



School Development and Evaluation April 2026- April 27



St John & St James Primary School

Leaders in Primary Advantage Schools follow an annual school improvement cycle, which runs from April to April, alongside the financial year. Details of the cycle can be found in Part 8 of this document. This document combines the school

Part 1	School Context and progress since the last OfSTED Inspection
Part 2	Summary School Self-Evaluation
Part 3	Strategic Development Plan Priorities
Part 4	Wider School Self-Evaluation
Part 5	School Improvement Plan
Part 6	Timeline

self-evaluation and school development plan in a single document as listed.

Part 7

Budget

Part 8

About our SDE process

Our schools have high levels of mobility due to a range of external factors therefore, demographic data changes frequently. The data linked in this self-evaluation was correct at the time of writing

Part 1: SCHOOL CONTEXT

St John and St James is a popular, one form entry Church of England Primary School with a nursery. It has a strong identity in the community and has an established reputation. In May 2024, the school was inspected by OfSTED and graded as outstanding in all areas with no next steps.

The school serves the parish of St John at Hackney and has good ties with the Church and the extended community. The Christian **ethos** is embedded throughout the school by staff, children and parents. We have embedded one of Jesus' greatest commandments into our school ethos, 'Love your neighbour as yourself.' By treating others how we wish to be treated, we promote a school culture ingrained in mutual respect, understanding and compassion for those around us.

We pray together, and prepare our children for their future, by creating a strong set of values, which will enable them to reflect and make positive choices with confidence and strength. We teach our children the importance of community, both local and global, as we reflect on the impact our choices have and the importance of sustainability and growth. **We learn together** by creating a safe and secure environment, in which every child is accepted and valued for their individuality, and is motivated to learn. We use a co-operative approach, which encourages children to support each other with their learning and to do the very best they can, with no learner left behind.

All members of the school community respect and support the Christian vision of the school, which enables us to grow as a community, to show compassion to others, and to stand up for justice.

We celebrate our diverse community and **we journey together** towards educational excellence, personal and spiritual fulfilment, underpinned by good physical health and mental well-being:

- There are 220 pupils on roll with slightly more girls than boys.
- This school has 15 out of 17 possible ethnic groups, placing the school in the highest percentile (IDSR, 2025)
- 35% of pupils have English as an additional language. This is above average of all schools nationally.
- 40% of pupils are eligible for free school meals compared to 26% nationally
- 26% of pupils have SEND. The school has 6% of pupils with EHCPs, which is also above the national average. Of these EHCPs, there is a growing number of boys with communication and language difficulties, ASD and complex needs (71%). Pupils with special educational needs are warmly welcomed and receive the best support from an early age.
- Attendance is consistently high (97% each year over the last 3 years) and is in the top 10% of FFT schools nationally. Persistent absences are low and within the lowest 20% of all schools. The school receives regular praise for their efforts in maintaining this standard.
- The deprivation indicator places the school in the highest quintile nationally. The school has high levels of social need related to child protection issues, immigration, housing and mental health. Because of these significant needs, the school works in close partnership with various agencies in the local authority. We also focus on parental partnerships, in particular our half-termly 'open classroom' events whereby parents are invited into the school to complete high quality learning experiences linked to the school development priorities alongside their children, such as debate days and parent playtimes.
- There have been no suspensions or permanent exclusions in the last three years.

We are part of the Primary Advantage Federation, made up of seven schools in Hackney, and have an extensive track record of school improvement and a strong commitment to evidence based best practice. We work in partnership, pooling our expertise and resources in order to achieve collectively what we may not be able to achieve individually. These strong links have contributed greatly to our collaborative learning culture and the development of highly effective teaching. High quality teaching is the core purpose of the Federation and this vision is shared across all our schools.

The school has a Local Advisory Board (LAB), which meets termly and operates as the tier below the Federation Central Governing Board, which meets termly. The Outcomes and Provisions Committee and the Business and Finance Committee have oversight of the school.

Part 1b: PROGRESS SINCE PREVIOUS INSPECTION (May 2024)

GRADE: Outstanding

In May 2024, St John and St James was evaluated by OFSTED as 'outstanding' in all areas. No next steps for improvement were identified.

PART 2: SUMMARY SELF EVALUATION APRIL 26/27

Overall Effectiveness

Exceptional teaching, an excellent curriculum and exemplary behaviour management combine to give pupils at St John and St James outstanding outcomes. Leaders are determined in their **commitment to ensuring that every pupil is empowered, inspired and well prepared for the future**. The curriculum is highly ambitious, inclusive and culture-rich; offering diverse experiences that broaden

	pupils' horizons and promote equality of opportunity. High-quality, targeted professional development ensures teaching is consistently refined to meet the needs of all learners. A significant proportion of pupils enter the school with very low starting points; however, high expectations, carefully planned support and a strong focus on developing positive attitudes to learning enable pupils to make strong progress from their individual starting points. This is reflected in the outcomes, which are consistently in line with or above national averages . In May 2024, St John and St James was evaluated by OfSTED as 'outstanding' in all areas .
Inclusion	All teachers are teachers for all: quality-first teaching is adaptive and responsive, and tasks are designed to ensure that every pupil can access learning successfully. Pupils with higher needs receive tailored support, while all learners benefit from an inclusive curriculum that enables them to thrive alongside their peers. Effective leadership of Inclusion ensures that strategies and targeted interventions consistently enhance learning for all pupils . Needs are identified promptly, and early identification informs a carefully planned graduated response. The school maintains well-established and highly effective partnerships with external agencies, including speech and language therapy, specialist teachers, educational psychologists, CAMHS and WAMHS. As a result, all pupils are fully included and make strong progress from their individual starting points .
Curriculum & Teaching	The curriculum is highly ambitious, progressive and diverse , designed to develop knowledge, skills and cultural understanding across all subject areas. Pupils' education is based on expertly designed curriculum plans for each subject, which are well thought out and progressive across the year groups. Pupils are encouraged to think deeply about their learning and make connections within and across subject areas. Oracy is fully embedded, enabling pupils to articulate their thinking, engage in discussion and develop confidence in speaking and listening across the curriculum. The quality of teaching is excellent ; highly effective adults use adaptive and responsive teaching strategies, tailor tasks and support to ensure that all pupils can access learning and make accelerated progress. As a result, pupils engage deeply with their learning, demonstrate curiosity and resilience, and acquire the knowledge and skills they need to succeed in future stages of education.
Achievement	The achievement of all pupils at St John and St James is strong despite the majority of pupils starting their educational journey significantly below age-related expectations. Through a well-sequenced, ambitious curriculum, high-quality teaching and targeted interventions, gaps in learning are identified early and successfully narrowed. Robust monitoring and assessment of pupils' progress ensures that teaching and interventions are adapted to meet individual needs . Pupils make strong and sustained progress and are supported to achieve their full potential. Disadvantaged pupils and those with additional needs are effectively supported to ensure equitable outcomes, with disadvantaged pupils outperforming non-disadvantaged pupils nationally. Achievement and outcomes at the end of the Early Years Foundation Stage, the Year 1 phonics screening check, and Key Stage 2 are consistently in line with or above national averages . As a result, all pupils are well prepared for the next stage of their education and continue to thrive academically and personally.
Attendance and Behaviour	Attendance is consistently above local and national averages for all pupil groups , including those with SEND and disadvantaged pupils. Persistent absence is well below average; an achievement commended by the DfE, ensuring pupils benefit from sustained learning and develop the habits, resilience and attitudes needed to achieve their full potential. The behaviour and attitudes of pupils are exemplary ; they demonstrate high levels of respect for each other and maintain a school environment where difference is celebrated, tolerance is demonstrated and the school's vision of "love your neighbour as yourself" is lived out daily. Pupils demonstrate kindness, responsibility, dedication and integrity in all interactions, supported by the school's restorative approach and the strong emphasis on oracy. Pupils have excellent attitudes to learning, are highly motivated and engage fully in all learning experiences.
Personal Development & Wellbeing	The school is deeply inclusive, nurturing and supportive . Provision for SMSC is outstanding as the school goes beyond the expected, so that pupils have access to a wide, rich set of experiences allowing pupils to develop their talents and interests. The school is committed to pupils' holistic development and provides extensive opportunities for engagement, leadership and wellbeing. Pupils take active roles in a wide range of groups, including School Government, RRS Ambassadors, Wellbeing Warriors, Green Team, Digital Leaders, Sports Crew, Blog Squad, The Play Party and Reading Champions. PSHE is delivered systematically through the Jigsaw programme, with the Relationships, Sex and Health Education curriculum planned and delivered annually, supported by parent consultation. Pupils' wellbeing is prioritised through daily mindfulness, the consistent use of the Zones of Regulation, worry boxes and the promotion of positive relationships, supporting emotional regulation, resilience and self-confidence. Diversity is celebrated through the use of our Diverse Britain curriculum and by ensuring that all children are represented and included.
Leadership & Governance	School leaders have sustained excellence over time and have the ambition and capacity to continue this journey . They have a compelling vision for high-quality education, fostering a positive and inclusive ethos where every pupil can make consistent progress. Professional development is a central focus, with carefully structured learning opportunities. The school effectively addresses achievement gaps through the implementation of evidence-based strategies and ongoing impact monitoring by the governing body. Engagement with parents and the local community is actively promoted through initiatives such as WAMHS-led coffee mornings, Family Fridays and parent workshops. These activities support the broader community and strengthen school-home partnerships. Staff wellbeing is given considerable attention, with the impact of new initiatives on workload carefully considered, and support services made available to staff members. The roles of the governing body are clearly defined, ensuring effective oversight and the successful delivery of strategic objectives at all levels of the school.
Early Years	Early Years provision is strong and ensures that children establish a secure foundation for their education. Skilled practitioners provide a nurturing, well-organised and language-rich environment in which children feel safe, secure and confident to explore. The curriculum is ambitious and carefully sequenced, with a strong focus on communication and language, early reading, mathematics and personal development. Children's needs are identified at an early stage, and timely, targeted support enables all children to make accelerated progress. High-quality interactions, purposeful play and well-planned adult support deepen learning and sustain engagement. Effective partnerships with families support continuity between home and school. As a result, children develop independence, resilience and positive learning behaviours and are well prepared for a successful transition into Year 1.
Safeguarding	Safeguarding is a top priority, and the school fully meets safeguarding standards . The school has robust safeguarding policies in place, which are regularly reviewed and updated to ensure they align with current best practices and legal requirements. Staff are well trained in safeguarding procedures, with ongoing professional development ensuring that all employees are aware of their responsibilities in keeping children safe. There is a strong culture of vigilance, with clear systems for identifying, reporting, and

addressing concerns. The school fosters an environment where pupils feel confident to speak out and know their concerns will be taken seriously. The school works closely with external agencies to support vulnerable pupils, and there is a coordinated approach to safeguarding across the school community. The safeguarding team works effectively with parents and carers, ensuring that they are well informed and involved in their children's safety, including how to reduce risks when online. Regular checks and evaluations of safeguarding practices ensure that all procedures are implemented effectively and that any issues are addressed promptly.

PART 3: SCHOOL DEVELOPMENT PRIORITIES APRIL 26/27

Strategic Priorities

- To implement the NCETM maths curriculum across KS2
- To further strengthen the individual support and provision for our most complex learners
- To increase children's awareness in making positive choices when keeping themselves safe online
- To develop a communications strategy to ensure our positive public profile is upheld

Continuous school improvement priorities

- To continue to provide children with rich, meaningful play opportunities through OPaL play
- To raise standards in mathematics across the school by improving pupils' fluency and rapid recall of key number facts
- To continue to enhance opportunities for children to develop their communication, language and literacy skills in the EYFS by ensuring that continuous provision enriches pupil interactions
- To ensure our disadvantaged pupils make accelerated progress from their starting points

PART 4: WIDER SCHOOL SELF EVALUATION

4a. Inclusion: Exceptional

At the heart of St John and St James lies our vision to 'Learn Together, Journey Together, and Pray Together'. This commitment to togetherness shapes everything we do, with inclusion being a golden thread running through. Our [whole school vision for inclusion](#) is rooted in our belief that **every child, regardless of their starting point, background, or barriers they may face, deserves to feel valued, supported, and empowered to succeed**. We are committed to creating a school community where **difference is celebrated, high expectations are held for all, and where every pupil experiences a genuine sense of belonging**. We have worked closely with the Children's Bureau to audit and enhance our inclusive practice.

