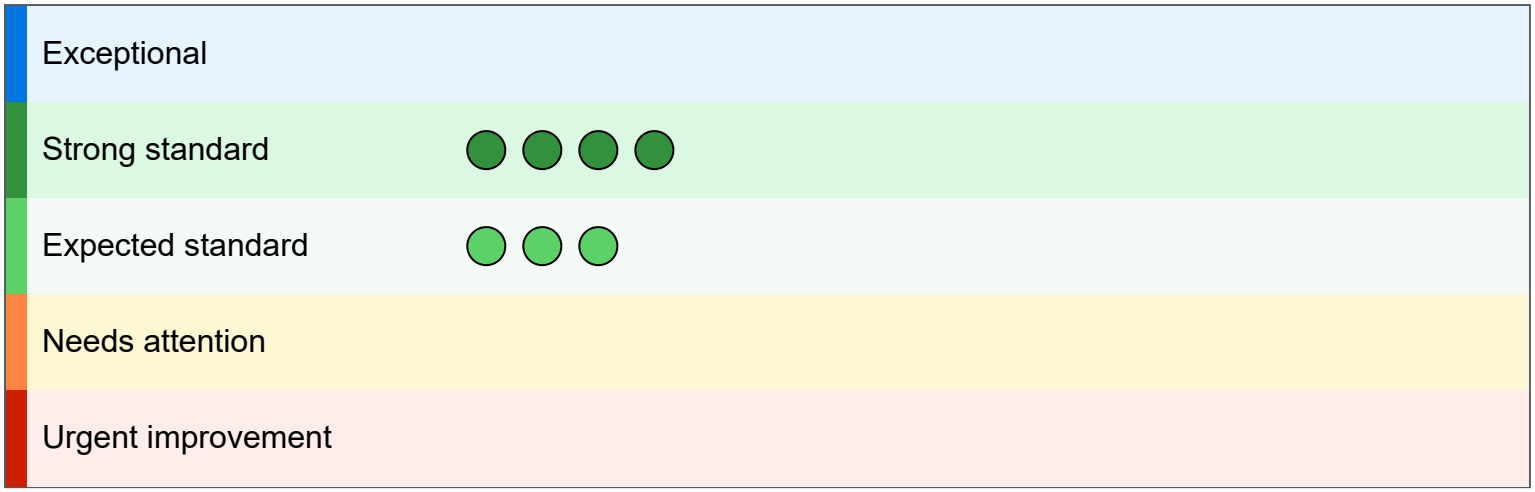
Christ Church Primary School

Address: Byng Road, Christ Church Primary School, Barnet, Hertfordshire, EN5 4NS

Unique reference number (URN): 101316

Inspection report: 29 September 2026



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 have high expectations for pupils' attendance. They have refined their systems, structures and processes. Leaders have successfully raised the profile of attendance and work effectively with parents and carers. Leaders celebrate with pupils when their attendance improves and help them overcome barriers that prevent pupils from coming to school. Attendance is above the national average. There has also been a marked and rapid improvement in the attendance of disadvantaged pupils. Pupils with special educational needs and/or disabilities consistently attend the school very well. Leaders continue to reduce levels of persistent pupil absence.

Leaders have established a culture of positive behaviour and belonging. They have firmly embedded their high expectations. Staff apply the rules fairly, and pupils understand them. Pupils value their learning. Children in the early years swiftly learn to take turns and share. Older pupils work independently and maintain high levels of concentration. Pupils show a consistent commitment to learning and stay focused on their tasks. Staff use appropriate strategies to support pupils who need additional help with managing their behaviour. Leaders respond quickly to concerns about discrimination, abuse and violence on the rare occasions they occur. Pupils respect each other and understand that the school does not tolerate bullying.

Early years

Strong standard

Children in the Nursery quickly settle in and make a positive start to their education. Leaders have carefully crafted a learning environment that promotes creativity and exploration. Leaders have structured the curriculum and environment very well and plan imaginative activities. Deliberate thought and planning mean that pupils learn safely while inspiring their curiosity.

Teachers and support staff have the expertise they need. They consistently have high-quality interactions that develop children's language and communication skilfully. They keep a careful balance between adult-led and child-initiated activities so that children build their confidence and independence.

Children learn to cooperate very well with each other. Staff establish routines quickly so children flourish. Staff know the children very well. They identify any barriers to learning swiftly and put effective support in place. Children with special educational needs and/or disabilities learn well due to this nurturing approach.

Staff routinely check children's learning and adapt activities so that children successfully develop their key skills in reading, mathematics and writing. Teaching is both precise and targeted, while keeping learning fun. Staff prepare children in the early years very well for Year 1 and their next steps.

