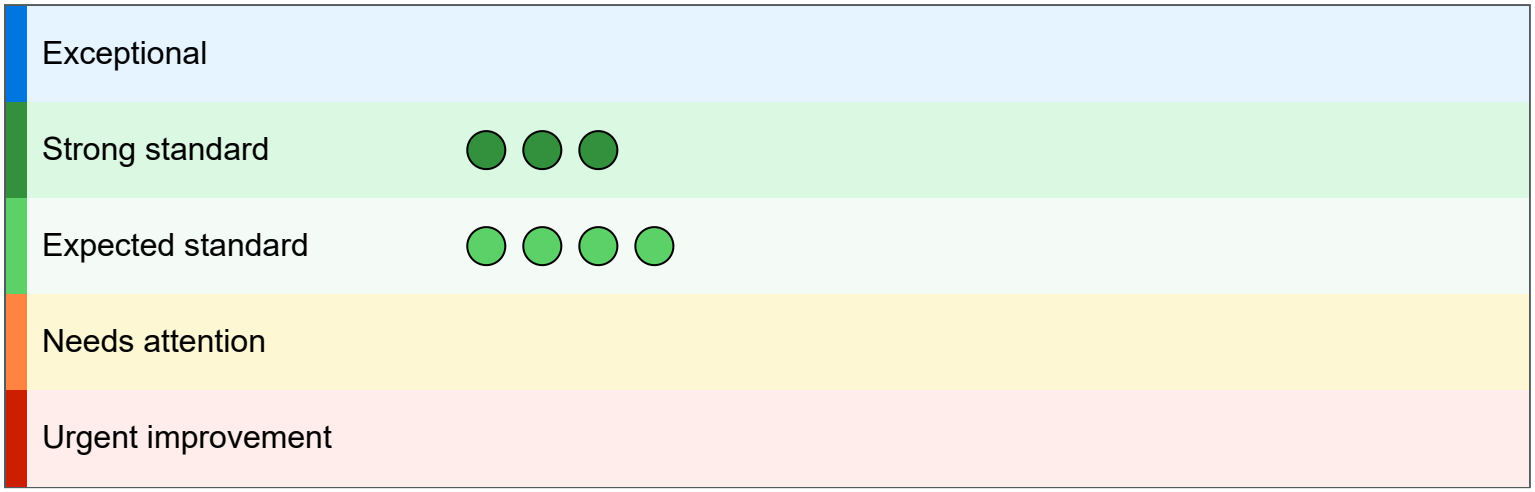
Christ Church School

Address: Redhill Street, Camden, London, NW1 4BD

Unique reference number (URN): 100029

Inspection report: 22 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

Early years

Strong standard

Children in the early years benefit from a calm, nurturing and purposeful learning environment. Children make an excellent start to their education in this high-quality early years provision. Adults consistently model language, asking effective questions and providing clear explanations that support children's communication, language and early literacy development.

The curriculum is carefully designed to build progressively on children's starting points. Leaders have carefully considered the children's interests. For example, recognising that there was a larger proportion of boys in the Nursery with a strong interest in vehicles, leaders selected Travel and Transport as a curriculum theme.

Children listen attentively, participate enthusiastically and demonstrate positive attitudes to learning. The consistent implementation of the phonics programme enables children to develop secure phonics knowledge and early reading skills quickly. In Reception, children confidently recalled and blended sounds and applied their learning during phonics and guided reading sessions.

The strong emphasis on developing children's independence is evident across the early years provision, including during lunchtime routines. Children achieve very well, demonstrate growing confidence, and are excellently prepared for the transition to Year 1.

Inclusion

Strong standard

Inclusion practice is a highly effective aspect of the school's work. Leaders have established a culture where responsibility for pupils with special educational needs and/or disabilities, disadvantaged pupils and vulnerable learners is shared by all staff. High expectations, early identification of children's needs and a commitment to ensuring that all pupils access the same ambitious curriculum underpin the school's approach. As a result, pupils receive timely and effective support that enables them to participate fully in school life and achieve well from their individual starting points.

Leadership have developed robust systems for identifying pupil needs, monitoring their progress and evaluating the impact of the curriculum and the support pupils receive. Professional development is a notable feature of the school's work, strengthening staff expertise to adapt teaching and the curriculum to meet pupils needs. Effective partnerships with families and external agencies further enhance the quality of support available to pupils. Leaders use pupil premium funding strategically to support academic achievement, attendance, wellbeing and participation in enrichment opportunities. Leaders have created an inclusive environment where pupils feel valued and ready for the next phase of their lives. Parents praise the sensitive and helpful support they receive and the progress their children make. This close partnership between staff and parents and other members of the community to reduce additional vulnerabilities is highly effective.

