

St Jude's Church of England Primary School

Address: Colnbrook Street, London, SE1 6HA

Unique reference number (URN): 100835

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils make steady progress from their starting points across the curriculum. In lessons, pupils show secure understanding and can apply what they have learned. For example, they read age-appropriate texts with confidence and explain the meaning of new words.

Pupils receive additional help quickly when they need it. This includes pupils with special educational needs and/or disabilities and those who are new to English. This support helps pupils to access learning alongside their peers.

Published results from national tests vary because classes are very small. The performance of one or two pupils can have a noticeable effect on outcomes, including in statutory assessments, such as the phonics screening check and the multiplication tables check. Pupils' work over time shows that most pupils, including those who are disadvantaged, make steady progress and develop the knowledge and skills they need for the next stage of their education.

Curriculum and teaching

Expected standard 

The curriculum is designed carefully to help pupils build secure knowledge and skills over time, particularly in reading, writing and mathematics. In the early years, there is a strong focus on communication, language and early reading.

Staff help pupils to become confident readers. Phonics is taught daily using clear and consistent routines. Staff model sounds clearly and give pupils regular opportunities to practise what they have learned. Children in Reception take part enthusiastically in phonics sessions and are confident to join in. Teaching is adapted so that pupils with special educational needs and/or disabilities and those new to English can learn alongside their peers.

Across the school, teachers plan lessons carefully and check pupils' understanding through questioning and focused support. In mixed-age classes, teachers manage learning effectively so that pupils build on what they already know while being introduced to new content. Leaders support consistency through training and checks on how the curriculum is taught. Leaders are continuing to strengthen how well pupils remember learning over time and build securely on what they have learned before.

Leaders have identified writing as an area for further development. There are inconsistencies in how effectively pupils write for different purposes. Pupils' handwriting is not secure. Staff are refining approaches to handwriting, sentence structure and writing for different purposes. This work is at an early stage and is not consistent across the school.

Early years

Expected standard 

Children experience a calm and welcoming start to school. Staff know children well and use positive interactions to help them feel safe and secure. Staff model language carefully and

engage children in purposeful talk. This helps to develop their vocabulary and communication skills.

The early years curriculum supports children to make progress across all areas of learning, with a clear focus on communication and language. Staff identify children's needs appropriately and adapt activities, including for disadvantaged children and those with special educational needs and/or disabilities. Children have regular opportunities to practise learning through structured activities and well-chosen play.

Reading is prioritised from the start. Children begin learning phonics early and practise regularly. They take part confidently in daily phonics sessions, responding accurately to call-and-response routines that help them to build early reading skills. Consistent and systematic teaching helps children to apply what they have learned when reading and writing. Children enjoy phonics sessions and show growing confidence in blending sounds.

Staff support children's personal, social and emotional development well. Children learn routines, make choices and play cooperatively. Staff support children effectively as they move on to Year 1. Parents are kept informed about children's learning and are encouraged to support learning at home. As a result, most children are prepared for the next stage of their education.

Inclusion

Expected standard 

Leaders identify pupils' additional needs quickly, including pupils with special educational needs and/or disabilities, disadvantaged pupils and those who join the school at different points in the year. Support is put in place promptly so that pupils can access the curriculum alongside their peers. In lessons, staff adapt activities and provide focused help, particularly in Reception and early reading, so that pupils can take part and learn well.

Leaders keep track of pupils' progress and use this information to review and adjust support where needed. Small-group and individual support is used appropriately, when pupils have gaps in their learning. Staff are clear about expectations for inclusive practice and feel supported by leaders to apply agreed approaches consistently. Communication with parents and carers, as well as support from external agencies where appropriate, helps to meet pupils' needs and support their wellbeing.

Additional funding is used to reduce barriers to learning and to support pupils' wider development. Leaders check how well this support is working and adapt it when pupils are not making the progress expected. Parents say that children feel welcomed into the school and that their needs are understood and supported.

Pupils with additional needs take part confidently in lessons and make secure progress from their starting points. Leaders' clear focus on inclusion shapes daily practice. This helps pupils to feel supported, safe and able to participate fully in school life.

