

Pinner High School

Beaulieu Drive, Pinner, Middlesex HA5 1NB

Inspection dates

8–9 May 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher, leaders and governors have established an ethos of high aspirations. They leave no stone unturned in pursuit of excellence. Staff, parents and pupils are exceptionally positive about the school's work.
- Governance is highly effective. Governors and trustees of the multi-academy trust support and challenge leaders to improve the school further.
- Pupils from all ability groups, disadvantaged pupils, and those with special educational needs and/or disabilities (SEND) make strong progress from their starting points.
- Teachers use assessment particularly well to ensure that they provide pupils with appropriate work. Levels of challenge are high and sustain pupils' strong progress. Just occasionally, the most able pupils do not receive sufficient challenge to achieve the progress of which they are capable. Leaders' actions to address this are having a positive impact.
- Pupils' personal development is excellent. The promotion of pupils' spiritual, moral, social and cultural development is demonstrated through high-quality art, drama, music and sport.
- Pupils show excellent attitudes to learning. There is a thirst for knowledge and an excitement about lessons. As a result, pupils enjoy school, attend regularly and are proud to be part of the school community.
- The formal and wider curriculum ensures that pupils flourish academically while developing outstanding personal and social skills. Pupils value the wide range of activities available through the wider curriculum.
- Safeguarding is effective. There is a consistently caring culture at the school.
- The overwhelming majority of teachers use excellent subject knowledge to plan learning so that pupils make strong progress. When, occasionally, teaching is less than outstanding, leaders provide support and training.

Full report

What does the school need to do to improve further?

- Embed strategies to ensure that teachers consistently deepen the learning of the most able pupils.
- Continue to support the training and development of teachers so that all teaching is as effective as the very best.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher, leaders and governors provide ambitious and highly effective leadership. Their astute and precise evaluation of the school's strengths and areas for development result in pupils' outstanding progress over time.
- Leaders demonstrate an impressive range of skills and uphold the headteacher's high expectations. Their sharply focused actions bring about rapid improvement as soon as any weaknesses are identified. For example, systems to ensure that most-able pupils consistently achieve their highly aspirational targets across the range of subjects are beginning to have a positive impact.
- No pupils have yet completed GCSE courses. This means that there is no published outcomes information. In response, and so that they can be confident that pupils are making outstanding progress, leaders have invested much time in carefully tracking pupils' progress. To validate their tracking, leaders have utilised layers of internal and independent moderation and quality assurance. As a result, progress information is robust. Leaders set highly challenging targets and place equal emphasis on all year groups. Consequently, as pupils move through the school they are well prepared for high levels of success.
- Parents and carers are highly supportive of school leaders, with the overwhelming majority feeling that the school is well led. This view is shared by those staff and pupils who responded to the Ofsted surveys carried out as part of the inspection. One parent reflected the views of many others when writing: 'The school is extremely well run. I have been very impressed at the high standards that are expected of the pupils. I would recommend it unequivocally.'
- Teachers feel well supported by school leaders and are very proud to work at the school. They are provided with effective training to help them to further develop their teaching. This has helped lead to pupils' strong progress.
- Extra funding is well deployed for disadvantaged pupils and those who arrive in Year 7 with weaker literacy and numeracy skills. Leaders make sure that they carefully track these pupils' progress and offer support to help pupils catch up with their peers. Leaders spend the extra funding provided for pupils with SEND, including those within the specialist provision, wisely, and so meet these pupils' needs well.
- The curriculum has an ambitious intent and is academically rigorous. All pupils study for a range of GCSE courses and are supported extremely well to achieve highly. The curriculum remains broad and balanced for all pupils throughout the school. Creative subjects are championed alongside those that comprise the English Baccalaureate.
- Through the 'Headteacher's Challenge', all pupils participate in a wide range of extra-curricular activities. The options are extensive and include sport, music, drama, film production, chess and web design. In addition, there are a number of school trips that are highly valued by pupils, including to Beijing, Spain, Oxford University, the Houses of Parliament and the Bank of England.
- The promotion of British values, for example of tolerance, respect and democracy, is integral and a powerful force underpinning the culture and daily life of the school. As a

result, the development of pupils' spiritual, moral, social and cultural skills is outstanding.

- Careers education is well planned in key stages 3 and 4. Pupils have access to independent advice and guidance and are given detailed guidance in making their GCSE options. This positive work means that pupils will be well prepared to progress to the next stage of their education.

