

St James & St John Church of England Primary School

Address: 4 Craven Terrace, London, W2 3QD

Unique reference number (URN): 101132

Inspection report: 21 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.

Strong standard ●

Achievement

Strong standard ●

Pupils, including those with special educational needs and/or disabilities (SEND) and those facing other barriers, achieve highly across a range of subjects. Securely embedded foundational skills in reading, writing and mathematics are evident in positive pupil outcomes in national tests at the end of Year 6. Disadvantaged pupils achieve outcomes that exceed those of non-disadvantaged pupils nationally. Consequently, pupils are very well prepared for secondary school.

Pupils build on their learning well over time. They remember important concepts, skills and subject vocabulary in different curriculum subjects. Pupils with SEND and those facing potential challenges make excellent progress from their starting points.

Pupils are eager and proud to explain their detailed knowledge. For example, pupils in Year 2 confidently and accurately explain how to subtract 2-digit numbers, carefully justifying each step using subject-specific vocabulary. Pupils in Year 3 are equally enthusiastic. For example, in Spanish, they accurately describe how they are feeling, with specific reasoning.

Attendance and behaviour

Strong standard ●

Leaders are meticulous in their approach to securing regular attendance for pupils. Attendance is prioritised from the moment children begin school in the early years. Establishing positive early habits helps to secure high attendance across the school, including for those with special educational needs and/or disabilities and those facing other potential barriers. Pupils who are persistently absent receive highly effective support to improve their attendance. For instance, leaders work with parents and carers to identify barriers for pupils travelling to school by public transport and put in place bespoke strategies.

Consistently high expectations for behaviour and routines help to maintain a calm and purposeful learning environment. Pupils follow the school's golden rules because they are explicitly taught how to enact them. Pupils display gentleness and compassion towards others. Any form of bullying or harassment is not tolerated. Bullying is very rare. If it does occur, leaders take swift action so that incidents do not escalate.

Pupils who require additional support to manage their behaviour are well supported. Pupils benefit from personalised support that helps them engage positively with the school day. For some, this includes using strategies they have been taught independently, such as practising breathing techniques. As a result of the school's well-thought-through provision, pupils are settled and ready to learn.

Curriculum and teaching

Strong standard ●

Leaders have an accurate understanding of the curriculum. They review it routinely so that it is purposeful and highly effective. Leaders' monitoring information feeds directly into the school's development plan. This means that decisions to enhance or strengthen the

curriculum are evidence-informed. The curriculum is ambitious, broad and well sequenced from the early years through to Year 6.

Teachers have the knowledge that they need to skilfully break down learning into steps that support all pupils to be successful across subjects. This enables pupils, including those with special educational needs and/or disabilities and those facing other barriers, to build securely on their previous learning. Teachers use a range of appropriate strategies effectively and consistently to check pupils' understanding. Any errors are quickly addressed. Vocabulary development is prioritised across the school. For example, teachers ensure that pupils use ambitious words in writing and in discussion.

Teachers are relentless in their focus to ensure that pupils develop essential foundational knowledge in reading, writing and mathematics. Early reading is taught skilfully, which enables pupils to develop confidence and fluency quickly. Pupils who need additional help to catch up receive swift and effective support.

Early years

Strong standard 

Leaders ensure that children benefit from excellent teaching in the early years. This is underpinned by a well-sequenced curriculum. Teachers explain new concepts clearly and use effective questioning to address gaps in children's understanding. Staff have an accurate understanding of children's individual needs. They identify barriers swiftly by putting effective support in place so that children develop the knowledge and skills that they need.

Reading and communication are prioritised. Staff are tenacious in developing children's vocabulary. As a result, children confidently use subject-specific words such as 'hard shell', 'antennae' and 'protection' when describing minibeasts. Early reading is taught with precision. Children learn and practise the different sounds confidently and accurately. They also apply their phonics knowledge with increasing accuracy in their writing.

