

Christ's Church of England Comprehensive Secondary School

Address: Queens Road, Richmond, Surrey, TW10 6HW

Unique reference number (URN): 102929

Inspection report: 3 February 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 ●

Achievement

Strong standard ●

Pupils progress very well through the school's curriculum. They build detailed knowledge over time and recall what they have learned confidently. Pupils produce work of high quality. They apply their knowledge with fluency and accuracy. This is well represented in pupils' high achievement in national tests and examinations over time. This includes for groups of pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities.

Leaders prioritise the development of pupils' underpinning knowledge and skills. Regular opportunities to read quality texts promote pupils' reading fluency. Pupils read widely, with confidence and interest. In the sixth form, students' wider reading enriches their knowledge of the subjects they study. Therefore, pupils' written and spoken communication, and their mathematical knowledge, form a secure basis for their learning across the curriculum.

Pupils, and students in the sixth form, are well prepared for their next steps. They go on to take up destinations that are ambitious and well suited to their interests and aptitudes.

Curriculum and teaching

Strong standard ●

Leaders have a clear and accurate understanding of the quality of curriculum and teaching across the school. They use this insight to make well-considered decisions that support ongoing improvement. The curriculum is ambitious, broad and balanced. It is designed to provide pupils with the knowledge and skills that they need for their next stages of education, employment or training.

Leaders ensure that subjects are thoughtfully sequenced so that pupils build knowledge over time and are supported to make meaningful connections with prior learning. For instance, students studying history in Year 13 understand the significance of the Great Reform Act of 1832 because they have detailed knowledge of the events that preceded it.

Leaders ensure that teachers' subject knowledge is deep. Teachers help pupils to recall prior learning well. They present new information clearly and explicitly teach ambitious vocabulary to extend pupils' knowledge and communication. Pupils, who require it, receive additional help to secure their basic foundational knowledge and skills in reading, writing and mathematics. They get well targeted academic support that helps them to catch up quickly. Teachers adapt resources and approaches to support pupils with special educational needs and/or disabilities to learn the curriculum well.

Inclusion

Strong standard ●

Inclusion is a clear and well-embedded priority across all areas of the school's work. Leaders and staff share a deep commitment to ensuring that pupils with vulnerabilities succeed. This includes those with special educational needs and/or disabilities (SEND) and disadvantaged and vulnerable pupils. Leaders have established well-structured policies and systems that enable pupils' needs to be identified and addressed in a timely manner. They

use training to ensure that staff are well equipped to support pupils and signpost them for further help where needed.

Staff work purposefully to reduce barriers to learning and wellbeing. Leaders coordinate carefully different aspects of the school's inclusion work, such as on attendance, behaviour, safeguarding, teaching and support for SEND. At the heart of this work is a strong focus on pastoral care that prioritises knowing pupils and their families well. Leaders check that their approaches are benefiting pupils well. For instance, they ensure that disadvantaged pupils consistently benefit from additional resources and support. This enables effective information sharing and ensures that pupils receive consistent support across the school.

Leaders recognise the importance of working with families. Leaders have taken decisive steps to strengthen relationships with parents and carers, resulting in improved communication. This, coupled with pupils' own views and the views of external professionals, is used to shape support. For instance, in response to feedback, leaders have carefully enhanced careers guidance for pupils with vulnerabilities. Where alternative provision is used, it is done thoughtfully, and with strong oversight to ensure that pupils remain supported and connected to the school.

Leadership and governance

Strong standard 

Leaders have an accurate and well-founded understanding of the school's strengths and areas for development. Improvement priorities are sharply focused on pupils' experiences and outcomes. This is particularly the case for disadvantaged pupils, those with special educational needs and/or disabilities, and other vulnerable groups. Leaders' decisions are consistently rooted in pupils' best interests. This is reflected in the careful design of curriculum, pastoral systems and inclusive approaches to behaviour and attendance.

Those responsible for governance have a detailed and nuanced understanding of the school. They provide appropriate support and challenge, and check that all statutory duties are met. Governors scrutinise performance information carefully, including attendance and regular absence, and hold leaders to account for the impact of improvement actions.

Leaders and governors prioritise inclusion and consider the school's work through the experiences of vulnerable pupils. Governors monitor pupils' progress carefully and challenge leaders robustly where appropriate. Governors and leaders evaluate the impact of support strategies and the use of additional funding. This ensures that actions are closely aligned to pupils' needs.

