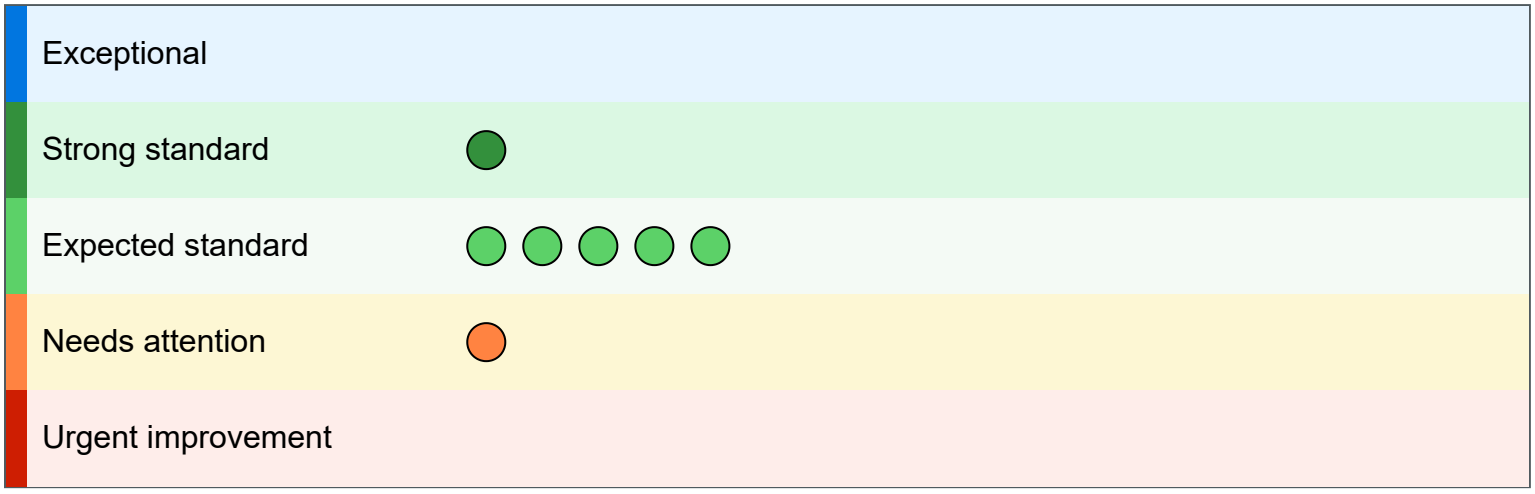
St John of Jerusalem Church of England Primary School

Address: Kingshold Road, St. John of Jerusalem C of E Primary School, London, E9 7JF

Unique reference number (URN): 100270

Inspection report: 29 September 2026



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

Personal development and wellbeing

Strong standard

The school's programme for personal development is well considered and closely caters to the school's community. Leaders are determined that all pupils will develop the knowledge and attributes to be well rounded individuals and successful in life. Pupils learn important life skills. For example, during the school's 'world of work week', pupils learn about different careers. This begins in Nursery and Reception where the children have a visit from a pet rescue service. Through this experience, they learn how to care for animals responsibly and gain an understanding of the important role played by animal welfare professionals. Older pupils build on this learning by discussing money management and understanding the importance of a persuasive 'pitch' when presenting entrepreneurial ideas to professionals from the business world.

Leaders' understanding of pupils and established relationships with families enable them to identify pupils requiring additional support. Pastoral care is highly effective. Pupils recognise its strength in reducing barriers to learning and participation. They give examples of how what they have learned in school has supported them through difficult times. This helps them to become resilient, confident and independent learners with broad horizons and valuable life skills. Play opportunities during social times enable pupils to develop teamwork, resilience and problem-solving skills. They learn to cooperate effectively with others and resolve conflicts constructively.

The personal, social, health and economic (PSHE) education and relationships, sex and health education (RSHE) curriculums are well designed. Pupils develop a secure understanding of relationships, health and safety, diversity, body boundaries and fundamental British values. These themes are reinforced through different curriculum subjects and assemblies. Pupils reflect on their learning through collective worship. This helps them to develop empathy, resilience and an embedded spiritual and moral understanding of the choices they make in their daily lives.