Children show high levels of engagement and resilience. They share and take turns because they have been taught to value the feelings of others. Effective approaches help children to recognise and manage their emotions. Consequently, they are settled and ready to learn.

The early years provision is a joyous and nurturing environment. Relationships between staff and children are warm and respectful. As a result, children, including those who face potential challenges, get off to a flying start in the early years. This experience provides a very secure foundation for Year 1 learning.

Inclusion

Strong standard 

Inclusive practices underpin leaders' high expectations for pupils, including disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those facing other barriers. Leaders have established robust processes to ensure that pupils' needs are identified swiftly. This means that leaders and staff accurately identify the most effective strategies to reduce barriers. Consequently, pupils with SEND and those who face other challenges receive highly successful support.

Leaders work closely with external professionals, such as speech and language therapists and occupational therapists. This enhances the school's work to provide advice and training for staff on how best to support pupils with SEND and those facing other barriers to access the curriculum. Leaders work collaboratively with parents, carers and professionals to ensure that strategies are consistent. This collaborative approach supports pupils to make progress towards their individual targets.

Teaching approaches and interventions are reviewed with rigour by the school. If support is not having the intended impact, leaders act swiftly to adapt provision so that pupils make secure and sustained progress over time.

Additional funding is used purposefully and effectively to ensure that disadvantaged pupils achieve highly and fully experience all that the school has to offer.

Leadership and governance

Strong standard ●

Governors and leaders are ambitious for pupils, including those with special educational needs and/or disabilities and those facing other potential barriers. They make decisions consistently in the best interests of all pupils.

Robust processes enable governors to assure themselves that leaders take effective action to maintain high standards across the school. Governors use a range of information and approaches effectively to check that leaders' actions are driving school development priorities. As a result of these processes, governors have an accurate picture of the school's strengths and areas for development.

Governors fulfil their statutory duties. For example, they ensure that leaders have completed all the required pre-employment checks before staff begin work at the school.

Since joining a federation of 5 schools in 2024, leaders and governors have established effective systems for staff to share and benefit from each other's practice. Staff value these collaborative approaches, recognising the positive impact on workload and wellbeing.

Leaders work with relentless determination to meet the needs of pupils so that they can flourish academically, socially and spiritually. Parents and carers are overwhelmingly positive about how the school's work enables pupils to grow in confidence and ambition and to shine in the world.

Personal development and wellbeing

Strong standard ●

The personal, social and health education (PSHE) and relationships education programmes are well sequenced. Teaching across the school helps pupils to understand stereotypes and reflect on the importance of treating others fairly. Pupils understand the importance of challenging unfair perceptions. Pupils are also taught about fairness through real-world examples. For example, pupils consider how successful companies can promote fair trade and use their knowledge to write to businesses, sharing their views and advocating for others in a respectful manner. These experiences develop pupils' understanding of integrity.

Through educational visits and discussions with visitors, pupils learn about a range of perspectives and cultures that may be different from their own. These opportunities develop pupils' curiosity and respect for others. Pupils are well prepared for life in a diverse society.

Compassion and kindness are embedded across the curriculum. Pupils routinely reflect on how their actions impact others. In Year 1, for example, pupils think about how helping someone affects their own feelings and the feelings of others. Pupils support the local food bank through collections organised by the school council, who lead assemblies, explaining the difference their actions make to the community. This promotes a prominent sense of collective responsibility.

Leaders ensure that pupils learn about personal safety and supporting the wellbeing of others. Younger pupils learn basic first aid, such as how to apply a plaster, while older pupils develop more advanced first-aid skills. Pupils are taught about consent and healthy relationships in an age-appropriate way. They understand how to stay safe online, including how to recognise unreliable content. Leaders adapt approaches, for instance by using social stories, to ensure that pupils, including those with potential barriers to their learning, know about boundaries and personal space.

Pupils benefit from a programme of educational visits that enrich the curriculum, such as visits to the theatre, the Houses of Parliament and the British Museum. Clubs are well attended by pupils, including those with special educational needs and/or disabilities and other potential barriers.

