

Inspection of Nower Hill High School

George V Avenue, Pinner HA5 5RP

Inspection dates: 28 and 29 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Outstanding

The headteacher of this school is Louise Voden. This school is a single academy trust. The trust is overseen by a board of trustees, chaired by Michelle Weerasekera.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2012.

What is it like to attend this school?

Pupils are ambitious and confident. They enjoy studying a wide range of subjects. For example, pupils study Latin, Oracy and philosophy, religion and ethics from Year 7. The school has set high academic expectations for what all pupils can achieve. This includes for pupils with special educational needs and/or disabilities (SEND). Pupils thrive here, are kept safe and achieve highly across the curriculum.

Pupils display extremely positive behaviour throughout the school. They move around the building in a calm and orderly manner and are very keen to learn in lessons. Pupils value and celebrate diversity. For example, students in the sixth form run an equality and diversity committee and the 'Pride club' delivers assemblies. Pupils are polite and respectful to one another and to their teachers.

The curriculum extends well beyond the academic to one which encourages wider personal achievement. There are an exceptionally wide range of extra-curricular activities available. These include astronomy, African drumming, textiles and lots of sports clubs. The school encourages pupils to develop their teamwork and social skills. Pupils nurture their talents, for instance, through debating contests, performing in school concerts and annual school productions.

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

School leaders across the school are highly ambitious for all pupils' academic and social achievement. Much thought has gone into the overall curriculum design. The high-level curriculum thinking and sequencing permeates across the subjects, including in the sixth form.

Leaders have created an environment where staff feel respected, listened to and developed. They model integrity and strive for continued improvement. Trustees support the school with considerable commitment and skill. Leaders regularly seek the views of parents and carers and take them into consideration.

Teachers have expert knowledge of the subjects they teach. They are passionate and bring learning to life in the classroom. The curriculum delivery is highly effective for all pupils. Staff support pupils with SEND by providing bespoke support materials to secure their success. They identify and support pupils' needs closely. This means that pupils with SEND achieve well. Staff in the sixth form teach very skilfully. This prepares all students very well for their next steps, including pupils with SEND.

Teachers check pupils' understanding with precision and address any misconceptions quickly. They have created a positive learning environment where pupils are very well supported. In sixth-form lessons, students are keen to tackle challenging topics, and they develop excellent study skills. Pupils across the school engage fully in class discussions. Staff ensure that pupils develop high levels of oracy skills. For example, in citizenship, pupils debated the morality of laws in the country.

The teaching of reading is a high priority. There is a systematic approach to identify and give timely support to pupils who need extra help to read. As a result, pupils quickly gain the knowledge and skills they need to become confident and fluent readers.

There are warm and friendly working relationships between teachers and pupils. Staff teach pupils expectations around positive behaviour relentlessly and expertly. Behaviour in lessons is exemplary, making a very strong contribution to pupils' high achievements. Leaders make sure that pupils' attendance is overseen rigorously so that pupils attend regularly.

The pastoral support given to pupils is extensive and highly effective. It helps pupils to develop their character and resilience. Promoting mental well-being is a core aspect of the school's work, and is exceptionally well supported by leaders. Pupils have a strong understanding of fundamental British values. For example, the form-time programme covers a range of current affairs, such as global conflicts.

Pupils across the school receive a strong and coherent careers education. For example, during the 'Science, Technology, Engineering and Mathematics' week, pupils are taught about future careers and how to raise their aspirations. Students in Year 13 are very well supported by a dedicated careers team. Leaders make sure that they provide extra career support, including supervised visits, for pupils with SEND.

The school ensures that all pupils, including pupils with SEND, benefit from educational visits. Leaders have also introduced specific clubs to help the social and emotional needs of pupils, such as a daily lunchtime inclusion club and one-to-one music lessons. Students in the sixth form lead clubs through various mentoring programmes.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137028
Local authority	Harrow
Inspection number	10290174
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	2,027
Of which, number on roll in the sixth form	398
Appropriate authority	Board of trustees
Chair of trust	Michelle Weerasekera
Headteacher	Louise Voden
Website	www.nowerhill.org.uk
Dates of previous inspection	10 and 11 May 2012, under section 5 of the Education Act 2005

Information about this school

- The school uses two registered alternative providers.
- 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.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team and a range of staff. They also met with members of the governing body and board of trustees and representatives from the trust.
- The inspectors carried out deep dives in the following subjects: history, business studies and economics, art, science and modern foreign languages. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, had discussions with pupils and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.

Inspection team

Sam Johnson, lead inspector	His Majesty's Inspector
Jonty Archibald	Ofsted Inspector
Verity Lane Cartledge	Ofsted Inspector
Karlene Dampha	Ofsted Inspector
David Radomsky	His Majesty's Inspector

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