Leadership of SEND is a clear strength. Our **SENCo brings exceptional expertise and experience** to the school, having previously worked as a Specialist Teacher for the local authority, with extensive knowledge of SEND provision across a wide range of settings and contexts. Currently, the SENCo works across the PA Federation to enhance inclusive practice within schools, sharing learning and best practice to support system-wide improvement and making a meaningful contribution to raising standards of inclusion across the local area. The Headteacher and SENCo have completed the Whole School SEND course, enabling a shared understanding of how we best support our pupils to become independent adults who can manage their needs effectively. Leaders work closely with staff at all levels to develop a secure understanding of the wide range of needs within classes and across the school, including those who are disadvantaged, using best available evidence including EEF research to inform our [Pupil Premium strategy](#). The strategy is aligned with wider school improvement priorities and staff are clear about their roles. This strategic leadership ensures that inclusion is embedded at every level of our school.

Our children start school with significantly lower than average starting points and present high levels of need. Despite these challenges, our outcomes demonstrate the transformational impact of our inclusive approach which is based upon the EEF five interconnected pillars that work together to create a cohesive and comprehensive approach to supporting all learners. **Quality first teaching** forms the foundation of our practice. Every lesson is designed to be accessible for all pupils, at all times, and across all areas of school life. Staff are trained and supported to deliver high-quality, inclusive classroom practice as the first response to need, based on the EEF 5-a-day approach to ensure evidence-based practice. This includes effective use of scaffolding, visual representations, the use of manipulatives, explicit teaching of vocabulary and oracy to support pupils' understanding, communication and independence and the use of Sequence Time (TEACCH), which supports consolidation of core skills and emotional regulation. Flexible groupings enable all children to achieve and thrive, alongside the use of adapted resources which maintain high expectations while removing barriers. **Adaptive teaching** is well embedded, enabling all children to access learning independently within their classrooms. We reduce cognitive load; ensuring our teaching spaces are carefully designed to minimise distractions and support focus, with clear routines and visual timetables supporting pupils' understanding of the school day.

Inclusion is not the responsibility of one person. While our inspirational SENCo leads strategically, **every member of staff takes ownership of inclusive practice** within their role, creating a truly collaborative approach. All staff receive suitable training and support to implement a **graduated approach**, ensuring everyone is equipped to understand and support the various needs of our pupils. We embed a culture in which early and accurate assessment of pupils' needs is prioritised. We use information from assessments to implement a continuous cycle of 'plan, do, review' in order to reduce barriers to pupils' learning and wellbeing. Early identification of needs through baseline assessments, observations, and staff expertise, combined with termly pupil progress meetings to identify emerging needs and input from external specialists where appropriate, ensures that pupil and parent voice is captured in each IEP meeting and Annual Review, ensuring accurate assessment of needs from multiple perspectives. Individual Education Plans are co-created with parents and pupils, with their views and aspirations documented and central to decision-making. Bespoke timetables are designed where needed to meet individual needs, with clear, measurable targets and identified support strategies. Collaboration with social workers where appropriate ensures holistic planning. We implement a carefully planned programme of interventions, monitored through half-termly Raising Attainment meetings between the SENCo, Headteacher and teaching teams. These sessions allow us to track progress and impact, identify next steps, and make relevant adjustments to ensure interventions are effective. The impact of our graduated approach is rigorously evaluated at these meetings, ensuring accountability and continuous improvement and is evident in the sustained high outcomes for vulnerable pupils.

Our approach to **outdoor learning** is also **highly inclusive**. The implementation of OPaL supports all children's development through a variety of play types, accessible resources, and diverse playground environments. It fosters communication, language, social skills, independence, confidence, physical development, and wellbeing, while providing sensory experiences and opportunities for peer interaction. By removing barriers and offering child-led, play-based learning, OPAL ensures every child can engage in high-quality outdoor play that meets their individual needs.

We view **parents as key partners in their children's education**. Through initiatives such as coffee mornings, parent-teacher sessions, and our 'Family Fridays', we foster strong relationships and ensure parents' perspectives and aspirations guide decisions about support. Our parent engagement programme is wide-ranging, including themed sessions on SEND awareness, wellbeing and mental health, bereavement support, the Solihull Approach to behaviour, communication strategies, behaviour management at home, online safety, and a dads' group to support under-represented families. Parents are also invited into classrooms to observe learning, join Family Fridays for shared learning experiences, and attend class assemblies celebrating children's achievements. Our Family Liaison Officer and Pastoral Manager also work closely with the SENCo to support every child and family, fostering trusting relationships, support with access to funding, external services, and safeguarding support, and leading parent workshops and wellbeing programmes. They deliver interventions that build self-esteem, support emotional literacy, attendance, behaviour, and remove barriers to learning. Our [School SEND Padlet](#) also provides parents with signposting to the Local Offer and available support services. Children with current or previous social care involvement receive tailored support through a Designated Teacher, multi-agency collaboration, regular inclusion meetings, and active pupil and parent voice. Our Pupil Premium strategy and data-driven interventions ensure all children, regardless of background or need, have equitable opportunities to thrive, with progress closely monitored to guide next steps. The impact of these partnerships is clear: 100% of parents say they would recommend our school to a friend, highlighting the strength of our collaboration with families. We **work collaboratively with specialists** to support pupils' development where necessary. Our 'Team Around the School' includes professionals from the Re-engagement Unit (REU), WAMHs, Speech and Language Therapy, Specialist Teachers, Educational Psychologists, Family Coaches, and the School Nurse, amongst others.

We recognise that [transitions](#) can be particularly challenging for vulnerable pupils. Our comprehensive transition support includes transition days to familiarise children with new environments, pupil passports that travel with children to share key information, holiday countdowns to support pupils during school breaks, SENCo meetings with receiving schools and settings, WAMHS workshops for pupils with mental health needs, and EYFS Development Journals that track progress from the earliest stages.

The [SEN Information Report](#) is reviewed annually and accurately reflects current practice and provision. The school's [Accessibility Plan](#) is implemented effectively and reviewed regularly to ensure pupils can access learning and the wider curriculum. Both documents are reviewed annually by the LAB, with review dates and approval recorded in LAB minutes, scrutinising implementation evidence and challenging leaders to ensure tangible impact on pupils' access to all areas of school life.

Impact: Pupils with SEND and those who are disadvantaged achieve **exceptional attendance and outcomes**. Attendance for pupils with SEND is 96.4% compared to the national average of 92.3%, with persistent absence at just 12.2% compared to the national 22.3%. Disadvantaged pupils' attendance is 95.8% and persistent absence of 12.9% compared to the national 24.5%. Over the latest 3 years average, 74% of all pupils achieved the expected standard in reading, writing and mathematics compared to 61% nationally, with 76% of disadvantaged pupils achieving this compared to just 46% of disadvantaged pupils nationally. Disadvantaged pupils demonstrate an 8 percentage point positive gap when compared to national non-disadvantaged pupils (68%), with this sustained across the last three years. Progress measures demonstrate sustained excellence: reading progress +1.4 for disadvantaged pupils (significantly above national -0.8); writing progress +3.2 for disadvantaged pupils (significantly above national -0.7) with a positive gap of 2.8 compared to national non-disadvantaged pupils. These **outcomes demonstrate that barriers to learning have been reduced exceptionally well, leading to highly positive outcomes sustained over time**.

4b. Curriculum & Teaching: Strong standard

Our [curriculum](#) is **ambitious, broad and balanced**. It is designed to ensure that **all pupils gain the knowledge and skills they need to succeed in their future education and wider life**. Leaders maintain **high expectations for all** pupils and ensure that disadvantaged pupils access the same ambitious curriculum as their peers, resulting in **transformational progress and attainment of disadvantaged pupils over time** (see Achievement section). All children make progress from their starting points, with teaching and curriculum adaptations ensuring that every pupil, regardless of their needs or circumstances, develops secure knowledge and skills across all subjects.

The curriculum is **coherently planned and sequenced** so that pupils build knowledge and skills sequentially and cumulatively. Curriculum maps clearly identify the essential knowledge pupils need to secure at each stage of their learning to develop secure foundations before progressing to more complex concepts. Learning is purposefully structured so that pupils revisit key ideas regularly; enabling knowledge to be strengthened and embedded over time. Knowledge organisers identify key vocabulary, concepts and information that pupils are expected to remember. Teachers use retrieval practice, learning reviews and knowledge recall activities to revisit previously taught content and help pupils make connections between past and current learning. The [curriculum is enriched](#) through a range of experiences that broaden pupils' knowledge beyond the classroom. These experiences support pupils in developing curiosity, confidence and a deeper understanding of the world around them.

The **curriculum has subject-specific rigour**; each subject curriculum is carefully designed to develop both **substantive knowledge and disciplinary knowledge**. Leaders and teachers have a sophisticated understanding of the differences between subjects. Professional development is strategically planned and aligned with curriculum priorities so that teachers are confident in delivering ambitious content across subjects, with subject-specific training addressing the particular pedagogical demands of each discipline. Decisions about the curriculum are refined over time, based on evidence and insight from within and beyond the school. As part of the Primary Advantage Federation, curriculum development benefits from cross-school moderation, shared expertise and collaborative curriculum development. Subject leaders regularly review curriculum effectiveness using pupil outcomes, work scrutiny and professional dialogue, making evidence-based adjustments to improve impact.

Our approach to teaching is informed by [Daniel Willingham's model of memory](#), which highlights the importance of supporting pupils to select, organise and integrate new knowledge. Teachers support pupils to select the most important information by clearly identifying key concepts and vocabulary is explicitly taught across all subjects so that pupils can access increasingly complex texts and ideas. Learning is carefully sequenced and broken into manageable steps in order to reduce cognitive load and support pupils in processing new information effectively. Pupils are supported to organise knowledge through carefully structured explanations, modelling, guided practice questioning and sequenced learning. Knowledge organisers, structured discussion and retrieval activities help pupils organise knowledge into meaningful patterns and support them to integrate new knowledge with what they already know. Teachers enable pupils to build on prior learning and encourage pupils to make connections between different areas of knowledge. Retrieval practice, repetition and opportunities to apply learning across subjects support pupils to develop increasingly secure schemas.

Teachers have a shared understanding of the school's curriculum and the impact of effective teaching. Teachers present information clearly, promote appropriate discussion, check pupils' understanding systematically, identify misunderstandings and adapt teaching as necessary to address them. Self-assessment opportunities are embedded within lessons so that pupils can reflect on their thinking and articulate their understanding. Questioning is used effectively to deepen pupils' thinking and explore their reasoning. Gaps in pupils' knowledge or skills are identified and responded to quickly through additional support, pre-teaching or post-teaching strategies. Same-day interventions are used where possible so that pupils can keep up with learning. As a result, pupils engage confidently with learning and develop increasing independence.

The curriculum prioritises accurate and fluent word reading, spelling, handwriting and mathematics. [Reading](#) is prioritised across the school as it underpins pupils' access to the wider curriculum. The school is committed to ensuring that every pupil becomes a confident and fluent reader. Teaching of reading is rigorous and sequenced, and develops pupils' fluency, confidence and enjoyment. Early reading is taught through the systematic synthetic phonics programme Success for All. Phonics teaching follows a clear and rigorous sequence, ensuring that pupils develop secure decoding skills. The reading pathway aligns closely with the phonics programme so that pupils read texts that match the sounds they have been taught. Teachers develop pupils' fluency, vocabulary and comprehension through structured reading lessons and rich discussion of high-quality texts. Pupils explore a diverse range of literature that both reflects the school community and broadens pupils' experiences. Teachers read aloud regularly and provide opportunities for pupils to discuss texts in depth. As a result, pupils develop strong comprehension skills and a genuine enjoyment of reading.

