

St John and St James CofE Primary School

Address: Grove Street, Edmonton, London, N18 2TL

Unique reference number (URN): 102032

Inspection report: 23 June 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 ●

Attendance and behaviour

Strong standard ●

The school places a high priority on pupils' attendance. Leaders carefully check attendance information and act quickly when pupils need support to attend more regularly. Staff work closely with families and other professionals to understand and remove any barriers. This helps pupils, including those who may face additional challenges, benefit fully from the opportunities the school provides. Pupils enjoy coming to school. They are motivated to learn, take pride in their achievements and contribute positively to the welcoming culture of the school.

Pupils behave extremely well and show positive attitudes to their learning. The school has created a calm, respectful and supportive environment where pupils feel valued. Relationships between staff and pupils are warm and caring. Pupils are polite, considerate and treat others with kindness and respect. Staff have high expectations for pupils' behaviour. They teach pupils how to manage their emotions, make positive choices and resolve disagreements. Pupils understand these expectations and follow routines well. Older pupils act as positive role models for younger children.

Leaders provide effective support for pupils who need additional help with their behaviour or wellbeing. Staff adapt their approach where needed while maintaining high expectations for every pupil. This helps pupils develop confidence and take a full part in school life.

Inclusion

Strong standard ●

The school's inclusive approach ensures that pupils' individual needs are identified quickly and understood well. Staff know pupils and their families very well. They use this knowledge to reduce barriers so that pupils, including those who face significant challenges, can learn, take part and succeed.

Leaders make effective use of additional funding for disadvantaged pupils. They ensure that pupils can access the same opportunities as their peers, including clubs, visits and wider experiences. Staff provide carefully targeted support so that pupils develop confidence, independence and positive attitudes to learning.

Pupils with special educational needs and/or disabilities receive carefully planned support. Staff adapt learning effectively. For example, pupils use visual resources, communication aids, sensory spaces and specialist equipment where needed. Staff receive regular training so that they understand pupils' needs and provide the right support. Leaders work closely with specialists, such as speech and language therapists and teachers of the deaf, and act swiftly on their advice.

The school provides thoughtful support for pupils who need extra help with their emotional well-being. The nurture provision helps pupils build confidence and develop the skills they need to return successfully to their classes. Pupils who are known to children's social care benefit from strong relationships between the school, families and other professionals.

Leadership and governance

Strong standard 

Leaders have a clear and ambitious vision for the school. They understand the school's strengths and know what areas they need to develop further. They use this information effectively to set the right priorities and take action that improves pupils' experiences and outcomes.

Leaders at all levels contribute strongly to the school's success. They work together to maintain high standards and make sure that all pupils receive the support they need. This includes pupils that are disadvantaged and those who may face other barriers to learning. Staff share leaders' high expectations for what pupils can achieve. Leaders provide effective training and support so that staff continue to develop their expertise. Staff work together, share ideas and learn from each other. This helps them improve their practice and provide pupils with a high quality of education.

Governors understand the school well. They use their knowledge and experience to support and challenge leaders effectively. They check that leaders' actions are making a positive difference and that decisions are always focused on what is best for pupils.

Leaders value staff and consider their workload and wellbeing. Staff feel trusted and supported to carry out their roles successfully. This creates a positive and professional culture across the school. Leaders build strong relationships with parents, carers, other schools and the wider community. They listen to different views and use these partnerships to strengthen pupils' education and experiences. As a result, leaders, governors and staff work together effectively. They create a culture where pupils and adults are encouraged to achieve their best and where the school continues to improve.

Personal development and wellbeing

Strong standard 

The school provides a rich and carefully planned programme to support pupils' personal development and wellbeing. Pupils learn how to become confident, responsible and respectful young people. They develop a secure understanding of how to keep themselves safe, build healthy relationships and look after their physical and mental health.

Pupils learn about different cultures, beliefs and backgrounds. They understand the importance of treating everyone fairly and with respect. Pupils recognise that differences between people should be valued. They develop the skills they need to discuss ideas thoughtfully, listen carefully to others and contribute positively to their school and wider community.

