

# St John's CofE Primary School

**Address:** Spring Park Road, Shirley, Croydon, Surrey, CR0 5EL

**Unique reference number (URN):** 101788

## Inspection report: 19 May 2026

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |  |
| Expected standard  |                                                                                   |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### **Safeguarding standards met**

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

### **How we evaluate safeguarding**

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

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

## Strong standard ●

### Achievement

Strong standard ●

Pupils enjoy their learning and achieve highly. They take pride in producing work of a very high standard across subjects. Pupils, including disadvantaged pupils, perform consistently well in end of key stage 2 national tests and assessments. The proportion of Year 1 pupils who meet the expected standard in the phonics screening check has remained above the national average over time. Pupils with special educational needs and/or disabilities achieve well alongside their peers.

Pupils successfully secure essential knowledge in reading and mathematics and most produce high-quality writing. This allows them to engage with more complex and challenging ideas across the curriculum. Pupils make meaningful connections between new information and what they already know. They build knowledge progressively. For example, pupils accurately identify an impressive range of physical features in geography. In the early years, children develop positive learning habits and can apply what they know independently. Throughout the school, pupils are confident and articulate individuals who are extremely well prepared for future learning.

### Attendance and behaviour

Strong standard ●

Pupils develop a warm sense of belonging from their very first day at school. They thrive in their learning environment. Pupils develop secure attendance routines. They attend regularly and enjoy learning. Leaders are determined that all pupils, including those with potential barriers to regular attendance such as special educational needs and/or disabilities, attend school regularly. They have established a highly systematic approach to checking and tracking pupils' attendance. Leaders' tenacity means that overall attendance is consistently above the national average. The school continues to offer well-considered support to disadvantaged pupils and their families to ensure that attendance for these pupils also remains above the national average .

The school has a positive culture of behaviour underpinned by the school values. Pupils know what is expected of them. Their behaviour in classrooms and around school is consistently high. Older pupils display high levels of self-discipline. Children in early years display positive behaviour, which increases their independence and enthusiasm for learning. Pupils who need extra help to behave as leaders expect are supported through thoughtful adaptations. Staff establish very caring and trusting relationships with pupils. Pupils feel safe, and bullying of any kind is rare. Pupils know that the adults will address any concerns promptly.

### Curriculum and teaching

Strong standard ●

Leaders have designed a highly aspirational curriculum that clearly sets out what pupils need to know in each subject. Learning is carefully sequenced so that pupils build knowledge securely from early years to Year 6. Phonics teaching is highly precise and consistent. Staff accurately match books to pupils' reading knowledge and provide regular

reading opportunities. This helps pupils develop accuracy, fluency and confidence in their reading.

Staff expertly challenge pupils to deepen their understanding across subjects. This helps pupils to make purposeful and relevant connections between existing and new knowledge. Leaders provide staff with targeted, specific training that helps them teach the curriculum skilfully. Staff quickly identify and address pupils' misconceptions. This supports pupils to deepen their learning.

Pupils' carefully developed communication and language skills are central to their impressive learning. Teachers make sure that pupils gain the basic skills that they need to learn successfully. For example, they model handwriting and language carefully and use repetition to help pupils remember key learning. High-quality teaching is enhanced by additional support for those pupils who need it. This helps pupils, particularly pupils with special educational needs and/or disabilities, disadvantaged pupils and those who speak English as an additional language to secure essential learning quickly.

## Early years

Strong standard 

The early years environment is designed with great care to engage and stimulate children as they learn. Staff closely check children's daily learning activities. They ensure that children engage in purposeful experiences necessary for their development. There is a solid partnership between staff and families to support children's progress. Staff purposefully build these relationships before children start the Reception Year as well as during the key transition from early years to Year 1.

Reading is a priority. Children are expertly taught phonics from the very start and quickly develop secure handwriting skills. Teachers provide consistent instruction. They engage in purposeful interactions that enhance children's language and communication skills. Teachers introduce a rich vocabulary and make oracy a focus, including through role-play and stories, such as 'Jack and the Beanstalk'. Early mathematics is taught highly effectively.

Children enjoy both the indoor and outdoor environments. Staff carefully plan engaging fine motor activities that integrate learning across the curriculum. Children's wellbeing remains a focal point. Clearly established daily routines foster their social and emotional development. This holistic approach ensures that children feel happy, safe and valued throughout their learning journey. Children are well equipped with the skills needed for a successful transition to Year 1.

## Inclusion

Strong standard 

Every pupil is valued in this highly inclusive school. Staff care deeply about each pupil and want the very best for them, both personally and academically. Staff quickly and accurately identify pupils' needs, including any special educational needs and/or disabilities (SEND). Staff use their understanding to plan well-tailored support for each pupil, helping reduce any barriers to learning. Staff receive high-quality training. They expertly adapt their teaching to meet pupils' needs. This helps pupils feel confident and independent. Leaders check pupils' support closely to ensure that they can learn successfully.