Leaders have established a coherent and well-developed programme of professional learning. It builds staff expertise over time. Staff feel well supported and appreciate leaders' consideration of workload and wellbeing in decision-making. Leaders engage proactively with parents and carers. This has strengthened trust and relationships, contributing positively to pupils' experiences.

Personal development and wellbeing

Strong standard 

Leaders have established a coherent and carefully sequenced personal development programme. This supports pupils to develop rich knowledge and awareness. Pupils reflect

on their beliefs, and engage thoughtfully with ethical and social issues. This is through both the taught programme and wider experiences. Pupils speak with maturity about equality, relationships and respect for difference. They show a secure understanding of fundamental British values, such as understanding right and wrong,

Relationships, sex and health education is age-appropriate and responsive to pupils' needs. Pupils learn how to keep themselves safe, including online. They demonstrate a clear understanding of risk, consent and healthy relationships. Leaders adapt content in response to emerging issues and pupil feedback, ensuring that learning remains relevant.

Disadvantaged pupils benefit from targeted pastoral and practical support. This enables them to access the programme fully and ensures that it meets their individual needs.

Responsive pastoral support underpins work to promote pupils' wellbeing. They feel secure, supported and ready to succeed in later life.

The school's work to develop pupils' character is particularly successful. Pupils have many opportunities to develop resilience, leadership and social responsibility. This is through a wide range of enrichment activities, experiences and trips. For instance, pupils travel overseas to practise speaking another language, perform at a high level in competitive sports and in Year 7, pupils compose music with the English National Opera. Pupils value these opportunities and speak with pride about contributing to school life. Leaders work actively to remove barriers so that pupils with special educational needs and/or disabilities benefit consistently well from these opportunities.

Careers education meets pupils' needs extremely well. Pupils receive well-timed, impartial guidance and have meaningful encounters with employers and education providers. This helps them to make informed and ambitious choices about their next steps.

Post 16 provision

Strong standard 

Leaders have a sharp understanding of the many strengths of the school's post-16 provision. They have designed a curriculum and wider experiences that reflect students' needs and the school's inclusive culture. The post-16 curriculum is broad and ambitious. It combines academic and applied pathways, and is expertly delivered. Teachers demonstrate high levels of subject expertise. They promote students' self-study skills and encourage them to read widely around their chosen subjects. This prepares students to deepen their knowledge and supports their independence and readiness for future study or employment.

Students achieve very well over time. They develop rich knowledge. They draw on it with increasing fluency and confidence to produce consistently high-quality work. Students are supported effectively to make strong progress from their starting points. This includes disadvantaged students and those with special educational needs and/or disabilities. Students are punctual and their attendance is high, reflecting their mature attitudes to learning and conduct.

Students benefit strongly from a high-quality careers programme. Aspects of this include tailored support, meaningful encounters with employers and higher education providers and high-quality guidance. This enables students to make ambitious and well-informed choices. As a result, students progress to destinations closely matched to their interests and aspirations. A wide range of wider activities supports students' personal development and

prepares them well for adulthood. This includes leadership, volunteering and enrichment opportunities.

Expected standard

Attendance and behaviour

Expected standard

Attendance is a clear priority for the school. This includes a clear focus on supporting those pupils who are absent often. Pupils typically have high attendance. However, persistent absence for disadvantaged pupils remains high. Leaders take suitable action to support pupils' attendance. However, the impact of their work is not, at present, fully realised in the attendance of disadvantaged pupils in particular. Leaders are developing their work further through collaboration with external partners to support pupils most at risk from absence. Leaders have established clear systems, roles and partnerships to support pupils to attend regularly. Leaders analyse attendance information carefully to understand barriers and intervene early. This is both for the whole school, and for particular groups.

The school is a calm, orderly environment. Pupils treat each other and staff with high levels of respect. Discrimination is not tolerated. Staff model the warm and courteous behaviour they expect from pupils. Clear rules and expectations are generally applied to support pupils to behave well in lessons and around the site. This enables learning to proceed without disruption. Where pupils need support to meet the school's expectations, leaders ensure that reasonable adjustments are made. Students in the sixth form act as highly positive role models for younger pupils. They are punctual, courteous and take responsibility for their studies.

