

# Christ Church Church of England Primary School

Address: 45 Commerell Street, Greenwich, London, SE10 0DZ

Unique reference number (URN): 100165

## Inspection report: 21 April 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 ●

### Early years

Strong standard ●

Leaders have set out a highly effective early years curriculum. Children in the Reception Year achieve well, often making highly positive progress from their individual starting points. They are prepared very well for Year 1. Staff work closely with parents and carers to gain knowledge of each child and to purposefully share work and learning, for example at the family reading mornings.

Leaders prioritise children's language development. High-quality interactions between staff and children are woven throughout many activities. Staff engage children in rich conversations and encourage them to use key vocabulary. Staff are aware of any children who need extra language support. They use training and guidance from speech and language professionals to enhance the precision of support children receive where appropriate.

Effective phonics teaching ensures that children have the knowledge needed to read and begin to learn to write. Children, including those with special educational needs and/or disabilities, receive accurate teaching. This means that most children secure effective reading fluency and apply their phonics knowledge to support their early writing. Children love books and happily sit for sustained periods engrossed in a story.

The Reception Year is alive with activity. Happy, confident children learn collaboratively, taking turns and developing ideas and games together. Children have secure recall of their prior learning and use this effectively when playing and exploring independently. For example, children often enjoy acting out the stories they have listened to.

### Personal development and wellbeing

Strong standard ●

Leaders place personal development and wellbeing at the heart of their work, preparing pupils well for life in and beyond school. This includes disadvantaged pupils. Pupils recall in detail their learning from the well-considered personal, social, health and economic curriculum. Leaders are acutely aware of the challenges that pupils may face and adapt the curriculum accordingly. They also enhance pupils' learning through extensive workshops and support from expert professionals. For example, pupils receive talks on positive masculinity and being aware of knife crime. Pupils demonstrate great awareness about how to keep safe, both online and in the wider community.

Pupils learn the concepts of fundamental British values through both the curriculum and their lived experiences in school. For example, pupils take part in democratic elections for leadership roles. The school values and ethos are at the heart of school life. Pupils show this through their respect for and understanding of other cultures and religions. The curriculum promotes discussion of identity, equality and forms of discrimination. This supports pupils to develop awareness of the diverse society in Britain. Pupils have a secure, age-appropriate understanding of relationships. They appreciate the impact their actions can have on others.

Pupils are proud of their community and do all they can to enhance it further. They take pride in their pupil leadership roles, knowing the positive impact that they have on the school. For example, play leaders create games and support the younger ones to enjoy playtime. Pupils engage actively in the wider community, for example through raising awareness of and campaigning about local issues.

Pupils benefit from individual wellbeing support when needed. Pupils have a keen awareness of how to regulate their emotions, using a wide range of strategies to overcome worries and develop resilience.

Leaders plan a wealth of enrichment activities which enhance pupils' learning and life experiences. Class visits along with residential enhance pupils' learning beyond the curriculum. Pupils readily share their learning from these experiences.

---

## Expected standard

### Achievement

Expected standard 

Pupils achieve well, including in national tests. Overall, most are ready for the next stage in learning. This includes pupils with special educational needs and/or disabilities and disadvantaged pupils, whose achievement is close to or above average in national tests at the end of Year 6. For pupils who do not meet the expected standard by this point, targeted support enables them to make secure progress from their individual starting points.

Over time, some pupils developed gaps in their phonics knowledge and did not meet the expected standard in the Year 1 phonics screening check. Leaders have acted to address this, prioritising additional support for these pupils. This ensures that these pupils catch up quickly to secure their knowledge and understanding of phonics.

Pupils can recall knowledge from prior learning and make connections with their current learning. On the whole, pupils have secure knowledge of fundamental learning across subjects. They typically develop secure handwriting, spelling and number knowledge, although for some pupils this knowledge is not as secure or embedded as it could be.

### Curriculum and teaching

Expected standard 

Leaders provide a curriculum which is ambitious and shows clear, well-thought-out progression in the development of pupils' knowledge. For example, the history curriculum begins with pupils learning about the past through experiences that they can relate to. It then progresses over time to building pupils' understanding of more complex global concepts. The curriculum's prominent focus on vocabulary enables pupils to use subject-specific language effectively. This also supports pupils who are at the early stages of speaking English as an additional language.

The school's well-considered professional learning programme ensures that teachers have secure subject knowledge. They use this to support and challenge pupils' learning

effectively. Overall, teachers' questions help to focus and develop pupils' learning and staff address misconceptions effectively.

