

St Paul's CofE Primary School

Address: St Paul's Road, Brentford, TW8 0PN

Unique reference number (URN): 102524

Inspection report: 9 June 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 ●

Attendance and behaviour

Strong standard ●

Leaders make pupil attendance and behaviour a high priority. They keep a sharp eye on trends and take timely and effective action, including using external agencies as and when needed. Based on the close working relationships that leaders and staff nurture with pupils' families, the school ensures that parents and carers understand the importance of their children attending school regularly. Leaders provide any support needed to overcome barriers to attendance. As a result, pupils' overall attendance, including for disadvantaged pupils and those with special educational needs and/or disabilities, is above national averages.

The school environment is nurturing, kind and purposeful. This culture is underpinned by a set of values which include respect, resilience and integrity. These values are modelled and upheld consistently by staff. As a result, bullying and any other form of discrimination or unkindness, including online, is rare and not tolerated. Such behaviour is dealt with quickly and effectively should it occur. Pupils who struggle with their behaviours are given timely, personal and effective support to help them manage their emotions. Pupils value opportunities to help others, such as when older pupils organise playtime games and sports for younger pupils. Pupils work hard in lessons and behave in a very sensible manner around the school. They show maturity when discussing potentially sensitive topics, such as those related to puberty and consent.

Early years

Strong standard ●

Leaders provide clear and purposeful direction for early years, underpinned by a well-considered curriculum that identifies the key knowledge and skills children need across all areas of learning. Statutory requirements are met and there is a keen emphasis on children's wellbeing. Staff know children well and use their understanding of developmental milestones to ensure that care and provision promote a secure and very positive start for every child.

The curriculum is coherently planned to ensure that children build secure foundations for Year 1. The environment, indoors and outdoors, enables children's curiosity to flourish. It is both stimulating and closely aligned to leaders' curriculum intentions. Activities are purposeful and interactions between staff and children are consistently focused and supportive. Communication and language are prioritised effectively. Staff model language very well, using prompts and sentence stems, for example, and through placing a clear emphasis on vocabulary development in their teaching.

Teaching is consistently effective. Children, including those with additional needs, benefit from well-targeted adaptations and timely support. Exploring and practising learning is woven purposefully through the rich provision. This promotes independence, with children sustaining engagement and applying what they know, including through frequent opportunities to write.

Children make highly positive progress across the areas of learning, thus preparing them very well for entry into Year 1. This is notably so in children's reading and writing. Leaders

are rightly tweaking the mathematics curriculum to strengthen further how it deepens children's early number knowledge.

Expected standard

Achievement

Expected standard 

Across the year groups, an above-average proportion of pupils arrive and leave at different points in the year. The school has robust systems in place to check new pupils' starting points and ensure that these pupils receive the teaching and additional support they need to succeed.

From the early years onwards, pupils build secure knowledge in reading, writing, spelling, communication and mathematics, and apply this knowledge with increasing accuracy and fluency. This includes disadvantaged pupils and those with special educational needs and/or disabilities. Pupils' successes are reflected in their positive outcomes in national tests, which are consistently close to or better than those of their peers nationally. However, owing to ongoing changes to the curriculum and some instances of variation in teaching, pupils' progression from their starting points in the wider range of subjects is not as secure as it is in English and mathematics.

Overall, with the knowledge that they gain and their positive attitudes to learning, pupils are well prepared for secondary education.

Curriculum and teaching

Expected standard 

Leaders keep the curriculum under regular review and have made significant improvements since the last inspection to the core subjects of English and mathematics. Leaders have also worked to improve the effectiveness of the wider curriculum subjects. They correctly identified, more recently, the need to make some further changes to enhance the breadth and depth of the subject-specific knowledge that pupils are taught. These refinements are a positive start in identifying more precisely what knowledge and skills pupils need to learn and in what order. Nevertheless, this is still a work in progress.

The school ensures that right from the early years, children build their basic reading, writing and mathematical skills securely. Staff identify any gaps and support is quickly put in place for those who need extra help.

The curriculum is generally well taught. Teachers have secure subject-specific knowledge. Teaching includes a clear drive to develop pupils' subject-specific vocabulary. Teaching resources are generally clear and helpful to pupils. However, sometimes, and mainly in the wider curriculum subjects, teachers do not make the adaptations needed to their teaching so that pupils with special educational needs and/or disabilities access learning as well as they could. Also, at times, teaching is not tightly focused on ensuring that all pupils remember well the important knowledge they require for future learning.

