

Inspection of Barnet Hill Academy

10a Montagu Road, Hendon, London NW4 3ES

Inspection dates: 11 to 13 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Requires improvement

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

The school provides a welcoming and caring environment in which pupils are eager to learn. They get on pleasantly with each other and their teachers. Staff know pupils very well and are quick to sort out any upset or concern. Pupils are safe in school.

The school organises a wealth of extra-curricular experiences to broaden pupils' outlook beyond their academic work and the local community. For example, pupils enjoy joint activities with pupils from other local schools such as concerts at a nearby theatre and fund-raising events. On the school's international day, pupils get to try traditional foods from around the world. Pupils cultivate plants and can spend time in quiet reading and reflection in the school's peace garden.

Pupils are enthusiastic to take on responsibilities and make a difference to the school and wider community. Pupil subject ambassadors contribute to assemblies and help to give out resources and equipment.

The school has made improvements to the quality of the curriculum, reflecting leaders' expectations for pupils' high levels of achievement. Pupils learn well in a wide range of subjects. They achieve highly in reading, writing and mathematics.

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

The school has clear plans for the subject curriculum content they expect pupils to learn across the primary phase. They have set out the order in which key facts and skills will be taught to enable pupils to develop their knowledge over time. The implementation of the curriculum is further ahead in some subjects than others.

The school's chosen scheme for the teaching of early reading and phonics is fully embedded. Staff have received training so that there is strong practice in the delivery of the phonics programme. Leaders have invested in high-quality resources. Pupils read books that help them to practise the sounds they learn. Pupils learn to use phonics accurately and become fluent readers.

Across the curriculum, there are regular opportunities for pupils to use and strengthen their reading skills. Teachers encourage pupils to use technical vocabulary. For example, in mathematics, pupils in Year 4 confidently described shapes using correct geometrical terminology. In the early years, children have plentiful opportunities to develop their reading, writing and knowledge of numbers.

In a few subjects, the school's revised curriculum is in early stages of implementation. There are gaps in pupils' prior learning as they have not previously benefited from the strong curriculum that is now in place. This limits pupils' application of their learning to more complex ideas. Nevertheless, pupils are beginning to develop secure subject-specific knowledge and skills. Pupils' high-quality written work demonstrates their increasing familiarity with, and use of,

subject-specific concepts. For example, pupils in Year 2 learn about monarchy; pupils in Year 5 understand how historians use archaeology and artefacts when studying ancient civilisations. Teachers routinely check pupils' understanding and address any areas of misunderstanding. Staff have received training to ensure they are alert to any indication that a pupil might need support with special educational needs and/or disabilities. Staff use a range of strategies effectively to enable all pupils to access the school's full curriculum.

Staff feel well supported by leaders. They value the training opportunities they receive relevant to their roles, including at the time of the launch of the revised curriculum. Staff appreciate leaders' consideration of their well-being and that their hard work is recognised by leaders.

The school has well-organised systems for recording pupils' attendance and follows up on any absence swiftly. Leaders analyse attendance information, identifying persistent absence issues and any patterns of regular absence. Leaders work closely with families to help overcome barriers to pupils' attendance.

Teachers encourage strong routines and use a wide range of resources to ensure that pupils focus on their learning in class. Pupils are respectful towards their teachers and respond promptly to staff expectations and are attentive.

The school has well-thought-through programmes for the teaching of personal, social and health education (PSHE) and relationships education. Leaders cross-reference the content of these programmes to pupils' Islamic studies and ensure that the required themes are covered. Pupils receive age-appropriate information and guidance to help them recognise risks and keep themselves safe, maintain healthy lifestyles and form respectful and positive relationships.

The proprietor body is making a successful transition from the responsibilities of a governing body to those of a proprietor. The members of the proprietor body draw upon their professional experiences, training and strong communication with the local community to support them in their roles. The school's leaders, including the proprietor body, review key aspects of the work of the school regularly and ensure that the independent school standards are met. The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- In a few subjects, where the school's curriculum is newly introduced, pupils do not have a strong foundation of knowledge and skills on which to build their learning. Where pupils' prior learning is more limited than in other subjects, pupils

are less secure to move on to learn more complex concepts. Leaders should continue the rapid implementation of the curriculum to ensure that pupils deepen their learning equally well across all subjects.

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.

School details

Unique reference number	131261
DfE registration number	302/6119
Local authority	Barnet
Inspection number	10322575
Type of school	Other independent school
School category	Independent day school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Number of part-time pupils	0
Proprietor	Barnet Hill Academy Governors
Chair	Amreena Husain
Headteacher	Shuayb Patel
Annual fees (day pupils)	£4,950
Telephone number	020 3411 2660
Website	www.BarnetHillAcademy.org.uk
Email address	info@barnethillacademy.org.uk
Date of previous inspection	28 to 30 June 2022

Information about this school

- Barnet Hill Academy is a Muslim primary school.
- The school is registered for up to 400 pupils.
- The school's most recent inspection was a progress monitoring inspection that took place in March 2023. The school's previous standard inspection took place in June 2022, when the school's overall effectiveness was judged to be requires improvement.
- Since the previous inspection in March 2023, there have been several changes to the leadership of the school, including a new headteacher. The previous headteacher who was also the sole proprietor now supports the school as executive headteacher. The governing body has taken on the role of proprietor body.
- The school does not use alternative provision for any pupils.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

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

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with school leaders, including representatives of the proprietor body.
- Inspectors carried out deep dives in these subjects: early reading, geography, mathematics and PSHE. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- 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 toured the school site accompanied by school leaders to consider the

school's compliance with the independent school standards.

- Inspectors considered the views of parents, pupils and staff in responses to online surveys. An inspector spoke with parents at the school gate.

Inspection team

Amanda Fraser, lead inspector

His Majesty's Inspector

Sahreen Siddiqui

Ofsted Inspector

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