

# Moss Hall Junior School

**Address:** 187 Nether Street, Finchley, Moss Hall Grove, London, N3 1NR

**Unique reference number (URN):** 101294

## Inspection report: 2 June 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 achieve well, including in national tests where their attainment is typically above national averages. They build secure knowledge across all subjects and develop an impressive fluency in reading, writing and mathematics as they move through the school. Pupils produce high-quality work that reflects the highly effective teaching they receive. They articulate their learning confidently and make clear connections between topics. Pupils demonstrated their sophisticated language through speaking and writing tasks. They use ambitious and accurate vocabulary.

Pupils who are disadvantaged make consistent progress and achieve better than their peers nationally. Pupils with special educational needs and/or disabilities, including those with more complex needs, receive the support they need to access the curriculum and learn successfully. Those who are new to the English language make swift gains through regular and effective oracy and phonics support. Consequently, pupils are very well prepared to move on to secondary school with confidence.

### Attendance and behaviour

Strong standard ●

Pupils are polite, respectful and kind. Leaders have put in place a behaviour approach that focuses on positive choices. Pupils and staff understand it well. Staff set high expectations so that classrooms are calm and pupils concentrate. Clear routines at the start of the day, in lessons and during social times help pupils build warm and positive relationships. Pupils with additional needs receive the support they need and their classmates show real understanding. When behaviour slips, staff respond fairly and consistently. Pupils know which trusted adults they can speak to if they are worried. Bullying is rare and dealt with swiftly.

Attendance is consistently high for all groups of pupils. The school recognises that pupils attend well when they feel known, valued and are well taught. Their actions are effective and levels of occasional and persistent absence remain low. Leaders analyse patterns closely and use this insight to shape effective strategies, including targeted work with families that reduce occasional absence. Leaders consider the needs of different groups carefully, taking an individual approach to disadvantaged pupils and those who face additional barriers. Leaders continue to focus on the small minority whose attendance still needs to improve. They promote a clear and shared message that attendance is everyone's responsibility.

### Curriculum and teaching

Strong standard ●

The curriculum helps pupils to build their knowledge step by step in every subject. Leaders know the curriculum strengths well and direct resources where they are needed so that the curriculum remains high quality.

Teachers have excellent subject knowledge and benefit from well-planned training. They introduce new ideas in ways that link clearly to what pupils already know. Well-chosen resources, such as thought-provoking pictures and interesting stories, support pupils to

share their ideas and learn new vocabulary. Daily mathematics and English lessons include fluency practice in number facts, spelling, grammar and handwriting so that pupils secure the foundational knowledge needed to make progress across the curriculum. Pupils at the early stages of reading receive excellent phonics support.

Lessons are carefully planned. Teachers place a keen emphasis on developing pupils' oracy skills and provide purposeful opportunities for discussion and peer feedback. Sharp questioning helps teachers identify misconceptions and they adapt teaching quickly to address gaps. Regular planning time enables teachers to target activities to best meet the needs of individual pupils, including those who have special educational needs and/or disabilities. Staff know pupils well and make thoughtful adaptations so that all pupils can access the curriculum and achieve well.

## **Inclusion**

**Strong standard** 

Staff hold an acute understanding of their most vulnerable pupils and those who may face barriers to learning or wellbeing. They maintain high expectations for every pupil, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND). This deep knowledge fosters a strong sense of belonging, creating a highly inclusive culture. Robust identification ensures that teachers refer concerns promptly so that pupils receive the help they need. As a result, pupils' barriers to learning reduce quickly.

Pupils access the same ambitious curriculum as their peers through skilful teacher adaptations. Staff receive high-quality training on the strategies that best support pupils. Teachers use clear, consistent approaches, such as visual cues, to secure pupils' engagement and understanding. Teaching assistants are deployed well to provide targeted support in lessons and through structured interventions. Pupils with SEND receive swift and effective support, including during unstructured times.

Leaders ensure that pupils have the right resources and equipment to remove barriers. Strong quality assurance, regular progress meetings and well-evaluated interventions ensure that pupils make sustained progress from their starting points. Pastoral support is excellent. Leaders implement a clear, research-informed approach to additional funding, which is having a highly positive impact on pupils' wellbeing and outcomes.

