carefully ordered and taught so that pupils can build on what they already know. For example, in geography, pupils in Year 5 were able to read maps accurately. This was because they had already learned the meaning of symbols and features in previous lessons. In the early years, children learn essential vocabulary to help them in their next area of learning. For instance, children learn to use and understand words such as 'bottle' and 'crib' before starting to learn about 'What a baby needs'.

The curriculum is well planned and delivered. Staff regularly check that pupils have understood their learning. They use this to address any gaps in knowledge. Staff help pupils to remember important knowledge and concepts. In mathematics, for example, Year 6 pupils could quickly recall their times tables. They have the knowledge they need to help them tackle challenging mathematical calculations and problems.

Pupils learn to read well here. Children learn phonics from the start of Reception. Through a well-organised programme, staff make sure children develop their early reading effectively. This includes those children who speak English as an additional language. Staff work with parents and professionals to identify and meet the needs of pupils who fall behind in reading. In Reception, children read books which match the sounds they have learned. Occasionally, pupils in Year 2 take home books to read by themselves which contain letter sounds they have not yet learned. This means that pupils sometimes have to guess at words rather than use their phonics skills.

Pupils continue to love reading as they progress through the school. Recently, pupils voted for the books they wanted in their new library. They thoroughly enjoy their weekly library visits. Story times help pupils learn about different types of books. Teachers are skilled in bringing stories to life. They help pupils to understand different aspects of reading.

Leaders promote pupils' personal development in many ways. In personal, social, health and economic education, pupils are taught about different types of families. They learn that all types of families are able to give the love and care that children need. Pupils spoke enthusiastically about the different activities and clubs on offer. Many pupils attend clubs, including a high proportion of disadvantaged pupils. Pupils talked about the activities they can choose from, such as dance and cooking. Staff encourage pupils to take care of people, the physical environment and the natural world. For example, pupils made a plan and then acted to help pupils in a school in Kenya.

Pupils' eagerness to learn and positive behaviour helps them to achieve well. For instance, Year 3 pupils were attentive during a science experiment. They were keen to explain that salt water has a lower freezing point than fresh water. Lessons are not disrupted by poor behaviour.

Leaders are skilled in identifying pupils with special educational needs and/or disabilities (SEND). Across the curriculum, staff make sure that pupils with SEND learn as well as everyone else. They make adaptations to support pupils' learning as necessary.

The school is well led and managed. Leaders and governors make sure that pupils are well prepared for the next stage of their education. Staff, including those new to teaching, feel well supported by leaders. They value school leaders teaching alongside them and the reflective discussions that follow.

## **Safeguarding**

The arrangements for safeguarding are effective.

When safeguarding concerns arise, leaders deal with them effectively. Leaders of safeguarding meet regularly to identify and help pupils who are at risk. Staff know pupils and their families well and build strong and supportive relationships with them. This supports pupils' safety and well-being. Training for staff covers the right things. Staff remember and follow their training. They make sure that pupils understand the types of behaviour which could be inappropriate. This includes how adults behave. Pupils know how to report any concerns and trust staff to help them.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- On occasion, the books that key stage 1 pupils take home to read by themselves are not closely matched to the letter sounds they know. This can impact on pupils' reading accuracy and fluency, for example in segmenting and blending specific sounds. Leaders need to ensure that the books that pupils read at home match the letter sounds that they know.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102032
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10200580
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	288
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Carmel Fox
<b>Headteacher</b>	Patricia Cuncarr
<b>Website</b>	<a href="http://www.stjohnandjames.enfield.sch.uk/">www.stjohnandjames.enfield.sch.uk/</a>
<b>Date of previous inspection</b>	21 and 22 February 2018, under section 5 of the Education Act 2005

## Information about this school

- Leaders do not use any alternative provision for their pupils.
- In the Nursery class, the school provides 15 hours of provision each week.
- The governing body appointed a new headteacher in October 2019
- This is a Church of England school. The last section 48 inspection took place in September 2015.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with senior and subject leaders, including the headteacher, the deputy headteacher, the assistant headteachers and the leader for early years. Inspectors spoke with three governors, a representative from the Diocese and a

representative from Haringey Education Partnership. Inspectors also met with a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about other subjects and visited lessons in art, physical education and science.
- To understand the school's safeguarding culture, inspectors discussed leaders' response to concerns about pupils' welfare, checked the single central record, spoke with pupils and staff, and spoke with the designated safeguarding lead.
- There were five responses to the pupil survey which were considered. Inspectors considered 24 responses to the staff survey and 23 responses to Ofsted's online survey, Parent View.

### **Inspection team**

Barney Geen, lead inspector	Ofsted Inspector
Lando Du Plooy	Ofsted Inspector
Sarah Lack	Ofsted Inspector

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