

# Harefield School

**Address:** Northwood Way, Harefield, Uxbridge, UB9 6ET

**Unique reference number (URN):** 135004

## Inspection report: 6 May 2026

Exceptional	
Strong standard	
Expected standard	● ● ● ● ●
Needs attention	● ●
Urgent improvement	

### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Attendance and behaviour

Expected standard 

While attendance remains below national figures, leaders' strategies have led to a demonstrable improvement in attendance over time. Leaders have successfully implemented a range of strategies, such as the introduction of breakfast provision and targeted rewards for improved attendance. These actions have collectively resulted in increased punctuality of pupils. They have also had a direct and positive impact on improving pupils' attendance and reduced rates of persistent absence. Systems for monitoring attendance are robust. Leaders are proactive in working with families whose children are at risk of severe absence.

Leaders have established a well understood and increasingly effective culture of positive behaviour through a newly developed behaviour policy. This ensures that pupils benefit from consistent routines as well as a clear focus on rewards and approaches to resolve conflict. Pupils understand the school's high expectations. They value the way in which positive behaviour is recognised regularly, for example, through merits, assemblies and reward trips linked to good behaviour and attendance. Bullying and discriminatory incidents are not common. Leaders deal with them quickly when they do occur. Leaders check behaviour closely through regular pastoral reviews. This enables them to identify trends and provide appropriate levels of support to pupils.

### Inclusion

Expected standard 

Leaders have secure systems in place to identify pupils' needs when they join the school. Leaders work with a large number of primary schools across several local authorities to ensure they have the information they need to support pupils when they arrive at the school. Pupils with special educational needs and/or disabilities (SEND) are especially well supported to settle in quickly. For example, they are able to visit the school prior to the wider transition day visits to help them familiarise themselves with the new environment. Leaders use the information they gather to inform staff of pupils' needs. This enables teachers to adapt their teaching to remove any barriers to learning. Leaders ensure that teachers receive the training they require to meet the needs of the pupils in their lessons.

Leaders ensure that teaching assistants and pastoral leaders are informed about, and contribute towards, supporting pupils with SEND to make progress in their learning and development. This also supports leaders to review the progress of pupils with SEND and adapt learning appropriately.

The pupil premium strategy is linked to the wider school improvement priorities related to attendance, literacy and extra-curricular activities. This has had a significant and positive impact on disadvantaged pupils in all 3 areas.

### Leadership and governance

Expected standard 

The trust took over the running of the school in 2024. With the support of the trust, leaders quickly, and accurately, identified the school's strengths and areas for development. This

resulted in clear actions to improve pupils' behaviour and attitudes to learning as well as developing the curriculum to be more ambitious and well sequenced. These actions have been successful. Pupils enjoy studying a wider range of subjects, and the school is now a calm and purposeful learning environment.

Typically, staff appreciate leaders' care and consideration for their workload and wellbeing. Staff enjoy working in the school and are positive about the improvements made in the last 2 years. These views are also shared by parents and carers. Leaders engage well with a wide range of external agencies in order to secure the best outcomes for pupils.

Leaders demonstrate a clear and coherent approach to improving the quality of teaching through a well-structured, evidence-informed training programme for staff. This programme is linked to the school improvement priorities and underpinned by up-to-date research. It is beginning to make an impact in the classroom. Leaders have given staff the time to complete this training, and, as a result, there is positive engagement from staff with it.

Trustees and those responsible for governance meet their statutory duties. They hold leaders to account in relation to managing resources and in providing support and challenge that lead to sustained improvements. Leaders have a very clear understanding of the school. They have ensured that the support in place helps the school in its journey of improvement, including securing improvements at pace in the areas that need further development.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have developed a personal development programme that meets the needs of pupils and promotes a harmonious and caring school community. Leaders have implemented a well-constructed personal development programme that runs from the beginning of key stage 3 through to the sixth form. The personal, social, health and economic education programme is taught through dedicated lessons and tutor time. This is enhanced further through assemblies and guest speakers. Pupils learn about relationships and how to keep themselves safe online. Across the curriculum, pupils learn about values such as democracy and equality. Pupils bring these values to life when, for example, selecting their school council representatives. All pupils study religious education from Year 7 to Year 11, helping them to build their awareness of different beliefs and values.

Pupils benefit from a comprehensive pastoral support system in school. This is made up of form tutors, mentors and a school counsellor. The pastoral leadership team meets often to discuss any potential issues so that they can intervene and support pupils where necessary. Pupils value the support they receive and the way this contributes to their feeling of belonging to the school community.