## **Leadership and governance**

**Strong standard** 

Leaders at all levels have a highly accurate understanding of the school's strengths and the areas they want to further develop. Leaders have set a clear and ambitious vision that places pupils' best interests at the centre of every decision. They take robust and timely action to ensure that their high standards are met across all aspects of the school's work. Leaders build trusting relationships with parents and carers through regular communication and popular school events that strengthen the school community. The governing body is highly skilled and knowledgeable about its strategic role. Governors understand the school's context and priorities for improvement. They provide rigorous oversight by analysing information carefully and offering appropriate challenge. Governors have established strong relationships with staff, parents and the wider community.

Staff feel valued and supported. Leaders and governors place staff wellbeing and workload at the heart of their leadership approach. Staff appreciate the regular check-ins from senior leaders. Early career teachers benefit from a comprehensive training programme, experienced mentors and opportunities to collaborate with teachers across the borough. A firmly established coaching model ensures that ongoing professional learning, rooted in research, drives the school's development. Staff are proud of their school and speak warmly about the positive culture leaders have created. Many describe the school as a second home, reflecting the strong sense of belonging that leaders have nurtured.

## **Personal development and wellbeing**

**Strong standard** ●

Pupils benefit from a personal development and wellbeing curriculum that readies them to flourish in modern Britain. This curriculum is carefully crafted and extensive. It links closely to pupils' interests and ensures that they develop the knowledge and skills needed to realise their ambitions and make a positive contribution to society. Pupils encounter a diverse range of people, places and experiences that broaden their understanding of the world and deepen their cultural awareness.

Pupils take on meaningful leadership roles that require them to act responsibly and demonstrate a clear sense of right and wrong. For example, older pupils support younger pupils in computing lessons, showing patience, maturity and a strong commitment to helping others. Assemblies are carefully planned to promote school values, fundamental British values and respect for protected characteristics. These help pupils develop an understanding of different cultures and people in their communities.

Pupils understand that everyone deserves respect and they articulate the importance of tolerance with clarity. They speak confidently about different beliefs and cultures and use respectful language when discussing them. They have secure knowledge of the curriculum, including how to keep themselves safe online, on the road and in relation to drugs. The relationships and sex education and health education is taught sensitively. Leaders keep parents well informed so that they understand what their children are learning. Pupils learn age-appropriate sex education and demonstrate a mature understanding of consent.

A wide range of clubs enables pupils to develop interests in sport, art, music and games such as in playing in the school wind band. All pupils learn the recorder and the trumpet. Pupils swim regularly, ensuring that pupils learn important life skills and stay healthy. Leaders provide targeted resources so that every child can participate fully and pursue their interests, ensuring that no pupil is disadvantaged by circumstance.

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

Pupils belong to a school community where staff know them well, value their contributions and encourage them to achieve their very best. Pupils speak proudly about the strong sense of belonging they feel from their first day at the school. They have high levels of attendance. Pupils follow familiar routines, such as morning check-ins with their class teacher, which settle them quickly and prepare them for learning. Pupils enjoy lessons because ideas are explained clearly. They have regular opportunities to talk about their learning and use

engaging resources to help them learn new ideas. As a result, pupils achieve well. Pupils with additional needs receive the targeted support they need to be successful.

Pupils take an active role in school life. Year 5 pupils visit the infant school and support younger pupils by helping them log on and navigate digital tools in their computing lessons. Others lead parts of assemblies or collect eggs from the school chickens. These responsibilities build pupils' confidence, patience and leadership skills. Trips and enrichment opportunities develop pupils' interests and strengthen their understanding of the wider community. Pupils talk enthusiastically about visiting the magistrates' court, exploring museums in central London and taking part in whole-class swimming sessions. Clubs such as chess, art, football and board game club give pupils opportunities to explore new interests and make friends across year groups.

Pupils feel safe because they know exactly which trusted adults to approach if they are worried. They value the calm atmosphere and staff help them resolve problems quickly. Pupils behave and play well together. Staff rarely hear any unkind or derogatory language. The school dog provides therapeutic support for pupils who need it. Pupils would recommend their school and describe their school 'as a place which gives them a good education and prepares them with life skills for the future'.

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## Next steps

- Leaders should continue to monitor pupil participation in clubs to more closely match pupils' talents and interests to the wide range of opportunities open to them.
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## About this inspection

The chair of the board of governors in this school is David Dunn.