Leaders ensure that staff receive training to understand pupils' special educational needs and/or disabilities. Generally, adaptations to learning and support for pupils are effective. This enables many pupils to make progress. For example, teaching approaches include suitable resources to support pupils' understanding of new concepts. In a few cases, pupils do not develop their handwriting, spelling and grammar as well as they can. This leads to some pupils having gaps in their basic knowledge and skills.

Leaders prioritise the teaching of reading. They ensure that any pupils who need targeted support to catch up receive it quickly. Pupils across the school share a great love of reading which stems from the engaging texts shared throughout the school.

## **Inclusion**

**Expected standard** 

Leaders have a thorough understanding of pupils' individual needs. Together with staff, they identify pupils' needs quickly and work closely with specialist professionals to ensure that pupils receive the right support. Staff understand the different barriers that pupils can face in their learning because the school provides them with effective professional learning. Leaders and staff have high expectations of all pupils. They provide emotional support to ensure that pupils, including pupils who are disadvantaged or those who may face other challenges, are ready for learning. When needed, for example, the school puts in place bespoke therapeutic provision to help and improve pupils' emotional wellbeing.

Effective class teaching ensures that pupils with special educational needs and/or disabilities (SEND) make progress. Teachers adapt learning and provide targeted support so pupils with SEND can access the same learning as their peers. Leaders monitor this support closely, ensuring that it typically has a positive impact on pupils' learning and experiences.

The use of additional funding is targeted appropriately to support disadvantaged pupils. This helps to make sure that they achieve well, including in key stage 2 national tests. Leaders ensure that pupils with SEND, disadvantaged pupils and other pupils who face potential barriers to learning experience the full school offer, including enrichment opportunities.

## **Leadership and governance**

**Expected standard** 

Leaders and governors have an informed understanding of the school's strengths and priorities for development. Professional learning ensures that staff have the knowledge and skills to deliver the curriculum effectively. Leaders make decisions based on their thorough knowledge of pupils as well as their wider understanding of the school and its community. Leaders build supportive relationships with families skilfully, engaging parents and carers well in their children's education, including, for example, through celebration events and reading mornings. Staff and leaders share the same high ambition for all pupils. They provide a learning environment and education to support all pupils to learn well, both academically and socially.

Leaders proactively address the needs of pupils with special educational needs and/or disabilities. They engage professional expertise to ensure that staff have the knowledge

required to understand and support pupils' needs. Effective links between school and home provide substantial support to both pupils and families in order to reduce barriers to learning.

Staff value the opportunity to collaborate and learn with colleagues across the federation. Leaders share experience and knowledge to support school improvement. Staff enjoy working at the school and appreciate leaders' consideration of their workload and wellbeing.

Federation governors have a comprehensive knowledge of the school. This is gained, for example, through their effective visits and active involvement in the school community. They have a secure understanding of their statutory responsibilities, including the monitoring and oversight of safeguarding.

---

## Needs attention

### Attendance and behaviour

Needs attention 

Attendance is below the national average. A higher proportion of pupils than average nationally are persistently absent. Leaders work with families to ensure that they understand the importance of regular attendance. Tailored support benefits pupils who are disadvantaged and those who face other potential barriers to coming to school. For example, leaders provide pupils with access to emotional wellbeing support at the start of the day. However, despite the school's work, there are still too many pupils who do not attend well enough, thereby missing out on important learning.

Behaviour is highly positive throughout the school. Classrooms are calm, purposeful environments where pupils are actively engaged in their learning. Relationships between staff and pupils are mutually respectful. Staff model the school values. Pupils say that bullying seldom happens. They show great kindness and consideration for each other. Pupils have a comprehensive understanding of relationships. They know what it means to be a good friend and classmate. Leaders provide effective support for pupils with special educational needs and/or disabilities to ensure that they experience success with managing their behaviour in different contexts. For example, these pupils have access to calm and well-planned spaces when they need them and receive additional support. Playtimes are a delight, with pupils happily enjoying the wide range of activities available.

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

Pupils are immensely proud of their mutually supportive school community. Pupils value the respect and equality that permeate classrooms and the playground. Their experience in school is typically harmonious and happy. Incidents of bullying are rare. Pupils confidently discuss their enjoyment of learning and enrichment opportunities.

Behaviour across the school is highly positive. Pupils focus on their work and collaborate effectively. They look out for each other and readily support peers who may need help. For example, 'guardian angels' support pupils who are new to the school or those who may be

feeling anxious. Highly effective professional relationships between staff and pupils help to build trust. Pupils are assured that staff will help them if they have any concerns, including with any rare incidents of bullying. Pupils feel safe in school. They especially value the extensive opportunities they have to learn about and understand how to keep safe in the wider community, such as building an awareness of gang culture.