Pupils benefit from a range of extra-curricular activities during and after the school day. These include in sports, music, games and the creative arts. Pupils' rates of participation have increased as a consequence of the expanding range of activities on offer to them. Leaders have also increased the number and range of educational visits. For example, visits to the Imperial War Museum and a residential trip to Paris are now on offer. Leaders routinely check the participation of disadvantaged pupils and those with special educational needs and/or disabilities to ensure that all pupils benefit from these extra-curricular opportunities.

Leaders have devised a comprehensive careers programme that runs from Year 7 through to the sixth form. Pupils in Years 10 and 12 also benefit from participating in work experience placements.

## Post 16 provision

Expected standard 

Students, including those joining from other institutions, are welcomed warmly and supported to settle into the provision quickly. The small sixth form provides a supportive and inclusive environment with a clear commitment to personalised learning and progression. Leaders provide flexibility in programme pathways and progression routes, enabling students to access suitable courses and make informed decisions about their next steps. Leaders review the study programmes and ensure that the curriculum meets the needs of students, including those who need to retake English or mathematics GCSEs. Teachers are specialists in their subjects. They check students' understanding of new knowledge and adapt their teaching effectively to correct any misconceptions students have.

Students generally achieve well, with close-to-national-average performance in attainment and progress measures in both A-level and vocational courses. There has been a gradual improvement in post-16 results over the past 3 years.

Students benefit from a structured and well-considered careers programme. This includes external speakers, workshops, careers fairs, UCAS preparation and access to a week-long work experience. There is a clear focus on preparing students for a range of progression routes. These include university, apprenticeships and employment pathways as well as supporting students' all-round readiness for their next stage.

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## Needs attention

### Achievement

Needs attention 

Pupils make inconsistent progress through the curriculum. This is reflected in the classroom and in their achievement in national examinations. In the classroom, pupils do not consistently secure the knowledge and skills they need to build upon their learning successfully. This includes pupils with special educational needs and/or disabilities.

Over time, pupils have not achieved well. In recent consecutive years, their attainment and progress at the end of Year 11 has been significantly below national averages. However, disadvantaged pupils' attainment and progress are better and closer to national averages. This is of significance as the school has a large proportion of disadvantaged pupils and high levels of pupil mobility. For example, last year, 17% of pupils in Year 11 only joined the school in Year 10.

Leaders identify and support pupils with weak reading and numeracy skills quickly. Leaders also support pupils well with their plans for after school, and most pupils successfully move on to the next stage of their education, employment and training.

While leaders have introduced a broad and ambitious curriculum for all pupils, it is not taught consistently well across all subjects. Teachers have secure subject knowledge, but they do not routinely check pupils' understanding of previous or new learning in lessons. The work in pupils' books is often of good quality, but there is a lack of rigour in how well teaching checks whether pupils have secured the intended knowledge and skills. As a result, gaps in pupils' learning are not addressed and so persist. Across subjects, some teaching does not choose activities that support pupils to learn what is intended. Again, this leads to pupils developing gaps in their knowledge.

The curriculum is designed to build pupils' knowledge step by step over time. For example, in Year 9 history, pupils apply their knowledge of discrimination in Nazi Germany to their study of the civil rights movement in 1950s United States of America.

Many pupils join the school struggling to read at a level appropriate to their age. Leaders identify these pupils quickly and put support in place to help them become accurate and fluent readers as quickly as possible. This support is tailored to the individual needs of the pupils and includes support with phonics for those pupils at the earlier stages of learning to read.

## **What it's like to be a pupil at this school**

Pupils enjoy coming to school. They value the warm and caring environment that staff have created. Pupils feel safe here. They understand what staff expect of them and are keen to earn rewards for demonstrating the school's values. While the school is small, it is diverse. Pupils welcome the opportunity to celebrate that diversity around school and in assemblies. Pupils are proud to be part of their school community. Bullying is rare. Pupils have a trusted member of staff they can speak to should they have any worries. Pupils are confident that these staff will support them to resolve any issues. Pupils move calmly around the school. Learning is rarely disrupted.

Some pupils have struggled to attend school regularly in the past. Leaders understand the reasons for this. They work effectively to remove barriers to attendance. For example, pupils are encouraged to come to breakfast club and early morning activities, such as making table-top game figures.