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

Pupils thrive as valued individuals here. Leaders and staff take great care to understand pupils' interests, aspirations and their needs. Pupils are safe. Relationships between pupils and staff are warm, respectful and trusting. Pastoral support is highly responsive to pupils' circumstances and needs. This helps to foster a 'family' environment, where pupils feel a strong sense of belonging.

Pupils enjoy studying a broad range of subjects in depth. In Years 7, 8 and 9 they are provided with ample opportunity to develop detailed knowledge. This provides a secure footing for more specialised study later. Across the curriculum, pupils recall prior learning well and build on it successfully. Those with special educational needs and/or disabilities are well supported in their learning. This includes through skilled work by additional adults. Pupils, and post-16 students, achieve high outcomes over time. Careers education supports pupils well to make ambitious and well-judged choices about their next steps. Pupils are provided with the support that they need to be successful in reaching their chosen destinations.

Pupils behave courteously and typically meet the school's high expectations of their conduct. Learning proceeds uninterrupted. Pupils move around the school site in a calm and orderly manner. This makes for a pleasant environment, where pupils feel safe and typically at ease. Older pupils, including those in the sixth form, act as excellent role models for younger pupils and routinely support them. Bullying is rare and well dealt with when it does occur.

Next steps

- Leaders and those responsible for governance should further develop their work to increase the attendance of all pupils, and disadvantaged pupils in particular.
 - Leaders and those responsible for governance should sustain the effectiveness of their work to continually strengthen teaching so that any minor variation in the delivery of the curriculum is addressed and highly effective teaching is maintained.
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About this inspection

The chair of the board of governors in this school is Peter Sharp.

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.

Inspection activities:

Inspectors spoke with leaders, including those responsible for governance, staff, pupils and parents and carers. Inspectors also spoke with representatives of the diocese and local authority.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school's most recent section 48 inspection for schools with a religious character took place on 4 and 5 October 2023.

The school makes use of 9 alternative provisions, including 4 that are unregistered.

Headteacher: Mrs Helen Dixon

Lead inspector:

Rebecca Iles-Smith, His Majesty's Inspector

Team inspectors:

Emily Leonard, His Majesty's Inspector

Duncan Kamya, His Majesty's Inspector

Russell Bennett, Ofsted Inspector

David Bromfield, 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 3 February 2026

School and pupil context

Total pupils

1,037

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: 1,067

School capacity

930

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: 1,153

Pupils eligible for free school meals (FSM)

21.66%

Close to average

What does this mean?

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

National average: 28.9%

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

4.73%

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: 3.09%

Pupils with special educational needs (SEN) support

12.34%

Close to average

What does this mean?

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

National average: 13.4%

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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	63.9%	45.2%	Above
2023/24 (final)	67.8%	45.9%	Above
2022/23 (final)	59.9%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	56.9	45.9	Above
2023/24 (final)	56.0	45.9	Above
2022/23 (final)	54.9	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.31	-0.03	Above
2022/23 (final)	0.34	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	29.4%	25.6%	Close to average
2023/24 (final)	38.7%	25.8%	Above
2022/23 (final)	34.4%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	40.6	34.9	Above
2023/24 (final)	39.5	34.6	Close to average
2022/23 (final)	38.7	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.50	-0.57	Close to average
2022/23 (final)	-0.54	-0.57	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	29.4%	52.8%	-23.4 pp
2023/24 (final)	38.7%	53.1%	-14.4 pp
2022/23 (final)	34.4%	52.4%	-18.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	40.6	50.3	-9.7

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	39.5	50.0	-10.5
2022/23 (final)	38.7	50.3	-11.6

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.50	0.16	-0.67
2022/23 (final)	-0.54	0.17	-0.70

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	90%	91%	Average
2022 leavers (revised)	92%	93%	Average
2021 leavers (revised)	95%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	41.19	34.99	Above
2023/24 (final)	37.61	34.38	Close to average
2022/23 (final)	39.54	34.16	Above

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.2	0.0	Above
2023/24 (revised)	0.1	0.0	Close to average

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)	7.3%	8.1%	Close to average
2023/24 (3 term)	8.6%	8.9%	Close to average
2022/23 (3 term)	8.3%	9.0%	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 (2 term)	17.2%	21.9%	Below

Year	This school	National average	Compared with national average
2023/24 (3 term)	22.2%	25.6%	Close to average
2022/23 (3 term)	22.6%	26.5%	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.

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