Pupils achieve well and make secure progress from their individual starting points throughout their time in school. This includes pupils with special educational needs and/or disabilities. Pupils build knowledge and skills successfully over time. They can recall important information and use it to make connections between learning. Nevertheless, some pupils do not attend school regularly enough. This means that they sometimes miss out on important learning and time with friends.

Pupils enjoy the wide range of enrichment opportunities. A carefully considered range of educational visits enhances their learning of curriculum subjects. For example, pupils visit an historical operating theatre to understand medicine in Victorian times. Pupils also benefit from learning in the outside environment, such as developing their scientific understanding in the community garden. They relish the range of activities available at playtime. For example, key stage 1 pupils become engrossed in LEGO creation and key stage 2 pupils have fun building dens.

---

## Next steps

- Leaders should ensure that persistent absence reduces and attendance continues to improve for pupils.
- Leaders should continue their work to strengthen the teaching of foundational knowledge to secure further improvements in how securely and fluently pupils build and apply this learning.

---

## About this inspection

The headteacher of this school is Samantha Reid

The co-chairs of the board of governors in this school are Judith Eastaugh and Patrick Elliott.

The school is part of a federation called Koinonia Federation.

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 HMI.

Inspectors spoke with senior leaders, leaders, staff, governors and representatives from the local authority and the diocese during the inspection.

The inspectors confirmed the following information about the school:

The headteacher is Samantha Reid.

This school is registered as having a Church of England religious character. It is in the Diocese of Southwark. Its last section 48 inspection was in May 2019.

The school currently uses no alternative provision.

There have been no relevant changes since the previous inspection.

Executive Co-headteachers: Victoria Wainwright and Claire Harrison

---

### **Lead inspector:**

Sacha Husnu-Beresford, His Majesty's Inspector


### **Team inspectors:**

Ann Pratt, Ofsted Inspector

David Lloyd, 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 21 April 2026

## **School and pupil context**

### **Total pupils**

**154**

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: 272

### **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)**

**51.30%**

Well 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**

**2.60%**

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**

**23.38%**

Well above 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 (revised)	65%	62%	Close to average
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	63%	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	76%	74%	Close to average
2024/25 (revised)	82%	75%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	72%	74%	Close to average
<b>2022/23 (final)</b>	75%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	76%	72%	Close to average
<b>2024/25 (revised)</b>	71%	72%	Close to average
<b>2023/24 (final)</b>	72%	72%	Close to average
<b>2022/23 (final)</b>	83%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	71%	73%	Close to average
<b>2024/25 (revised)</b>	71%	74%	Close to average
<b>2023/24 (final)</b>	72%	73%	Close to average
<b>2022/23 (final)</b>	71%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	51%	46%	Close to average
<b>2024/25 (revised)</b>	45%	47%	Close to average
<b>2023/24 (final)</b>	53%	46%	Close to average
<b>2022/23 (final)</b>	55%	44%	Close to average

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	69%	62%	Above
<b>2024/25 (revised)</b>	73%	63%	Close to average
<b>2023/24 (final)</b>	65%	62%	Close to average
<b>2022/23 (final)</b>	73%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	67%	59%	Above
<b>2024/25 (revised)</b>	55%	59%	Close to average
<b>2023/24 (final)</b>	65%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	82%	58%	Above

### 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	62%	60%	Close to average
2024/25 (revised)	55%	61%	Close to average
2023/24 (final)	65%	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	51%	68%	-16 pp
2024/25 (revised)	45%	69%	-24 pp
2023/24 (final)	53%	67%	-14 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	69%	80%	-10 pp
2024/25 (revised)	73%	81%	-8 pp
2023/24 (final)	65%	80%	-15 pp
2022/23 (final)	73%	78%	-6 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)	55%	78%	-24 pp
2023/24 (final)	65%	78%	-13 pp
2022/23 (final)	82%	77%	4 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	62%	80%	-18 pp
2024/25 (revised)	55%	81%	-26 pp
2023/24 (final)	65%	79%	-15 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 (2 term)	6.4%	5.2%	Above
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	7.5%	5.9%	Above

### 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)	19.7%	13.3%	Above
2023/24 (3 term)	19.6%	14.6%	Above
2022/23 (3 term)	16.8%	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.

---

**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](mailto: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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)

W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026



© Crown copyright