

# Inspection of a school judged good for overall effectiveness before September 2024: Hornchurch High School

Broadstone Road, Hornchurch, Essex RM12 4AJ

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Inspection dates:

5 and 6 February 2025

## Outcome

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

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

## What is it like to attend this school?

Pupils at Hornchurch High School have high aspirations. They are motivated to do well and supported to make careful choices about their future. A large proportion of pupils study the English Baccalaureate subjects at GCSE. Pupils achieve well in a wide range of subjects and, as a result, are well prepared for the next stage of their education, employment or training.

Staff have high expectations of pupils, including those with special educational needs and/or disabilities (SEND). The school has established a positive environment in which pupils are able to work and learn successfully. Pupils with SEND follow the same ambitious curriculum as their peers.

Leaders have embedded an effective behaviour policy that is well understood and consistently implemented by all. Pupils behave well in lessons and listen attentively to their teachers and each other. The school has created an inclusive culture, where pupils are taught to respect and celebrate difference.

The school supports pupils to develop confidence and resilience. There is a wide range of opportunities for pupils to develop their talents and interests, including sports, debating and visits to universities.

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

The curriculum is ambitious for all pupils and builds pupils' knowledge cumulatively. Staff check routinely that pupils know the curriculum they have been taught. The school's systematic approach to questioning gives pupils the opportunity to recall their knowledge. Sometimes, when misconceptions are not picked up by teachers and addressed promptly, teaching moves pupils on to the next phase of their learning before they are fully ready.

Teachers have strong knowledge of their subject and use this to explain content clearly. Generally, they plan and select appropriate tasks, which help pupils to build on their knowledge over time. Typically, in lessons teachers help pupils to develop deeper thinking. However, on occasion staff do not fully consider the starting points of pupils when planning tasks. This means that when work is not adapted equally well for all, some pupils struggle to complete tasks successfully.

Pupils with SEND are well supported. Information about the needs of pupils with SEND is shared with teachers and used to ensure that learning in lessons is adapted appropriately. The school continues to provide training for staff so that adaptations for pupils with SEND are even more effective. Those pupils who are identified as requiring help with their reading are provided with additional support. Pupils have the opportunity to read regularly.

Pupils are well supported in their personal development, including through assemblies and during time in tutor groups, which helps to prepare them for life in modern Britain. Pupils are guided to understand the importance of healthy relationships, mindfulness and online safety. As a result, pupils are encouraged to avoid risks and look after their mental health and well-being. The careers programme includes the opportunity for meaningful work experience. Pupils attend careers fairs to help them make decisions about their futures. They are helped to develop effective leadership skills, including as members of the school council or as anti-bullying and well-being ambassadors.

Leaders have taken successful steps so that pupils' attendance at school has improved significantly over time. The school uses a range of effective strategies to work with pupils, parents and carers and encourage regular attendance. Staff say that leaders carefully consider their workload and well-being. They benefit from high-quality training and support both within school and through the trust. The local governing body and the trust provide effective challenge and support to the school's leaders. As a result, the school takes effective action where needed and has maintained the quality of its work.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes, pupils' misconceptions are missed. As a result, sometimes teaching moves on to the next phase of learning before pupils' prior learning is secure. The school should ensure that pupils' misunderstandings are consistently identified and dealt with to support pupils' future learning.
- On occasion, when tasks are not adapted well to pupils' starting points, some pupils struggle to complete the work. The school should ensure that work is routinely appropriately adapted to pupils' starting points, enabling them to access curriculum content fully.

## 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 good 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 school to be good for overall effectiveness in January 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

<b>Unique reference number</b>	143946
<b>Local authority</b>	Havering
<b>Inspection number</b>	10346040
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	720
<b>Appropriate authority</b>	Board of trustees
<b>Chair of Trust</b>	Saadat (Sid) Mubashar
<b>CEO of the trust</b>	Roger Leighton
<b>Headteacher</b>	Serena Madhvani
<b>Website</b>	<a href="http://www.hornchurchhigh.com">www.hornchurchhigh.com</a>
<b>Date of previous inspection</b>	3 May 2023, under section 8 of the Education Act 2005

## Information about this school

- The school has been part of the Partnership Learning Trust since January 2017.
- A new headteacher and leadership team have been in post since the school's last graded inspection.
- The school currently makes use of four registered alternative provisions.
- 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and a range of senior leaders. The lead inspector also spoke with a representative of the trust and members of the governing body, including the chair of the governing body and the chief executive officer.
- Inspectors visited a sample of lessons across a range of subjects, spoke with pupils and teachers and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders including the designated safeguarding lead, 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 observed pupils' behaviour in a range of situations, including in corridors, at breaktimes, at lunchtimes and in lessons. They also spoke to pupils about behaviour and bullying. Inspectors spoke with leaders, teachers and pupils about the school's programme of personal development.
- Inspectors considered the responses from parents to Ofsted Parent View. This included the comments submitted via the free-text facility. Inspectors also considered the responses to Ofsted's survey for staff.

### **Inspection team**

John Blaney, lead inspector

Ofsted Inspector

Charlotte Robinson

Ofsted Inspector

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