

Inspection of Hendon School

Golders Rise, Hendon, London NW4 2HP

Inspection dates: 18 and 19 May 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Outstanding

Ofsted has not previously inspected Hendon School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Pupils said that this is a school that has something for everyone. They are proud of their school, its facilities and the range of subjects that they can study. Pupils value that everyone is helped to feel accepted and welcomed. As a result, they feel happy and safe.

Leaders provide a wide range of subjects for all pupils to study. For example, in Year 7, pupils like that they learn four languages, including Japanese, before specialising in two. The rich curriculum offer also includes drama and dance in Years 7 and 8. Many pupils progress to the sixth form due to the wide choice of courses on offer. These include A levels and vocational courses.

Leaders' ambition for the curriculum is shaped by the expectation that all pupils will succeed. The curriculum is designed with this aim in mind. Particular attention is given to ensuring pupils with special educational needs and/or disabilities (SEND) are included fully. All pupils are motivated to learn and typically achieve well.

Clear routines and systems in lessons contribute to pupils' good behaviour. Pupils are focused in class and enjoy learning. Pupils said that bullying is not a big issue in this school. Pupils are taught about bullying and what to do if it happens. They are confident to report any concerns or incidents because staff resolve issues quickly.

What does the school do well and what does it need to do better?

Pupils study a broad range of subjects. Leaders have given careful thought to what pupils need to know and remember. Typically, teachers are specialists in their subject and have strong subject knowledge. In most cases, they plan for subject content to be taught sequentially. Pupils build their understanding step by step over time.

Leaders also plan opportunities for pupils to revisit subject content so they can become fluent in it. Lessons across the school typically incorporate well-chosen tasks for pupils to recall prior learning and practise what they have learned. For example, pupils in English learned about persuasive language techniques used in the text 'The Iron Giant'. Pupils then used this knowledge when learning how to write formal letters. In A-level politics, students completed a task that required them to recall their prior knowledge about the independence referendum in Scotland. Students were able to link this to their earlier study of the Brexit referendum.

Checks on pupils' learning, including in lessons, are typically regular and helpful. This is because what teachers measure is linked closely to the subject content that has been taught. In most cases, teachers use these checks well to find out about any gaps or misconceptions. For example, in languages, teachers assess if all pupils have grasped important grammatical rules. Teachers go over these rules again when pupils' understanding is not fully secure. That said, this approach is not used consistently well to support pupils' progression through the planned curriculum in all

subjects. Some staff do not establish if pupils' knowledge is fully secure and, in turn, make sure that they are ready for what comes next in the curriculum.

Leaders work well with primary schools to support pupils when they join Hendon School. This work is particularly strong for pupils with SEND. Pupils' needs are identified, and appropriate support is put in place. Subject leaders plan their curriculum with pupils' different needs in mind. This ensures that pupils with SEND, including those in the specially resourced provisions for pupils with SEND (specially resourced provision), are taught the same knowledge as other pupils.

Pupils have positive attitudes to their learning. They behave well in lessons and learning is rarely disrupted. Leaders are currently embedding a new approach to managing behaviour. This approach aims to strengthen existing routines and systems which encourage pupils to be responsible and manage their own behaviour.

Leaders provide well for pupils' wider personal development, including through their 'Smart Futures' programme. This programme is delivered by a dedicated team of well-trained teachers and enhanced in mentoring time and during assemblies. Pupils are taught to be respectful to all people, regardless of their background. They learn to keep themselves safe physically and online. There is a comprehensive careers programme that starts in Year 7 and continues through to supporting students' choices after the sixth form. Pupils have a wide range of extra-curricular activities to choose from and participation is high. Leaders are once again planning trips to support pupils' learning, following the easing of COVID-19 restrictions.

Leaders value their staff and provide them with opportunities to share their views. This is appreciated by staff. They said that leaders consider their workload when making decisions. Staff also like that leaders are approachable and listen to their concerns, making changes where appropriate. Governors have good oversight of the school. They meet regularly, in committees and as a board, to hold leaders to account and offer support when necessary.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a good understanding of their school and the local community. They are alert to local issues that may affect the well-being and safety of pupils. Leaders make sure that both they and staff receive regular safeguarding training. As a result, leaders and staff know how to identify potential issues and how to report them.

The safeguarding team works well with outside agencies to make sure that pupils get the support they need. The school also employs counsellors, therapists and key workers to support pupils' well-being. Pupils learn how to keep themselves safe, for example by learning about healthy relationships and consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers' expertise and confidence in implementing the curriculum and assessing pupils' progression are underdeveloped. Therefore, sometimes, pupils are not learning subject content as deeply as leaders intend. Leaders should provide further training to staff so that all are equally confident and expert in teaching the planned curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	137645
Local authority	Barnet
Inspection number	10231562
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,253
Of which, number on roll in the sixth form	214
Appropriate authority	Board of trustees
Chair of trust	Andrew Leslie
Headteacher	Rhona Povey
Website	www.hendonschool.co.uk/
Date of previous inspection	21 and 22 November 2011 under section 5 of the Education Act 2005

Information about this school

- The school uses two registered alternative providers.
- The school has two specially resourced provisions. The first is for pupils with autism spectrum disorder and there are 21 pupils. The second is for pupils with a hearing impairment and there are 17 pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher and other senior leaders. Inspectors met with the chair of the governing body and other governors.
- Inspectors did deep dives in these subjects: English, mathematics, science, modern foreign languages and creative arts. Inspectors visited lessons, reviewed pupils' work and met with pupils to discuss their learning and hear them read. In addition, inspectors met with subject leaders and teachers. Inspectors also considered pupils' learning in other subjects, including geography, business studies, textiles, design and technology, history, computing, politics, health and social care and travel and tourism.
- Through discussions with leaders, governors, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of pre-employment checks carried out before staff are appointed.
- Inspectors met with groups of pupils in all key stages. Pupils' behaviour in lessons and at playtimes was observed.
- Inspectors spoke to a range of staff about safeguarding, behaviour and their workload. Inspectors looked at the staff, parent and pupil responses to Ofsted's surveys.

Inspection team

Mark Smith, lead inspector	Her Majesty's Inspector
Heidi Swidenbank	Ofsted Inspector
Katerina Christodoulou	Ofsted Inspector
Ian Morris	Ofsted Inspector
Brian Oppenheim	Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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