Inclusion

Expected standard 

Leaders make sure that pupils' needs are identified quickly and accurately. This includes those who are disadvantaged, pupils with special educational needs and/or disabilities (SEND) and those who have previously been supported by social care. Staff use information from a range of sources to build a very clear picture of each pupil's needs. As a result, the school plans bespoke support to help pupils overcome barriers to their learning and/or their wellbeing. Leaders work closely with professionals, such as occupational and speech and language therapists, to address pupils' individual needs. For example, pupils who need additional help with communication or emotional development benefit from the support they receive.

Pupils with SEND, including those with education, health and care plans, are well supported overall. They take part in school life and achieve well from their starting points. The school uses additional funding effectively to help disadvantaged pupils benefit from carefully planned support and a range of experiences that broaden their understanding of the world.

The school gives teachers quality training on different types of SEND and helpful information about individual pupils' needs. This typically enables teachers to put suitable support in place and monitor how well pupils are learning. However, in some lessons, teaching activities are not adapted as well as they could be. This means that, at times, some pupils with additional needs are not supported to secure the knowledge they need before moving on.

Leadership and governance

Expected standard 

Leaders provide a welcoming, nurturing and inclusive education for pupils. They understand the school's strengths, and since the last inspection have driven improvements. They use a range of monitoring strategies and draw on this information to improve areas such as attendance and the curriculum. For instance, leaders recognise that the school's earlier curriculum approaches did not support pupils to secure sufficiently deep subject-specific knowledge. They have taken appropriate action to redesign the wider curriculum. This is progressing well. Leaders are reflective and open to feedback, demonstrating commitment to continuous improvement. For example, they also recognise that some refinement is needed to strengthen consistency in teaching.

Governance over time has been effective. Most current governors are new and growing into their roles. They receive comprehensive information and ask thoughtful questions to hold leaders to account. They are developing their understanding of statutory responsibilities and are increasingly involved through visits and wider contributions to school life.

Leaders are mindful of staff workload in a small school where teachers take on multiple responsibilities. Staff feel well supported and their wellbeing is prioritised. Professional development strengthens staff's subject knowledge and develops their skill in supporting pupils with additional needs. Professional learning also supports leaders to embed whole-school priorities, such as with teaching and developing pupils' communication skills.

The school works closely with parents and carers in support of pupils' education, welfare and wellbeing. Parents are considered part of the school family, with opportunities to come

together such as the annual seaside trip. Leaders also forge positive partnerships with local schools and the wider community to enrich pupils' experiences and welfare and supplement staff's professional development.

Personal development and wellbeing

Expected standard 

Pupils benefit from a wide range of opportunities that support their personal development and wellbeing. They welcome taking on leadership roles, such as those of eco squad members and school councillors. These roles help pupils to develop confidence and a sense of responsibility. For example, pupils in the eco squad have led litter-picking in the local area and supported planting projects in the park and school grounds. Others contribute through fundraising, including collecting donations for those experiencing homelessness.

The school's personal, social and health education (PSHE) and relationships and sex education (RSE) curriculum is thoughtfully planned. Pupils learn about relationships, respecting differences, staying safe and understanding their rights. They also explore important themes such as consent, stereotypes and how their bodies change as they grow. Pupils speak positively about these lessons. Older pupils, for example, value how the school organises their lessons on puberty, saying how this helps them to feel comfortable asking questions. Typically, the PSHE and RSE curriculum enables pupils to build knowledge well. However, some aspects of pupils' understanding are not as secure as they could be, particularly in relation to the fundamental British values, such as democracy and pupils' understanding of the range of characteristics that make people unique that are protected by law.

Pupils develop their understanding of the wider world through visits and visitors. They learn about different cultures and take part in a range of enrichment activities, such as at the wetlands centre and on residential trips, including outdoor and water-based activities. Pupils also access a variety of clubs, from a range of sports and choir to chess and knitting. The school ensures that disadvantaged pupils and those with special educational needs and or disabilities are included and have full access to all that is on offer.

Pastoral care is a strength. Staff know pupils and their families extremely well and provide effective support, including, for example, access to mentors, external agencies and therapists where needed. As a result, all pupils feel valued, cared for and included.