Inclusion

Strong standard

Leaders have created a highly inclusive environment where pupils feel that they belong. They use a range of approaches to identify and assess pupils' needs effectively, then share this information with teaching and support staff. This means that staff have updated information and can support pupils skilfully.

Leaders ensure that staff receive high-quality training so that they can provide the right help at the right time. Staff consistently adjust the curriculum, resources and their approaches to help pupils achieve their potential. Leaders carefully track pupils' learning, so that they know what strategies are working best for them.

Leaders provide a wide range of support for pupils. Some pupils with special educational needs and/or disabilities benefit from more targeted interventions. Consequently, these pupils progress very well from their starting points. Likewise, pupils joining the school who speak English as an additional language benefit from a range of support so that they can fully access the curriculum.

Leaders use additional funding for disadvantaged pupils meaningfully. Staff support pupils in overcoming barriers to attendance, enabling them to take full part in enrichment activities and improve their writing skills through bespoke support.

Leaders prioritise pupils' welfare and wellbeing. Pastoral care is both robust and nurturing. Leaders provide highly effective support for those known, or previously known, to social care.

Personal development and wellbeing

Strong standard

Leaders and staff nurture pupils to become confident individuals. Leaders provide carefully constructed personal development opportunities. Personal, social, health, and economic education, including appropriate relationships and sex education, helps pupils prepare for the future world. Pupils understand online safety, including phishing and how to report safety concerns. They know about road and open-water safety, and the fundamental British values, including democracy. They apply moral principles when discussing the rule of law and show a mature understanding of different family types. Pupils understand mental health and the importance of physical activity. Older pupils understand the dangers of tobacco, drugs and alcohol. They recognise peer pressure. They learn about different faiths and visit places of worship.

Leaders provide a vast range of carefully crafted enrichment opportunities. These include hosting guest speakers and workshops, visiting museums and galleries and a range of sporting events. Leaders deliberately ensure that every year group, including children in the early years, expands their horizons. Leaders plan residential trips, including opportunities to experience farm life. Trips are typically interconnected with what pupils are learning. Leaders carefully consider all pupils and make adjustments when needed, including through the use of additional funding.

Leaders ensure that a wide range of clubs help to develop the talents and interests of all pupils. Leaders offer sports for single-sex and mixed teams, such as basketball. Pupils

enjoy the choir and visiting the theatre. The uptake of enrichment activities is high, including for disadvantaged pupils. Pupils thrive in taking up leadership opportunities. The school's 'super kind school' initiative promotes social action, with pupils undertaking local and global projects. Pupils proactively make positive contributions to the local community and develop empathy and responsibility.

Leaders ensure that pastoral support underpins the school. Staff know the pupils very well and quickly provide personalised guidance and expert help. These positive relationships between staff and pupils build pupils' resilience.

Expected standard

Achievement

Expected standard

Pupils' outcomes in national tests at the end of key stage 2 are above the national average. They make effective progress from their starting points. This is especially evident in reading and mathematics, while pupils make more steady progress in their writing. Disadvantaged pupils' attainment is broadly in line with that of their peers nationally. Pupils with special educational needs and/or disabilities achieve well.

Pupils produce work that reflects the knowledge and skills they have acquired across the curriculum. Pupils secure detailed subject knowledge in many subjects. However, leaders are aware that in a few subjects in the wider curriculum pupils' understanding is not as well developed as it could be.

Leaders prioritise pupils' spelling and mathematical skills. For example, pupils' handwriting is notably improving across the school. Pupils read with increasing confidence and apply their phonics skills accurately. This means that pupils are well prepared for their next stage of education.

Curriculum and teaching

Expected standard

Leaders have secure oversight of the curriculum and teaching. They recognise the strengths and take action to address areas needing further development. Leaders ensure that the curriculum is broad and balanced. They organise subject knowledge to help pupils acquire new learning in a logical sequence.

Teachers have the subject knowledge they need. They typically provide clear explanations. Teachers give pupils time to build on their learning and practise what they have learned. Teachers generally check pupils' understanding and address misconceptions, although at times this is not as precise as it could be. Likewise, on occasion, the activities which teachers choose do not match what pupils already know or provide sufficient challenge. When this happens, pupils do not deepen their understanding as much as they could.

Staff provide pupils with special educational needs and/or disabilities with targeted support when they require it. For example, teachers provide adapted resources and strategies to enable pupils to access the curriculum and build their understanding across subjects.

Leaders quickly identify any gaps in pupils' reading, writing and mathematical knowledge. They provide effective, additional support with trained staff. Staff deliver the phonics programme consistently well and foster a positive culture for reading. Pupils learn to read fluently and with enthusiasm.