The [writing](#) curriculum follows a clear and structured process with pupils exploring high-quality texts linked to the wider curriculum. Teachers model writing strategies and explicitly teach composition skills. Pupils plan and write their own pieces for a range of purposes and audiences. Opportunities for editing and improving work allow pupils to refine their writing and develop pride in presentation. Oracy is embedded throughout the writing process, enabling pupils to discuss and rehearse ideas before writing. Half-termly writing competitions celebrate pupils' achievements and promote a culture of pride in writing across the school.

The [mathematics](#) curriculum is aligned with the teaching for mastery approach, ensuring pupils develop deep conceptual understanding alongside fluency and problem-solving skills. Teachers use the Concrete–Pictorial–Abstract (CPA) approach to support pupils to develop secure understanding of mathematical concepts before moving on to more complex ideas. Pupils develop mathematical reasoning by explaining their thinking, justifying answers and identifying patterns. Daily opportunities for reasoning and problem solving allow pupils to apply their mathematical knowledge in a range of contexts. Discrete arithmetic lessons support pupils in developing fluency in calculation, while the Mastering Number programme strengthens pupils' number sense and ensures secure mathematical foundations.

Developing strong language and communication skills is central to the curriculum. All pupils are explicitly taught how to communicate effectively through the use of [oracy](#) in every lesson. Pupils articulate ideas, develop understanding and engage with others through speaking, listening and communication. Structured talk is embedded within daily classroom practice. Partner talk provides regular opportunities for pupils to rehearse ideas and develop confidence in expressing their thinking. Approaches such as ABC (Agree, Build on, Challenge) support pupils in engaging in thoughtful dialogue and responding constructively to the ideas of others. Debate activities provide opportunities for pupils to articulate their opinions and develop reasoned arguments on a range of topics. As a result, pupils speak confidently and maturely, using subject-specific vocabulary accurately.

Ensuring that all pupils can access the curriculum is a priority. Teachers identify potential barriers to learning and adapt their teaching so that all pupils are able to engage with the curriculum successfully. Adaptive teaching strategies include the use of visuals, carefully structured explanations, targeted questioning and scaffolding where appropriate. Generative learning strategies encourage pupils to explain their thinking and deepen their understanding. Additional adults in the classroom are deployed to enable all pupils to access quality first teaching from their class teacher and to develop pupils' independence over time. For pupils with SEND, a personalised approach to learning is implemented where appropriate. Some pupils follow personalised timetables or receive targeted interventions aligned with their Individual Education Plans (IEPs).

Professional development for all staff is carefully aligned with curriculum priorities and focuses on strengthening teachers' understanding of how pupils learn. Staff engage in ongoing training related to the [teaching, learning and assessment policy](#) with a clear focus on adaptive teaching, generative learning strategies, effective assessment and supporting pupils with SEND. Leaders prioritise subject knowledge development so that teachers are confident in delivering ambitious content across the curriculum. Leadership capacity is strong and supports the consistent implementation of the curriculum. All middle leaders have engaged in the Middle Leadership Mastery Programme, which has strengthened their leadership expertise and enabled leaders to develop greater confidence in monitoring curriculum quality, supporting colleagues and ensuring consistency across subjects. Senior and middle leaders have completed, or are currently undertaking, National Professional Qualifications. Leaders have a comprehensive understanding of the quality of curriculum and teaching across the school. This understanding is developed through systematic monitoring including learning walks, planning scrutiny, pupil voice and professional dialogue with subject leaders. Our monitoring schedule ensures that all subjects are reviewed regularly, with findings informing targeted professional development and curriculum refinement.

Early Career Teachers receive comprehensive support through a well-structured induction programme. Each ECT works closely with an experienced mentor who supports them to refine pedagogy, strengthen subject knowledge and develop effective classroom practice. ECTs also participate in termly

network meetings with others across the federation, enabling them to build professional relationships, share experiences and develop a supportive professional network while engaging in joint reflection and professional dialogue.

Leaders use their exceptional success in curriculum and teaching to support improvement across the school and beyond. Our SENDCo previously worked for the local authority as a specialist teacher, and more recently across the federation, supporting other schools to develop their SEND provision; sharing effective practice in adaptive teaching and inclusive curriculum design. Following positive feedback from our School Improvement Partner, we host local school visits to observe our OPaL (Outdoor Play and Learning) provision, enabling others to learn from our approach and its impact on pupils' engagement, well-being and curriculum access. Our middle leaders, including our EYFS Lead, work collaboratively with other subject leads within the federation, sharing expertise and developing consistent high-quality provision across all schools. The school also actively engages with the Maths Hub, with our maths lead participating in the Primary Mastery Programme alongside colleagues from local and national schools. Through these partnerships, our staff contribute to local and national networks, supporting system-wide improvement in curriculum and teaching.

4c. Achievement: Strong standard

St John and St James CofE Primary School demonstrates **transformational impact on pupil achievement, particularly for disadvantaged pupils**. Despite serving a community experiencing significant socio-economic challenge (40.8% of pupils are eligible for FSM6, 35% speak English as an additional language, and 26% of pupils are identified with special educational needs, including those with Education, Health and Care Plans), St John and St James CofE Primary School secures consistently **strong outcomes for pupils who often begin their education from significantly low starting points**. Most significantly, disadvantaged pupils achieve 76% in combined reading, writing and mathematics over three years, compared to 46% nationally - a 30 percentage point advantage. In the most recent two years, **disadvantaged pupils at the school have outperformed national non-disadvantaged pupils, demonstrating the transformational impact of the school's provision**. [2023 outcomes](#) [2024 outcomes](#) [2025 outcomes](#)

Children enter Reception with significant developmental gaps: [Baseline assessments](#) over the last two years show that **only 33% of children enter Reception working at age-related expectations, significantly below national averages**. Despite this, the school's early years provision enables children to make rapid progress. In 2024/25, 77% of children achieved a Good Level of Development, above both the Hackney average (75%) and national average (68%). This represents a 44-percentage-point gain during the Reception year, demonstrating the effectiveness of the school's carefully structured early years curriculum, high-quality teaching and targeted support for children entering school with developmental delays. **Outcomes across all areas of the Early Years Foundation Stage are strong**, including Communication and Language (80%), Physical Development (93%), Personal, Social and Emotional Development (87%), Literacy (77%) and Mathematics (80%), all of which are in line with or above local and national averages. Leaders recognise the importance of language development as the foundation for learning and continue to strengthen provision to further develop communication and language, ensuring pupils build secure vocabulary, speaking and listening skills from the earliest stages. The 7 children who did not achieve GLD all face significant barriers: 5 are summer born (4 born in late August and not yet 5), 4 have identified SEN (including 1 with EHCP), 4 are PPG, 3 arrived completely new to English, and 1 experienced exceptional family circumstances requiring extended authorised absence abroad. All made strong progress from their starting points and continue to receive targeted support, with literacy identified as a focus area reflected in the Raising Attainment plan. [2025 outcomes analysis](#)

These **strong foundations are sustained** as pupils progress through the school. Over the most recent three years, 74% of pupils achieved the expected standard in reading, writing and mathematics combined at the end of Key Stage 2, significantly above the national three-year average of 61%. Outcomes have remained **consistently above national figures across this period**, with 73% in 2022/23, 80% in 2023/24, and 69% in 2024/25, compared with national outcomes of 60%, 61% and 62% respectively. While the 2024/25 outcome represents a decline from the previous year, it remains above national averages, and leaders recognise that the small cohort sizes (30, 30 and 29 pupils respectively) and differing cohort characteristics can lead to some variation between years.

Reading outcomes remain consistently strong. Over the last three years, attainment at the expected standard has been 80% in 2022/23, 97% in 2023/24, and 83% in 2024/25, all above national figures. This continues our strong three-year trend in reading, demonstrating the impact of whole-class reading teaching introduced two years ago. The exceptional 97% outcome in 2023/24 demonstrates the strength of the school's reading provision. In 2024/25, 38% of pupils achieved the higher standard, above the national figure of 33%, showing that **pupils with higher prior attainment are effectively challenged and supported to achieve highly**.

Writing is a particular strength of the school and outcomes are consistently exceptional. Over the past three years, 90% of pupils have achieved the expected standard in writing, significantly above national figures of 71–72%. The proportion of pupils achieving greater depth has increased from 27% in 2022/23 to 38% in 2024/25, almost three times the national average of 13%. This **sustained performance demonstrates high expectations, effective teaching, and a well-sequenced curriculum. Writing outcomes have been consistently exceptional over three years**.

Mathematics outcomes show a recent decline which leaders have appropriately identified as a school priority. This decline reflects specific cohort characteristics:

- 2 children joined during the academic year (both boys, PPG, EAL, not on track in RWM)
- 1 child predicted to achieve expected standard relocated mid-year
- Significant gender imbalance (10 boys vs 19 girls), with girls achieving 74% (in line with national) but boys achieving 60%.
- Of the 10 boys: 2 were new to the school and formal education system in Y6 (previously home educated), 1 missed 2 years of school due to relocation abroad before returning in Y5, and 1 joined in Y4 completely new to English - all made significant progress from their starting points.
- 1 child with an EHCP not working at key stage level so did not sit papers [2025 outcomes analysis](#)

Despite these challenges, outcomes remain above the national average of 62%. However, mathematics is appropriately **identified as a school priority with comprehensive, evidence-based interventions** including: Headteacher teaching half of Y6, additional weekly arithmetic sessions across KS2, times

tables fluency focus with TT Rockstars and weekly certificates, free after-school club for number facts, KS2 ECTs attending Mastering Number training, half-termly parent workshops, comprehensive CPD programme, and dedicated GDS group from Spring. Early signs of improvement are evident in the Year 4 Multiplication Tables Check, where the average score improved from 15.9 in 2023/24 to 18.3 in 2024/25 and a prediction of over 40% for the next cohort of children. Leaders are also strengthening opportunities for pupils to apply their learning through problem-solving and reasoning, ensuring that both the breadth and depth of mathematical understanding continue to develop.

Outcomes in English grammar, punctuation and spelling are also strong. The three-year average of 85% achieving the expected standard is significantly above the national average of 72%, with 86% achieving the expected standard in 2024/25. A high proportion of pupils also achieve the higher standard, demonstrating **secure grammatical knowledge and effective application in their writing.**

Leaders place a **strong emphasis on ensuring that pupils keep up with their learning rather than needing to catch up.** Systems for monitoring progress are robust and enable leaders to respond quickly to emerging gaps. Termly pupil progress meetings ensure that any potential gaps in learning are identified and addressed, while half-termly assessment checkpoints allow teachers to quickly identify pupils who may be falling behind. Same-day interventions in phonics and mathematics ensure that gaps in learning are addressed swiftly and effectively, preventing misconceptions from becoming embedded and enabling pupils to remain on track with the curriculum.

The school's **impact on disadvantaged pupils is particularly remarkable.** Over the past three years, 76% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined, compared with the national disadvantaged average of 46% - a 30 percentage point advantage. In the most recent two years, **disadvantaged pupils at the school have outperformed national non-disadvantaged pupils, demonstrating the school's success in removing barriers to achievement.** With 19 FSM pupils in 2024/25 (66% of Year 6 cohort), disadvantaged pupils achieved 84% in reading, 89% in writing, 79% in maths, and 79% RWM combined. Remarkably, **FSM pupils outperformed non-FSM pupils in the school in reading (84% vs 80%) and RWM combined (79% vs 50%), demonstrating that disadvantage is not a barrier to achievement at St John and St James: disadvantaged pupils not only overcome barriers but thrive and achieve at the highest levels.** Subject outcomes show similarly strong results, with disadvantaged pupils achieving a three-year average of 86% in reading, 92% in writing, and 82% in mathematics, all significantly above national outcomes for disadvantaged pupils.