The school provides a wide range of opportunities for pupils to develop their talents and interests. Pupils take part in activities that broaden their experiences and help them discover new skills. Leaders ensure that all pupils can benefit from these opportunities, including those who may need additional support or encouragement to take part.

Staff know pupils extremely well. They quickly identify when pupils need extra help and provide highly effective pastoral support. Pupils know who they can talk to if they have a worry or concern. This helps pupils feel safe, valued and ready to learn. The personal development programme prepares pupils very well for their future. Pupils develop

independence, resilience and confidence. They learn how to make positive choices and understand the skills they need for later life. Older pupils receive helpful guidance about their next steps, including future education, training and careers.

Leaders regularly check that the opportunities they provide meet pupils' needs and ambitions. As a result, pupils develop strong character, behave with integrity and work well with others. They are proud members of the school community and are well prepared for life beyond school.

Expected standard

Achievement

Expected standard 

Pupils achieve well across the curriculum and are prepared for the next stage of their education. They develop the knowledge and skills they need in different subjects and apply what they have learned with confidence. The school gives high priority to helping pupils secure strong foundations in communication, reading, writing and mathematics. Staff identify pupils who need extra support so that gaps in pupils' knowledge and understanding close over time.

Pupils produce work that reflects what they have learned, making them increasingly ready for more complex learning as they move through the school. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face additional barriers are supported to make suitable progress from their starting points. Typically, pupils' performance in national assessments is at or above the national average. Where this is not the case, leaders are putting in place further training and support to make improvements.

Curriculum and teaching

Expected standard 

Leaders have designed a broad curriculum that sets out across the full range of subjects what pupils should learn from Nursery to Year 6.

The school places a clear focus on helping pupils secure important knowledge in reading, writing and mathematics. Staff identify pupils who need extra help and provide support so that they can keep up. Leaders have strengthened the teaching of reading and phonics. However, at times, checks made on pupils' learning are imprecise. Leaders are aware of this and have put in place further training and support to develop staff expertise.

Teachers explain new ideas clearly. Staff generally adapt activities for pupils when needed, including pupils with special educational needs and/or disabilities. Most pupils access resources such as visual prompts and practical equipment to help them learn the same curriculum as their classmates. There are times where adaptations are not aligned as closely with pupils' needs. In these instances, pupils can struggle more to learn the intended curriculum.

Leaders provide a comprehensive programme of professional learning so that teachers continue to improve their practice. Leaders check the quality of teaching and make changes

where needed. They understand the strengths of the curriculum and the areas they are prioritising for further improvement. Leaders are continuing to develop subject leadership so that the curriculum is delivered equally well across all areas.

Early years

Expected standard 

Children in early years get a positive start to their education. Leaders ensure that children learn in a safe, caring and stimulating environment where they feel happy and secure. Staff understand what children need to learn and provide activities that match their age and stage of development. Staff know children well. They use this knowledge to provide effective support and challenge. Staff talk with children throughout the day to develop their language, confidence and vocabulary. They ask questions, introduce new words and encourage children to explain their ideas.

Staff help children learn sounds and letters, enjoy books and develop confidence with numbers. Children have regular opportunities to practise what they have learned so that they remember more over time. Staff support children's personal and social development well. They help children to become increasingly independent, make positive choices and understand how to work and play with others. Children build trusting relationships with adults and learn routines that help them feel safe and ready to learn.

Leaders are working with staff to improve the support for children with emerging speech, language and communication needs. This is so that a greater number of children are consistently well prepared for their transition to Key Stage 1. These actions are already having a positive impact.

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

Pupils are proud to belong to their school community. They enjoy attending and feel happy, safe and valued. A caring and inclusive ethos helps them understand that everyone matters. Pupils know that staff listen carefully and will support them if they have a worry or concern. Relationships between pupils and staff are warm, respectful and trusting. Staff know pupils and their families very well. They understand individual needs and provide thoughtful support so that everyone can take part fully in school life. Pupils learn the importance of kindness, respect and celebrating differences and they show these values in their daily interactions.