Expected standard

Achievement

Expected standard

Leaders are ambitious for pupils to achieve well. Overall, pupils secure the important foundations they need in reading, including phonics, writing and mathematics. By the end of Year 6, pupils achieve well in national assessments, particularly in mathematics where results are consistently above the national average. This means that pupils are well prepared for their move to secondary school and speak confidently about their next steps

Across the school, and in different subjects, pupils typically achieve well. Contributions in lessons and the work they produce shows that pupils apply what they have been taught accurately using subject-specific vocabulary correctly when explaining their learning. Pupils with special educational needs and/or disabilities, and those who face other barriers to their learning, make suitable progress from their different starting points. This is because

adaptations to teaching and activities are generally well chosen to help pupils to access the same curriculum as their peers, wherever this is possible. Although most pupils are helped to catch up when gaps appear in their understanding, there are times when errors and misconceptions are not identified and addressed as swiftly. In these instances, some pupils do not learn as well as they could.

Curriculum and teaching

Expected standard

The curriculum is broad and ambitious. It is carefully designed to ensure that pupils practise and embed important knowledge. This helps them to tackle more-challenging ideas later on. For example, in history, pupils in key stage 1, learn about significant individuals and develop an understanding of how life in the local area has changed over time. In key stage 2, pupils build on this knowledge by examining the causes and consequences of historical events and considering their wider impact on society. The curriculum has been thoughtfully planned to reflect the school's context. Leaders have carefully selected content that is relevant to the experiences and heritage of pupils and their families. Leaders have prioritised developing pupils' speaking, reading, writing and mathematics. Their focus on speaking and listening has typically improved the quality of pupils' oracy.

The school has focused on improving the quality of teaching. As a result, staff demonstrate secure subject knowledge and explain concepts with clarity. Staff typically have a secure understanding of pupils' needs, including those with special educational needs and/or disabilities (SEND). Teachers use adaptations appropriately to support pupils' access to learning, and additional adults are deployed effectively. Pupils across the school enjoy their learning. However, there is some variability in how well assessment is used to check pupils' learning. This means that errors and misconceptions are not consistently identified and addressed. This limits some pupils from learning as well as they could.

Early years

Expected standard

Leaders ensure that children benefit from a broad curriculum, designed to enable them to learn new knowledge and skills and build upon these over their time. The curriculum is delivered with a focus on developing children's early language. For example, there is a real focus on speaking skills, including introducing ambitious words and phrases. The early years environment is warm and welcoming. It is designed effectively to help children learn the skills and knowledge they need. Teaching ensures there are daily opportunities to practise speaking as well as early reading, writing and mathematics. Staff carefully consider the activities they provide that help children learn the planned curriculum. These activities encourage children to think independently and make their own choices. For example, children engage positively with practical activities such as creating simple patterns using cubes involving different colours and sizes.

Staff know the children and their individual needs well. This includes children who may have special educational needs and/or disabilities or who face other barriers to their learning. Additional teaching and support is swift. These help children to re-engage quickly with their learning. This helps children to feel safe and cared for.

By the end of Reception, children are typically well prepared to begin Year 1.

Inclusion

Expected standard

Inclusion lies at the heart of the school's work. Leaders have thorough processes in place to identify pupils' learning and emotional needs with speed and accuracy. This approach ensures that support for pupils typically reduces barriers to learning and wellbeing. For instance, additional targeted phonics teaching and art therapy provide effective support for pupils' academic, social and emotional development. In most cases, pupils who need additional help receive appropriate support during lessons, allowing them to access the same curriculum as their peers, wherever this is possible.

Leaders are aware of the barriers that disadvantaged pupils may face. The school makes effective use of additional funding to address these barriers. For example, funding has been used effectively to support disadvantaged pupils to begin to improve their attendance and broaden the enrichment opportunities available.

Leaders work closely with external and specialist agencies to secure advice and guidance for specific pupils, including those supported by social care services. Staff have received helpful training to adapt the curriculum and teaching activities for pupils with special educational needs and/or disabilities. Typically, the support they provide reduces barriers to their learning and/or wellbeing.

Leadership and governance

Expected standard

Leaders, including those responsible for governance, have a clear vision for all pupils to achieve well and to thrive. They know the school's strengths and work together on the areas which need to improve. Leaders at all levels welcome external evaluations of the school. This helps them to ensure that their improvements are impacting positively on pupils. Leaders prioritise a community approach that ensures pupils and their families feel safe, secure and valued. Leaders and staff nurture positive relationships with families. This helps to create a culture where everyone is included.

Governors have been instrumental in developing a successful partnership with other Church of England schools. Alongside school leaders and the local authority, this partnership has provided effective support and challenge that is helping to drive the school's continued improvement. Staff also benefit from this collaboration through professional networks which allow staff to share good practice and learn from each other. Leaders and governors fulfil their statutory responsibilities well, including overseeing safeguarding arrangements and ensuring the effective management of financial resources.

Parents and carers speak highly of this warm and friendly school. They feel the school is very much part of the local community. Staff are fully committed to working at the school. They appreciate the support in place from leaders that helps them to manage their workload and wellbeing.

