

Strand-on-the-Green Junior School

Address: Thames Road, Chiswick, London, W4 3NX

Unique reference number (URN): 102503

Inspection report: 3 February 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 ●

Leaders are relentless in their ambition to ensure that all pupils achieve well. Pupils, including those in the specially resourced provision for pupils with special educational needs and/or disabilities (SEND), receive timely and precise support. At every step, leaders carefully consider pupils' progress and achievement. Pupils, including those with SEND, consistently achieve well, with many achieving at a higher level. These strong results reflect the school's meticulous work to secure pupils' knowledge, supported by a well-sequenced curriculum and effective teaching.

Across the wider curriculum, pupils secure the knowledge they need to make progress in each subject area. Pupils remember their learning well over time. They gain detailed knowledge and can talk in depth about subjects, such as art history and religious education. Pupils produce high-quality work across a range of subjects, which they are proud of. They develop skills to be independent and resilient learners. Pupils are very well prepared for secondary school and equipped with the knowledge and skills needed for future learning and achievement.

Attendance and behaviour

Strong standard ●

Leaders have established a deeply personalised approach to attendance, which is grounded in positive relationships with families. They systematically track attendance to ensure that pupils attend school regularly and benefit fully from their education. Attendance is broadly in line with national averages for all pupils. Tailored strategies, such as home visits, breakfast club, praise and recognition and partnership with external agencies, all ensure vulnerable pupils benefit most. As a result, attendance is improving, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities.

Staff know the pupils very well. This contributes to the positive relationships between staff and pupils. Leaders ensure that behaviour expectations are high and applied consistently by staff. Pupils work hard and show sustained attention in their lessons. They look out for one another and work together with genuine care. When some pupils struggle with their behaviour, leaders act quickly to resolve issues, supporting pupils to make better choices. Pupils with additional behavioural needs receive effective, tailored support, particularly with managing their emotions. This has a demonstrable impact on their behaviour over time. Pupils know that bullying is not accepted and that when rare incidents occur staff will help everyone to reflect and resolve any issues.

Curriculum and teaching

Strong standard ●

Leaders have embedded a curriculum that is ambitious and interesting. Key concepts and content are carefully sequenced. The curriculum is taught consistently well and takes pupils' starting points into account. Leaders have designed the wider curriculum effectively to extend pupils' vocabulary and strengthen reading and writing. Staff have excellent subject knowledge and ensure that pupils learn the foundational knowledge and skills in English and

mathematics that they should. Pupils are supported to recall their learning very well, including making links across subjects.

Provision for pupils with additional needs is highly effective. Teachers make sensitive adaptations to the curriculum so that pupils with special educational needs and/or disabilities (SEND) can often learn alongside their peers. Staff use targeted routines that address misconceptions swiftly, particularly for pupils who face barriers to learning. Additional adults support pupils who need additional support effectively. This helps these pupils to become increasingly independent in their learning. The relatively new curriculum in the specially resourced provision for pupils with SEND, the Swan Centre, which some pupils access, is carefully tailored and matched very well to pupils' needs.

Reading is a priority and a strength. Children are well supported to become fluent and confident readers. Visits from authors, class reading corners, a well-stocked library and reading ambassadors promote excitement about reading for pleasure. Pupils get ample opportunities to apply their reading skills across the curriculum with great success.

Inclusion

Strong standard ●

Leaders have created an inclusive culture where pupils with different needs are welcomed and supported to succeed. Leaders have high expectations for every pupil, including those who face disadvantage, pupils with special educational needs and/or disabilities (SEND) or those who are known to social care. Leaders ensure that these pupils' individual needs are quickly identified and assessed. This process includes gathering pertinent information from pupils' families and seeking external professional advice and expertise when appropriate. Leaders have an extensive understanding and oversight of the school's context and of the ways pupils are disadvantaged. Leaders make sure that every child, including those in the specially resourced provision for pupils with SEND, the Swan Centre, are supported to thrive, whatever their starting point or background. Staff are well supported by leaders through high-quality professional learning and discussion. This enables them to provide consistent, purposeful and effective provision for pupils with SEND. Leaders keep a sharp eye on how well pupils with SEND are doing and make skilful and timely adaptations or changes to their provision as needed. Additional funding is used very well to support pupils to be able to achieve, belong and thrive. Wider opportunities, such as extra-curricular clubs and trips, are accessible to all.