Leadership and governance

Expected standard 

Leaders understand the school's context, strengths and areas that need further improvement. They have identified appropriate priorities and are taking action to improve

pupils' experiences and outcomes, particularly for disadvantaged pupils and those with special educational needs and/or disabilities. While leaders are focusing on appropriate areas, not all improvement work is fully embedded.

Leaders place a clear emphasis on inclusion, safeguarding and pupils' wellbeing. They know pupils well and use this knowledge to guide decisions about support and the use of staff. Leaders are committed to reducing barriers for pupils who face additional challenges.

Those responsible for governance meet their statutory duties. They understand the school's work and provide support and challenge. Governors oversee safeguarding, attendance and curriculum priorities. However, their oversight of the impact of attendance work is still developing.

Leaders provide staff with training and professional learning that reflects school priorities. They are mindful of staff workload. Some initiatives are still being established, but leaders are taking steps to build staff expertise and improve consistency further over time.

Personal development and wellbeing

Expected standard 

Leaders have put in place a clear approach to personal development and wellbeing. This supports pupils' social, moral and cultural development. Pupils are encouraged to think about their own experiences and respect the views and beliefs of others. In discussions, pupils show a clear understanding of fairness, kindness and responsibility. For example, children in Nursery and Reception cooperate during play. They share resources and help each other. Older pupils support younger children at breaktimes, showing empathy and consideration.

Pupils learn about the fundamental British values, such as tolerance and respect, in ways that are appropriate to their age. Opportunities to share their views and take part in decisions about school life, help pupils to feel confident and included. In lessons, they discuss their learning and reflect on their progress. Leaders seek pupils' views on activities and transitions, including when new children join mid-year.

Pupils learn to understand and respect difference. They are taught to recognise and challenge unkind behaviour. Relationships and health education are delivered in an age-appropriate way. Pupils know how to keep themselves safe, including online, and know who to talk to if they are worried. Staff are aware of pupils' individual needs, such as those with special educational needs and/or disabilities. They provide appropriate support. For example, staff support pupils who need help with managing their emotions to re-engage with learning through skilful guidance and praise.

Staff help pupils to feel safe, valued and able to focus on their learning and wellbeing. Leaders make sure that all pupils can take part in wider experiences that broaden interests and build confidence. Children enjoy creative opportunities, such as working with an artist-in-residence to develop fine motor skills and explore colour. Older pupils study Van Gogh, Cornelia Parker and William Morris, taking pride in their work. Visits and workshops, such as to the Imperial War Museum and dance activities, further enrich personal development and build pupils' self-confidence.

Needs attention

Attendance and behaviour

Needs attention 

Attendance is below national levels for some pupils, including a small number who are persistently absent. Leaders recognise that attendance needs to improve further. They have strengthened systems to track attendance and are communicating more closely with families, where concerns arise. These actions are beginning to improve attendance for some pupils, but they are not yet having enough impact for all.

Leaders are developing a better understanding of the barriers some families face and are starting to tailor support more carefully, including around school holidays. They communicate clearly with parents about the importance of these periods in helping pupils to settle and keep up with learning. Further consistency and sustained improvement are still needed.

Pupils behave well and have positive attitudes to learning. The school is calm and orderly. Pupils arrive sensibly. They interact well with others at social times. Relationships between staff and pupils are respectful and supportive. In lessons, pupils listen well and engage positively. Staff apply behaviour expectations consistently. This helps pupils to understand what is expected of them. Bullying is not tolerated. Pupils say that adults deal with concerns quickly and effectively. This helps them to feel safe and ready to learn.

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

Pupils enjoy coming to school because it is calm, welcoming and orderly. They feel safe and valued. When pupils join the school, routines are clear and staff take time to get to know them well. This helps pupils to settle quickly and move around the school sensibly. Relationships between pupils and staff are warm and respectful. Pupils say that staff are easy to talk to and that they would feel confident sharing any worries.

