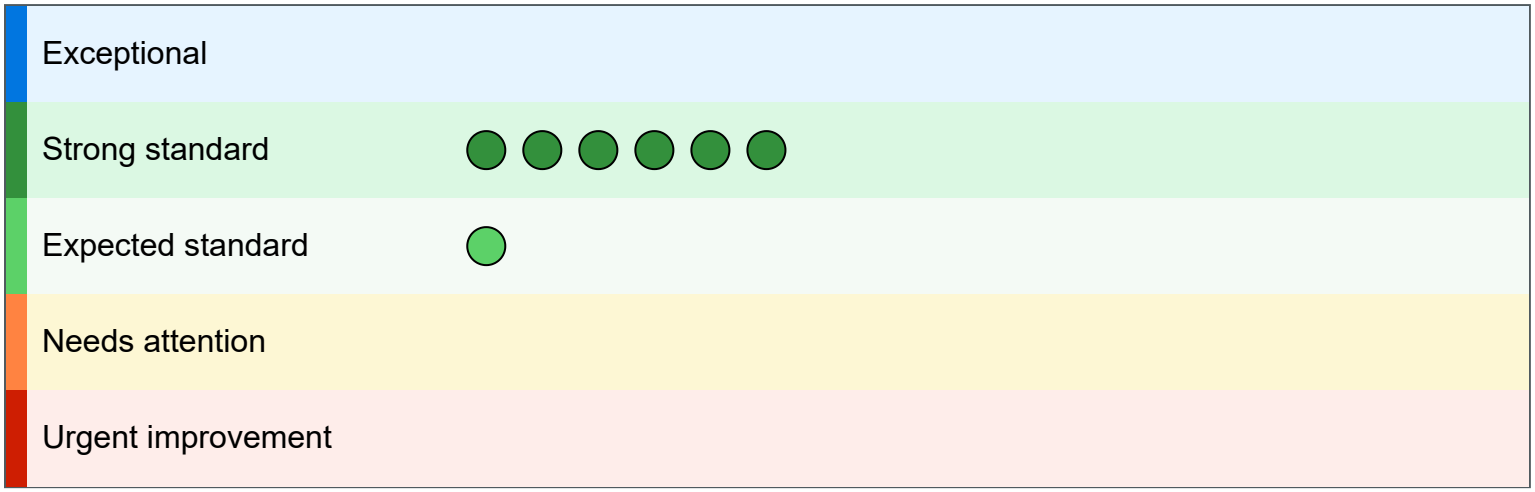
St James Church of England Primary School

Address: Woodside Avenue, Muswell Hill, London, N10 3JA

Unique reference number (URN): 102136

Inspection report: 30 June 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

Achievement

Strong standard

Pupils achieve very well across subjects and over time. They consistently attain outcomes in national assessments that are above national expectations in reading, writing and mathematics. Children develop the phonics skills they need to read confidently. The small number of pupils who do not secure their phonics learning in Year 1 receive daily support so that they catch up quickly. Older pupils read fluently and accurately. They develop a love of reading and talk confidently about the books they choose.

Pupils produce high-quality writing. They create impressive artwork and design and technology pieces. Pupils use well-developed subject-specific language to explain their ideas. They show confident and fluent mathematical skills. Pupils with special educational needs and/or other disabilities make suitable progress from their starting points. Disadvantaged pupils make secure progress in line with their peers nationally. Any gaps in pupils' knowledge are addressed quickly. Pupils are very well prepared for the next stage of their education.

Attendance and behaviour

Strong standard

Pupils show high levels of attendance across all year groups. Persistent absence remains well below national averages. The school sets high expectations for attendance, and staff use effective systems to analyse data. They understand the barriers their community faces. Staff work closely with families and external professionals to improve attendance. A small group of disadvantaged pupils attend less often than their peers nationally. Staff know these pupils well and their actions have improved attendance. Staff monitor vulnerable pupils regularly and intervene quickly. They promote the message that attendance is everyone’s responsibility.

Pupils behave very well in classrooms and at social times. Leaders set a clear and consistent approach to behaviour. Well-established routines support purposeful learning. Staff build positive and nurturing relationships. Pupils manage their behaviour independently and rarely need reminders. They show pride in their school and treat others with kindness and consideration. Older pupils model excellent behaviour for younger pupils. Pupils with special educational needs and/or disabilities receive extra help to manage their behaviour successfully. Staff work closely with parents and carers to address concerns swiftly. Pupils play safely and happily. The school does not tolerate bullying. Staff resolve disagreements quickly.

Curriculum and teaching

Strong standard

Pupils learn a broad and carefully sequenced curriculum. They encounter important concepts at the right time. This prepares them well for future learning. Leaders ensure that teaching is of consistently high quality. They know precisely what they want to improve further.