Leadership and governance

Strong standard ●

There is a strong, shared and inclusive vision for pupils who attend Strand on the Green Junior School. There is a culture of ambition and nurture that supports pupils' academic success and personal wellbeing. This vision of high expectations and ambition for all is shared by school leaders, governors and staff across the school. The commitment to inclusion is clear in the positive progress made by disadvantaged pupils and those with special educational needs and/or disabilities and in the precise support provided for the most vulnerable pupils. Leaders reflect carefully on their work to ensure that the school's provision meets pupils' needs consistently well. Through the strength of the wider leadership team, any actions for improvement are dealt with swiftly. Leaders model professionalism and set high expectations.

Leaders provide staff with high-quality professional learning. This helps staff to provide a highly successful learning experience for all pupils and ultimately promotes pupils' high achievement. Staff speak positively about the support they receive. Leaders give careful consideration to staff wellbeing and manageable workloads.

Governors have in-depth knowledge about the school and share leaders' ambitious vision for all pupils. They bring a wide range of experience to their roles, providing consistent support and timely challenge to leaders. Leaders consider every decision in terms of its effect on pupils' learning and wellbeing. Leaders at all levels are dedicated and absolutely determined to give all pupils, particularly the most vulnerable, the best chance in life.

Parents and carers express confidence in the school and appreciate the strong relationships staff build with their children.

Personal development and wellbeing

Strong standard ●

Pupils benefit from a rich, well-structured personal development programme that reflects the school's values. The school's curriculum, enrichment offer and pastoral systems work together to help pupils grow socially and personally as well as academically. Pupils understand how to manage risks effectively. For example, they learn to stay safe crossing roads and when they are near water or railways. They learn why it is important to stay safe when using the internet and who they should tell if they have any worries. Pupils have a detailed and age-appropriate understanding of healthy relationships, puberty and consent. Leaders ensure that those pupils who need help with this learning receive the support they need to secure their knowledge and stay safe, for example through tailored small-group work and social stories.

Pupils demonstrate effective social skills, work well together and help to shape an inclusive school community. They reflect on their opinions, ideas and beliefs, and they show respect for others' values. Pupils learn why it is important to be an active citizen. They take part fully in activities, such as litter picking, harvest events and fundraising to support the local community. Pupils understand the importance of respecting everyone's individuality. Differences are celebrated. Pupils demonstrate a mature awareness of different faiths and cultural diversity.

Disadvantaged pupils and those with special educational needs and/or disabilities access a full range of enrichment opportunities alongside their peers. These include leadership roles, clubs and trips, which build pupils' resilience, independence and confidence. Pupils develop important life skills and participate in activities that encourage them to gain a rich set of experiences before leaving, for example the 'grow a pound' scheme and the Year 6 mini-fair that pupils organise and run independently.

Pupils benefit from high-quality pastoral care to support their wellbeing. This is because staff have detailed knowledge of each pupil. Targeted provision, including counselling, therapeutic support and pastoral mentoring, ensures that any pupil who needs additional help receives timely, precise support.

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

Pupils attending Strand on the Green Junior School are proud of their school. There is a strong sense of community and belonging. Everyone is made to feel welcome and included. Leaders ensure that pupils are 'spirited, scholarly and supportive'. To fulfil this motto, leaders have established high expectations of all pupils. Staff know the pupils extremely well. This helps to ensure that all pupils feel valued and well cared for. This inclusive culture enables them to achieve well.

