

Inspection of a good school: Barnhill Community High School

Yeading Lane, Hayes UB4 9LE

Inspection dates:

9 to 10 November 2022

Outcome

Barnhill Community High School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Leaders have high aspirations for pupils. They prepare pupils well for their future lives and careers. This is an inclusive school where pupils flourish and succeed. Pupils here show respect for all. They are polite, friendly and confident in expressing their views.

Pupils behave very well. They conduct themselves in a calm and sensible manner, showing consideration for others. Bullying is rare. Leaders do not tolerate bullying and make this clear to pupils. When it does happen, leaders deal with bullying effectively. Pupils are safe here.

In lessons, pupils show an enthusiasm for their learning. They listen attentively to teachers, ask questions to develop their understanding and work hard. Teachers give pupils individual help to improve their work. Pupils value this and respond well. They develop a real interest in their studies.

Pupils have a wide range of opportunities to broaden their experiences. These include clubs and activities, such as sports, music and drama. Pupils also take part in aspiration days. For example, Year 7 visit the Science Museum and Year 12 visit universities. Pupils take on leadership roles as student council representatives, prefects and anti-bullying ambassadors. Pupils here contribute positively to the school community.

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

Leaders have designed a broad and ambitious curriculum. They have developed a curriculum that reflects the diversity of the pupils. This helps pupils to understand their place in the world. The curriculum is well ordered. Pupils build up their knowledge and skills in increasing depth and complexity. In Years 7 to 9, pupils study a wide range of subjects. This provides them with secure foundations for future learning. In Years 10 and 11, pupils study a core of academic subjects that prepares them well for A-level study. Pupils can also choose to take

vocational courses that begin to prepare them for the world of work. Leaders have developed a rigorous and academic sixth-form curriculum. A large majority of students are successful in securing places at university.

Teachers have good subject knowledge. They use this well to develop pupils' knowledge and understanding. They present subject content with clarity and question pupils skilfully. Teachers encourage pupils to share their ideas in class. Discussion and debate are significant features of the curriculum, from Year 7 to the sixth form. Teachers use such discourse to deepen pupils' learning, for example in A-level English literature while studying the Tennessee Williams's play, *A Streetcar Named Desire*. Teachers also give pupils regular and helpful feedback. This helps pupils to produce work of a high quality. Pupils learn without disruption. They show very positive attitudes to their learning.

Leaders prioritise reading. They check pupils' reading abilities and provide extra help for those who need it. Leaders match this support to pupils' specific reading needs. The extra help includes phonics teaching and support for reading fluency and comprehension. Leaders ensure that there is a focus on reading in all subjects. Pupils develop their reading comprehension in tutor time. In Years 7 and 8, they have library lessons. Pupils quickly develop the reading knowledge and skills they need to access the curriculum and succeed.

Pupils with special educational needs and disabilities (SEND) achieve well. Leaders identify their needs and train staff to meet these. Most pupils with SEND follow the same curriculum as other pupils. However, a small minority of pupils study a slightly amended curriculum which is appropriate for their needs. Teachers and teaching assistants work well together. They provide the help pupils with SEND need to be successful in their studies.

Leaders promote pupils' broader development in many ways. They have developed a well-sequenced programme of personal, social and health education. Pupils learn about relationships in an age-appropriate way, from Year 7 to the sixth form. They also receive appropriate careers information, education and guidance. This helps them to make well-informed course choices as they move from one stage of education to the next. Pupils celebrate diversity and equality through events such as cultural days and religious festivals. They have opportunities to visit places of cultural interest in London and beyond.

School leaders and governors work with commitment and intelligence. They are providing pupils with a rich and diverse education. The trust supports the school's continued improvement, for example by providing staff with effective training. Leaders at all levels have the knowledge and skills required to perform their roles well. School leaders prioritise staff well-being and ensure that staff workload is manageable. Staff enjoy working here.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They make sure that staff suitability is checked as part of the recruitment process. Leaders provide regular staff training and updates. Staff know about local safeguarding issues and demonstrate an awareness of any risks pupils may face. They report any concerns about pupils to the

designated safeguarding lead. Leaders identify those pupils who need help. They have developed a range of provision to support pupils who need this. Leaders also secure specialist help when pupils at greater risk need it. They work effectively with external agencies to secure such help. Pupils are taught about safeguarding risks. They know how to keep themselves safe, including online.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the school to be good in March 2012.

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](#)' 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	137844
Local authority	Hillingdon
Inspection number	10199989
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	1514
Of which, number on roll in the sixth form	287
Appropriate authority	Board of trustees
Chair of trust	Ian Comfort
Headteacher	John Jones
Website	www.barnhill.school
Date of previous inspection	14 September 2016, under section 8 of the Education Act 2005.

Information about this school

- The school is part of the Middlesex Learning Partnership multi-academy trust.
- The school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this ungraded inspection under section 8 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, members of the leadership team, other school leaders, the chief executive officer of the trust, members of the local governing body and members of the board of trustees.
- Inspectors carried out deep dives in these subjects: English, mathematics, history and physical education. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with subject leaders for modern foreign languages, and art and design. They visited lessons in these subjects.
- Inspectors met with the school's designated safeguarding lead (DSL) and deputy DSL. They looked at safeguarding documentation and record-keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors spoke to additional groups of pupils in relation to personal development.
- Inspectors considered the 459 responses to Ofsted's pupil survey, 102 responses to the staff survey and 49 responses to the online survey for parents, Ofsted Parent View.

Inspection team

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