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

Pupils relish coming to school because they enjoy learning. They attend regularly and show highly positive attitudes. Pupils value their caring friends, who they feel assured will support and include them. Relationships between staff and pupils are built on respect. This is underpinned by the school's clear vision. Staff take the time to greet pupils warmly at the start of each day. This helps pupils to feel valued. Should pupils need to, they feel confident in speaking to a trusted adult who will help to resolve any issues. Pupils are helped to feel safe and well cared for.

Pupils' behaviour across the school is impressive. They consistently rise to the expectations that staff have for them. From the early years, children show high levels of engagement because classrooms are purposeful hubs for learning. Pupils move sensibly and considerately around the school so as not to disturb others. Playtimes are harmonious because pupils socialise well. Bullying is rare. Pupils understand that all forms of bullying are unacceptable. They are confident that adults will deal with any concerns quickly and effectively.

Staff understand pupils' needs deeply. Consequently, teaching approaches and resources help to reduce barriers to learning so that pupils make highly positive progress from their starting points. Pupils' achievement at the end of Year 6 in reading, writing and mathematics is consistently above the national average, including for pupils with special educational needs and/or disabilities and those facing other barriers. Pupils are very well prepared for the next stage of their education.

Pupil leadership opportunities are well established. Year 6 pupil trust leaders are rightly proud to act as role models. They demonstrate the school's values of compassion and integrity consistently in their day-to-day actions. These values are firmly embedded across daily school life, which contributes to a cohesive sense of community.

Pupils learn to value and celebrate difference. Pupils explore different perspectives and views with respect and curiosity. They engage in thoughtful discussions to deepen their understanding.

Next steps

- Leaders and governors should continue their highly effective work on ensuring that, across all subjects, teaching consistently enables pupils to develop highly detailed knowledge over time, securing sustained impact on the achievement of all pupils.
-

About this inspection

The chair of the board of governors in this school is Judy Powell.

The school is part of a federation called the Go Shine Church of England 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, the head of school and other members of the senior leadership team. Inspectors spoke with the chair of the governing body, members of the governing body and members of the local advisory board during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of London. Its last section 48 inspection was in June 2025.

The school does not currently make use of any registered alternative provision.

The head of school is Adrian Evans.

Executive Headteacher: Harvey Webb

Lead inspector:

Deborah Walters, His Majesty's Inspector

Team inspectors:

Calvin Henry, Ofsted Inspector

Carly Rissen Rissen, 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 21 April 2026

School and pupil context

Total pupils

174

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

195

Below 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)

29.87%

Close to 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

4.60%

Close to 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

5.75%

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

Close to 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	83%	61%	Above
2024/25 (revised)	95%	62%	Above
2023/24 (final)	82%	61%	Above
2022/23 (final)	71%	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	91%	74%	Above
2024/25 (revised)	100%	75%	Above
2023/24 (final)	91%	74%	Above
2022/23 (final)	81%	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	88%	72%	Above
2024/25 (revised)	95%	72%	Above
2023/24 (final)	82%	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	89%	73%	Above
2024/25 (revised)	100%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	81%	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	68%	46%	Above
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	63%	46%	Above
2022/23 (final)	58%	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	84%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	88%	62%	Above
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	76%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	75%	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	76%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	75%	59%	Above
2022/23 (final)	67%	59%	Close to average

‘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	68%	68%	0 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	63%	67%	-5 pp
2022/23 (final)	58%	66%	-8 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	84%	80%	4 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	88%	80%	8 pp
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	76%	78%	-2 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	75%	77%	-2 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	76%	80%	-4 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	75%	79%	-4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	79%	-13 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)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	6.4%	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 term)	13.1%	13.3%	Close to average
2023/24 (3 term)	13.7%	14.6%	Close to average
2022/23 (3 term)	23.3%	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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk



© Crown copyright