

Inspection of a school judged good for overall effectiveness before September 2024: Haverstock School

24 Haverstock Hill, Chalk Farm, London NW3 2BQ

Inspection dates:

3 and 4 December 2024

Outcome

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

What is it like to attend this school?

Pupils are happy in their school. Everyone is made to feel welcome here because pupils treat each other with respect. Pupils value their positive relationships with one another and adults. Pupils new to the school speak about the warmth of the school community. The school creates a supportive environment where pupils, including students in the sixth form, develop their confidence to learn well. The school sets high expectations for what pupils should achieve. Pupils benefit from high-quality teaching. This supports them to progress well through the curriculum. Pupils are well prepared for their next steps.

Pupils behave well in lessons and around the school. They understand what is expected of them. Pupils commit to the school's 'Pillar of Ethos' system. They appreciate the points they receive, and the celebration of their achievements in tutor time. Pupils feel safe in school. They know they can speak to a trusted adult with any concerns they may have.

High numbers of pupils attend the school's wide range of extra-curricular activities. These include sports, arts, coding, charity work and the Duke of Edinburgh award. Pupils' high response to activities reflects their commitment to the school's vision to 'step forward, aim high and be kind.' Trips and visitors to school help to broaden pupils' life experiences.

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

The school has designed a curriculum that is well designed and ambitious. The curriculum sets out what pupils should learn and when and provides opportunities for pupils to revisit what they have studied before. The school's curriculum is inclusive. It caters for pupils who speak English as an additional language, many of whom join the school part way through the academic year. These pupils learn the curriculum well.

Historic published outcomes do not reflect the good quality of education that the school provides. The school has worked diligently to strengthen the ambition of the curriculum and ensured that pupils' attitudes to learning have improved. As a result, pupils now learn well across the curriculum.

Staff use the training they receive to improve their practice. They provide clear explanations for pupils. Staff regularly check what pupils know and understand. In some subjects, teachers do not consistently provide pupils with opportunities to develop their understanding of subject-specific vocabulary and how to apply it to their learning. This means that sometimes pupils do not deepen their knowledge and skills consistently well.

Leaders have worked strategically and successfully to make sure that the sixth form is a strength of the school. Sixth-form students are proud of their school. They value the breadth of curriculum choice and respond well to the high expectations set across the curriculum.

Pupils with special educational needs and/disabilities (SEND) have full access to the curriculum. Teachers know and understand the needs of pupils with SEND well. Teachers use information updates to adapt the learning for individual pupils. Pupils who need to catch up with their reading skills receive the help they need. This supports their learning across the curriculum. The school works closely with external experts to ensure that pupils receive the support they need.

The school has high expectations for attendance. It is doing all it reasonably can to ensure that pupils attend well. Strong systems are in place to support pupils and attendance is improving. The school works closely with families and knows them well. Pupils have a positive attitude towards their learning. They listen well in class and want to do well.

The school is committed to pupils' personal development. Through the curriculum, pupils learn well about topics such as relationships, diversity, and differences. The school ensures that pupils know how to keep themselves safe and healthy, including risks from being online. Pupils value their leadership roles and have a voice in the school. They lead on charity events and speak proudly about the hampers they give to the local neighbours. Sixth-form students are positive role models. They enjoy promoting post-16 studies at the school, for example, by teaching sample lessons to Year 11.

The school has put in place a comprehensive programme to prepare pupils for their careers and futures beyond school. Pupils value the range of career experiences, including visits to companies, talks on apprenticeships and the individual support they receive. This prepares them well for their next steps and beyond.

Leaders and governors share the same ambitious vision for the school. This is based on shared values and a drive for excellence. Staff, including those in the initial stages of their career, appreciate the support and extensive training they receive. They feel that leaders

pay due care and consideration to their well-being. Staff value being part of the school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not consistently support pupils to apply their subject-specific vocabulary to their learning. This limits pupils' opportunities to deepen their understanding and to express their learning in increasingly sophisticated ways. The school should ensure that teachers provide opportunities for pupils to develop their understanding of subject-specific vocabulary and apply it to their learning.

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 the school to be good for overall effectiveness in July 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	100049
Local authority	Camden
Inspection number	10345620
Type of school	Secondary comprehensive
School category	Community 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	926
Of which, number on roll in the sixth form	300
Appropriate authority	The governing body
Chair of governing body	Alison Lowton
Head teacher	Nicholas John (executive headteacher) Katie Metselaar (head of school)
Website	www.haverstock.camden.sch.uk
Dates of previous inspection	2 and 3 July 2019, under section 5 of the Education Act 2005.

Information about this school

- Haverstock School is part of a federation called H3 Federation, which was founded in April 2023. The same governing body is also the management committee for the school.
- The executive headteacher has been in post since September 2024.
- The head of school has been in post since June 2023.
- Since the previous inspection, the number of students in the sixth form has significantly increased.
- The school makes use of five 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 visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- 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.
- Inspectors held meetings with staff and with pupils.
- Behaviour was observed both in lessons and around the school.
- The views of pupils, parents and carers and staff were considered through discussions and looking at information collected from Ofsted's surveys.
- Inspectors spoke with leaders about the provision for pupils with SEND.
- Inspectors held discussions with members of the federated governing body.

Inspection team

Janice Howkins, lead inspector Ofsted Inspector

David Hatchett Ofsted Inspector

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