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4 November 2019

Mrs Del Cooke  
The Henrietta Barnett School  
Central Square  
Hampstead Garden Suburb  
London  
NW11 7BN

Dear Mrs Cooke

### **No formal designation inspection of The Henrietta Barnett School**

Following my visit with Ian Morris, Yvonne Chisholm and Luisa Bonelli, Ofsted Inspectors, to your school on 9 and 10 October 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The school was selected following our regular risk assessment and selection of schools for inspection. Her Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements and the quality of education provided by the school.

### **Evidence**

Inspectors scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. We met with the designated safeguarding lead, the headteacher and members of the governing body, including the chair.

We examined the school's curriculum information, including for personal, social, health and economic (PSHE) education, governing body minutes and attendance records. The inspection team reviewed 358 responses made to the online survey, Parent View. We also held discussions with staff and pupils.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

## Context

The Henrietta Barnett School is a selective grammar school for girls which became a single-trust academy in April 2012. The school is smaller than the average-sized secondary school with 279 students in the sixth form. Staff turnover is low. There are 794 pupils on roll at the school. This is increasing. A high proportion of pupils are from minority ethnic groups with the largest group from Asian or Indian heritages. Almost half of pupils speak English as an additional language. The proportions of pupils with special educational needs and/or disabilities (SEND) and receiving extra support are very low. The proportion of pupils eligible for free school meals is below average.

The quality of education at the school has been maintained. A strong leadership team fosters a culture where high achievement permeates the school. This is the case in academic studies and in pupils' personal development.

An ambitious curriculum provides pupils with the skills and awareness they need to succeed in their future lives. Governors, leaders, staff, pupils and parents share your high expectations for all pupils, including those with SEND. Throughout the inspection, inspectors saw nothing less than impeccable behaviour with pupils highly interested in their learning.

During this inspection, we considered the extent to which pupils develop their knowledge and skills across the curriculum. We focused on English, mathematics, biology, French, Spanish and PSHE. Pupils have well-above-average academic starting points and capabilities. These are nurtured, developed and stretched. Quite rightly, the content covered goes far beyond the aims outlined in the national curriculum. This underpins pupils' excellent academic achievements.

Careful sequencing of the order in which things are taught enables pupils to tackle challenging ideas with confidence. Pupils' application of grammar and literacy skills is promoted well, including when studying new concepts. Pupils' work across the curriculum is consistently of a high standard. This includes those with SEND.

Teachers use their subject expertise to help pupils learn, remember and apply their knowledge securely. Teachers check pupils' understanding regularly and identify misconceptions effectively. High-quality teaching promotes pupils' enjoyment of their learning. Pupils and sixth-form students spoke with enthusiasm about their experiences as they related activities to the principles they were learning.

The school's provision for pupils' broader development is of high quality. A rich programme of extra-curricular activities is offered, including in sports and the arts. Many pupils succeed in local and national competitions, including in technology and mathematics. Societies, after-school trips and special events all help pupils develop their understanding of culture, diversity and equality.

Academic rigour is a crucial feature of the school's curriculum, including in the sixth-form provision. Pupils are well prepared for the next stage of their education, employment and training. Pupils' excellent progress in a broad range of subjects across Years 7 to 9 underpins their later study in Years 10 and 11, and in the sixth form.

Pupils are very well prepared for life in modern Britain and their future learning. The vast majority of sixth-form students leave school to continue their studies at top universities.

### **External support**

The school receives light-touch support from the local authority. Leaders complete a safeguarding audit annually to help keep pupils safe and submit this audit to the local authority.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Barnet. This letter will be published on the Ofsted website.

Yours sincerely

Rosemarie Kennedy  
**Ofsted Inspector**