Personal development and wellbeing

Strong standard

Leaders have ensured that there is an ambitious, rich programme of personal development, that extends across the taught curriculum and provides a wide variety of meaningful experiences. Pupils develop secure and detailed knowledge as a result of this high-quality provision. They are respectful, resilient and confident in discussion and debate. They demonstrate a highly secure understanding of important aspects of personal safety and healthy relationships. For example, pupils spoke confidently about how to stay safe online and explained strategies for resolving disagreements respectfully and listening to the views of others, reflecting the school's values and deliberate work to develop pupils' social and emotional understanding.

Leaders have a comprehensive understanding of all their pupils. The programme of personal development is carefully tailored to the school's context and pupils' aspirations. Thoughtful consideration and planning is in place to ensure that barriers to participation are removed, for example in the pupils who take up places at a Saturday School at a local independent school.

There are rich opportunities for pupils to learn from experts in the field of science, for example through planned visits by The Crick Institute. There is a clear strategy in place to ensure that the school's personal development programme is impactful in the local context. This is reflected in the extensive opportunities pupils have to participate in local art projects, such as painting murals on local hoardings with professional artists and exhibiting their work at a college of art.

There are extensive opportunities for pupils to learn about and play music. Leaders spot talent, for example in the piano, supporting children, including those who are disadvantaged, through a musical scholarship scheme. All pupils have the opportunity to participate in whole school choir. They are enthusiastic about the school's wider offer, including clubs, reflected in high participation rates, including for those who are disadvantaged.

Expected standard

Achievement

Expected standard

Pupils achieve well, including those who have barriers to their learning. Pupils learn to read quickly and this is reflected in the majority of pupils meeting the expected standard in the phonics screening check in Year 1. Leaders prioritise learning language and communication skills, and this underpins pupils' increasing levels of achievement. The school takes effective action to ensure that pupils who may fall behind largely secure accuracy and fluency in reading, spelling, handwriting and number facts. As a result, pupils achieve consistently well from their varied starting points.

Pupils typically attain in line with their peers nationally in reading, writing and mathematics at the end of key stage two. They generally produce high-quality written work and successfully remember what they have learned before. This helps pupils to speak with confidence about

their knowledge and understanding of a variety of different topics that they have studied. Overall, pupils are prepared well for the next stage in their education.

Attendance and behaviour

Expected standard

Pupils feel safe and are warmly welcomed into the school. Behaviour across the school is calm and orderly. Pupils move safely around the site and settle quickly in lessons. All staff have high expectations of pupils' behaviour. They apply these expectations fairly and consistently. Bullying is rare. Staff deal with any incidents quickly. Relationships between staff and pupils are positive and respectful. Staff adapt their approaches thoughtfully for pupils who find managing their emotions difficult. Increasingly, pupils are managing their own behaviour well.

Leaders have managed attendance thoughtfully and carefully. Leaders work closely with families to understand and reduce barriers to attendance. Daily checks, prompt follow up and consistently personalised support help pupils feel confident about coming to school. As a result, despite the complexity of pupils' needs, the school's attendance compares very favourably to other similar schools as well as to that of all pupils with an education, health and care plan. The school has improved attendance over the past 3 years. High mobility and low levels of stability, amongst families, affects attendance and increases persistent absence. The school tackles this with intensity and sets high expectations for pupils and families. Leaders routinely check if actions are improving attendance and punctuality

Curriculum and teaching

Expected standard

Leaders have a clear and accurate picture of the quality of curriculum and teaching across the school. The curriculum is well planned and coherently sequenced. It is designed to build on what pupils have already learned. Leaders have ensured that staff access carefully developed and effective training to improve the consistency of teaching. The focus on developing pupils' foundational knowledge is clear and increasingly effective. Right from the start children and pupils are supported to read with increasing confidence and fluency. Where pupils have not gained the necessary foundations in reading, handwriting or mathematics, effective action is taken to help pupils catch up.

Leaders ensure that the curriculum is generally taught well. Staff have secure subject knowledge and know pupils' starting points. Teachers use a range of tools to support pupils' learning, typically making adaptations which are helpful to pupils. Staff are skilled at tailoring the curriculum to each pupil's needs. Staff use an effective range of communication systems to communicate effectively with pupils. This is underpinned by a consistent approach to modelling pupil responses and checking their understanding. Occasionally teaching is less secure, where activities are not planned with sufficient purpose to enable all pupils to consolidate what they have been learning.

Leadership and governance

Expected standard

Leaders have developed an effective and motivated team in the school. They are strategic and have ensured that the right priorities are based on evidence of the school's strengths and areas for development. For example, the need to improve the consistency of teaching

across the school. Leaders' evaluations match the inspection evidence. At the heart of the school's work is lowering barriers to successful learning for all pupils. Leaders are role models of ambition for improvement and professionalism. Leaders work with other schools, through an informal partnership, in a culture of mutual support and challenge.