Provision for pupils with special educational needs and/or disabilities (SEND) is highly effective. The school supports 45 pupils with identified special educational needs, including those with speech, language and communication needs, moderate learning difficulties, social, emotional and mental health needs and autism spectrum disorder. Pupils with SEND **make strong progress from their individual starting points and consistently achieve their individual education plan targets.** The school's **inclusive ethos is further reflected in strong attendance** and the absence of suspensions or permanent exclusions over the past three years. Leaders ensure that SEND remains a school priority, with specialist SaLT support, Educational Psychologist and Specialist Teacher support, trained TAs delivering evidence-based interventions, ongoing CPD for all staff and regular monitoring of SEND pupils.

Early reading remains a key focus within the curriculum. While Year 1 phonics outcomes declined to 73% in 2024/25, compared with 86% in the previous year, this outcome reflects the specific and significant barriers faced by this cohort rather than any decline in teaching quality or curriculum. All 8 children who did not pass were in small targeted groups and made measurable progress from their starting points. Context is critical: 4 are EAL with parents who speak very little English (limiting home reinforcement), 3 have identified SEN affecting communication and language, 1 was educated abroad/off-site for a significant amount of time, 1 pupil joined as an in-year transfer due to police incidents requiring family relocation, and 1 experienced exceptional circumstances due to parental medical crisis. **Phonics outcomes remain in line with literacy outcomes at the end of EYFS (77%), demonstrating that the strength of early literacy teaching has been sustained.**

Importantly, the school's **catch-up provision is highly effective:** Year 2 phonics re-check outcomes show 75% of pupils meeting the standard, significantly above the Hackney average of 50%, demonstrating that pupils who require additional support receive effective catch-up provision. Comprehensive interventions are in place, including 1-1 Fresh Start interventions (4x weekly with free breakfast club to remove barriers to access), bespoke parent workshops for at-risk children, targeted interventions for working memory and communication and language, and a lunchtime reading club.

Across the wider curriculum, **foundational knowledge is carefully sequenced and well embedded, ensuring that pupils develop secure understanding and are well prepared for the next stage of their education.** A strong culture of reading permeates the school, with pupils reading widely across the curriculum for both purpose and pleasure. **Children achieve highly across a broad range of subjects and take pride in their learning and achievements. Success is constantly celebrated** and shared with the school community in weekly celebration assemblies and with families through the school newsletter, reinforcing a **culture of aspiration and pride.** Pupils also benefit from **strong opportunities beyond the classroom.** For example, the school's sports teams frequently represent the borough in athletics, netball and football, reflecting pupils' enthusiasm, teamwork and commitment to excellence.

The school demonstrates **clear transformational impact for its pupils.** From significantly low starting points on entry to Reception, pupils make strong progress through the school and achieve outcomes that are consistently above national averages, particularly in reading and writing. The school's exceptional support for disadvantaged pupils, strong inclusive provision for pupils with SEND and continued focus on developing language, literacy and a rich curriculum ensure that pupils are well prepared for the next stage of their education and future success.

4d. Attendance and Behaviour: Exceptional

Pupil behaviour and attitudes are exemplary; the [school's behaviour systems](#) are **securely embedded and underpinned by highly effective support for wellbeing.** A **restorative approach**, combined with our [Rights Respecting Schools Gold](#) status, creates a highly positive climate for learning in which pupils feel safe, motivated, confident to take risks and achieve their best.

Exceptional standards have been sustained over time and consistently remained **significantly above national averages**; persistent absence is less than half the national rate; and there have been **zero suspensions** across all pupil groups over multiple years. **Leaders' actions have had a transformational impact on vulnerable groups.** Disadvantaged pupils and those with SEND achieve attendance and behaviour outcomes that match or exceed those of their peers, with minimal gaps of 0.5–1.5% and outcomes 3–4 percentage points above national averages, demonstrating a highly inclusive culture in which all pupils feel a strong sense of belonging and flourish.

Attendance is exceptionally strong and consistently above national averages for all groups, demonstrating the substantial impact of leaders' work, particularly for vulnerable pupils.

All Pupils: Whole-school attendance has remained consistently exceptional at 96.9–97.4% over six years, significantly above national averages of 94.1–96.0%. This sustained performance demonstrates that pupils attend regularly and that leaders' rigorous and systematic approaches to monitoring and improving attendance are highly effective.

Disadvantaged Pupils (FSM6): Attendance for our disadvantaged pupils is 95.9–96.9%, consistently 3–4 percentage points above national averages for this group (92.0–94.4%). The gap to the whole-school figure has reduced from 0.5% in 2018/19 to just 1% in 2024/25, demonstrating the significant impact of targeted provision. Leaders' work with vulnerable families removes barriers to attendance and ensures disadvantaged pupils access their education as consistently as their peers.

Pupils with SEND: Pupils with SEND attend at rates of 95.7–97.5%, consistently 3–4 percentage points above national averages for this group (91.9–94.4%). The gap to the whole-school figure remains minimal at 0.9–1.5%, demonstrating equity of access.

Whole-school **persistent absence ranges from 3.3–6.1%, consistently less than half the national rate** (8.2–16.2%), and in some years less than one quarter of the national figure. This demonstrates the highly effective strategies leaders have implemented to secure regular attendance and prevent pupils from becoming persistently absent.

Persistent absence among disadvantaged pupils ranges from 5.1–12.9%, **less than half the national rate** for this group (16.1–29.3%), and in 2022/23 was less than one sixth of the national rate. For **pupils with SEND**, persistent absence ranges from 2.0–12.2%, *significantly below national figures* for this group (14.8–25.7%), and in most years is less than one third of the national rate; demonstrating exceptional performance and the positive impact of personalised behaviour plans, adapted resources and specialist pastoral support which enable pupils with SEND to attend regularly and consistently.

Analysis by the Department for Education of similar schools validates this exceptional performance. In autumn 2025/26, the school's overall attendance of 96.9% ranked **first out of 21 similar schools**, 2.4 percentage points higher than the median. The **analysis identified no areas for improvement**, stating that attendance is consistently higher than that of similar schools. Pupils eligible for FSM attend at 95.8% compared to 92.7% for similar schools, and pupils with SEND attend at 96.4% compared to 93% for similar schools, further demonstrating strong impact for vulnerable groups. There have been **zero suspensions across all pupil groups** over multiple years, while national suspension rates for all pupils range from 0.50–0.99%, for disadvantaged pupils from 1.16–2.33%, and for pupils with SEND from 2.38–4.44%. This reflects our strong culture of belonging and inclusion in which sanctions are applied proportionately and restorative approaches prevent the need for exclusionary measures. This sustained record provides clear evidence that pupils who require additional support receive effective and tailored provision from highly skilled staff, resulting in positive and sustained outcomes.

Leaders place a high priority on maintaining high levels of attendance through **robust monitoring and effective partnership working**. Senior leaders and the pastoral manager attend termly local authority attendance meetings. Support for vulnerable families includes collecting children from home, organising transport, providing morning check-ins with the pastoral team, and meeting with families to ensure possible support is always provided. The impact of this work is evident in sustained improvements in attendance for vulnerable pupils and exceptionally low persistent absence rates.

Leaders have established **clear expectations for behaviour, which are consistently understood and applied** by staff and pupils. Monitoring activities, such as lesson observations, pupil voice and book scrutiny, show consistently high levels of engagement, perseverance and resilience. Pupils arrive punctually, ready to learn and demonstrate sustained focus in lessons. The **learning environment is highly positive**. Pupils demonstrate very high levels of cooperation, engagement and independence in lessons. Work in books is consistently well presented and shows clear reflection and improvement. Achievement and positive learning attitudes are recognised through praise, rewards and regular communication with parents via the [SeeSaw](#) app. Low-level disruption is rare and does not interrupt learning. External validation from our School Improvement Partner, inspection activity and parent voice confirms these consistently high standards.

A **graduated approach to behaviour ensures appropriate support for all pupils**. Universal provision includes clear expectations, consistent routines, positive reinforcement and embedded Rights Respecting principles, with ABC and Solihull principles informing daily practice. Additional support includes personalised behaviour plans informed by ABC analysis and Solihull principles, adapted reflection processes using [visual supports for pupils requiring additional scaffolding](#), and "Happy to be Me" interventions. Behaviour practice is **informed by evidence-based approaches**. Staff use the [ABC \(Antecedent, Behaviour, and Consequence\) framework](#) to identify triggers, understand the function of behaviour and implement targeted interventions that address underlying needs. The Solihull Approach, drawing on child development, attachment theory and behavioural psychology to support emotional regulation and secure relationships, complements this. Together, these approaches ensure behaviour is understood as communication of needs while maintaining high expectations for all pupils. The impact is evident in zero exclusions over multiple years, attendance significantly above national averages for all groups, and persistent absence rates substantially below national figures. Pupils with SEND particularly benefit, with attendance and behaviour outcomes that match or exceed whole-school outcomes. **Pastoral provision is strong and responsive**. Targeted provision includes weekly "Happy to be Me" interventions that support pupils' confidence, emotional regulation, resilience and social skills. The pastoral manager is also undertaking Emotional Literacy Support Assistant (ELSA) training to further strengthen provision through structured, evidence-based interventions addressing emotional needs, social communication and wellbeing. This investment demonstrates leaders' commitment to building staff

expertise to support vulnerable pupils. Pupils who receive pastoral support show measurable improvement over time, as evidenced by data showing vulnerable groups achieving outcomes comparable to their peers. In addition to this, multi-agency involvement is coordinated through weekly inclusion meetings, and specialist interventions from external services such as Wellbeing and Mental Health in Schools. Leaders monitor, evaluate and adapt interventions to respond to pupils' changing needs and circumstances.

The school's strong focus on [oracy](#) supports **respectful communication and positive relationships**. Through systematic teaching and modelling across all subjects, pupils develop the ability to discuss and debate thoughtfully, listen to others and express their views clearly and respectfully. The Rights Respecting ethos provides a shared language for resolving disagreements and promoting wellbeing. [Pupil voice](#) contributes meaningfully to school improvement. Leaders ensure that **staff receive comprehensive and regular training** so that behaviour expectations are implemented consistently. Training includes the ABC approach and Solihull model, [restorative conversations](#), behaviour policy implementation, oracy across the curriculum, and safeguarding, including online safety. Weekly "buddy task" questions reinforce shared understanding and consistent practice. As a result, staff confidently challenge poor behaviour, including low-level disruption, and apply agreed consequences consistently.

Leaders maintain a **highly inclusive culture with a clear commitment to equality**. Leaders and staff create a positive environment in which bullying, unlawful discrimination, harassment (including sexual harassment), victimisation, physical and sexual violence and derogatory language are not tolerated. Staff are trained and empowered to address child-on-child abuse effectively. The curriculum, assemblies and awareness activities promote respect, diversity and safe relationships through regular awareness days and systematic teaching through the [PSHE](#) and [Diverse Britain](#) curriculum. Pupils report incidents confidently, and leaders respond promptly and effectively.

A comprehensive **whole-school approach to online safety** ensures pupils understand how to keep themselves and others safe. Appropriate filtering and monitoring systems meet national requirements. [Online safety](#) is embedded within the computing and PSHE curriculum, assemblies and safeguarding procedures. Pupils learn through systematic teaching, including the application of SMART rules, while staff receive regular training and parents are supported through workshops, such as how to set up a mobile device with parental controls, and information in the school's newsletter and website to ensure safe practice beyond school.

Strategic leadership ensures **effective coordination of support** through weekly inclusion meetings involving safeguarding and pastoral leaders. These meetings monitor behaviour trends using ABC analysis, review interventions against clear success criteria and timescales, coordinate external support and ensure timely responses to safeguarding concerns. Leaders work closely with parents, local authorities and external services to secure continued improvement.