Pupils benefit from clear routines and calm spaces that support their sensory, communication and physical needs. Where needed, pupils with SEND, disadvantaged pupils and those known, or previously known, to social care have access to specialist help. As a result, pupils feel supported and ready to learn. Leaders ensure that extra funding, including the pupil premium grant, is used wisely. Disadvantaged pupils receive personalised support that helps them to develop in and out of the classroom. Leaders make sure that support for wellbeing, such as independent sensory circuits, is accessible to all pupils throughout the school. This ensures that pupils feel valued as part of the school community and know that they belong.

## **Leadership and governance**

**Strong standard** ●

Leaders at all levels are aspirational for the school and its community. They have an accurate understanding of the school's strengths and priorities. Leaders share a clear vision and set high expectations for all pupils. A values-led culture promotes love, kindness and integrity. This shapes pupils' behaviour and attitudes to learning. As a result, outcomes are above the national averages over time.

Those responsible for governance meet their statutory duties effectively. They provide clear support and challenge, which enables leaders to act quickly in pupils' best interests. There is a sense of organic teamwork that leads to pupils thriving. School leaders and governors have high ambition for every pupil, including disadvantaged pupils, those with special educational needs and/or disabilities and those known or previously known to children's social care.

Leaders prioritise staff wellbeing and workload by providing clear systems, routines and expectations. Teachers at the start of their careers are supported well. Staff have opportunities for professional learning through the school's 'GROW' approach, which is a vital aspect of the school's culture. This leads to high-quality teaching and consistent approaches, including to inclusion.

Leaders work with external professionals and agencies to ensure that pupils and their families receive coordinated, timely support. This collaborative approach helps create a nurturing environment where everyone feels cared for and supported. Parents and carers describe leaders as approachable and communicative. Engagement with families is purposeful. As a result, it has a positive impact on pupils' learning and their school experiences.

## **Personal development and wellbeing**

**Strong standard** ●

Personal development and wellbeing is a strength of the school. This is a well-sequenced programme that reflects the school's values. Children in early years are guided to make positive choices and cultivate a sense of belonging. This strengthens as pupils move through the school. The curriculum emphasises the learning of fundamental British values to instil respect for diverse cultures and faiths. Pupils celebrate diversity. They recognise and value difference in the school community and beyond.

High-quality pastoral support is a cornerstone of the school's approach to wellbeing. For example, pupils have access to worry boxes and 'Listening Liz' weekly appointments. This

provides them with a place to express their concerns. Pupils and their families have access to the school's on-site coffee shop, 'The Olive Branch'. This serves as a supportive environment for social and wellbeing engagement after school. The personal, social and health education curriculum includes age-appropriate relationships education. Pupils learn about healthy relationships, online safety and personal wellbeing. This equips pupils with essential life skills. Pupils are very well prepared for their next stage of development.

Pupils actively participate in meaningful leadership roles, such as acting as school council members, sustainability champions and eco representatives. They demonstrate a high commitment to their responsibilities. The school offers a wide variety of clubs, including art, Mandarin and chess. These enrich pupils' educational experience.

Leaders focus on enhancing pupils' aspirations and broadening their horizons. For example, all pupils are encouraged to explore a range of musical instruments, including the violin. They participate with enthusiasm in the school choir, performing at various events and local care homes to showcase their talents. Pupils benefit from a wide range of trips, including visits to famous parks and museums. Leaders track and carefully remove barriers that may hinder some pupils from taking part in all that this school has to offer.

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

The school's vision, 'That all may love, learn, flourish', is lived out in pupils' daily lives. Pupils are warmly welcomed into school by staff who care about them and encourage them to shine. Staff know each pupil well and build trusting relationships that help pupils feel safe and happy. Pupils want to come to school. They maintain high attendance rates.

Pupils enjoy their learning and display positive attitudes. They have high expectations of themselves. Pupils are confident and eager to talk about what they know. They benefit from effective teaching that meets their needs. Pupils make secure progress through the school's broad curriculum. This includes pupils with special educational needs and/or disabilities, who progress well from their starting points. Pupils deepen their knowledge over time. They are well prepared for the next stage of their learning.

Pupils thrive in a calm, supportive environment where behaviour is respectful. For example, pupils in Year 6 enjoy their weekly reading sessions with younger children. They demonstrate polite listening, patience and turn-taking and make thoughtful contributions to discussions. Pupils play well and kindly with each other at social times. They care for each other and the school environment. Pupils report that bullying is uncommon. Staff address any unkind behaviour quickly and effectively. Pupils know how to report concerns and keep themselves and others safe.

Pupils are proud of their school and everything on offer. They achieve well academically. Pupils' artwork is proudly displayed. Their interests and talents are nurtured, including through musical performances. Pupils have many opportunities. They take part in a wide range of clubs, such as art and basketball, as well as residential trips that build their independence and confidence. Starting in early years, pupils develop their sense of responsibility through leadership roles both in and out of the classroom.

---

## Next steps

- Leaders should continue to refine their approaches to teaching writing to support all pupil groups, including pupils with special educational needs and/or disabilities and those who are disadvantaged, to achieve highly.
- 

## About this inspection

The chair of the board of governors in this school is John Phillipson.