Pupils benefit from a curriculum that helps them build important knowledge and skills. They develop secure foundations in reading, writing and mathematics, which support their learning across a range of subjects. Pupils behave well and show positive attitudes to learning. They understand what is expected of them and try hard to meet these expectations. Pupils work cooperatively, listen attentively to others and show consideration for those around them. Older pupils take pride in their responsibilities and enjoy acting as positive role models for their younger peers.

A wide range of experiences helps pupils develop confidence and discover new interests. They take part in clubs, visits and activities that enrich their learning and broaden their

horizons. Leaders ensure that these opportunities are accessible to all pupils. Pupils learn how to keep themselves safe and healthy. They understand the importance of positive relationships and know how to seek help when needed. Through their experiences, they develop resilience, independence and growing confidence.

The school's core values are evident in everyday life. Pupils are encouraged to be thoughtful, responsible and ambitious. As a result, they develop the confidence and skills needed for the next stage of their education and for life beyond school.

Next steps

- Leaders should ensure that checks on pupils' learning are used to consistent effect to identify gaps in pupils' understanding and to inform subsequent teaching.
 - The school should ensure that teachers adapt the curriculum to meet the specific needs of all pupils so that they overcome barriers to learning, leading to consistently high achievement in all areas of the curriculum.
 - Strengthen the identification and early support for children with emerging speech, language and communication needs in the early years, so that all children are consistently well prepared for their transition to Key Stage 1.
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About this inspection

The chair of the board of governors in this school is Stephen McAteer.

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 school leaders, staff and pupils during the inspection. They also held discussions with representatives of the governing body, the school improvement partner, local authority and the Diocese of London.

Inspectors considered the responses of parents to Ofsted's survey, Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online staff questionnaire.

The inspectors confirmed the following information about the school:

St John and St James CofE Primary School is a voluntary aided Church of England school. The school had its most recent section 48 inspection in May 2023.

The school does not make use of alternative provision.

Lead inspector:

Robert Grice, His Majesty's Inspector

Team inspectors:

Helen Morrison, Ofsted Inspector

Alice Clay, 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 23 June 2026

School and pupil context

Total pupils

249

Close to 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

440

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)

43.67%

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

7.23%

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

10.44%

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 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).

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	65%	61%	Close to average
2024/25 (final)	66%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	70%	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	80%	74%	Above
2024/25 (final)	84%	75%	Above
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	83%	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	75%	72%	Close to average
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	80%	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	71%	73%	Close to average
2024/25 (final)	74%	74%	Close to average
2023/24 (final)	69%	73%	Close to average
2022/23 (final)	72%	73%	Close to average

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	55%	46%	Above
2024/25 (final)	58%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	48%	46%	Close to average
2022/23 (final)	59%	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	79%	62%	Above
2024/25 (final)	85%	63%	Above
2023/24 (final)	76%	62%	Above
2022/23 (final)	78%	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	69%	59%	Above
2024/25 (final)	69%	59%	Close to average
2023/24 (final)	68%	58%	Close to average
2022/23 (final)	70%	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	63%	60%	Close to average
2024/25 (final)	69%	61%	Close to average
2023/24 (final)	56%	59%	Close to average
2022/23 (final)	63%	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	55%	68%	-12 pp
2024/25 (final)	58%	69%	-12 pp
2023/24 (final)	48%	67%	-19 pp
2022/23 (final)	59%	66%	-7 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	79%	80%	0 pp
2024/25 (final)	85%	81%	4 pp
2023/24 (final)	76%	80%	-4 pp
2022/23 (final)	78%	78%	-1 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	69%	78%	-9 pp
2024/25 (final)	69%	78%	-9 pp
2023/24 (final)	68%	78%	-10 pp
2022/23 (final)	70%	77%	-7 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	63%	80%	-17 pp
2024/25 (final)	69%	81%	-11 pp
2023/24 (final)	56%	79%	-23 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	63%	79%	-16 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)	5.8%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	5.9%	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 (3 term)	17.6%	13.0%	Above
2023/24 (3 term)	18.1%	14.6%	Close to average
2022/23 (3 term)	17.6%	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.

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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