Behaviour is typically calm and lessons are rarely disrupted. Even in more active lessons, pupils listen well and take part positively. Low-level disruption is rare because staff apply expectations consistently and pupils understand what is expected of them. In lessons, pupils respond readily to questions and join in with structured activities.

Pupils who face additional barriers to their learning or wellbeing are supported effectively. Staff adapt tasks and make careful adjustments so that pupils with special educational needs and/or disabilities, and those who are new to English, can learn alongside their peers. Pupils talk positively about their learning and feel included in school life. Many pupils join the school at different points in the year, including a significant number who have arrived recently, across several year groups. Parents and pupils say that they were made to feel welcome quickly and that pupils enjoy being part of the school community.

Pupils benefit from a curriculum that supports their wider development as well as their academic learning. They understand how to stay safe and listen to different viewpoints. For example, pupils take part in debates, discussing moral and social issues. Pupils speak

confidently about respecting others. This helps to prepare them well for life in modern Britain.

Attendance is improving but remains an area that leaders need to strengthen. Leaders are taking steps to improve attendance, particularly for a small number of pupils who attend irregularly. Most pupils achieve appropriately across the curriculum. They demonstrate secure knowledge in lessons. This helps to prepare pupils well for their next steps in education.

Next steps

- Leaders should continue to strengthen attendance so that their actions are timely, consistent and lead to sustained improvement for all pupils, particularly following school holidays.
 - Leaders should further develop the teaching of writing so that pupils build secure handwriting and write effectively for different purposes, applied consistently across the school.
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About this inspection

The chair of the board of governors in this school is Ms Siobhan Aarons.

St Jude's is in a partnership with two other schools, Peter Hills Church of England Primary School and St Peters Church of England Primary School.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the interim headteacher and other members of the senior leadership team. They also spoke with leaders about their oversight of the school's work in a particular aspect, such as inclusion.

The lead inspector met with representatives of the governing body, including the chair of governors. Inspectors spoke with groups of pupils, staff and parents.

Inspectors spoke with a representative of the local authority and a representative of the Diocese of Southwark.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school's most recent Section 48 inspection was in July 2023.

The school currently uses no alternative provision.

Interim Headteacher: Mrs Casey Penn

Lead inspector:

Adam Vincent, His Majesty's Inspector

Team inspector:

Ray Lau, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

School and pupil context

Total pupils

53

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

57.69%

Well above average

What does this mean?

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

National average: 26.3%

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

9.43%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.43%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	61%	Close to average
2024/25 (revised)	43%	62%	Below
2023/24 (final)	50%	61%	Below
2022/23 (final)	71%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	74%	Below
2024/25 (revised)	64%	75%	Below
2023/24 (final)	67%	74%	Below
2022/23 (final)	71%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	72%	Below
2024/25 (revised)	50%	72%	Below
2023/24 (final)	50%	72%	Below
2022/23 (final)	71%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (revised)	71%	74%	Close to average
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	71%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	46%	Above
2024/25 (revised)	50%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	83%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	62%	Above
2024/25 (revised)	75%	63%	Above
2023/24 (final)	S	62%	S
2022/23 (final)	83%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	59%	Above
2024/25 (revised)	63%	59%	Close to average
2023/24 (final)	S	58%	S
2022/23 (final)	83%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	60%	Above
2024/25 (revised)	88%	61%	Above
2023/24 (final)	S	59%	S
2022/23 (final)	83%	59%	Above

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	68%	-4 pp
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	S	67%	S
2022/23 (final)	83%	66%	17 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	80%	-1 pp
2024/25 (revised)	75%	81%	-6 pp
2023/24 (final)	S	80%	S
2022/23 (final)	83%	78%	5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	78%	-9 pp
2024/25 (revised)	63%	78%	-16 pp
2023/24 (final)	S	78%	S
2022/23 (final)	83%	77%	6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	84%	80%	5 pp
2024/25 (revised)	88%	81%	7 pp
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	83%	79%	4 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.6%	5.2%	Above
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	6.5%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	12.1%	13.3%	Close to average
2023/24 (3 term)	15.0%	14.6%	Close to average
2022/23 (3 term)	23.0%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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