The school is part of a federation called Moss Hall Schools 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 HMIs.

Inspectors spoke with senior leaders, representatives from the governing body, the local authority, staff, pupils and parents during the inspection.

Inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school appointed a new headteacher who took up their post on September 2025.

### Lead inspector:

Piers Saunders, His Majesty's Inspector

### Team inspectors:

Rajeshree Mehta, Ofsted Inspector

Helen Rai, Ofsted Inspector

Amy Jackson, 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 2 June 2026

## School and pupil context

### Total pupils

**468**

Well above 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

**480**

Well above 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)**

**18.59%**

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: 26.3%

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

**3.21%**

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**

**12.61%**

Close to average

#### **What does this mean?**

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

National average: 15%

### **Location deprivation**

**Close to 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 | 78%         | 61%              | Above                          |
| 2024/25 (final)       | 81%         | 62%              | Above                          |
| 2023/24 (final)       | 75%         | 61%              | Above                          |
| 2022/23 (final)       | 77%         | 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 | 86%         | 74%              | Above                          |
| 2024/25 (final)       | 91%         | 75%              | Above                          |
| 2023/24 (final)       | 83%         | 74%              | Above                          |
| 2022/23 (final)       | 83%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 82%         | 72%              | Above                          |
| <b>2024/25 (final)</b>       | 83%         | 72%              | Above                          |
| <b>2023/24 (final)</b>       | 81%         | 72%              | Above                          |
| <b>2022/23 (final)</b>       | 81%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 87%         | 73%              | Above                          |
| <b>2024/25 (final)</b>       | 92%         | 74%              | Above                          |
| <b>2023/24 (final)</b>       | 84%         | 73%              | Above                          |
| <b>2022/23 (final)</b>       | 84%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 53%         | 46%              | Close to average               |
| <b>2024/25 (final)</b>       | 50%         | 47%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 64%         | 46%              | Above                          |
| 2022/23 (final) | 45%         | 44%              | Close to average               |

### 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 | 68%         | 62%              | Close to average               |
| 2024/25 (final)       | 78%         | 63%              | Above                          |
| 2023/24 (final)       | 73%         | 62%              | Close to average               |
| 2022/23 (final)       | 55%         | 60%              | Close to average               |

### 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 | 56%         | 59%              | Close to average               |
| 2024/25 (final)       | 50%         | 59%              | Close to average               |
| 2023/24 (final)       | 64%         | 58%              | Close to average               |
| 2022/23 (final)       | 55%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 71%         | 60%              | Above                          |
| <b>2024/25 (final)</b>       | 72%         | 61%              | Close to average               |
| <b>2023/24 (final)</b>       | 77%         | 59%              | Above                          |
| <b>2022/23 (final)</b>       | 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 53%         | 68%                              | -14 pp                  |
| <b>2024/25 (final)</b>       | 50%         | 69%                              | -19 pp                  |
| <b>2023/24 (final)</b>       | 64%         | 67%                              | -4 pp                   |
| <b>2022/23 (final)</b>       | 45%         | 66%                              | -21 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 | 68%         | 80%                              | -12 pp                  |
| 2024/25 (final)       | 78%         | 81%                              | -3 pp                   |
| 2023/24 (final)       | 73%         | 80%                              | -7 pp                   |
| 2022/23 (final)       | 55%         | 78%                              | -24 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 | 56%         | 78%                              | -21 pp                  |
| 2024/25 (final)       | 50%         | 78%                              | -28 pp                  |
| 2023/24 (final)       | 64%         | 78%                              | -14 pp                  |
| 2022/23 (final)       | 55%         | 77%                              | -23 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 | 71%         | 80%                              | -9 pp                   |
| 2024/25 (final)       | 72%         | 81%                              | -8 pp                   |
| 2023/24 (final)       | 77%         | 79%                              | -2 pp                   |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 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 (3 term) | 4.2%        | 5.2%             | Below                          |
| 2023/24 (3 term) | 4.0%        | 5.5%             | Below                          |
| 2022/23 (3 term) | 4.6%        | 5.9%             | 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 |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 8.6%        | 13.0%            | Below                          |
| 2023/24 (3 term) | 5.1%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 9.6%        | 16.2%            | 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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