

Upminster Junior School

Address: St Mary's Lane, UPMINSTER, Essex, RM14 3BS

Unique reference number (URN): 138944

Inspection report: 15 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' develop strong foundational knowledge, which underpins the high standards seen across the school and enables them to access more complex subject content with confidence. The quality of pupils' written work and oral responses reflects their detailed knowledge and skills. For example, in writing, pupils in Year 3 demonstrate a secure grasp of punctuation and sentence structure and use ambitious subject-specific vocabulary.

There is a relentless drive to ensure pupils secure strong foundations in reading, writing and mathematics. Outcomes at the end of Year 6 are significantly above national averages. Pupils, including those with special educational needs and/or disabilities and those facing other barriers to learning, make excellent progress. Any pupils that need to catch up are identified quickly and receive targeted approaches to support rapid improvement. As a result, pupils are very well prepared for the next stage of their learning.

Attendance and behaviour

Strong standard ●

Pupils' attendance rates are consistently high. Pupils attend regularly because they value their learning and want to achieve highly. Leaders have robust processes in place to monitor attendance and punctuality across the school. Therefore, families and pupils who need help to improve attendance, receive swift and personalised support.

Behaviour across the school is impeccable. Not a moment of learning time is lost because teachers consistently apply the same high expectations for behaviour and routines across the school. Classrooms are purposeful hubs of learning, where pupils display high levels of motivation and positive attitudes to learning. If pupils need support to manage their behaviour, leaders and teachers identify potential triggers and implement effective adaptations and approaches that successfully reduce risk. This means that all pupils are able to engage fully with all that the school offers.

Leaders have rigorous processes in place to monitor behaviour. Any form of discrimination or harassment is rare and not tolerated. Incidents of bullying are taken seriously. If incidents of inappropriate behaviour occur, leaders and teachers take the time to discuss incidents with pupils, helping them to reflect on their actions. This considered approach fosters an ethos of personal responsibility, resilience and integrity.

Curriculum and teaching

Strong standard ●

Leaders have put in place a broad and coherently sequenced curriculum. Leaders continually check the content and delivery of the curriculum so that pupils learn important information at the right time. Leaders are ambitious for all pupils. For example, teachers plan learning that enables pupils to consider and debate whether the lack of access to water, education and job opportunities is an unfair cause of poverty.

Across subjects, teachers break learning down into manageable steps. This careful sequencing enables pupils, including those with special educational needs and/or disabilities

(SEND) and those facing other barriers, to consistently build on their previous learning.

Teachers ensure that pupils learn subject-specific vocabulary with precision. Pupils apply this vocabulary accurately in their writing because teachers use repetition to embed understanding. Early reading is taught effectively. As a result, pupils read with developing confidence and increasing fluency.

Teachers have excellent subject knowledge. They explain new learning with clarity and shape lessons effectively to ensure all pupils make progress. If pupils make errors, teachers intervene swiftly and effectively. Highly effective teaching approaches ensure that pupils with SEND and those with other barriers achieve ambitious end points. Teachers and leaders quickly identify any pupils who need additional support to secure foundational knowledge in reading, writing and mathematics. Consequently, pupils gain the essential skills and knowledge they need to succeed across the curriculum.

Inclusion

Strong standard ●

Inclusion is at the core of the school's work. Staff are highly ambitious for all pupils. Leaders have established rigorous processes to identify pupils with special educational needs and/or disabilities (SEND) and those facing other barriers. As a result, pupils receive highly effective, swift support.

Teachers and leaders use their detailed and deep knowledge of pupils to ensure teaching approaches are precisely matched to individual needs. Impactful teaching approaches address obstacles that pupils face to ensure they make rapid progress. Staff training ensures that teaching staff have the knowledge and skills to support pupils effectively. For example, support for pupil wellbeing is led by knowledgeable staff, who deliver, adapt and review the impact of their work with precision.

Leaders and teachers work closely with parents through collaborative and effective partnerships. This approach helps to address and reduce barriers for those pupils who require additional support. Leaders engage with external professions to provide further expert support for pupils with SEND.

Pupil premium funding is used effectively to reduce any barriers faced by disadvantaged pupils. Effective, evidenced-informed strategies improve outcomes for these pupils, which are regularly reviewed and updated. As a result, disadvantaged pupils flourish and have full access to all that the school has to offer.

Leadership and governance

Strong standard ●

Leadership across the school and trust is highly effective. Leaders at all levels are sharply focused on ensuring that all pupils achieve excellence academically, socially and pastorally. Trust and school leaders have a deep understanding of the school's strengths and areas for development. As a result, decisions are evidence-informed and taken in the best interests of pupils. Pupils with special educational needs and/or disabilities (SEND) or those who face other barriers to learning are placed first in decision-making. Leaders' unwavering focus ensures high attendance, excellent academic outcomes and impressive pupil behaviour.

Trust and school leaders take a forensic approach to ensuring that targeted support for pupils who require additional help is of high quality and reduces barriers effectively.

Trustees and the local standards board meet their statutory duties effectively by providing the right balance of purposeful challenge and support through rigorous monitoring. Leaders ensure that staff benefit from high-quality professional training. For example, well-structured coaching develops and embeds strong practice, resulting in consistently effective teaching. Staff value the school's inclusive and collaborative culture. Trustees and leaders take deliberate steps to manage staff workload. This enables staff to sustain high standards, ensuring that every pupil is supported effectively to 'learn and grow together'.

Leaders have established positive relationships with parents built on trust. Consequently, parents are overwhelmingly positive about the school and of leaders' excellent work.

