

Inspection of a school judged outstanding for overall effectiveness before September 2024: Pinner High School

Beaulieu Drive, PINNER, Middlesex HA5 1NB

Inspection dates: 4 and 5 March 2025

Outcome

Pinner High School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Raj Patel. This school is part of the Harrow Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Janice Howkins.

What is it like to attend this school?

There is a strong, aspirational spirit at Pinner High School. Pupils are encouraged to be independent thinkers, and they have great determination to succeed. They are well supported academically and socially by caring and enthusiastic staff. Parents and carers say that staff go 'above and beyond' to ensure pupils get the support and guidance they need. Pupils are trusted to behave maturely and responsibly, which they do.

The school has designed an ambitious curriculum. Pupils achieve very well. The curriculum is skilfully adapted for pupils with special educational needs and/or disabilities (SEND). Staff make sure that pupils with SEND receive the right support in lessons. As a result, they do equally as well. The 'Head's Challenge' curriculum further develops pupils' talents and interests. Short courses include coding, poetry, architecture and debating. Many pupils sit graded exams in music and the performing arts.

Through the curriculum and the school's wider offer, pupils are very well prepared for life beyond school. They experience a wide range of inspiring talks from industry professionals, as well as trips and visits, including some internationally. Students in the sixth form contribute enthusiastically to the life of the school, including delivering engaging assemblies. They are excellent role models for younger pupils.

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

The school has developed an exceptionally well-sequenced and ambitious curriculum across subjects. Leaders, and those responsible for governance ensure that, where there are weaknesses, there is a clear and robust plan to address these. The school's ambition to provide a well-rounded education for pupils is evident. Equal emphasis is given to their social, emotional and moral education. Physical education and sporting activities are a high priority, including in the sixth form.

Since the last inspection, the school has grown significantly. The school now has a thriving sixth form. Leaders and staff have managed this change very well. The school is working effectively to develop the skills and expertise of staff to deliver the same high-quality curriculum in Years 12 and 13. Students receive a high level of academic and pastoral support. As a result, outcomes continue to improve.

The curriculum is well sequenced and clearly sets out the key knowledge that pupils need to know. Pupils learn how each subject links to the wider world of work. This helps them to make informed decisions about their future. Leaders have considered the links between subjects. For example, in business studies, pupils apply their knowledge of exchange rates in mathematics, to the challenge of running a global business. This helps pupils to make connections in their learning and develop important life skills.

There is a well-embedded inclusive ethos at the school. Effective systems are in place to identify pupils with SEND promptly. These pupils follow the same curriculum as their peers wherever possible and achieve highly. The support they receive is carefully tailored to their needs. This helps them to be successful, including those pupils who benefit from the school's specially resourced provision.

Staff demonstrate great passion for their subjects and for the areas they lead. They are highly knowledgeable. Leaders have implemented successful initiatives which ensure staff at all levels contribute to school improvement. This includes attendance, where the levels have improved significantly. Staff say they feel valued and supported. Consideration is given to their workload when changes are made.

The school strongly encourages reading for pleasure. In each subject, pupils read subject-specific texts which support their learning. This exposes them to a range of writing styles including journalism, poetry and non-fiction. Pupils requiring further support with reading are quickly identified. They are given targeted support to become confident and fluent readers. The sixth-form 'reading buddies' take their responsibilities very seriously. This work is having a positive impact on readers and mentors.

Relationships between staff and pupils are warm and encouraging. In lessons, pupils are supportive of their peers. As a result, pupils are confident to ask questions, even when they are unsure. Conduct in lessons and around the school is exceptional. Leaders place trust in pupils to manage their behaviour and pupils do so responsibly. Where pupils do not meet the school's high expectations, robust and fair action is taken to address this.

There is an extensive wider development offer. The new curriculum for personal, social, health, economic education goes beyond what is required nationally. Pupils learn about the important issues that affect them and explore philosophical and ethical questions. This helps them make informed decisions about their health, safety and well-being. There is a high-quality careers programme, which includes work experience. Pupils hear from a wide range of employers during their time at school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in May 2019.

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	142864
Local authority	Harrow
Inspection number	10346015
Type of school	Secondary Comprehensive
School category	Academy free school
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	1139
Of which, number on roll in the sixth form	237
Appropriate authority	The Board of trustees
Chair of trust	Janice Howkins
Headteacher	Raj Patel
Website	www.pinnerhighschool.org
Dates of previous inspection	8 and 9 May 2019, under section 5 of the Education Act 2005

Information about this school

- This school is a single academy trust, the Harrow Academies Trust.
- The current headteacher took up post in September 2022.
- The number of pupils has significantly increased since the last inspection.
- The school has opened a sixth form since the last inspection.
- The school makes use of two registered providers of alternative provision.
- 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

- Inspections are a point-in-time evaluation 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.
- The inspectors met with the headteacher, other leaders, and a range of staff. They also met with the chair of governors and members of the local governing board and the board of trustees.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors reviewed the school's policies and records, including those related to attendance, behaviour and pupils' wider development.
- The inspectors considered the responses of pupils, parents and staff to Ofsted's surveys.
- 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.

Inspection team

Polly Haste, lead inspector

His Majesty's Inspector

Hayley Follett

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