Teachers have excellent subject knowledge. They use skilful questioning to deepen pupils' thinking. They break learning into smaller steps when pupils need more support. Helpful resources strengthen understanding. Teachers provide regular opportunities for pupils to practise vocabulary and discuss their learning. This builds pupils' confidence in their language skills and deepens their use of subject-specific vocabulary. Staff spot errors quickly and intervene so that misconceptions do not persist. They know their pupils well and use assessment effectively to plan next steps.

Pupils' foundational knowledge is prioritised across the school. Phonics teaching is highly effective in helping pupils to read. Skills such as handwriting, spelling, sentence construction and number formation are revisited often. Pupils have lots of opportunities to practise. Teachers monitor pupils' learning closely. They watch pupils forming letters and correct any errors straight away. Pupils with special educational needs and/or other disabilities receive carefully adapted resources, including visual support and sentence starters. These tools help them to secure key knowledge and to apply it confidently in their independent work.

Early years

Strong standard

Staff are highly knowledgeable about early childhood development. Teaching, including phonics, is of consistently high quality and meets children's needs. Leaders know exactly the strengths of their nursery provision. The school uses this insight very well to inform clear plans for further development.

The curriculum is carefully sequenced. Children learn new knowledge, skills and vocabulary at the right time. Staff design each activity with precision so that children can practise and apply previous learning. For example, engaging mathematics tasks help children explore ways to make 10 and to use mathematical language confidently. Staff have high-quality interactions with children throughout the day. As a result, children achieve a good level of development that is significantly above national expectations. Many children count well beyond typical age-related expectations. Children engage enthusiastically with books and enjoy reading to their peers.

The school prioritises children's personal, social and emotional development. Children learn words to describe their feelings or use visual cards to communicate emotions. They share and take turns independently. Staff build consistently kind, nurturing relationships with children. They ensure children receive help with intimate care and how to eat safely. Staff work closely with parents and carers. They offer sessions to support with early reading at home. Children with special educational needs and/or disabilities receive effective support that reduces their barriers to learning.

Leadership and governance

Strong standard

Leaders ensure that pupils' best interests are at the centre of their work. They set high expectations for pupils' learning, conduct and personal development. Leaders have a highly accurate understanding of the school's strengths. They evaluate the school's work rigorously and take robust actions to ensure their high standards are met across the school.

Professional learning is a priority. Staff engage in high-quality training that develops their expertise and helps them embed effective practice. They build trusting relationships with

families and engage them swiftly when needed. Leaders are developing communication guidance to strengthen parents' and carers' understanding of the school's expectations for engagement. Leaders place wellbeing and workload at the centre of their decision-making. Staff feel valued and well supported. Early career teachers receive bespoke support that has a positive impact on their career progression. Staff are proud of their school and are very happy to come to work.

Governors are highly skilled and knowledgeable about their roles. They understand the school's context and priorities and provide effective strategic oversight. They challenge leaders across all areas of the school's work and fulfil their statutory responsibilities. Governors develop trusting relationships with staff, parents and the community. They ensure leaders' evaluations are fair and accurate. The school plays an active role in the local community. Parents visit the school for assemblies, coffee mornings and evening talks. These sessions help them learn about current issues such as how to keep their children safe online and the risks and benefits of artificial intelligence.

Personal development and wellbeing

Strong standard

Pupils learn a personal development and wellbeing programme that is tailored to their context and needs. Staff make careful adaptations to reflect the school's Church of England ethos. The programme is highly effective. Fundamental British values are promoted in assemblies and through subject content. Pupils understand why rules matter and explain how routines, such as wearing allergy lanyards in the dining hall, help keep everyone safe. Well-established links with the local parish support pupils' spiritual development.

Pupils develop secure knowledge across key personal development themes. They know how to keep themselves safe online and understand road safety. Pupils are very knowledgeable about discrimination and respectful relationships. They speak confidently about fairness. Pupils understand that some people may be treated differently because of gender, race or disability. Pupils know that bullying can be physical, verbal or online. They learn about different faiths and visit places of worship to deepen their cultural understanding. Pupils are articulate, reflective and mature when discussing sensitive topics. They get on very well with each other and live out the school's values in their daily interactions. Pupils are proud of their school. Older pupils value opportunities to support younger pupils.

The extra-curricular offer is wide, purposeful and closely aligned to pupils' talents and interests. Leaders track participation carefully and ensure disadvantaged pupils can access the full range of opportunities. Pupils take part in many clubs such as fencing, football, chess, choir, drama and creative writing and photography. They enjoy leadership roles and speak positively about contributing to the school community. Trips enrich learning and develop pupils' character. They visit museums, and undertake environmental studies near bodies of water and outdoor residential trips. Pupils talk enthusiastically about these trips. They know how they deepen their understanding, such as learning about volcanoes at a museum. The personal development programme has a demonstrable impact. Pupils are very well prepared for life beyond school.