Governance of the school

- Governance is exceptionally effective. This is because governors are totally committed to achieving the best possible outcomes for pupils. Individual governors have the skills and experience that enable them to challenge leaders. The trustees of the multi-academy trust, which oversees governance, are equally effective.
- Governors work very well as a team and have complementary skills. They play an active role in school life and visit regularly to ensure that they have a full understanding of current performance. They undertake their statutory responsibilities with integrity and diligence.
- Governors are well placed to support the school's safeguarding culture because some of them have a wealth of professional experience in this area. They analyse the school's information in this area in detail.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff throughout the school are very clear about their responsibilities and the need to be constantly vigilant. They have a strong understanding of safeguarding issues, including local priorities, and how to respond to them.
- Records about safeguarding issues for pupils are detailed and well organised. Leaders follow up referrals to external agencies with a tenacity that ensures pupils' safety and well-being remain a priority for all.
- Appropriate checks are carried out on all adults working at the school to ensure that they are suitable to work with children.
- Pupils feel safe at school. They feel cared for and confident that they have someone to talk to if they have a problem. Leaders ensure that pupils learn about the possible risks they face through the curriculum, this includes knife crime, gang affiliation and extremism.

Quality of teaching, learning and assessment

Outstanding

- Pupils have exemplary attitudes to their learning. They are highly motivated by their teachers' strong subject knowledge and well planned and challenging lessons. Teachers' enthusiasm for their subjects is infectious and inspires pupils to learn.
- Very positive relationships between teachers and pupils lead to a culture of mutual respect. All share the aspiration that every pupil should excel.

- Teachers ask pupils thoughtful questions to probe and deepen their thinking. They systematically check pupils' learning and spot where they need to support or provide further challenge. These and other teaching skills are exceptionally well developed and consistently applied by the vast majority of teachers.
- Pupils respect each other's views. This leads to a productive working environment where all pupils feel confident to ask and answer questions in lessons.
- Teachers know their pupils very well. They use regular assessment information to assign tasks and activities appropriately so that pupils receive the right levels of support and challenge and thus make strong progress.
- Inspectors saw samples of work that showed strong progress over time in a variety of subjects. Inspectors also visited lessons in these subjects. For example, in Spanish and Mandarin, pupils showed enjoyment and commitment to learning the target language, practising their pronunciation with gusto.
- Effective teaching and support ensure that pupils with SEND make as much progress as other pupils from similar starting points. Pupils develop confidence in their ability to work independently, knowing that support is on hand if needed. Pupils who have more substantial learning needs receive highly effective support from well-trained teaching assistants.
- Pupils are clear on how to improve their work because of their teachers' consistent and effective use of the school's assessment systems.
- Homework is set regularly and this both consolidates and extends learning.
- Leaders have an accurate picture of the quality of teaching and strive hard to make sure that teaching is consistently outstanding for all pupils. Occasionally, learning activities are not challenging enough for most-able pupils. Leaders take effective action to provide training where necessary and to share the very best practice across the school.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Parents, staff and pupils share this view.
- Pupils are confident, polite, articulate and eager to talk about their school, and their work. They articulate their views well.
- The school environment is friendly and welcoming. Year 7 pupils told inspectors that they settled into school very quickly.
- Pupils show a well-developed understanding and tolerance for others who are different from them, including those with a different sexual orientation. All pupils are unanimous in their praise for the respectful and warm atmosphere in the school.
- Pupils receive a valuable programme of personal, social, health and economics education. This is planned carefully to ensure that all can gain the required knowledge to make healthy and safe decisions at school and at home.

- Pupils enjoy school, respect their teachers and feel well cared for. All those spoken to during the inspection were very positive about their experiences at Pinner High.
- Pupils feel safe. They are also knowledgeable about how to continue to stay safe, including when online. Pupils spoken to reported that there is no bullying at the school. School records indicate that bullying incidents are rare and when they do occur are dealt with promptly and effectively.
- Leaders cater well for pupils' physical and emotional well-being. Parents feel overwhelmingly that their child is safe and happy at school. As one parent said in response to the Ofsted survey, 'The staff work extremely hard to ensure the pupils are kept safe and enjoy a wide range of learning experiences. My son is very happy at this school.'
- The house system provides worthwhile opportunities for pupils of different ages to mix confidently and happily together. Pupils relish taking on responsibilities such as those of 'house captain'. The requirement for pupils to embark on a formal application process for these roles, introduces pupils to a range of work-related skills.

