

Inspection of St James' CofE Primary School

Frederick Crescent, Enfield EN3 7HH

Inspection dates:	13 and 14 May 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils thrive at this nurturing school. They understand and can articulate the school's values, which underpin their actions and attitudes to learning. A sense of kindness and care permeates the school. Pupils are greeted by friendly staff who know them, their families and their individual needs. The school is a happy place, and pupils enjoy coming to school each day.

Pupils are safe and feel well looked after. Their behaviour is very positive in lessons and at breaktimes. This helps to ensure that the school is a calm place to learn. Pupils take real care of each other and are respectful of their environment. Pupils benefit from the school's high ambitions and expectations. Most pupils, including those with special educational needs and/or disabilities (SEND) achieve well.

The school's programme to support pupils' wider development is a strength. A wide range of trips and external visitors enrich the curriculum. Pupils are keen to take on responsibilities such as being reading buddies, eco-warriors and members of the school council. They know that they play a key role in making their school a place where all are valued and can flourish.

What does the school do well and what does it need to do better?

Since the previous inspection the school has made significant improvements to the quality of education. It has developed, across the federation, a curriculum that makes clear the key knowledge and skills that pupils need to learn. It has carefully considered and adapted this ambitious curriculum for each subject. The school swiftly identifies what pupils with SEND need to achieve their individual targets. Teachers use this information expertly. Most pupils are well prepared for their next stage of learning. This includes in early years where staff make sure that children develop across all areas of learning effectively.

Staff know and teach many subjects well. As a result, pupils gain a secure understanding of what they are taught. However, some subjects are at an earlier stage of development and pupils are at an earlier stage of learning these curriculums. In these subjects, pupils' learning is less secure.

In 2024, the proportion of Year 1 pupils meeting the expected standard in phonics was lower than the national average. However, the school identified the reasons for this and effective changes to the way phonics is taught have been made. Staff have been trained to deliver the phonics programme consistently well and with fidelity. Staff quickly identify pupils who fall behind and provide them with the support that they require to catch up with their peers. The school ensures that the books that pupils read from closely match the sounds that they already know. As a result, most pupils become confident and fluent readers.

The school caters exceptionally well for pupils' personal development. A broad, high-

quality offer of wider opportunities brings pupils many benefits. Visits are all linked to learning such as a recent trip to the National Portrait Gallery by Year 2 pupils to study portraits and sculptures. Pupils enjoy taking part in inter-school sporting and multi-skills events, including a recent mini-London Marathon around Buckingham Palace. The work to develop pupils' wider character is equally impressive. Pupils are taught to be reflective, and work out ways to get on with each other if they disagree. Children in Reception class learn the importance of turn-taking and being kind to one another. Reading buddies plan activities to help younger children at social times and support their friendship and play skills.

Pupils are taught tolerance and the life skills they need to work with others. In physical education (PE), they learn how to eat and exercise to stay healthy. In computing lessons, pupils learn how to keep themselves safe from harm when online. Pupils behave well and their attendance is improving. Parents and carers overwhelmingly value the school and the support it provides for their families.

The governing body uses its strong knowledge of the school to carry out its statutory duties effectively. They have an accurate view of the school and a clear vision for future priorities. Staff value leaders' work to support their workload and well-being and are rightly proud to be a part of the team at this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils' knowledge and skills are not as secure as they should be. This is because some improvements to these subject curriculums are more recent. As a result, pupils have had less opportunity to secure some aspects of their learning. The school should ensure that these curriculums are embedded and support pupils to develop a strong body of knowledge so that pupils remember and know more over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102033
Local authority	Enfield
Inspection number	10379105
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair of governing body	Nick Turner
Headteacher	Michelle Sheehan
Website	www.stjamesenfield.org.uk
Dates of previous inspection	2 and 3 November 2022, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England school, within the Diocese of London. The most recent section 48 inspection of schools with a designated religious character, took place in September 2017.
- The school is part of the Cedar Federation a community of two church schools: Freezywater St. George's and St. James' C.E. Primary. The two schools federated in September 2024.
- The executive headteacher, the head of school and the chair of governors were all appointed in September 2024.
- The school runs a breakfast club on the school premises.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the second routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the ongoing impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the executive headteacher, the head of school, other senior and curriculum leaders and groups of staff and pupils.
- The lead inspector held discussions with members of the governing body including the chair. He also met with a representative from the diocesan board and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and PE. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also discussed the curriculum in some other subjects.
- Inspectors took account of the responses to the Ofsted Parent View. They considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' strategies for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

Jonathan Newby

Ofsted Inspector

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