Pupils enjoy learning a broad range of subjects. They engage enthusiastically with a curriculum that is rich, well sequenced and thoughtfully taught. Pupils know that their teachers expect them to work hard and achieve highly. This prepares pupils well for the next stage of their education. Leaders prioritise reducing barriers to pupils' learning and wellbeing. Pupils' individual needs are very well understood by staff. This helps to ensure that pupils with special educational needs and/or disabilities and those facing other barriers achieve well from their starting points and access all aspects of school life.

The school is a very happy place, where positive relationships between staff and pupils are the foundation of its success. Pupils attend regularly and behave well across the school. They feel safe and trust adults to deal with any issues. Incidents of bullying are rare and swiftly resolved. The school playground is a hive of activity where pupils play football, skip, read and chat happily with one another.

Opportunities for pupils to broaden their horizons are rich and plentiful. This means they are benefiting from the broad range of experiences that the school offers, such as performances, competitions, trips and visits, alongside learning in the classroom. The school prepares pupils well for life in modern Britain. Pupils enjoy taking on positions of responsibility, such as eco-councillors, reading ambassadors and team captains. These help to build pupils' confidence.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, for example the ongoing focus on writing fluency throughout the school and in embedding the new curriculum in the Swan Centre. Leaders should also continue to further strengthen their work with those pupils who need additional help to manage own emotions and resolve conflict with others.
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About this inspection

The co-chairs of the board of governors in this school are Dr Avi Braun and Dr Elly Yule.

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 senior leaders, the leader for special educational needs and/or disabilities (SEND), the head of the specially resourced provision for pupils with SEND, the designated safeguarding lead, governors and representatives from the local authority during the inspection.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

The school has a specially resourced provision for pupils with autistic spectrum disorder. This provision is shared with the Infant school and caters for 18 pupils in key stage 2.

Headteacher : Ruth Woods

Lead inspector:

Sam Johnson, His Majesty's Inspector

Team inspectors:

Alison Moore, Ofsted 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 3 February 2026

School and pupil context

Total pupils

346

Close to 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

360

Close to average

What does this mean?

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

National average: 300

Pupils eligible for free school meals (FSM)

24.86%

Close to 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

8.96%

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

17.63%

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)

SEN unit

What does this mean?

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

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (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	79%	61%	Above
2024/25 (revised)	83%	62%	Above
2023/24 (final)	79%	61%	Above
2022/23 (final)	74%	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	85%	74%	Above
2024/25 (revised)	89%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	82%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	81%	72%	Above
2024/25 (revised)	83%	72%	Above
2023/24 (final)	84%	72%	Above
2022/23 (final)	77%	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	87%	73%	Above
2024/25 (revised)	89%	74%	Above
2023/24 (final)	88%	73%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	85%	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	61%	46%	Above
2024/25 (revised)	71%	47%	Above
2023/24 (final)	63%	46%	Above
2022/23 (final)	44%	44%	Close to average

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	70%	62%	Above
2024/25 (revised)	83%	63%	Above
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	61%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (revised)	71%	59%	Close to average
2023/24 (final)	71%	58%	Above
2022/23 (final)	56%	58%	Close to average

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	73%	60%	Above
2024/25 (revised)	79%	61%	Above
2023/24 (final)	75%	59%	Above
2022/23 (final)	61%	59%	Close to average

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	61%	68%	-7 pp
2024/25 (revised)	71%	69%	2 pp
2023/24 (final)	63%	67%	-5 pp
2022/23 (final)	44%	66%	-22 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	70%	80%	-10 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	61%	78%	-17 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	67%	78%	-11 pp
2024/25 (revised)	71%	78%	-7 pp
2023/24 (final)	71%	78%	-7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	56%	77%	-22 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	73%	80%	-7 pp
2024/25 (revised)	79%	81%	-1 pp
2023/24 (final)	75%	79%	-4 pp
2022/23 (final)	61%	79%	-18 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 (2 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.7%	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)	15.0%	13.3%	Close to average
2023/24 (3 term)	14.7%	14.6%	Close to average
2022/23 (3 term)	16.9%	16.2%	Close to average

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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