Behaviour

- The behaviour of pupils is outstanding. Throughout the school, pupils are exceptionally polite, considerate of each other, staff members and visitors.
- Pupils typically have exemplary attitudes to learning. They fully engage in activities and are extremely positive about working hard.
- Pupils also behave very well around the school. For example, pupils organise themselves into teams to play football and basketball at breaktimes and lunchtimes and self-regulate the lunch queue. Staff enjoy talking with pupils during these times rather than having to formally manage their behaviour.
- Whole-school attendance is above the national average. Strategies to secure good attendance are effective. As a result, the proportion of pupils who are regularly absent from school is low.

Outcomes for pupils

Outstanding

- Pupils make very strong progress across a range of subjects because of the excellent teaching and high expectations they receive. No ground is lost as pupils get off to a flying start as soon as they enter the school.
- Expectations are consistently high across the school and pupils learn to apply themselves and work hard. Their diligence and clear commitment to improving their work ensures that they quickly develop a secure grasp of essential knowledge and skills.
- In English, pupils' work shows that careful planning leads to highly effective development of analytical skills and sophisticated writing. Pupils across year groups swiftly develop the ability to understand a range of concepts and can apply them to the analysis of writing.
- In mathematics, pupils are taught well. They can explain their thinking and show their

reasoning when tackling problems. As a result, pupils, across the range of abilities, make strong progress.

- Pupils who join the school with lower standards in literacy and numeracy are given good-quality help to catch up. All pupils benefit from the high profile that oracy is given across the school.
- Across the school, there is very little difference between the progress of disadvantaged pupils and that of others, and in some cases disadvantaged pupils are making stronger progress than other pupils. This is because teachers' expectations are very high for all pupils. Well-considered additional support is provided for disadvantaged pupils who need it and this has a positive impact on their progress.
- Leaders take time to make careful plans for meeting the individual needs of pupils with SEND, including those within the resourced provision. All aspects of these pupils' needs are taken into account, including their social and emotional development. As a result, their attendance is high and they make strong progress from their starting points.
- Inspectors saw, first-hand, the quality of work being produced in art, science, computing, Spanish, Mandarin, history, drama and physical education. Right across the curriculum, pupils make excellent progress.

School details

Unique reference number	142864
Local authority	Harrow
Inspection number	10088852

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	512
Appropriate authority	Board of trustees
Chair	Andleeb Ahmed
Headteacher	Chris Woolf
Telephone number	020 3096 0769
Website	www.pinnerhighschool.org
Email address	info@pinnerhighschool.org
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2016. It is part of the Harrow Academies Trust.
- Currently, the school is smaller than the average-sized secondary school, with pupils in Year 7, Year 8 and Year 9.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who receive support for SEND is similar to the national average. A higher proportion of pupils than average have an education, health and care plan.
- The school has a specialist provision for pupils with autism spectrum disorder.
- The school uses alternative provision at The Jubilee Academy, Harrow. At the time of this inspection, no pupils attended alternative provision.

Information about this inspection

- Inspectors observed learning and groups of pupils working in all year groups. Inspectors observed learning jointly with senior leaders.
- Inspectors observed pupils when moving around the school and at social times. They talked to pupils in lessons about their experience of school and looked at work in their books. They talked to three specific groups of pupils to hear their views about the school. In addition, inspectors spoke to pupils at social times to listen to their views.
- Inspectors held meetings with members of the governing body and school staff, including senior and middle leaders. Inspectors met with colleagues with responsibility for safeguarding. The lead inspector spoke on the telephone with a representative of the local authority with oversight of safeguarding. The lead inspector also spoke on the telephone with a representative of the Department for Education.
- Inspectors scrutinised a variety of documentation provided by leaders, including: internal assessment information for pupils in all year groups; minutes of governing body meetings; attendance and behaviour information; a variety of school policies; the single central record of recruitment checks and a range of other information relating to the safeguarding of pupils.
- Inspectors considered 129 responses to Parent View as well as 126 free-text responses received from parents during the inspection. They also considered the 350 responses from pupils to Ofsted’s online survey and the 62 responses from staff.
- The lead inspector spoke with one parent on the telephone and considered an email sent by a parent.

Inspection team

Carolyn Dickinson, lead inspector	Her Majesty’s Inspector
Helen Bailey	Ofsted Inspector
Fiona Abankwah	Ofsted Inspector
Bruce Goddard	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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