Personal development and wellbeing

Strong standard ●

The personal, social and health education (PSHE) and relationships and sex education programmes are skilfully designed to meet the needs of all pupils. Leaders have made links across the curriculum so that pupils develop a detailed understanding of equality. For instance, pupils explain why rights are important and how the rights of women have changed over time. They speak knowledgeably about significant individuals, such as Emmeline Pankhurst and the impact of her actions.

Leaders' work to develop pupil character through leadership is impressive. For example, pupils who take the role as 'online ambassador' deliver assemblies that help their classmates to identify misleading information. Some pupil leaders play an important part in championing the importance of recycling, while others promote the school's value of compassion by caring for the school's resident guinea pigs. These experiences develop individual pupil confidence and a collective sense of responsibility.

Through the PSHE curriculum, pupils learn age-appropriate information about consent and the features of healthy relationships. Pupils have a detailed understanding of how to keep safe, including online. They are taught the importance of keeping personal information private.

Pupils relish learning about difference. Pupils respectfully share their knowledge about other faiths and cultures. They can explain the importance of different religious figures and the traditions celebrated by different communities.

Enriching experiences enhance pupils' learning. Pupils take part in a range of sporting experiences with notable success. There are a wide range of clubs on offer including tennis, French and choir. Leaders track attendance meticulously so that as many pupils as possible benefit, including disadvantaged pupils. Residential trips are carefully planned to build resilience, independence and foster new friendships.

Leaders have in place effective approaches to help pupils manage their emotions, helping them to be calm and ready to learn. Pupils leave the school as confident, empathetic and articulate citizens.

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

Pupils are rightly proud of their school. They are incredibly happy and relish coming to school every day. Teachers and leaders have extremely high expectations for pupils in all they do. Staff regularly remind pupils of what they can achieve. This fosters a culture of self-belief that is firmly embedded.

There is a strong sense of belonging that is palpable throughout the school. Relationships between staff and pupils are built on respect, care and compassion, which helps pupils to feel happy and safe. Pupils are confident that should they have a worry, however small, a trusted adult will listen and quickly help them.

Behaviour across the school is impressive. Pupils learn in calm and orderly classrooms. Bullying is rare because pupils understand the impact of their actions on others. If any forms of bullying occur, leaders take swift and effective action to prevent incidents from escalating. Pupils are highly motivated and demonstrate positive attitudes to their learning. This is reflected in their high rates of attendance and punctuality.

Staff have a deep understanding of the needs of all pupils, including those with special educational needs and/or disabilities and those facing other barriers. Teaching approaches are carefully matched to pupils' needs. Therefore, whatever their starting points, pupils make excellent progress and achieve highly, including in national tests. Pupils are very well prepared for the next stages of their learning, both socially and academically.

Pupils are fully prepared for life in modern Britain. They learn about different faiths and cultures and develop the skills needed to consider a range of viewpoints. Consequently, pupils are curious, respectful individuals, who value difference. There is a rich and wide range of educational visits on offer here. Leaders ensure that these experiences enhance pupils' learning, raise pupils' aspirations and broaden pupils' horizons.

Next steps

- Leaders and the trust should sustain their highly effective work to drive a transformational impact for all pupils in all areas.

About this inspection

The headteacher of this school is Alison Edgcombe. This school is part of the Hornchurch Academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Hobson, and overseen by a board of trustees, chaired by Matthew Pepper.

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 headteacher, deputy headteacher and other senior leaders in the school and trust. Inspectors also spoke with the CEO, the chair of trustees and the chair of the local standards group.

The inspectors confirmed the following information about the school:

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

Head of school: Alison Edgcombe

Lead inspector:

Deborah Walters, His Majesty's Inspector

Team inspectors:

Kate Fallan, His Majesty's Inspector

Ian Barton, 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 15 April 2026

School and pupil context

Total pupils

362

Above 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

360

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)

4.14%

Well below 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

2.49%

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

10.77%

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	85%	61%	Above
2024/25 (revised)	88%	62%	Above
2023/24 (final)	89%	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	90%	74%	Above
2024/25 (revised)	91%	75%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	92%	74%	Above
2022/23 (final)	86%	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	93%	72%	Above
2024/25 (revised)	92%	72%	Above
2023/24 (final)	94%	72%	Above
2022/23 (final)	91%	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	92%	73%	Above
2024/25 (revised)	96%	74%	Above
2023/24 (final)	91%	73%	Above
2022/23 (final)	89%	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	65%	46%	Above
2024/25 (revised)	83%	47%	Above
2023/24 (final)	S	46%	S
2022/23 (final)	50%	44%	Close to average

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	88%	62%	Above
2024/25 (revised)	100%	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	88%	59%	Above
2024/25 (revised)	83%	59%	Above
2023/24 (final)	S	58%	S

Year	This school	National average	Compared with national average
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	76%	60%	Above
2024/25 (revised)	83%	61%	Above
2023/24 (final)	S	59%	S
2022/23 (final)	75%	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	65%	68%	-3 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	83%	69%	14 pp
2023/24 (final)	S	67%	S
2022/23 (final)	50%	66%	-16 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	88%	80%	9 pp
2024/25 (revised)	100%	81%	19 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	88%	78%	10 pp
2024/25 (revised)	83%	78%	5 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	76%	80%	-3 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	S	79%	S
2022/23 (final)	75%	79%	-4 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)	3.3%	5.2%	Below
2023/24 (3 term)	3.6%	5.5%	Below
2022/23 (3 term)	4.4%	5.9%	Below

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)	4.1%	13.3%	Below

Year	This school	National average	Compared with national average
2023/24 (3 term)	4.3%	14.6%	Below
2022/23 (3 term)	6.6%	16.2%	Below

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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