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

Every day, staff warmly greet pupils and their parents and carers as they arrive at school. Pupils, including children in the early years, quickly make their way to classrooms and settle down to work. They enjoy learning and the many enrichment activities on offer. Pupils value the positive working relationships with staff, who they trust to care for and help them if they have any worries. Pupils also get on very well together and ensure that new arrivals quickly make friends. As a result, pupils are happy. They feel they belong in this community, attend regularly, feel safe and know that any bullying or discrimination will be dealt with promptly.

Pupils have positive attitudes to learning and are keen to gain new knowledge. In class and during social times they behave very maturely. Those who struggle to manage their emotions receive effective support to overcome any barriers to positive behaviour.

Curriculum thinking and the quality of teaching in the early years are well embedded and ensure that children are very well prepared for Year 1. The curriculum for Years 1 to 6 is broad and ambitious. Leaders are currently refining some aspects of curriculum design in the wider curriculum subjects to further improve pupils' learning. Teaching is generally effective, leading to suitable progress overall through the curriculum. Pupils with additional needs are usually well supported to overcome barriers to their learning and/or wellbeing. Pupils attain well in national tests in English and mathematics and leave Year 6 well prepared for secondary school.

Pupils benefit from a wide range of experiences to bring the curriculum to life and to extend their understanding of the world around them. They also have a voice in improving the school. For example, pupils initiated a school newspaper, while others suggested and helped to organise a barbecue lunch for older pupils and a teddy bear picnic for younger children in the local park.

Next steps

- Leaders should strengthen teaching by supporting all teachers to enhance their skills in adapting learning to meet pupils' additional needs consistently well.
 - Leaders should build further on the school's current work to refine and embed teaching approaches that consistently support pupils to know and remember more over time.
 - Leaders should continue their work on strengthening the curriculum so that staff know precisely what knowledge pupils must know across all of the wider curriculum subjects.
 - The governing body should maintain its focus on strengthening its knowledge and skills to ensure that it continues to fulfil its role effectively and sustain compliance with statutory duties.
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About this inspection

The chair of the board of governors in this school is Carmen Parfeine

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, deputy headteacher, inclusion coordinator, other leaders, the chair and other governors, members of staff, pupils and parents and carers during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. It is in the Diocese of London. Its last section 48 inspection was in December 2025.

The school currently makes no use of alternative provision.

The school has undergone a significant change since the last inspection in the number of pupils on roll. The school was formerly a 2-form entry school. Currently, all classes from Nursery to Year 4 are now one form of entry.

Headteacher : John Wright

Lead inspector:

David Radomsky, His Majesty's Inspector

Team inspectors:

Abi Misselbrook-Lovejoy, Ofsted Inspector

Russell Bennett, 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 9 June 2026

School and pupil context

Total pupils

244

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

446

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)

38.36%

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

2.87%

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

16.39%

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

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	64%	61%	Close to average
2024/25 (final)	69%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	66%	60%	Close to average

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	75%	74%	Close to average
2024/25 (final)	84%	75%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	70%	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	78%	72%	Above
2024/25 (final)	81%	72%	Above
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	75%	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	75%	73%	Close to average
2024/25 (final)	84%	74%	Above
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	74%	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	50%	46%	Close to average
2024/25 (final)	47%	47%	Close to average
2023/24 (final)	47%	46%	Close to average
2022/23 (final)	55%	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	66%	62%	Close to average
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	64%	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	64%	59%	Close to average
2024/25 (final)	65%	59%	Close to average
2023/24 (final)	63%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	64%	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	67%	60%	Close to average
2024/25 (final)	76%	61%	Above
2023/24 (final)	63%	59%	Close to average
2022/23 (final)	64%	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	50%	68%	-18 pp
2024/25 (final)	47%	69%	-22 pp
2023/24 (final)	47%	67%	-20 pp
2022/23 (final)	55%	66%	-12 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	66%	80%	-14 pp
2024/25 (final)	71%	81%	-10 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	64%	78%	-15 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	64%	78%	-14 pp
2024/25 (final)	65%	78%	-14 pp
2023/24 (final)	63%	78%	-14 pp
2022/23 (final)	64%	77%	-14 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	67%	80%	-12 pp
2024/25 (final)	76%	81%	-4 pp
2023/24 (final)	63%	79%	-16 pp
2022/23 (final)	64%	79%	-16 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)	3.7%	5.2%	Below
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	6.1%	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)	7.4%	13.0%	Below
2023/24 (3 term)	12.3%	14.6%	Close to average
2022/23 (3 term)	16.5%	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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