Expected standard

Inclusion

Expected standard

Leaders place inclusion at the centre of the school's work. They act early to reduce pupils' barriers to learning. Staff visit feeder nursery schools and build relationships with families. They assess pupils carefully so that support is accurate from the start.

Pupils with special educational needs and/or disabilities (SEND) receive the help that they need to be successful. Teachers adapt their approaches so that pupils access learning and make secure progress. Staff provide extra support to strengthen reading, writing and language skills. Regular pupil progress meetings help staff to check how well pupils learn over time. Leaders involve parents and carers' views when setting and reviewing pupils' targets. This builds trust and strengthens the partnership between home and school.

The 'learning lounge' offers targeted support for pupils with SEND and those with the greatest need. Staff work one to one and in small groups to build pupils' confidence. They break learning into small and manageable steps. Pupils receive extra help to manage their emotions and behaviour. Staff work closely with class teachers to ensure that the provision aligns with classroom learning. This joined up approach is helping pupils return successfully to mainstream lessons.

Leaders recognise that some evaluations of pupil support could be sharper. More precise analysis will help them refine strategies further. Alternative provision is used carefully. Leaders check pupils' wellbeing and review placements often. Additional pupil funding is used thoughtfully. Targeted staff training and the use of external therapists is improving experiences and outcomes for disadvantaged pupils.

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

Pupils belong to a school community where they are nurtured and cared for. Staff know them very well and encourage them to do their very best. Pupils are proud of their school and often talk about how easy it is to make friends. They attend regularly, achieve highly and enjoy their learning. Pupils love to read and speak with enthusiasm about their favourite books. They think deeply about their learning and express themselves confidently.

Pupils' behaviour is excellent. Staff set clear expectations and routines, and pupils follow these confidently. They build positive relationships with staff and greet them warmly throughout the day. Pupils show the school's values and its Church of England ethos in the respectful and considerate way they treat others. In assemblies, pupils are celebrated for showing kindness, perseverance and other important values. They explain what they did so other pupils can learn from their example. Pupils respect difference and understand what discrimination means. They know that bullying takes many forms and they trust staff to deal with any concerns quickly.

Pupils with special educational needs and/or disabilities receive extra help when they need it. In the 'learning lounge', they learn strategies to manage their emotions and receive

support with reading and writing. This helps them return to the classroom with confidence and succeed alongside their peers.

Pupils take part in a broad personal development and wellbeing programme. They learn how to stay healthy, keep themselves safe online and understand how to manage their mental health. They learn about liberty, democracy and the right to vote. Their views help shape the school through the school council. Pupils enjoy a wide range of trips, residentials and after-school clubs that develop their interests and talents. They visit museums, places of worship and outdoor centres. These experiences help pupils grow in confidence and prepare them very well for secondary school.

Next steps

- Leaders should further strengthen their approach to inclusion, applying the same rigour of analysis and quality assurance that they use across all other aspects of their work.

About this inspection

The co-chairs of the board of governors in this school are Debra Morrison and Arthur Wadsworth.

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 the executive headteacher, head of school, other senior school leaders, governors, a school improvement partner, staff, pupils and parents during the inspection.

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 February 2026.

The school currently makes use of one alternative provision.

The school has undergone a significant change since the last inspection. The school appointed a new head of school, Louisa Beringer, who took up their post in September 2025.

Head of School: Louisa Beringer

Executive Headteacher: Geraldine Gallagher

Lead inspector:
Piers Saunders, His Majesty's Inspector

Team inspectors:
Deborah Walters, His Majesty's Inspector
Claudia Dimond, 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 30 June 2026

School and pupil context

Total pupils

190
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

236
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)

7.37%
Well below average

What does this mean?

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

National average: 26.3%

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

5.26%
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

12.11%
Close to average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	86%	61%	Above
2024/25 (final)	87%	62%	Above
2023/24 (final)	80%	61%	Above
2022/23 (final)	89%	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	89%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	84%	74%	Above
2022/23 (final)	93%	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	96%	72%	Above
2024/25 (final)	94%	72%	Above
2023/24 (final)	96%	72%	Above
2022/23 (final)	100%	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 (final)	90%	74%	Above
2023/24 (final)	88%	73%	Above
2022/23 (final)	96%	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	33%	46%	Below
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	50%	62%	Below
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	67%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	33%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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	33%	68%	-34 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	50%	80%	-30 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	67%	78%	-11 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	33%	80%	-46 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘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 (3 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	4.3%	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 (3 term)	8.9%	13.0%	Below
2023/24 (3 term)	8.1%	14.6%	Below
2022/23 (3 term)	8.6%	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.

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

W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright