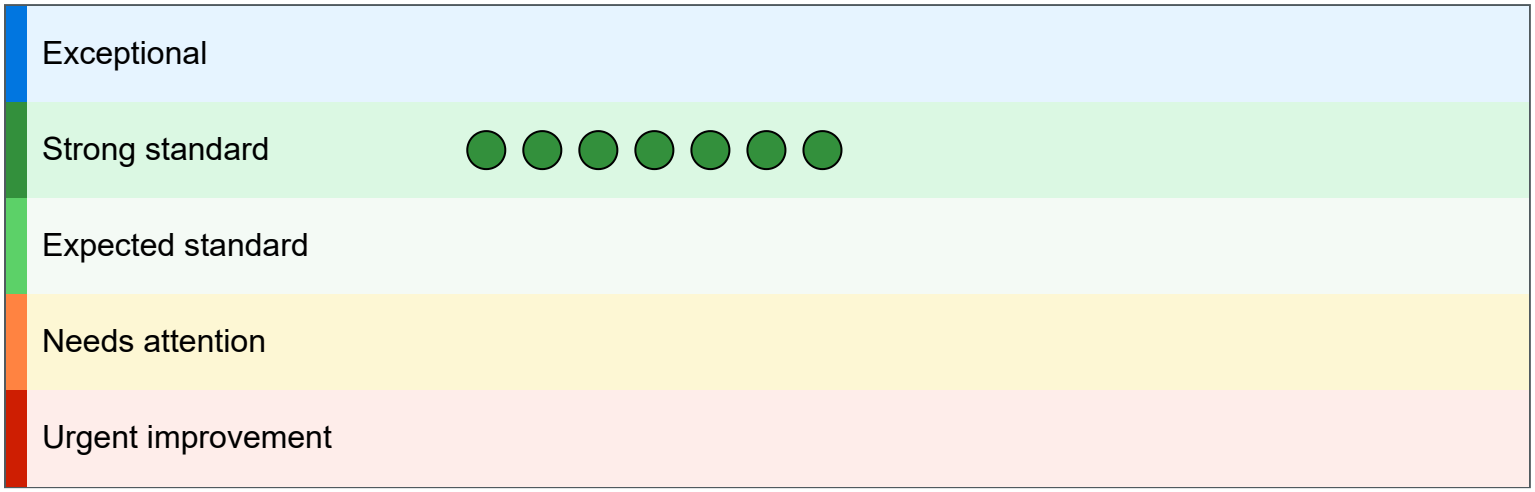
East Barnet School

Address: Chestnut Grove, East Barnet, Barnet, Hertfordshire, EN4 8PU

Unique reference number (URN): 136658

Inspection report: 6 May 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

Achievement

Strong standard

Pupils, particularly those in key stage 4, achieve highly in national tests. They develop deep knowledge and skills across the curriculum because teaching builds securely on what they have learned before. Pupils demonstrate a thorough understanding of current and prior learning. Pupils' work shows that knowledge builds securely over time, with increasing accuracy. They develop greater independence in extended written work. Students in the sixth form articulate complex knowledge with clarity and precision.

Pupils with special educational needs and/or disabilities make strong progress from their individual starting points across a range of subjects. Leaders ensure that these pupils, and other vulnerable pupils, receive the support that they need to develop their knowledge, skills and understanding. As a result, outcomes for disadvantaged pupils show that previous gaps in achievement are narrowing. Pupils and students in the sixth form leave with a range of qualifications that set them up well for the future.

Attendance and behaviour

Strong standard

Leaders have established very high expectations of pupils' behaviour and attendance. Pupils understand why regular attendance matters. Leaders track attendance closely each day. They have a robust approach to identifying and removing barriers to attendance. This includes working closely with families and outside agencies to make sure pupils get the help that they need to attend school regularly. As a result, the number of pupils who are often absent continues to fall. This is particularly the case for pupils with special educational needs and/or disabilities.

High expectations for behaviour are firmly embedded across the school. Staff apply leaders' expectations reliably and use shared language so that pupils understand what to do. Pupils know the high expectations leaders have of them. They consistently demonstrate positive attitudes towards their work and achieve well. Pupils are polite and courteous to staff and visitors. Staff and pupils enjoy harmonious relationships. Pupils know that staff care for them. Classrooms are calm environments where pupils engage positively with their learning. Pupils say that bullying is rare and they are confident that if there were any, it would be addressed swiftly.

Curriculum and teaching

Strong standard

Leaders have developed a well-planned, broad and ambitious curriculum that meets pupils' aspirations. It is carefully ordered so that pupils' new learning builds securely on what has gone before. Leaders have a precise understanding of the quality of the curriculum and how it is delivered. Their clear oversight, including the 'EBS essentials', helps to ensure consistently high-quality teaching within subjects and across the school, including in the sixth form.

Teachers have secure subject knowledge. They explain new concepts clearly and use high-quality resources that help pupils connect new learning to what they already know.

Teachers are rigorous in their approach to the teaching of technical vocabulary, increasing the challenge as pupils move through the school. Leaders identify opportunities to further strengthen teachers' expertise and provide timely, focused training. Teachers thrive on learning about the best ways to support pupils in the classroom.

Leaders and staff know each pupil individually. Leaders ensure that teachers have detailed information about pupils' individual needs and barriers. Teachers adapt their teaching so that pupils with additional needs can learn successfully. Reading is a high priority in the school. Pupils have many opportunities to read across the curriculum and for pleasure. Highly trained staff swiftly identify and support pupils who are at the earlier stages of learning. They provide highly effective additional sessions to help pupils catch up.

Inclusion

Strong standard

Inclusion is at the heart of East Barnet School. Leaders are wholly committed to ensuring that every pupil has the opportunity to excel, regardless of their starting points. This is underpinned by robust safeguarding and carefully adapted support. Rigorous systems enable staff to identify additional needs quickly, including for pupils with special educational needs and/or disabilities (SEND). They use this, together with information from external professionals, to provide a vast array of bespoke and highly effective support which is timely and well considered.

Staff receive high-quality training that enables them to make skilful adaptations to activities. Teachers use information they have about pupils' needs effectively. For example, through the use of ‘inclusion on a page’ profiles. This valuable information gives staff the confidence to skilfully adapt their teaching to fully meet pupils’ needs. This is consistent across the school. This helps pupils with SEND to access the full curriculum alongside their peers. Pupils make full use of the vast range of opportunities provided by 'the hub', including animal therapy with 'Percy' the school dog, as well as the rabbits and chicks.

Leaders carefully plan their use of pupil premium funding and closely check the impact it has, adapting provision accordingly. The use of alternative provision is thoughtfully planned and always in the pupils' best interests.

Leadership and governance

Strong standard

The school is very well led and managed. Leaders have a clear vision for the school rooted in high ambition for all pupils. They are determined to provide pupils with the best care and support while facilitating pupils' academic achievement. Leaders have an accurate view of the school’s strengths and areas for improvement. They make swift and effective changes when needed. In doing so, they ensure that staff understand and share the same high ambitions for the school. For instance, they have made clear how improvements to the curriculum and teaching support pupils to behave and achieve well.

Staff are overwhelmingly positive about how the school is led. They feel valued and empowered. Staff across the school benefit from highly effective professional learning, a supportive culture and careful attention to their workload and wellbeing. Those in the early stages of their career appreciate the guidance provided, while more established staff equally value the support available to help them further develop.

Governors are dedicated to their vision to provide the very best for the school community. They fulfil all of their statutory duties. They support leaders to create a culture and ethos built on high expectations, but also one of nurturing, pastoral care. The school is consistently pushing for excellence in all that it does.

Personal development and wellbeing

Strong standard

Leaders have developed a well-considered and ambitious personal development programme. This is organised so that all pupils participate and benefit equally from opportunities they might not otherwise experience. Pupils are encouraged to explore their talents and interests through a broad range of clubs, performances and activities. The writer, designer and artist in residence provide specialist workshops and events. They inspire pupils to develop their talents and interests. The wide range of opportunities in the curriculum and beyond enables pupils to learn more about the world and themselves. Some activities are carefully targeted towards individuals or groups of pupils. Leaders use their thorough understanding of each pupil to ensure that they benefit from a tailored provision that enables them to flourish. Leaders have removed barriers to participation, including those faced by disadvantaged pupils. Many pupils value the sense of belonging that comes from joining in. Extensive opportunities for student leadership, including 'house ambassadors', 'reader leaders', 'student librarians' and 'bereavement mentors', promote equality and diversity, boost pupils' confidence and develop their character.

The personal, social, health and economic curriculum is carefully designed and well delivered. Pupils develop their understanding of the fundamental British values and know about important topics such as healthy relationships and mental health. For example, younger pupils learn about the dangers of alcohol, drugs, smoking and vaping, while older pupils learn about contraception and misogyny. Teaching about online and offline risks is current and responsive, enabling pupils to understand how to keep themselves and others safe.

Pupils learn about different careers and receive support to choose appropriate courses for their next steps. Older pupils understand routes into apprenticeships, higher education and employment. Leaders track destinations closely to make sure that pupils move on successfully.

Staff notice pupils who may be struggling and make sure that they get help, including mentoring, counselling or support from the inclusion and safeguarding teams. As a result, pupils say they feel safe and very well supported.

Post 16 provision

Strong standard

Leaders have established an inclusive and ambitious post-16 provision. Students are able to choose from a broad mix of A levels and vocational courses that enable them to achieve their future ambitions. Teachers deliver the curriculum consistently well. They demonstrate expert subject knowledge and make highly effective choices about what to teach, when and how to teach it. Lessons across the broad curriculum are highly engaging and thought-provoking. Precise feedback helps students to improve and address any gaps in knowledge. Students value their teachers and the support they provide. Across subjects, students confidently connect new content with prior learning and use this to plan revision and

produce high-quality responses. Students, including those with special educational needs and/or disabilities, and those who are disadvantaged, achieve well in public examinations. Attainment has improved over time and outcomes in vocational courses have improved considerably.