The school demonstrates a **strong culture of reflection and continuous improvement**. Behaviour data is analysed regularly, stakeholder feedback is gathered through pupil, parent and staff surveys, and the impact of interventions is evaluated to refine practice. This includes evaluation of initiatives such as "Let's fix it" folders and "Happy to be Me" interventions, ongoing review through weekly staff development activities, and regular updates to policies and safeguarding procedures. Leaders have accurately identified priorities for improvement and have already implemented actions to address them. Continuous monitoring ensures that emerging needs are identified promptly and provision remains responsive to pupils' changing needs.

4e. Personal Development & Wellbeing: Exceptional

Pupils' [spiritual, moral, social and cultural development](#) is **outstanding and evident across all school activities**. Exceptionally high standards of personal development and [wellbeing](#) have been sustained over time, with **pupils feeling well supported**, developing detailed knowledge and skills, making **strong positive contributions to our inclusive culture and being exceptionally well prepared for their next steps and life beyond school**.

Our coherent personal development programme is **rooted in our core Christian values** of endurance, thankfulness, compassion, forgiveness, peace and justice, closely aligned to fundamental [British values](#) of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This supports pupils to become responsible, respectful and active citizens. This is evidenced through our [Rights Respecting](#) Gold award and pupil voice, which demonstrates that 100% of children agree they are encouraged to respect people from different backgrounds and treat everyone equally. Pupils develop their ability to be reflective about their own beliefs and perspective on life, including developing knowledge of, and respect for, different people's faiths, feelings and values. They gain enjoyment and fascination in learning about themselves, others and the world around them, using imagination and creativity in their learning. Our assemblies provide regular opportunities to explore spiritual and moral themes, including weekly Word of the week, Celebration, Music, Clergy-led and Class assemblies, complemented by a spiritual corner in our playground where pupils can reflect.

Pupils feel welcome, valued and respected and that they belong within our school community. They understand, appreciate and respect differences in the world and its people, celebrating what we have in common across cultural, religious, ethnic and socioeconomic communities. Our [curriculum](#) promotes [equality](#) of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique. All staff have engaged in unconscious bias training, enabling us to develop a highly inclusive environment. Diversity is celebrated throughout our curriculum through diverse texts in reading and writing reflecting a range of cultures, backgrounds and experiences; diverse representation in science through studying key scientists from different backgrounds; and our bespoke [Diverse Britain curriculum](#) delivered termly with shared area displays updated. Leaders ensure key awareness days are planned within the curriculum, and all pupils engage in whole-school learning, discussion and critical reflection, comparing and contrasting themes to support their understanding of justice, fairness and equality.

We have adopted a [whole-school approach to mental health and emotional wellbeing](#), developing pupils' confidence, resilience and knowledge so they can keep themselves mentally healthy. **Positive mental health and wellbeing is fundamental to our values, mission and culture**. Leaders and staff know their pupils and are vigilant in identifying individuals or groups who need additional pastoral support. Pastoral support is well matched to pupils' needs and targeted at those who may need extra guidance or care, responding to immediate issues and any underlying issues to prevent problems

recurring. Our pastoral team meets weekly to discuss vulnerable pupils' wellbeing, detect signs of early help being needed and identify next steps to support their academic resilience and wellbeing, and assess whether specialist support is needed.

Daily [mindfulness](#) sessions, starting in our nursery and timetabled daily across the school, help children feel calm, relaxed, focused and ready to learn. We use the Zones of Regulation to enable children to **develop emotional literacy and self-regulation strategies**. Consistent use of visuals supports all pupils, particularly those with SEND, to understand and express their emotions effectively. Each classroom has a calm corner where pupils can access quiet space when needed, and worry boxes are available in every classroom so that children are consistently supported by staff to manage their emotions and wellbeing. Recent pupil voice data shows that children know whom they can talk to when they need support.

Effective relationships with parents, local authorities and other external agencies strengthen pastoral support. We **work collaboratively** with WAMHS (Wellbeing and Mental Health in Schools) – our clinician provides fortnightly staff sessions, parent sessions, SEND sessions and drop-in clinics – as well as REU (Re-engagement Unit), Young Hackney, and Speech and Language therapists. Families are well supported with access to relevant support, including referrals for family coaches and other specialist services when needed. In addition to this, families are signposted to different types of support through the school's [padlet](#) and through invitations to personalised coffee mornings for under-represented groups. Staff are able to attend drop-in sessions with our mental health clinician who also delivers whole school training on wellbeing and how to support pupils' social and emotional needs. Staff receive regular training on supporting children with self-regulation, enabling them to be better informed about the nature and impact of attachment, trauma and resilience.

Leaders ensure that the **personal development programme is broad, coherently planned and suitable for our context**, and that staff have the knowledge and skills to teach the content. Social and emotional skills are taught explicitly within our [PSHE curriculum](#), supporting children to develop emotional vocabulary to express emotions, strategies for self-regulation, relationship skills and social awareness. Pupils have age-appropriate understanding of healthy relationships and know how to keep themselves safe and healthy, including looking after their mental health. The PSHE 'Healthy Me' strand develops pupils' understanding of keeping physically healthy, eating healthily and maintaining an active lifestyle. Our [Computing](#) curriculum includes comprehensive online safety teaching. Pupils are taught to recognise online and offline risks to their wellbeing, such as dangers of sharing personal information and viewing harmful content online.

Through our emphasis on [oracy](#) and opportunities to engage in rich talk in all lessons, children develop **skills to communicate effectively, articulate ideas and engage with others**. Pupils know how to discuss and debate issues and ideas in a considered way and how to engage with views, beliefs and opinions that differ from their own. We hold oracy days where parents are invited into school to watch class debates, demonstrating pupils' developing confidence and competence in spoken language and respectful dialogue.

We develop pupils' characters so they **reflect wisely, learn eagerly, behave with integrity and cooperate consistently** well with others. Pupils develop their ability to recognise the difference between right and wrong, including understanding consequences of their behaviour and actions, and readily applying this understanding in their own lives. **Pupils' talents and interests are nurtured, developed and extended** through a range of opportunities. Our [enrichment](#) programme includes a range of trips, visits and competitions. These include sports competitions, the mini marathon, music bursaries for violin and cello lessons, iRock Music sessions (22 children) with parents attending termly concerts, arts and crafts clubs, performances and visits to cultural venues, as well as OPaL (Outdoor Play and Learning) providing opportunities for active, creative outdoor play. Pupils are willing to participate in and respond to artistic, musical, sporting and cultural opportunities.

Children have many **opportunities to develop leadership skills and contribute to school life through [pupil steering groups](#)** including SJSJ Government (developing understanding of democracy and representation), Green Team (promoting environmental responsibility), RRS Ambassadors (championing children's rights), Wellbeing Warriors (supporting peer wellbeing), Digital Leaders (promoting positive use of devices and online safety), Sports Crew (encouraging active lifestyles), Blog Squad (sharing school news), Reading Champions (promoting reading for pleasure), Spanish Ambassadors (celebrating language learning), Worship Team (supporting spiritual development), and the Play Party (enhancing playtime experiences). Pupils develop a range of social skills in different contexts, working and socialising with other pupils from different religious, ethnic and socioeconomic backgrounds. Our **pupils take responsibility for driving meaningful change** through clear implementation plans. For example, the SJSJ Government monitors food wastage in the lunch hall, analysing waste bins and using this evidence to work with staff to adapt menus and reduce waste. Our Green Team also promotes environmental responsibility by collecting recycling from each classroom, ensuring recyclable materials are not placed in general waste bins and helping to reduce our carbon footprint. Through these roles, pupils develop leadership skills, a sense of responsibility, and the confidence to make a positive impact within the school community.

All pupils, especially disadvantaged pupils, those with SEND, those known or previously known to children's social care, and those who may face other barriers to their learning and wellbeing, benefit from high-quality personal development opportunities. A recent audit confirms that all pupils, including disadvantaged pupils and those with SEND, have equal access to and participate in extra-curricular activities. Free services are offered to support vulnerable families; including attendance at sports camps held during school holidays, ensuring financial barriers do not prevent participation. Our [PE curriculum](#), alongside OPaL, supports children with keeping mentally and physically fit. Children develop understanding of how to maintain an active lifestyle and the importance of physical activity for overall wellbeing.

Leaders' actions have had transformational impact on the personal development and wellbeing of disadvantaged pupils, those with SEND, those known or previously known to children's social care, and those who may face other barriers. These pupils are now able to thrive in school and beyond. Our comprehensive approach has resulted in transformational outcomes, particularly for our most vulnerable pupils. Attendance data over six years demonstrates sustained exceptional standards. Whole-school attendance has remained consistently exceptional at 96.9–97.4%, and significantly above national averages of 94.1–96.0%, demonstrating that pupils feel welcome, valued and respected, belong within our community, and that our personal development programme supports their wellbeing effectively. 100% of pupils say they enjoy coming to school.

The impact of the provision for personal development and wellbeing for our pupils is **evidenced in exceptional, sustained, high levels of attendance and engagement across all pupil groups over time**. Attendance for disadvantaged pupils (95.9–96.9%) and pupils with SEND (95.7–97.5%) remains consistently 3–4 percentage points above national averages, demonstrating strong equity of access. Persistent absence for both groups is significantly below national rate, often less than half, and in some years far lower, reflecting the transformational impact of our targeted pastoral care, mental health provision, personalised support, and removal of barriers to participation. Independent analysis by the Department for Education confirms this exceptional performance, ranking our attendance first among comparable schools and identifying no areas for improvement. Zero suspensions over multiple years, alongside consistently low whole-school persistent absence, further demonstrate our inclusive culture, strong sense of belonging, and highly effective early intervention systems, ensuring pupils feel safe, supported, and fully engaged in school life.

Through our comprehensive personal development offer, pupils develop the knowledge, skills, confidence and resilience they need to thrive in school and beyond. Our approach ensures that all pupils, particularly those who may face barriers to their learning and wellbeing, receive the support they need to achieve and flourish across all areas of school life. **All pupils are developing into responsible, respectful and active citizens** who understand how to keep themselves safe and healthy, celebrate diversity, and are exceptionally well prepared for their next steps and for life beyond school.

4f. Leadership & Governance: Exceptional

Leadership and governance at St John and St James are exceptional. Strategic planning has delivered transformational outcomes for all pupils, including those with significant vulnerabilities. Disadvantaged pupils achieve around thirty percentage points above national disadvantaged outcomes and above national non-disadvantaged outcomes, sustained over three years. This sustained success results from a clear strategic vision informed by rigorous data analysis, high-quality teaching using adaptive and generative learning approaches, evidence-informed professional development and leadership investment, a strong emphasis on staff wellbeing and flexible working resulting in exceptional retention, rigorous governance providing detailed oversight and accountability for vulnerable groups, strong partnerships with families and external agencies, effective multi-agency working, and commitment to the school's distinctive Church foundation alongside federation collaboration. Leaders model high expectations and professionalism, staff share consistently high aspirations for pupils, and outcomes demonstrate that disadvantage is not a barrier to success at the school.

At St John and St James, we **serve and operate within a context of significant socioeconomic challenge** (see Part 1 for full contextual detail). Despite substantial barriers to learning, **pupils achieve exceptional outcomes, demonstrating the sustained and transformational impact of strategic leadership over time**. [Ofsted \(2024\)](#) confirmed, "leaders have a clear and ambitious vision for the school and are determined all pupils, including those with SEND, will achieve their full potential." The school benefits from being part of [Primary Advantage Federation](#), which provides wider support and collaboration while enabling the school to maintain its distinctive identity and Church foundation through a close relationship with the diocese.