Leadership and governance **Expected standard**

Leaders have a secure understanding of the school's context. They know the strengths and areas for development. Consequently, they have made successful progress in driving improvement, particularly in inclusion, attendance and the early years. Leaders are strategic in choosing their priorities. At times, these actions could be more precise so that changes made have sustained impact. Leaders recognise that teaching and pupils' achievement in some wider curriculum subjects are not as secure as in some core subjects.

The governing body ensures that leaders and staff put the school's vision and ethos into practice. Governors have a secure understanding of leaders' actions. They proactively have oversight of the school's work and hold leaders to account. They understand their responsibilities and meet their statutory requirements.

Teaching and support staff are very supportive of leaders and proud to work at the school. They believe that the school is 'one big family'. Staff recognise leaders' professionalism and appreciate the care given to their wellbeing. Leaders carefully consider workload, listen carefully to staff and act in response.

Staff greatly appreciate the professional learning opportunities. Leaders typically link professional learning opportunities to key school priorities and career progression. Several staff are working towards professional qualifications, and a few are taking part in apprenticeships to strengthen their knowledge and skills.

Leaders engage highly effectively with the wider community, including the church. Parents and carers enjoy the 'small knit' community, where staff know individual pupils well. Leaders have established an inclusive school, where pupils are happy and enjoy school.

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

Pupils are proud members of their school. They benefit from a caring, nurturing and inclusive environment. This helps pupils build their confidence and feel empowered. One pupil spoke for many when they said that the school helps them 'to be their best selves'. Pupils quickly develop a sense of belonging to the school's community and feel safe.

Pupils demonstrate great maturity and behave very well. They contribute positively to their learning. Pupils learn to be tolerant and respectful to all. They are confident that staff would address any bullying swiftly and effectively. Staff are responsive to any concerns they have and listen to them.

Pupils are eager to learn and their attendance is high. They arrive enthusiastically and on time. Pupils follow a carefully organised curriculum that enables them to build their

knowledge. Staff know pupils well and use appropriate strategies to help them develop their understanding over time. Consequently, pupils achieve well, particularly in reading and mathematics.

Pupils with special educational needs and/or disabilities benefit from tailored support and targeted additional help when they need it. This helps them develop their confidence and achieve in line with their peers. Likewise, disadvantaged pupils learn well.

Children in the early years benefit from high-quality provision. They quickly settle into routines. Staff help children rapidly develop their communication and learning skills, alongside navigating their emotions. They learn to treat each other kindly and are thoroughly prepared for year 1.

Pupils enjoy the wider opportunities provided to them. Leaders thoughtfully devise a series of visits which include different cultural experiences and important landmarks. These, along with residential trips, broaden pupils' understanding of the world around them. Pupils serve as school council representatives, worship ambassadors, eco warriors and kindness ambassadors. These roles develop pupils' responsibility and leadership skills.

Next steps

- Leaders should ensure that teachers consistently check pupils' understanding and accordingly adapt their activities so that pupils deepen their understanding across the curriculum.
- Leaders should evaluate the effectiveness of the strategies they have put in place with greater precision, so that they have maximum impact.

About this inspection

The chair of governors is Tamzin Arora.

This inspection took place from 29 to 30 September 2026.

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 executive headteacher, head of school, assistant headteacher, special needs and educational coordinator, phase leader, staff, and pupils. Inspectors also spoke to a member of the governing body, representatives from the local authority and the Diocese of London.

Inspectors confirmed the following information about this school:

This school is registered as having a Church of England religious character. It is in the Diocese of London. Its last section 48 inspection was on 19 March 2023.

The school does not use any alternative provision.

The school has undergone a significant change since the last inspection with both a new head of school and a new chair of governors.

The school is part of a partnership agreement with St Mary's Church of England Primary School, Finchley and Holy Trinity Primary School, Finchley. This partnership will finish at the end of December 2026. The executive headteacher is responsible for 2 other schools and will conclude their term as substantive executive headteacher for this school at the end of December 2026.

The head of school oversees the day-to-day running of this school. The head of school is Sarah Harry.

Executive Headteacher: Stefan Roos

Lead inspector:
Ray Lau, His Majesty's Inspector

Team inspectors:
Sara Morgan, Ofsted Inspector
Catherine Lane, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

217
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: 268

School capacity

236
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)

12.81%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

6.45%
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: 4.1%

Pupils with special educational needs (SEN) support

11.06%
Below average

What does this mean?

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

National average: 15%

Location deprivation

Well 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
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	77%	62%	Above
2023/24 (final)	81%	61%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	75%	Above
2023/24 (final)	90%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	72%	Above
2023/24 (final)	84%	72%	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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	83%	74%	Above
2023/24 (final)	90%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S

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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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
2025/26 (1 term)	4.7%	5.1%	Close to average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below

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
2025/26 (1 term)	11.0%	14.4%	Below

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.8%	13.0%	Below
2023/24 (3 term)	6.8%	14.6%	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.

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