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Mr C Livesey  
Headteacher  
Nower Hill High School  
George V Avenue  
Pinner  
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Dear Mr Livesey

### **Ofsted 2012 13 survey inspection programme: schools' use of alternative provision**

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 12 and 13 November 2013 to look at the school's use of alternative provision. During the visit I met with you, the Deputy Headteacher Student Support, the Assistant Headteacher Student Support in Key Stage 4, the Head of Careers, the Acting Headteacher of The Jubilee Academy, two governors from The Jubilee Academy, the Skills Centre Administrator for Construction and Health and Beauty, the Curriculum Manager for Hair and Beauty, the Head of Department for Foundation Learning and Skills, and a group of students. I also visited the following providers that your students attend: Harrow Skills Centre, Harrow College Hair and Beauty Salon and The Jubilee Academy.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

This letter briefly summarises our discussion at the end of the visit.

#### **Strengths of this aspect of the school's work**

- In partnership with other secondary schools in Harrow, the school takes an active lead in developing alternative provision within the local area.
- The strategy for commissioning alternative provision is well-thought through, with clear aims not only to keep students positively involved in their current studies but also to gain the GCSE qualifications and good attitudes to learning that lead to further study when they leave school.

- Senior leaders make sure that there is no compromise to the quality of courses and accommodation so that the students have at least as good a chance of success as other students at the school, including the requirement that all gain the highest qualifications possible in English and mathematics. As a result, of the 14 students on alternative provision last year, 12 gained an appropriate qualification in English and 11 in mathematics. Six students gained GCSEs in both English and mathematics.
- As a result of their experiences of alternative provision, students often reflect on their academic potential and their behaviour, and aspire to achieve greater things such as taking A Levels in the sixth form or studying a vocational skill at a higher level at college.
- A staged process for selection and induction into alternative provision works well for students to commit to the courses, and for providers to play an active part in the selection and admission of students.
- In response to students' concerns about the lessons that they miss when on alternative provision, changes were made so that learning time is maximised throughout the week.
- Students are very positive about the support that they get from teachers in school, which helps them to keep on track with course work.
- Students look forward to their days off-site, not because it is a soft option but because they like the responsibility, the work and the tutors.

**Areas for improvement, which we discussed, include:**

- tracking improvements in students' personal development alongside their academic achievements
- formally monitoring the quality of teaching and students' learning closely and frequently, to make sure that students complete work with alternative providers that is of equally good quality to that in school, and that good practice is shared between staff in both settings
- reviewing the quality of reports and targets
- reporting formally and specifically on the quality of alternative provision and the students' outcomes to the governing body.

Yours sincerely

**Heather Yaxley**  
**Her Majesty's Inspector**