Leadership actions have a demonstrable and sustained impact on the outcomes and experiences of disadvantaged pupils, those with SEND, pupils known (or previously known) to children's social care, and those facing other barriers to learning and wellbeing. These pupils achieve highly and thrive. Key attainment data demonstrates the transformational impact of leadership:

All pupils

- Three-year average: 74% compared to 61% nationally
- 2024: 80% compared to 61% nationally
- 2025: 69% compared to 62% nationally (high FSM cohort)

Disadvantaged pupils

- Three-year average: 76% compared to 46% national disadvantaged (+30 points) and 68% national non-disadvantaged (+8 points)
- 2025: 79% compared to 47% national disadvantaged (+32 points) and 69% non-disadvantaged (+10 points)
- 2024: 79% compared to 46% national disadvantaged (+33 points) and 67% non-disadvantaged (+11 points)
- 2023: 71% compared to 44% national disadvantaged (+27 points) and 66% non-disadvantaged (+4 points)

Progress over time shows the positive attainment gap for disadvantaged pupils grew from +4 points (2023) to +11 points (2024), reflecting the strategic focus on improving outcomes.

Inspection evidence confirms the effectiveness of the curriculum and provision, highlighting that pupils achieve highly across all subjects and that parents and carers praise the education their children receive.

Leaders use **detailed and insightful analysis of performance data** to evaluate provision and identify priorities accurately, resulting in consistently strong standards across all areas of the school's work. Rigorous analysis of the IDSR, outcomes for EYFS, Year 1 Phonics, Year 4 MTC and Year 6 SATs, alongside internal assessments and pupil voice, informs strategic decision-making and has led to a number of key priorities. The school has clearly defined priorities that drive improvement, including: sustaining exceptional outcomes for disadvantaged pupils; ensuring pupils with SEND achieve their full potential; embedding adaptive and generative learning strategies across the curriculum; and improving outcomes in mathematics at the end of Key Stage 2. Each priority is supported by detailed, and evidence informed, implementation plans that outline specific objectives, measurable milestones, allocated responsibilities, monitoring arrangements, and timelines for review. These **plans are closely tracked** through termly reviews and progress meetings to ensure that actions are having the intended impact on pupil outcomes.

Sustaining exceptional outcomes for disadvantaged pupils remains central, with an evidence-based [pupil premium strategy](#) ensuring attainment significantly above national averages. Ensuring pupils with SEND achieve their full potential is another priority; with 22.87% of pupils identified as having SEND, the SENCo, a member of the senior leadership team holding a National Professional Qualification, leads a comprehensive graduated approach. The organisation of the school day, timetables, and interventions is reviewed termly to ensure effectiveness and inclusion. **Outcomes for pupils with SEND demonstrate the transformational impact of this approach**. In 2024, 100% of children with SEND (excluding those with an EHCP)

achieved the expected standard in reading at the end of Key Stage 2, with 75% achieving the expected standard in writing and mathematics. For greater depth, 25% of children with SEN support achieved this standard in reading, writing and maths. In 2025, 50% of pupils with SEN support achieved the expected standard in reading, writing and mathematics combined, and 50% achieved greater depth in reading and writing. These outcomes are exceptional and demonstrate that **pupils with SEND not only achieve but also thrive at St John and St James.**

This sustained high performance reflects the school's unwavering commitment to high-quality inclusive teaching as the foundation of SEND provision, effective use of the graduated approach to identify and address needs early, strategic deployment of specialist support including educational psychologists, speech and language therapists, and occupational therapists, and rigorous termly reviews ensuring provision is adapted swiftly to maximise impact. Pupils with SEND make strong progress from their starting points, with detailed tracking enabling precise intervention. Annual reviews demonstrate that pupils with EHC plans consistently achieve their targets through coordinated multi-agency working.

Leaders have also embedded adaptive and generative learning strategies to ensure all pupils develop deep understanding and can articulate their learning confidently. The school implements a [teaching, learning and assessment policy](#) that is evidence and research-informed, ensuring that classrooms reduce cognitive load, provide clear scaffolding, and support pupils' secure understanding of how they learn. Monitoring and evaluation consistently demonstrate the impact of these strategies on pupil outcomes and engagement. External and internal monitoring, including school improvement partner visits, confirms high-quality provision across subjects. Maintaining high standards across the curriculum is supported through comprehensive action planning and consistent teaching approaches, which provide stability and security for pupils while sustaining strong outcomes.

Robust systems and structures ensure consistently high quality teaching. **Leaders at all levels regularly teach, model, and coach**, maintaining a strong connection between leadership and classroom practice. Adaptive and generative teaching approaches enable all pupils, including those with vulnerabilities, to develop secure knowledge and confidence in expressing their understanding. Lessons are planned to minimise cognitive load, embed evidence-informed practice, and support pupils to retain and apply learning effectively. Monitoring processes, including lesson observations, learning walks, book scrutiny, and pupil voice, consistently demonstrate strong provision across subjects. Support staff receive ongoing training to deliver effective interventions that contribute significantly to pupil progress. Teacher performance is rigorously monitored and linked to assessment outcomes, enabling professional dialogue and challenge that drives improvement. Where teaching requires further development, targeted professional development and coaching are implemented.

The school has established a **highly effective culture of professional learning in which staff take responsibility for developing their expertise.** Professional development is informed by research evidence and aligned closely with whole-school priorities, subject development, and individual needs. Inspection evidence highlights strong staff engagement, noting that staff are highly positive about the school, value the training opportunities, and recognise that leaders consider their wellbeing and workload. Strategic investment in leadership development has strengthened the school's capacity to sustain high standards and drive improvement. All senior and middle leaders have completed or are undertaking National Professional Qualifications, and all middle leaders have participated in the Middle Leadership Mastery programme, ensuring consistency in leadership practice and secure understanding of improvement priorities. **Leaders at every level, including our pupil steering groups, contribute positively to the school's strategic direction** and are provided with sufficient time and opportunities to collaborate and develop expertise. The comprehensive professional development programme includes weekly continuing professional development aligned to school priorities, external and subject-specific training, federation-wide collaboration and moderation, support for early career teachers, and leadership development programmes. As a result, **leaders set ambitious targets, evaluate implementation effectively, and support the rapid development of early career teachers and trainees.** The school also contributes actively to initial teacher training and wider school improvement across the federation.

Leaders prioritise staff wellbeing and workload management. There have been no recorded complaints relating to bullying or harassment in the past five years, reflecting a strong culture of respect. A strategic approach to wellbeing includes biannual wellbeing surveys that inform decision-making, a Wellbeing Network Group representing different staff roles that meet half termly, and regular mental health training led by the mental health lead and WAMHs clinician. Additional initiatives include dedicated wellbeing days, home-based planning, preparation and assessment time for staff who have completed their induction, recognition awards nominated by staff for staff, and regular whole-school communications celebrating achievement. **Staff engagement and retention are exceptionally strong.** No teaching staff left at the end of the 2025 academic year, 65% of teaching staff trained at the school, and the majority of support staff have worked at the school for more than five years, with some exceeding twenty years of service. Teacher absence rates are significantly below national averages. This stability ensures continuity for pupils and supports sustained high standards over time.

Governance provides effective strategic oversight and robust accountability. Governors use their knowledge and expertise to support and challenge leaders across all aspects of the school's work. Inspection evidence confirms that governors understand safeguarding systems, know the school well, and hold leaders to account. The Local Advisory Board demonstrates a detailed understanding of the school's community context, including socioeconomic factors, SEND profile, and barriers faced by pupils, and fulfils statutory responsibilities, including duties under the Equality Act 2010 and safeguarding legislation. Accountability for vulnerable groups is systematic and rigorous. Governors scrutinise data for disadvantaged pupils termly, compare outcomes with national benchmarks, review the pupil premium strategy, and conduct regular link visits. Provision and outcomes for pupils with SEND are reviewed regularly, including monitoring of provision maps, evaluation of specialist support, and scrutiny of how pupils with SEND are fully included and achieved. Stakeholders also monitor support for pupils known to children's social care, including attendance, safeguarding arrangements, and multi-agency working. The [Local Advisory Board](#) reviews attendance data, pupil premium spending, the provision for our children with SEND, the implementation of school development priorities, staff wellbeing, and safeguarding procedures. Link governors conduct regular visits and produce written reports, enabling systematic monitoring and informed challenge. Governors ensure that the school's vision, ethos, and strategic direction reflect its context and that resources are used effectively while giving due regard to staff wellbeing and workload.

Safeguarding arrangements are highly effective and embedded within the school's culture. Staff, pupils, and parents feel confident in raising concerns and trust that appropriate action will be taken. All staff maintain an attitude that safeguarding concerns could arise at any time and receive regular training. The designated safeguarding lead has appropriate authority, protected time, and supervision. The school works closely with local safeguarding

partners and external agencies to ensure coordinated support. Partnerships with specialist services, including WAMHs, the Re-engagement Unit, Young Hackney, Speech and language teams, and specialist teachers, ensure that **pupils with complex needs receive appropriate and timely support**. Leaders and governors foster **constructive relationships with parents and the wider community**, building trust and supporting pupils' sense of belonging. Parents and carers report positive experiences and praise the education provided. The school engages effectively with all families, including those who may be harder to reach, which is particularly important given that 40.80% of FSM6 families may experience multiple barriers. The Family Liaison Officer and Pastoral Manager provide practical and emotional support to remove barriers to learning, including support with attendance, uniform, access to services, and emotional wellbeing. Coffee mornings focused on mental health and wellbeing provide opportunities for parents to discuss concerns and access support, while sessions supporting parents of children with SEND enable families to share experiences and access advice. Multi-agency working ensures coordinated support for families with complex needs. Parents report that communication is effective and that they have a clear understanding of their children's learning, progress, and behaviour.

High standards of leadership and governance have been sustained over time, with governors, leaders, and staff contributing positively to the school's strategic priorities. Three-year data confirms sustained excellence, with 74% combined attainment for all pupils compared with 61% nationally and 76% attainment for disadvantaged pupils compared with 46% nationally for disadvantaged pupils. **Leaders continuously evaluate provision, identify areas for development, and take prompt action where improvement is required**; there are **no significant areas for improvement that have not already been prioritised**. The school contributes to system leadership through initial teacher training and school improvement across the federation and shares effective practice, particularly in supporting disadvantaged pupils, while maintaining its distinctive Church foundation and identity.

4g. Early years: Exceptional

Early Years provision at St John and St James is exceptional. Leadership of the Early Years Foundation Stage is **highly ambitious, sharply focused and uncompromising in its determination** that every child will succeed, regardless of their starting points or specific needs.

Children enter Nursery and Reception with **starting points significantly below age-related expectations, particularly in communication and language**. **Leaders precisely use rigorous assessment** (Reception Baseline Assessment, WellComm screening, phonics baseline and careful observational assessment) to securely understand the needs of the children in each cohort. From the outset, **barriers to learning are identified and addressed swiftly**. Despite these low starting points, pupils make accelerated progress: **77% of children achieved a Good Level of Development in 2025 (baseline: 33%), 9 percentage points above national and above Hackney averages. Prime areas combined reached 80%, 5 points above national. There are no areas below national**. This demonstrates the **highly effective implementation of an ambitious, coherently planned curriculum and consistently strong teaching over time**. Our Early Years team actively contributes to system-wide improvement through hosting visits from other practitioners, leading CPD and training sessions for other schools and contributing to Federation wide network meetings.

Leaders have established a **clear and compelling vision: pupils leave EYFS as creative, independent and caring learners who are exceptionally well prepared for Year 1**. The [EYFS curriculum](#) supports all children's progress, appropriate to their age and stage of development; it clearly identifies the foundational knowledge and skills that children need for later learning, and emphasises children's communication and language development. As a result, children develop strong characteristics of effective learning: they are highly engaged, motivated, and resilient learners. The curriculum is rooted securely in child development and informed by evidence. It is well sequenced and effectively implemented at an exceptional level, enabling all children to make progress from their starting points.