Pupils learn a broad range of subjects in school. They appreciate the reintroduction of subjects such as music and design and technology to the curriculum. They generally enjoy their learning and participate well in lessons. Leaders are quick to identify pupils' needs when they join the school. This information is shared promptly with teachers. Pupils make the most progress in their learning when teachers routinely check understanding, correct misconceptions and give pupils the opportunity to expand their answers. However, this is not done consistently across the school, and this affects pupils' achievement in lessons and national examinations.

Pupils have an increasingly large and varied range of activities to participate in during the school day. As a result, pupil uptake of these activities is increasing. For example, pupils enjoy extra-curricular opportunities in sports such as football and basketball. The school council has recently reformed, and sixth-form students are proud of their leadership roles within the school community.

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## Next steps

- Leaders should ensure that teachers have the skills they need to accurately check pupils' knowledge and skills so that pupils are ready to build on their learning step by step.
  - Leaders should ensure that they embed highly effective teaching across the school so that all pupils achieve well. For example, leaders should ensure that teaching chooses appropriate lesson activities so that pupils know and remember the key knowledge as is intended in the curriculum.
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## About this inspection

This school is part of Partnership Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Roger Leighton, and overseen by a board of trustees, chaired by Saadat Mubashar.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher and other senior leaders. They also spoke to the CEO and other members of the trust.

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.

The inspectors confirmed the following information about the school:

The school makes use of 5 registered alternative provisions.

The school has undergone a significant change since the last inspection. The headteacher took up post in September 2024 when the school joined Partnership Learning.

Headteacher: Salma Riley-Haque

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**Lead inspector:**

Mark Smith, His Majesty's Inspector


**Team inspectors:**

David Booth, Ofsted Inspector

Debbie Lebrecht, Ofsted Inspector

**Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 May 2026

**School and pupil context****Total pupils**

**254**

Well below average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

**School capacity**

**1,000**

Close to average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

**Pupils eligible for free school meals (FSM)**

**49.37%**

Well above average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

**Pupils with an education, health and care (EHC) plan**

**5.51%**

Well above average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

**Pupils with special educational needs (SEN) support**

**22.44%**

Well above average

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

**Location deprivation**

**Close to average**

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	20.0%	45.4%	Below
2023/24 (final)	18.2%	45.9%	Below
2022/23 (final)	19.0%	45.3%	Below

### Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	37.1	46.1	Below
2023/24 (final)	37.7	45.9	Below
2022/23 (final)	34.8	46.3	Below

### Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.66	-0.03	Below

Year	This school	National average	Compared with national average
2022/23 (final)	-0.74	-0.03	Below

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	14.3%	25.8%	Below
2023/24 (final)	4.5%	25.8%	Below
2022/23 (final)	13.0%	25.2%	Below

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	30.9	34.9	Close to average
2023/24 (final)	32.2	34.6	Close to average
2022/23 (final)	28.7	35.0	Below

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.94	-0.57	Below
2022/23 (final)	-1.02	-0.57	Below

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	14.3%	53.1%	-38.9 pp
2023/24 (final)	4.5%	53.1%	-48.6 pp
2022/23 (final)	13.0%	52.4%	-39.4 pp

## Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	30.9	50.4	-19.5
2023/24 (final)	32.2	50.0	-17.8
2022/23 (final)	28.7	50.3	-21.6

## Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2023/24 (final)</b>	-0.94	0.16	-1.10
<b>2022/23 (final)</b>	-1.02	0.17	-1.19

## **Destinations after 16**

### **Destinations after 16**

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023 leavers (revised)</b>	83%	92%	Below
<b>2022 leavers (revised)</b>	83%	93%	Not available
<b>2021 leavers (revised)</b>	88%	94%	Not available

## **16 to 18 performance**

### **A-level average point score**

The average points that students achieved per A-level entry.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (final)</b>	33.00	35.00	Close to average
<b>2023/24 (final)</b>	28.33	34.38	Below
<b>2022/23 (final)</b>	16.73	34.16	Below

## A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.0	0.0	Close to average
2023/24 (revised)	0.1	0.0	Close to average

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.0%	8.4%	Above
2023/24 (3 term)	14.4%	8.9%	Above
2022/23 (3 term)	19.0%	9.0%	Above

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	41.6%	23.4%	Above
2023/24 (3 term)	44.4%	25.6%	Above
2022/23 (3 term)	54.0%	26.5%	Above

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### **Strong standard** ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

### **Expected standard** ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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