Needs attention

Attendance and behaviour

Needs attention

Leaders have high expectations of pupils' attendance. They work closely with parents and carers to break down any barriers to attending school regularly. Despite this work, attendance remains below the national average and too many pupils are persistently absent. Leaders recognise this and have recently developed strategies to improve attendance. These actions have had greater success for pupils with special educational needs and or disabilities (SEND), whose attendance is above the national average. However, leaders' actions have not impacted sufficiently to increase attendance rates overall across the school.

Pupils behave very well and conduct themselves positively around the school. The school's close-knit and nurturing environment helps to ensure pupils feel known, cared for and valued. Relationships between adults and pupils and between pupils and their peers are warm and respectful. Pupils consistently demonstrate kindness and respect. They listen carefully to one another in class discussions demonstrating confident social skills. Clear routines are well established and consistently applied. Pupils respond positively to leaders' high expectations. Pupils speak warmly about their school and demonstrate a real sense of belonging.

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

Pupils at St John of Jerusalem Church of England Primary are valued and generally well supported to achieve academically, socially, spiritually and emotionally. Staff tailor support to pupils' individual needs, helping them develop confidence, self-esteem and the skills they need to flourish. Leaders work closely with parents and carers to nurture a love of learning. The school's Christian character permeates the school. Pupils develop empathy, compassion and an awareness of the needs of others. They understand the importance of diversity and respect and value different cultures, faiths and family backgrounds. From the early years onwards, pupils learn to understand the importance of treating others fairly and demonstrate inclusive attitudes in their day-to-day interactions.

Pupils' behaviour is delightful. They enjoy warm and respectful relationships with one another and with staff. Bullying is extremely rare. When it does occur, pupils are confident that staff will deal with it swiftly and effectively. This means pupils feel safe and are kept safe at school. However, too many pupils miss school, including a high number that are persistently absent. This impacts on these pupils' opportunities to engage with, and benefit from, everything the school has to offer.

Pupils play an active part in school life. Pupils, including those with special educational needs and/or disabilities and those who face other barriers to their learning and/or participation, are supported to engage fully in wide range of opportunities on offer, including outdoor learning, music lessons and gardening. Pupils celebrate their achievements and value the strong sense of belonging that these opportunities create. They relish spending time outdoors and speak enthusiastically about the opportunities they have to explore, play

and learn together in the natural environment. These experiences help them develop confidence, independence and a strong sense of community.

Pupils learn how to recognise risks and keep themselves safe, including, for example, learning about road safety. They speak enthusiastically about the range of educational visits, including the recent trip to Madrid. Pupils spoken with described the opportunities to 'learn about different cultures and to try tapas'. Pupils readily contribute ideas to improve the school and willingly take on leadership responsibilities, including as school councillors and recycling monitors.

Next steps

- Leaders should ensure that their systems for monitoring and improving attendance are applied rigorously so that overall rates of attendance improve and pupils, including those who are persistently absent, attend school more regularly.
- Leaders should ensure assessment is used consistently to check pupils' understanding so that any errors or misconceptions can be addressed swiftly.

About this inspection

The chair of the board of governors in this school is Alister Bould.

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, head of school, senior leaders, pupils and staff during the inspection. Discussions were also held with representatives of the governing body and a representative of the diocese.

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 September 2024.

The school uses no alternative provision.

The school has an executive headteacher, Elizabeth Figueiredo.

Head of School: Rene Africa

Lead inspector:
Lisa Smith, His Majesty's Inspector

Team inspector:
Martin Kelsey-Hatton, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

140
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: 268

School capacity

210
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)

62.90%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

7.14%
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: 4.1%

Pupils with special educational needs (SEN) support

19.29%
Above average

What does this mean?

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

National average: 15%

Location deprivation

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	77%	62%	Above
2023/24 (final)	80%	61%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	81%	75%	Close to average
2023/24 (final)	87%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	84%	72%	Above
2023/24 (final)	93%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	74%	Above
2023/24 (final)	87%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	47%	Above
2023/24 (final)	67%	46%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	78%	62%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	81%	59%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	89%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	81%	61%	Above
2023/24 (final)	78%	59%	Above

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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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	69%	2 pp
2023/24 (final)	67%	67%	-1 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	78%	80%	-2 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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	81%	78%	3 pp
2023/24 (final)	89%	78%	11 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	81%	81%	0 pp
2023/24 (final)	78%	79%	-2 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	6.7%	5.1%	Above

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	6.4%	5.5%	Above

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
2025/26 (1 term)	22.8%	14.4%	Above
2024/25 (3 term)	20.9%	13.0%	Above
2023/24 (3 term)	23.8%	14.6%	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.

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