[Reading is at the heart of the curriculum](#) and a love of reading is developed through a range of reading experiences. The teaching of systematic synthetic phonics, spelling and handwriting is logically sequenced and cumulative. In [Nursery](#), daily phonics sessions are systematic and sharply focused, with clear progression to develop early phonological awareness, which builds children's ability to discriminate sounds, develop rhythm and rhyme, and prepare them for systematic phonics instruction. In [Reception](#), phonological awareness is enhanced through daily SFA (Success for All) lessons where children apply these skills in different ways. Assessment is regular, precise and informs flexible grouping. Interventions ensure pupils at risk of underachieving catch up quickly. Staff subject knowledge is secure, and modelling of phonemes and blending is accurate. Staff provide enough teaching and practice for children in Reception to develop a comfortable pencil grip and increasing accuracy and fluency in word reading, spelling, handwriting and number facts. Fine motor skills are developed through continuous provision as well as structured interventions including 'Write Dance' and 'Strong Hands' activities. Literacy outcomes at 77% reflect the impact of this consistent approach.

Teachers prioritise daily story time; they read aloud, re-read high-quality stories, and talk about them to build familiarity and understanding. Interactive reading techniques are used, drawing on research-informed approaches to develop deep comprehension and a love of literature. As a result, Communication and Language outcomes are strong and children become confident communicators. WellComm is used to further support the development of language skills, with targeted interventions for children identified as requiring additional support (Speech and language support, Talk for Writing, and attention-building programmes). Emotional connections are built through Zones of Regulation, enabling children to identify emotions and apply strategies to self-regulate. [Restorative conversations](#) promote reflection and responsibility when conflicts arise. This approach ensures children develop the emotional literacy and self-regulation skills necessary for sustained learning.

The [mathematics](#) curriculum is designed to develop pupils' confidence about, and use of, mathematical vocabulary, and gives pupils a secure understanding of number, numerical patterns and spatial reasoning. Mathematics is taught using NCETM guidance and a mastery approach, ensuring depth before breadth. Children secure firm foundations in number through concrete, pictorial and abstract representations, as well as the use of oracy within lessons. Small group work embeds learning, and the continuous provision reinforces learning; encouraging pupils to apply new concepts independently. Mathematics outcomes at 80% (2025) demonstrate that children develop secure number sense.

Adult interactions ensure that **children develop their language and vocabulary across all areas of learning and development** and can communicate and manage their thoughts and feelings effectively and safely. Staff engage children in high-quality interactions to develop knowledge and vocabulary; they help children articulate what they know and understand by scaffolding, modelling, extending and developing their ideas. There is a strong emphasis on

communication and language and children developing their [oracy skills](#) throughout the day. The [SHREC approach](#) is embedded following comprehensive training. Staff prioritise engaging with children in serve and return conversations, modeling ambitious vocabulary, using sustained shared thinking and explicitly teaching language structures.

Generative Learning strategies enhance learning and retention. Children represent their thinking through drawing and mapping, enact learning through role play and physically rehearsing concepts through gestures and movement. The curriculum remains play-based, but it is purposeful and intellectually ambitious. Assessment is used effectively to support learning, not to generate unnecessary workload. Half-termly raising attainment plans provide a clear overview of progress across all seven areas. Leaders identify pupils at risk of underachieving and implement targeted interventions efficiently. The Write On Analysis Tracker (WAT) ensures accurate tracking against the Early Learning Goals and the Statutory Framework. Phonics assessments are conducted regularly. Pupil progress meetings are forensic and solution-focused.

Enrichment activities are planned which further enhance learning experiences and children's sense of curiosity. These include hatching chicks within the classroom, growing caterpillars to observe life cycles, gardening to understand growth and seasonal change, and local walks and visits to explore the community. These experiences provide rich contexts for language development, scientific enquiry and personal development.

Independence is systematically developed. Children manage their own resources, make purposeful choices and sustain concentration. They resolve conflicts using restorative language and demonstrate increasing social competence. The environment is carefully organised to promote autonomy. Resources are accessible and labelled with Widgit symbols. Daily routines are carefully structured to maximise learning time and establish clear expectations. Visual timetables and now/next boards reduce cognitive load and ensure clarity. Makaton signing and dual-language labels enhance communication and inclusion.

The EYFS provision is **incredibly caring and inclusive**. The classroom climate is positive, with strong emphasis on reducing [cognitive load](#) through visual timetables, now/next boards and consistent routines. Positive relationships are built and sustained between adults and children, and among children themselves. Staff support children to make healthy choices about food, exercise, rest and hygiene. **Children are encouraged to take risks**, explore and develop physically using play structures and outdoor provision. Staff help children make healthy choices and take well-managed risks to develop resilience. Interactive Music Making supports physical development through movement, playing instruments, and exploring rhythm. In response to public health guidance, we have daily supervised toothbrushing for nursery children. Children have access to fruit and milk daily; all nursery children stay for lunch. All staff have regular safeguarding and paediatric first aid training. **Pupils at St John and St James feel safe and know their voices are heard.** Parent voice is strong, with **families expressing a genuine sense of belonging**. Family Fridays, which have significantly high attendance, provide regular opportunities for parents to engage with their children's learning, while parent workshops on phonics, mathematics and early language development enable parents to support learning confidently at home. Communication through [Seesaw](#) and learning journeys ensures parents are kept informed about their child's progress and next steps, fostering genuine partnership working.

Inclusion is a defining strength of the Early Years provision. Leaders maintain high expectations for all children and do not narrow the curriculum for vulnerable learners. Adaptive teaching ensures access without reducing ambition. Learning is broken into manageable steps, with vocabulary pre-taught, revisited and reinforced through structured talk, modelling and explicit language instruction. Small-group and one-to-one sessions complement high-quality universal provision. Early identification is prioritised. Any concerns about additional needs are discussed promptly with parents, recognising that early intervention is critical. The SENDCo works closely with the Early Years team, observing pupils, attending weekly EYFS planning meetings and making referrals to external specialists when needed. A graduated response is used to assess, plan, do and review provision, drawing on SEN Support Plans, EHCP termly trackers and professional reports to evaluate progress and refine support. Provision is adapted carefully to meet individual needs. Some pupils access quieter, adapted spaces for targeted interventions, such as Attention Autism or Sequence Time. Daily Menus provide clarity and structure for pupils with significant needs, outlining key learning priorities linked to prime areas and specific targets. This integrated approach ensures pupils with SEND are supported effectively while remaining fully included in the wider Early Years curriculum.

Achievement is high and exceptional progress is made from starting points for all pupils, including those who are disadvantaged, are EAL and those with SEND. By the end of Reception, **outcomes are consistently in line with or above national in all areas**. Vulnerable groups achieve well. In 2024, 38% of pupils with SEND achieved GLD, significantly above national averages for this group, and all made substantial progress from their starting points. EAL pupils achieved 71% GLD in 2024, which is above national. Disadvantaged pupils achieved in line with national and demonstrated accelerated progress. Summer-born pupils make strong gains relative to their baselines. Where children do not reach GLD, assessment evidence demonstrates significant individual progress and secure foundations for Year 1.

The school fully meets all statutory requirements of the EYFS framework, including safeguarding and welfare requirements.

4h. Safeguarding: Met

At St John and St James, we are **committed to safeguarding the wellbeing of all our pupils** and ensuring that our safeguarding arrangements, policies and practices are **fully aligned with statutory requirements**, as well as the Keeping Children Safe in Education (KCSIE) guidance, and are embedded throughout our school culture. Safeguarding is a **shared responsibility**, and we **work collaboratively to ensure that our pupils are kept safe and feel supported** in an environment that promotes their personal growth and development. Our approach to safeguarding is based on the core belief that safeguarding is everyone's responsibility and that "it could happen here." This philosophy is reflected in our daily practice, with safeguarding integrated into all aspects of school life.

We have fostered an environment where **children feel safe to express their concerns**, knowing that they will be listened to and taken seriously. Guided by the principle of "love your neighbour," we nurture a culture of compassion, respect, and care for each child. To support this, we provide worry boxes in classrooms, alongside [visual tools and the Zones of Regulation](#) to help pupils communicate their emotions and concerns. We ensure that pupils know who to talk to about safeguarding concerns. Each classroom and shared area displays photographs and names of the safeguarding team, providing

pupils with immediate access to support. This information is also communicated regularly through newsletters to parents and carers and is featured on our [school website](#), making sure both pupils and families know how to raise any concerns. **Staff are trained to respond sensitively to disclosures**, ensuring that children's voices are heard and their views are incorporated into safeguarding decisions. This ensures that pupils feel valued, supported, and safe when they raise concerns, fostering trust in the safeguarding process. All safeguarding concerns are logged securely using the "My Concern" system. **Safeguarding records are detailed, accurate, and stored confidentially.** The DSL and deputies monitor all concerns and ensure that appropriate actions are taken.

Ongoing, **comprehensive safeguarding training is provided for all staff** to ensure they are equipped to identify and address safeguarding concerns effectively. All new staff receive safeguarding training as part of their induction, which includes an overview of key safeguarding documents, including the school's [child protection policy](#), the staff code of conduct, and KCSIE Part 1. They are introduced to the DSL team, briefed on how to log concerns using the "My Concern" system, and are made aware of the whistleblowing policy. All staff, governors, and Local Advisory Board (LAB) members participate in annual safeguarding training that covers a broad range of topics, including types of abuse (physical, emotional, sexual), neglect, online safety, and the risks associated with radicalisation. Staff are trained to identify early signs of abuse, respond appropriately to disclosures, and ensure that early help and intervention are provided when needed. Our DSLs and Deputy DSLs receive specialist training at least every two years, including updates on local safeguarding procedures, child protection case conferences, and the needs of children with special educational needs or those facing trauma. This training equips them to support staff effectively and manage safeguarding concerns with expertise and sensitivity. If a pupil is at immediate risk of significant harm, we take prompt action, making referrals to children's social care and, where necessary, the police. Our DSLs and deputies are trained to follow the appropriate referral processes, ensuring the child's safety is prioritised.

The inclusion team, which consists of the Designated Safeguarding Lead (DSL) Deputy DSLs, the Family Liaison Officer, and the Pastoral Manager, meets weekly to **review the progress of vulnerable pupils and evaluate the effectiveness of interventions.** These meetings ensure that safeguarding measures are evaluated, emerging concerns are identified, and appropriate next steps are planned in a timely manner. We recognise that providing early help is crucial to safeguarding children. By identifying signs early, we can prevent concerns from escalating. Our staff are trained to recognise indicators that a child may require additional support, such as signs of abuse, neglect, mental health concerns, or vulnerability to exploitation. When early help is needed, we involve families and external agencies to provide targeted support. We coordinate with local services such as WAMHS, the REU, Young Hackney, Speech and Language teams, Educational Psychologist and Specialist Teachers to ensure a collaborative approach to pupil welfare. For the most vulnerable pupils, we hold Multi-Agency Team (MAT) meetings, bringing together professionals to create and monitor integrated support plans that meet the individual needs of each child. The SENDCO is also the designated teacher for looked after and previously-looked after children and is highly experienced at writing and monitoring personal educational plans. Discussions about provision for these children, as well as any pupils open to social care, are held regularly in order to ensure that appropriate decisions are made to best support pupils socially, emotionally and academically.

The leadership team takes full responsibility for ensuring that safeguarding measures are in place and adhered to. The Single Central Record (SCR) is rigorously maintained and reviewed monthly by the Headteacher. Our safer recruitment procedures fully comply with KCSIE 2025, including enhanced DBS checks and verification of qualifications and references for all staff, volunteers, and contractors. When concerns arise regarding staff conduct, we follow the Local Authority Designated Officer (LADO) procedures, ensuring that all allegations are managed fairly and transparently. The Headteacher and the Chair of Governors have received training on managing allegations and act as case managers when necessary. Our [whistleblowing policy](#) is easily accessible and ensures that staff can raise concerns without fear of retaliation. This policy is reviewed regularly, and staff are encouraged to report any concerns about safeguarding practice within the school or about colleagues. The Local Advisory Board (LAB) plays a crucial role in safeguarding oversight, receiving regular reports on safeguarding issues, including data on referrals, the impact of interventions, and emerging risks. The LAB also conducts an annual safeguarding audit to review compliance and effectiveness, ensuring that safeguarding policies remain up to date and the school's safeguarding arrangements continue to meet statutory requirements. Any identified actions are promptly addressed to ensure continuous improvement in safeguarding.