Leaders and governors ensure that staff are supported with their workload and wellbeing. Through an evidence-informed approach to professional development, staff develop their expertise over time. This allows them to make useful contributions to school improvement priorities. These priorities are typically carefully considered and targeted to where they will have most impact. For example, improving the inclusive nature of the school and the early years curriculum and provision.

Those responsible for governance have appropriate skills and expertise to fulfil their roles including their statutory duties. Governors ensure that the vision, values and strategic direction of the school are maintained over time. They hold a reasonable understanding of the progress the school is making.

Parents and carers are generally positive about the relationships they have with the school. Leaders have worked tirelessly to create an environment in the school that matches their values. This enables pupils to flourish, including those with special educational needs and/or disabilities.

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

Pupils are part of an inclusive and exciting place to learn. They have positive attitudes and growing confidence as learners from the early years through to Year 6. Pupils are proud to attend Christ Church School. Pupils are polite and make a positive contribution to life in the school. They take on many roles of responsibility from playground friends to librarians. They arrive each morning with enthusiasm and are greeted warmly by staff who know them well. This helps pupils, including those who face barriers to their learning, feel safe, valued and ready to learn. As a result pupils attend regularly.

Pupils show high levels of respect for each other and take turns to share their ideas and experiences. Behaviour throughout the school is calm and purposeful. Pupils feel safe. They know that any allegations of bullying are dealt with swiftly and effectively. Children in early years show high levels of independence, curiosity and fascination. They engage well with a rich, carefully planned environment that helps them to develop the key knowledge they need to be ready for Year 1.

Pupils are fully engaged in their lessons and approach them with interest and curiosity. They typically achieve well. Those who are disadvantaged or vulnerable including with special educational needs and/or disabilities get the support they need to succeed. These pupils do well from their starting points. Pupils benefit from a carefully planned curriculum that helps them to achieve well and prepares them well for the next stages of their education.

Pupils value the wide range of opportunities available to them beyond the classroom. For example, pupils have had the opportunity to visit numerous places of interest including,

museums, art galleries, and places of worship. Most parents and carers speak highly about the school.

Next steps

- Leaders and those responsible for governance should ensure continued improvement and consistency in the curriculum implementation to achieve and sustain higher standards in teaching and pupils' achievement.

About this inspection

The chair of the board of governors in this school is Gill Green

The school is part of the Central London Church School Partnership

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, senior leaders, governors and staff. They spoke with pupils in lessons and during social times. They looked at samples of pupils' work and considered responses to surveys of parents, pupils and staff.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Westminster.

The school currently uses no alternative provision.

The head of school is Amy Stroud.

Executive Headteacher: Lee Duffy

Lead inspector:
Phil Garnham, His Majesty's Inspector

Team inspectors:
Dawn Titus, Ofsted Inspector
Russell Bennett, 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 22 September 2026

School and pupil context

Total pupils

171
Below 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

210
Below 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)

55.35%
Well above 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

4.09%
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: 4.1%

Pupils with special educational needs (SEN) support

21.64%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support 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	65%	61%	Close to average
2024/25 (final)	70%	62%	Close to average
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	75%	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	83%	74%	Above
2024/25 (final)	85%	75%	Above
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	86%	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	74%	72%	Close to average
2024/25 (final)	70%	72%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	79%	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	79%	73%	Close to average
2024/25 (final)	80%	74%	Close to average
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	86%	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	64%	46%	Above
2024/25 (final)	67%	47%	Above
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	70%	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	85%	62%	Above
2024/25 (final)	89%	63%	Above
2023/24 (final)	83%	62%	Above
2022/23 (final)	85%	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	70%	59%	Above
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	72%	58%	Above
2022/23 (final)	70%	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	77%	60%	Above
2024/25 (final)	78%	61%	Above
2023/24 (final)	72%	59%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	80%	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	64%	68%	-4 pp
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	56%	67%	-12 pp
2022/23 (final)	70%	66%	4 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	85%	80%	6 pp
2024/25 (final)	89%	81%	8 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	83%	80%	4 pp
2022/23 (final)	85%	78%	7 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	70%	78%	-8 pp
2024/25 (final)	67%	78%	-12 pp
2023/24 (final)	72%	78%	-5 pp
2022/23 (final)	70%	77%	-7 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	77%	80%	-3 pp
2024/25 (final)	78%	81%	-3 pp
2023/24 (final)	72%	79%	-7 pp
2022/23 (final)	80%	79%	1 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)	6.5%	5.2%	Above
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	6.5%	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)	18.2%	13.0%	Above
2023/24 (3 term)	21.5%	14.6%	Above
2022/23 (3 term)	24.3%	16.2%	Above

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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright