

# Hornsey School for Girls

## Inspection report

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Unique Reference Number	102153
Local Authority	Haringey
Inspection number	286292
Inspection dates	21 May 2007
Reporting inspector	Glynis Bradley-Peat

This inspection of the school was carried out under section 5 of the Education Act 2005.

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Type of school	Comprehensive
School category	Community
Age range of pupils	11 -18
Gender of pupils	Girls
Number on roll	
School	1460
6 <sup>th</sup> form	270
Appropriate authority	Governing body
Chair	Karen Christie
Headteacher	Andy Yarrow
Date of previous school inspection	25 Feb – 1 Mar 2002
School address	Inderwick Road London N8 9JF
Telephone number	020 8348 6191
Fax number	020 8340 1214

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is much larger than average and serves an area of significant deprivation. Almost 90% of pupils come from a variety of minority ethnic backgrounds with just over half having English as an additional language. The largest groups come from Black or Black British-African and Black or Black British-Caribbean heritages. The proportion of pupils eligible for free school meals is higher than usually found. The proportion of pupils with a statement of educational need is below average. Pupils start school with levels of attainment that are below those expected for their age. The school has had specialist performing arts status for the past four years and, having been identified as a High Performing Specialist School, has now successfully bid for a second specialism in Humanities that began in April 2007. The school admits pupils, including boys, from the local area. Having previously been a Beacon School, Hornsey School is now a Leading Edge School and this has been extended for a further four years. It has also achieved the British Council International School Award, Healthy Schools Award, Artsmark Gold and Eco-Schools Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Grade: 1

Hornsey School for Girls is a highly effective school where there is no room for complacency. It really is an outstanding place to be. The headteacher has used his exceptional talents to build a leadership team of highly motivated individuals who constantly strive for excellence. In addition to this, middle managers are also very effective and have a firm grip on what they need to do to raise standards even further. The key to the school's success is the way that leaders at all levels are completely focused on helping all the students to achieve as well as they possibly can. Each and every student matters and staff ensure that all flourish in an atmosphere of high expectations and positive thinking. Self-evaluation is highly effective, if somewhat modest, and the school knows what it needs to do to bring standards and achievement in the sixth form up to the same level as those in the main school. The track record of improvement over the last 3 years is outstanding, demonstrating that there is an excellent capacity to improve further.

The school has made excellent progress since the last inspection because it has wisely invested in a number of initiatives and capitalised on its partnership links. The international links, which are comprehensive, are exemplary. Both teachers and the students greatly benefit from these. Students achieve so very well because their teachers inspire them, and their personal, social and emotional skills are promoted at every opportunity. These well behaved students are rightly proud of their school and thoroughly enjoy attending. In turn, this has contributed to standards rising to a level significantly above the national average by the end of Year 11. The school's status as a 'Performing Arts College' brings huge benefits. Through the arts, and drama in particular, the school develops the students' speaking and listening skills which impacts effectively on the whole curriculum. A member of staff said, 'Specialist status is at the heart of the school and increasingly impacts positively in all areas'. In lessons inspectors observed how students maturely debated themes and topics in groups across a wide range of subjects. This, for example, enabled them to draw their own conclusions about the plight of the homeless and how 'fair trade' affects developing countries. Teaching in the school is exemplary because of the attention to detail teachers pay to planning fascinating lessons and the skills of teachers in facilitating independent learning. Students work extremely hard and respond well to what they are asked to do. The school develops students' information and communication technology (ICT) talents particularly well and raises their ICT skills to a high level, thus preparing them exceedingly well for life after school.

The students are given many opportunities to play to their strengths because of the wide range of extra-curricular activities on offer and the wealth of visits planned for them by the school. The curriculum contributes strongly to their personal development and self-esteem. Chance to focus on themed weeks such as 'Enterprise Week' and conferences, for example, 'Year 9 Options', means that students are encouraged to think about their future careers. Emerging links with local businesses promotes this still further.

The students are cared for, guided and supported with real empathy and understanding. Parents agree that their daughters and sons feel safe and are well cared for. Peer mentors help students to cope well with the ups and downs life brings as does the full-time school counsellor. Students with special educational

needs are supported well. Particularly vulnerable students are supported extremely well by the school and this is encapsulated by the words of one girl who spoke to an inspector, 'Hornsey has done so much to save me..... I saw it was my behaviour that needed to change.' The impact of the schools' care, guidance and support on this girl has helped her to look forward to the future.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, curriculum, teaching and leadership and management. Evidence was gathered from the school's self-evaluation (SEF), national published assessment data, the school's own assessment and tracking records, records of external visits, policies and minutes, observation of the school at work, interviews with members of staff and pupils and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Effectiveness and efficiency of the sixth form

Grade: 2

The effectiveness and efficiency of the sixth form are good because of good teaching. The new management team are creating a very positive learning environment and the students achieve well. There is a particular focus on the individual needs of the wide range of learners. They speak enthusiastically about the support and guidance they receive. Students commented on the positive new system for moving into the sixth form, which ensures they select appropriate courses that lead to good career development. However, the tracking and monitoring of progress is at an early stage of development and has not yet impacted fully on standards, which are average. The curriculum is good and focuses on providing a variety of courses without compromising quality. Management is dynamic and is having a real impact on achievement through mentoring learners and improving the availability of resources and accommodation; however, the current lack of ICT imposes some restraints on independent learning. The school has already recognised this and has plans to address the issue in the near future. There are excellent opportunities for personal development and leadership including a recent trip to the United States where students were given a chance to observe American culture first hand. Some students explained how they have been given significant leadership roles and how this empowers them. They attend governing body meetings as well as their own regular after-school meetings along with students from other year groups. They fully participate in the discussion that informs policy in the school. The sixth form are rightly proud to say, 'We know we are good role models for the younger students'.

## What the school should do to improve further

- Ensure that the teaching has a greater impact on raising standards and accelerating the rate of achievement in the sixth form
- Ensure that the tracking and monitoring of progress in the sixth form matches the quality of that in the main school.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16–19
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## Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	2
The quality and standards in the Foundation Stage		
The capacity to make any necessary improvements	1	1

## Achievement and standards

How well do learners achieve?	1	2
The standards <sup>1</sup> reached by learners	2	3

## Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

## The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	2
How well are learners cared for, guided and supported?	1	1

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	2
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

### The effectiveness of the registered day care (where applicable)

The quality and standards of the registered day care	
How effective is the day care in helping children to be healthy?	
How effective is the day care in protecting children and helping them to stay safe?	
How effective is the day care in helping children to achieve and enjoy their learning?	
How effective is the day care in helping children to make a positive contribution?	
How effectively is the day care organised?	
Does the day care meet the needs of the range of children for whom it provides?	
Has the day care improved since the last inspection?	
Does the day care require enforcement action?	
Does the day care require a notice to improve?	

### The effectiveness of the funded nursery education (where applicable)

The quality and standards of funded nursery education	
How effective is the funded nursery education in helping children to achieve and enjoy their learning?	
How effective are teaching and learning?	
How effective is the partnership with parents and carers in promoting the nursery education?	
How effective is the funded education in helping children make a positive contribution?	
How effectively is the funded nursery education led and managed?	
Does the funded nursery education meet the needs of the range of children for whom it provides	
Is the children's spiritual, moral, social and cultural development education fostered?	
Has the nursery education improved since the last inspection?	
Does the funded nursery education require a notice to improve?	



## Annex B



22 May 2007

Dear Students

Inspection of Hornsey School for Girls, Inderwick Road, London, N8 9JF

Thank you for taking part in the recent inspection of your school by talking to us about your work, your life in school and all you do. We found you to be mature, polite, sensible and extremely helpful.

Your school is an outstanding school and it is good to see that you are very proud of this. You enjoy attending and you achieve well because of the excellent teaching you receive. Another reason for your achievement is that you are extremely well cared for and the staff have your personal development at heart. We were particularly impressed by the work of the School Executive Team and the peer mentors. This is taking on real responsibility in your school, which has an excellent impact on the lives of all the girls. You participate very well in some of the decision making affecting your school. You told us that you feel that the school is training you to be 'leaders of the future.' This is highly commendable!

Many of you take part in extra activities organized by the school and thoroughly enjoy them. These include trips to Wales, the battlefields of the Somme and beyond! Your school has made some very interesting and beneficial links with other countries.

Even in an outstanding school like yours, there are things that can be done to make it even better. Your headteacher and his team are incredibly good at doing this! We have asked them to ensure that teaching in the sixth form becomes even more effective than it is already so that you achieve even better in examinations. Also, we have asked that the school watches even more carefully how girls in the sixth form make progress.

I wish you all a successful and happy life at Hornsey School for Girls and believe that your school will go from strength to strength with your help.

Best wishes,

Glynis Bradley-Peat  
Lead Inspector