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

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

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body, as well as representatives from the local authority and diocese.

Inspectors spoke with several pupils, staff and parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. It is in the Diocese of Southwark. The school's last section 48 statutory inspection of Anglican and Methodist schools took place in April 2023.

The school currently uses no alternative provision.

Headteacher: Martina Martin

---

### Lead inspector:

Sam Carnegie, His Majesty's Inspector

### Team inspectors:

Andrew Rigby, Ofsted Inspector

Lisa Farrow, His Majesty's Inspector

Verity Lambert-Dale, His Majesty's 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 19 May 2026

## School and pupil context

### Total pupils

**419**

Above average

### What does this mean?

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

National average: 272

### School capacity

**420**

Above 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)

**8.11%**

Well below average

### What does this mean?

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

National average: 26.3%

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

**3.34%**

Close to average

**What does this mean?**

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

National average: 3.5%

**Pupils with special educational needs (SEN) support**

**13.37%**

Close to average

**What does this mean?**

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

National average: 15%

**Location deprivation**

**Below average**

**What does this mean?**

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

**Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

**What does this mean?**

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

**All pupils' performance**

**Pupils reaching the expected standard in reading, writing and mathematics**

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

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 85%         | 61%              | Above                          |
| <b>2024/25 (final)</b>       | 81%         | 62%              | Above                          |
| <b>2023/24 (final)</b>       | 87%         | 61%              | Above                          |
| <b>2022/23 (final)</b>       | 87%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 92%         | 74%              | Above                          |
| <b>2024/25 (final)</b>       | 88%         | 75%              | Above                          |
| <b>2023/24 (final)</b>       | 94%         | 74%              | Above                          |
| <b>2022/23 (final)</b>       | 94%         | 73%              | Above                          |

### **Pupils reaching the expected standard in teacher-assessed writing**

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

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 90%         | 72%              | Above                          |
| <b>2024/25 (final)</b>       | 90%         | 72%              | Above                          |
| <b>2023/24 (final)</b>       | 94%         | 72%              | Above                          |
| <b>2022/23 (final)</b>       | 87%         | 71%              | Above                          |

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 90%         | 73%              | Above                          |
| 2024/25 (final)       | 90%         | 74%              | Above                          |
| 2023/24 (final)       | 89%         | 73%              | Above                          |
| 2022/23 (final)       | 93%         | 73%              | Above                          |

### Disadvantaged pupils' performance

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

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

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

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 70%         | 46%              | Above                          |
| 2024/25 (final)       | 33%         | 47%              | Below                          |
| 2023/24 (final)       | 82%         | 46%              | Above                          |
| 2022/23 (final)       | 80%         | 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 | 81%         | 62%              | Above                          |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 50%         | 63%              | Below                          |
| 2023/24 (final) | 91%         | 62%              | Above                          |
| 2022/23 (final) | 90%         | 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 | 78%         | 59%              | Above                          |
| 2024/25 (final)       | 67%         | 59%              | Close to average               |
| 2023/24 (final)       | 82%         | 58%              | Above                          |
| 2022/23 (final)       | 80%         | 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 | 81%         | 60%              | Above                          |
| 2024/25 (final)       | 50%         | 61%              | Close to average               |
| 2023/24 (final)       | 91%         | 59%              | Above                          |
| 2022/23 (final)       | 90%         | 59%              | Above                          |

### 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 | 70%         | 68%                              | 3 pp                    |
| 2024/25 (final)       | 33%         | 69%                              | -36 pp                  |
| 2023/24 (final)       | 82%         | 67%                              | 14 pp                   |
| 2022/23 (final)       | 80%         | 66%                              | 14 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 | 81%         | 80%                              | 2 pp                    |
| 2024/25 (final)       | 50%         | 81%                              | -31 pp                  |
| 2023/24 (final)       | 91%         | 80%                              | 11 pp                   |
| 2022/23 (final)       | 90%         | 78%                              | 12 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 | 78%         | 78%                              | 0 pp                    |
| 2024/25 (final)       | 67%         | 78%                              | -12 pp                  |
| 2023/24 (final)       | 82%         | 78%                              | 4 pp                    |
| 2022/23 (final)       | 80%         | 77%                              | 3 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 | 81%         | 80%                              | 2 pp                    |
| 2024/25 (final)       | 50%         | 81%                              | -31 pp                  |
| 2023/24 (final)       | 91%         | 79%                              | 11 pp                   |
| 2022/23 (final)       | 90%         | 79%                              | 11 pp                   |

## Absence

### Overall absence

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

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 4.1%        | 5.2%             | Below                          |
| 2023/24 (3 term) | 3.8%        | 5.5%             | Below                          |
| 2022/23 (3 term) | 5.3%        | 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 (3 term) | 7.9%        | 13.0%            | Below                          |
| 2023/24 (3 term) | 7.0%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 8.9%        | 16.2%            | Below                          |

## Our grades explained

### Exceptional

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

### Strong standard

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

### Expected standard

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

### Needs attention

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

### Urgent improvement

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

**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)  
© Crown copyright 2026



© Crown copyright