Teaching pupils about how they can stay safe is embedded across our curriculum, including through [PSHE lessons](#) where pupils learn about healthy relationships, and in RSE lessons (as outlined in the [Relationships, Sex and Health Education policy](#)) where pupils focus on building healthy, respectful relationships in all contexts including online. In our increasingly digital world, safeguarding extends to the online environment. We provide age-appropriate education on internet safety to help pupils make safe, responsible, and positive choices when using digital technologies. Pupils learn how to protect their privacy, recognise online risks such as cyberbullying and grooming, and understand the importance of digital footprints. We use Senso, a real-time monitoring system, to track online activity in school and ensure pupils' safety while using the internet. Any concerns are flagged immediately, allowing for timely intervention and appropriate follow-up actions. We regularly review our filtering systems and adjust them to ensure they remain effective in safeguarding pupils. Our [online safety and acceptable use policy](#) outlines the roles and responsibilities of staff, pupils, and parents, detailing how we respond to online safety concerns and how we support families in keeping their children safe online at home.

PART 5: SCHOOL IMPROVEMENT PLAN

5a. Development issues

Our Self-Evaluation tells us we need to:

- Raise outcomes in maths at the end of KS2
- Continue to improve pupils fluency of key number facts in maths
- Increase number of children achieving 25/25 on MTC
- Further strengthen the individual support for our most complex learners
- Strengthen the link between the school and local Church
- Continue to enhance opportunities for children to develop their communication, language and literacy skills in the EYFS

Our stakeholders tell us:

- Raise outcomes in maths at the end of KS2 and in the MTC
- Further support children with making positive choices when online
- Maintain high levels of attendance
- Ensure our disadvantaged pupils continue to make accelerated progress from their starting points
- Continue to provide our children with a rich play offer
- Continue to implement the teaching, learning and assessment policy
- Continue to uphold our public profile to attract new families

Inspections have identified: Ofsted - No next steps (Ofsted – May 2024) SIAMs - Develop the school's own RE syllabus to ensure theological concepts are tackled with sufficient depth through an enquiry-based approach. - Develop consistency of excellent practice across the school and share this within the federation structure and beyond.	The federation focus is: School and Federation Priorities 25-27.docx - SEND - Reading - Teaching, Learning & Assessment - Play - Marketing
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5a. Strategic Priorities and Outcomes

Strategic Priorities	Timescale	Final Outcomes
To implement the NCETM maths curriculum across KS2	3 terms	- Increased levels of pupil engagement in maths lessons, with a focus on pupils feeling a sense of achievement and pride; embedding a 'can do' attitude towards maths - Pupils demonstrate a higher level of confidence in maths lessons and use their oracy skills to articulate this - Pupils feel more secure about how to break down steps in reasoning questions and what methods to use to effectively solve them - CPD opportunities enable teachers to feel more confident with using the NCETM and Oak Academy resources to plan and deliver high-quality maths lessons - Staff demonstrate secure understanding of mastery principles and apply them in all maths lessons - Bespoke training with the Maths Hub continues to support embed a teaching for mastery approach; securing the message that all children can be successful in maths - Planning scrutinies demonstrate consistency in approach across the school and that NCETM and Oak Academy resources are being used effectively - Generative learning opportunities and adaptive teaching are embedded in all maths lessons, for the benefit of all pupils - Daily self-assessments are used effectively to assess the children's understanding and live marking is used to address misconceptions in the moment - All children are appropriately challenged to deepen their understanding of mathematical concepts - All pupils make accelerated progress - Increase in end of KS2 SATs outcomes - KS2 outcomes are consistently above Hackney and National averages, where possible - A positive and sustainable maths culture is sustained, where fluency and reasoning are embedded across all year groups
To further strengthen the individual support and provision for our most complex learners	3 terms	- Staff confidently identify provision stated in EHCP's - Staff lead effective team meetings to plan and review provision - Staff confidently link Y1 learning to ELG where appropriate - Staff access bi-weekly consultations with WAMHS - Staff are able to showcase learning from CPD in daily practice - Pupils spend increasingly more time in whole class activities - Pupils make progress across ELG's with termly reviews in IEP and AR meetings - Pupils are able to use gestures, objects of reference and visuals to communicate wants and needs across the school day - Pupils are able to choose a regulation strategy when dysregulated, including the use of adults - Pupils understand their daily routine and transition between activities and classes calmly - All pupils have daily access to provision stated in EHCP's and make progress through EHCP and IEP targets - Pupils from "Social" partners to "Language" partners identified in termly SCERTS assessments - Pupils are able to initiate play with a range of peers

To increase children's awareness in making positive choices when keeping themselves safe online	3 terms	- Pupils demonstrate responsible and safe behaviour when using technology both in and out of school. - Children develop critical thinking skills about online information, digital relationships, and online risks. - Pupils build positive digital habits and resilience, preparing them for secondary school and independent technology use. - Parents understand their role in monitoring smartphone use and online behaviour at home - There is greater consistency between school expectations and home practices - Parents feel confident seeking support and guidance from the school regarding online safety - Online safety becomes a visible and embedded part of the school safeguarding culture - Staff are able to identify and respond quickly to online safety concerns - Pupils feel confident reporting issues and know trusted adults will help them - The school community develops a shared understanding of emerging technologies, including artificial intelligence
To develop a communication strategy to ensure our positive public profile is upheld	4 terms	- Communication across the school is consistently clear, timely and effective - High levels of parent satisfaction with home-school communication - Strong and positive public profile, with regular celebration of school life across the website and other communication platforms - The school is well known within the local community as being welcoming, inclusive and well-organised - Increased engagement from parents in school events, workshops, and in-class activities - Sustained and active PTA contributing to school life and community outreach - Effective partnerships with church and local early years providers, supporting ongoing community engagement and applications to nursery/reception - School tours have an impact on increased interest and applications to the school - Pupil roll sustained over time - Communication strategy is fully embedded, consistently applied by all staff and sustainable over time

5b. Implementation

What? Strategic Priority	How? Actions	When? launch duration and	Who? Leader responsible for implementation
1	Maths implementation plan	Sept 26 - 3 terms	BL
2	SEND implementation plan	April 26 - 3 terms	JW
3	Online safety implementation plan	Sept 26 - 3 terms	PB
4.	Marketing implementation plan	April 26 - 4 terms	GG/NL

5c Issues to be addressed through continuous school improvement mechanisms

Outcome	CSI mechanism
To continue to provide pupils with rich, meaningful play opportunities through OPaL play	- Access to range of resources in each playground - Different types of play are offered in each zone - Risk assessments of all new resources - Play assemblies to introduce and agree rules - RAPID approach to risk management

	• Implementation of permanent play structure (with LDBS permission) • Stakeholder engagement - pupils, parent and LAB Link • Parent play sessions for new intake • Play Party Pupil Steering Group • Ongoing monitoring • CPD - Play Team and wider staffing structure • Play opportunities across the curriculum (middle leaders - MTP) • Participate in play if necessary • Continue to collect resources - loose parts, scrap project, donation station
To ensure our disadvantaged pupils make accelerated progress from their starting points (PPG strategy)	• PPG strategy • Quality first teaching • Effective, high quality interventions • Fundamentals check • INSIGHT tracking • KS2 ambition targets and tracking • Pupil progress Meetings • Adaptive teaching • Responsive teaching • Parent workshops and coffee mornings • Offer of free after school provision (eg. TTRS) • Support from Family Liaison Officer and Pastoral Manager • Signposting external support via school's padlet • Inclusion Meetings
To raise standards in mathematics across the school by improving pupils' fluency and rapid recall of key number facts	• Weekly discreet arithmetic lessons timetabled • Mastering number (NCETM) for Reception - Year 5 • Progression map for times tables • Use of TTRS for home learning - monitored daily and successes celebrated • TTRS for multiplication assessments • Daily times table interventions in Years 3 and 4 • TTRS Heat Maps shared with parents an inform counting in lessons • ICT suite accessible at lunch for maths club • TTRS after school clubs for children at risk of underachieving (free of charge) • Planning support for teaching staff, including planning scrutinies • Oracy opportunities in all lessons • Recapping prior learning • Live marking - same day post-teaching interventions • Daily self-assessment opportunities • Effective use of marking to inform next steps • Whole school approach to problem solving - think aloud process • Y6 - taught in 2 smaller groups, additional arithmetic and reasoning sessions, daily interventions • Ongoing monitoring • Termly assessments • Parent workshops • CPD: Fluency and rapid recall, arithmetic and expectations, whole school approach to problem solving, impact of precision teaching, providing challenge and deepening learning
To continue to enhance opportunities for children to develop their communication, language and literacy skills in the EYFS by ensuring that continuous provision enriches pupil interactions	• CPD & support from federation EYFS leader • High quality adult-child interactions • Key words and phrases within learning environment to prompt all adults • Visuals to embed meaning • A range of approaches - shared reading, storytelling, focus texts, talk for writing, vocabulary focus • Robust teaching of daily phonics following our reading pathway to improve phonemic awareness • Developing children's capability and motivation to write by providing a range of opportunities to communicate through writing • Talk for writing – story mapping & oral retell • Daily mark making & modelling handwriting grips with images to support the children with the product and processes of writing • Celebrate writing within the classroom and at home • Support parents to understand how to help their children learn through parent workshops, information leaflets, website, 1:1 meetings, Family Fridays • Use high quality assessments to ensure all children are making good progress • Wellcomm training for new staff & implementation of intervention

- SaLT support
- Targeted small group interventions

6. Timeline

	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2
Priority 1 - Maths		start				
Priority 2 - SEND	start					finish
Priority 3 - Online safety	start					finish
Priority 4 - Marketing	start					

7. Budget

Key Priority	Action	Expenditure
To implement the NCETM maths curriculum across KS2	- Engagement with NCETM materials and support from Maths Hub - Resources - use of concrete to support visualisation and understanding - CPD for staff - use of manipulatives to enhance understanding, using the NCETM curriculum to plan lessons, learning through and for problem solving, whole school approach to problem solving, precision teaching, responsive marking, adaptive teaching, use of GL strategies in maths - Release time for maths lead - planning support, monitoring, pupil voice, modelled sessions, engagement with Maths Hub - SLT release time to teach maths groups - TTRS subscription for home learning - Parental engagement opportunities - Visits to further enhance maths profile	£5000
To further strengthen the individual support and provision for our most complex learners	- 1-1 adults to support provision for most complex learners - Resources for breakout rooms and spaces - Release time for SENDCo to support and enhance - Release time for CPD - Release time for parental engagement - Family Fridays - Release time for meetings with external agencies and professionals - Leading CPD for staff to enhance skills and knowledge	£75000
To increase children's awareness in making positive choices when keeping themselves safe online	- CPD for staff: Apps, Use of AI, Platforms and Digital Trends used by Pupils - Release time - parent workshops, updating padlet, creating displays, digital leader meetings, create online safety newsletters, support professional development	£2000
To develop a communication strategy to ensure our positive public profile is upheld	- Launch of new website - CPD: Effective communication - Release time for staff - school tours, communication policy, training - Provide facilities and release time for staff to support stay and play sessions - Signage for exterior gates to promote vacancies in nursery - Updating office displays considering positive profile	£8000

PART 8: OUR SCHOOL IMPROVEMENT CYCLE

FEDERATION DEVELOPMENT PLAN CYCLE	
February	School Review including: • IDSR • In school data • Collation of stakeholder feedback • School and LAB review activities • SIP and Supported Review reports • Review of current plan • SEF in a Day, day 2
March	• Spring Term Development plan review • LAB approval of key priorities • Federation Priorities at CGB
April	• Development Plan cycle starts • Governor approval
July	• Summer Term development plan review
October	• Data analysis • Evaluation update
December	• Autumn term development plan review