Students value their studies and attend well. They are encouraged to aim high and seize opportunities. Leaders provide a broad range of experiences for post-16 students. For example, clubs and societies provide valuable personal and career development. Students develop impressive leadership skills as mentors to younger pupils. Leaders ensure that students are well informed about the options available to them after leaving the sixth form. They know what they need to do to achieve their goals. The school provides excellent bespoke support to students who are applying for university and degree apprenticeships. As a result, many students progress to high-quality university courses, apprenticeships and work-based training.

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

Pupils are proud to be a part of the East Barnet School community. Staff combine high expectations for all their pupils with a distinct sense of belonging. Pupils enjoy their learning and take pride in their work. They value the positive relationships they have with staff and appreciate the support they receive to help them succeed in all areas of school life. Expectations are clear and consistently understood. Behaviour inside and outside of lessons is positive and supports pupils to learn the curriculum well. Pupils have confidence in staff to deal with any incidents that do occur quickly and effectively.

Pupils access a well-structured curriculum with a range of interesting subjects. Pupils receive high-quality teaching. Staff expect all pupils to achieve their potential. Pupils appreciate this expectation and the excellent education that they receive. This ensures that pupils move on to aspirational and well-matched destinations when they leave the school.

Leaders have established a highly inclusive culture where pupils thrive. Pupils who have additional barriers to learning, such as special educational needs and/or disabilities, are quickly identified and given appropriate help to do well. Their needs are thoroughly understood, which helps them to feel well cared for and safe. This means that pupils get the support they need when they need it. Pupils receive tailored interventions matched to their specific needs. This ensures that they stay on track and are well prepared for their next steps.

Pupils enjoy the many opportunities they have to develop beyond their academic learning. These opportunities develop pupils' character and broaden their interests. For example, whole school productions are a source of pride for staff and pupils alike, as are the many sporting successes. Pupils celebrate diversity and value the different cultures in their community. They enjoy contributing through leadership roles. Older students are positive role models and contribute to the aspirational culture of the school.

Next steps

- Leaders should continue to embed their strategies to ensure that recent improvements in disadvantaged pupils' attendance are sustained.
- Leaders should continue to embed their strategies to ensure the achievement gap between disadvantaged and non-disadvantaged pupils continues to narrow.

About this inspection

This school is the East Barnet trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Major John Bernard Ireton.

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 headteacher, other senior leaders in the school and staff. The lead inspector met with the chair of the trust and members of the local governing board. She also spoke with a representative of the local authority. An inspector spoke with a representative of some of the alternative providers that the school uses including the unregistered provision.

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:

The school makes use of six registered alternative provision and one that is unregistered.

Headteacher : Leann Swaine

Lead inspector:
Sam Johnson, His Majesty's Inspector

Team inspectors:
Alison Moore, Ofsted Inspector
Verity Lane, Ofsted Inspector
Jonathan Newby, Ofsted Inspector
Nasim Butt, Ofsted Inspector
Rebecca Drysdale, 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 6 May 2026

School and pupil context

Total pupils

1,427
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: 1,067

School capacity

1,445
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: 1,154

Pupils eligible for free school meals (FSM)

22.58%
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

5.47%
Well 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

12.61%
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 (final)	57.3%	45.4%	Above
2023/24 (final)	59.1%	45.9%	Above
2022/23 (final)	65.1%	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 (final)	53.0	46.1	Above
2023/24 (final)	52.0	45.9	Above
2022/23 (final)	54.7	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)	0.16	-0.03	Close to average
2022/23 (final)	0.27	-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 (final)	45.0%	25.8%	Above
2023/24 (final)	31.0%	25.8%	Close to average
2022/23 (final)	35.1%	25.2%	Above

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 (final)	38.4	34.9	Close to average
2023/24 (final)	37.5	34.6	Close to average
2022/23 (final)	40.2	35.0	Above

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)	-0.55	-0.57	Close to average
2022/23 (final)	-0.70	-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 (final)	45.0%	53.1%	-8.1 pp
2023/24 (final)	31.0%	53.1%	-22.2 pp
2022/23 (final)	35.1%	52.4%	-17.3 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 (final)	38.4	50.4	-12.0
2023/24 (final)	37.5	50.0	-12.6
2022/23 (final)	40.2	50.3	-10.1

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)	-0.55	0.16	-0.72
2022/23 (final)	-0.70	0.17	-0.87

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 (revised)	93%	92%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	97%	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 (final)	36.90	35.00	Close to average
2023/24 (final)	35.73	34.38	Close to average
2022/23 (final)	33.54	34.16	Close to average

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 (final)	0.1	0.0	Close to average
2023/24 (revised)	0.2	0.0	Above

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)	7.9%	8.4%	Close to average
2023/24 (3 term)	8.7%	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 (3 term)	23.4%	23.4%	Close to average
2023/24 (3 term)	24.9%	25.6%	Close to average
2022/23 (3 term)	24.7%	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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