

Inspection of Parliament Hill School

Highgate Road, London NW5 1RL

Inspection dates: 22 and 23 May 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This school is driven by its ethos to support all pupils to be 'high achieving and happy'. Pupils, including those with special educational needs and/or disabilities (SEND), are exceptionally well supported. Staff know pupils well and have very high expectations for them. The school provides an ambitious curriculum, where pupils develop secure subject knowledge. Pupils achieve highly, including in national examinations, and are fully prepared for the next stage of their education, employment or training.

Sixth-form students benefit from the wide range of A-level and vocational courses on offer within a consortium with three other schools. They are encouraged to take on leadership responsibility and to act as positive role models for younger pupils.

Teachers build strong relationships with pupils, which allows them to thrive and enjoy their education. Pupils conduct themselves well in lessons and around the school. The school has created an inclusive culture where pupils are taught to respect and celebrate difference. Bullying is rare and pupils are kept safe.

The school provides a wide range of opportunities to develop pupils' character. These include fundraising activities, the Duke of Edinburgh's Award and acting as student ambassadors. Pupils, and students in the sixth form, are confident to debate complex issues such as exploring climate change.

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

The curriculum demonstrates high ambition for all pupils. Subject leaders have thought carefully about the knowledge pupils need to secure and the order in which it is taught. The curriculum is very well designed and enables pupils to build their understanding cumulatively. For example, in science, pupils use the knowledge they have gained when studying the components of a plant cell in Year 7 and apply this to their study of photosynthesis in Year 8.

The curriculum is also designed to help pupils to connect ideas and apply their learning to the modern world. For example, in history, pupils make connections between the past and the present. They study the ancient Islamic empire and African kingdoms before thinking about the legacy and impact of the British Empire on people today. Similarly, in English, pupils study a diverse range of classic and contemporary poetry, drama and fiction. The curriculum is enhanced by educational visits that link to the texts being studied, for example to the Globe Theatre and the Charles Dickens Museum.

Teachers have excellent knowledge of the subjects that they deliver. Assessment is used very effectively to check pupils' learning and identify any gaps in their knowledge. Staff are swift to address any errors or misconceptions so that pupils are ready to move on in their learning. Pupils' work is consistently of high quality. The strengths in curriculum design and implementation extend to the sixth form across

the wide range of subjects on offer. Leaders have identified areas where some routines need to be strengthened further so that students achieve consistently well.

There is very strong support for pupils with SEND. The school identifies pupils' needs with precision and shares this information with staff. Leaders carefully check that the additional support pupils receive is having a positive impact. Activities are adapted, where necessary, to ensure that all pupils access the same ambitious curriculum. The 'Parli Plus' provision supports pupils by providing additional help with, for example, homework after school.

Pupils, and students in the sixth form, are highly supportive and respectful of each other. In lessons, pupils participate actively in discussion and debate. Routines and expectations are in place, which leads to a consistently calm and purposeful learning environment. The school uses a range of strategies to ensure that pupils' attendance is high. These strategies are being developed further in the sixth form to ensure their attendance matches that of younger pupils.

Pupils' personal development is very well considered. A carefully planned pastoral curriculum enables pupils to explore important topics such as personal health, online safety and respectful relationships. The welfare of pupils is prioritised and promoted, for example through well-being week. Pupils benefit from a range of therapeutic interventions, which are coordinated by a well-being project manager to ensure they meet pupils' needs. The school provides pupils with access to a wide range of extra-curricular clubs, for example debating, gardening and a range of sporting activities.

Leaders have developed a very strong personalised careers programme that includes meaningful work experience. Pupils, and students in the sixth form, are encouraged to develop as responsible, active citizens. For example, the junior leadership team regularly contributes their ideas at governing body meetings.

Leaders, including those responsible for governance, have high ambition for their pupils and want the best for them. Staff, pupils and parents share this ambition. Staff feel that leaders have carefully considered their workload and well-being. They appreciate their open door policy. Staff benefit from high-quality professional development, and early careers teachers receive excellent support.

Safeguarding

The arrangements for safeguarding are effective.

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 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	100050
Local authority	Camden
Inspection number	10323222
Type of school	Secondary comprehensive
School category	Community school
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,249
Of which, number on roll in the sixth form	358
Appropriate authority	The governing body
Chair of governing body	Daniel Silverstone
Headteacher	Sarah Creasey
Website	www.parliamenthill.camden.sch.uk
Dates of previous inspection	8 and 9 February 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the LaSWAP sixth-form consortium with three other local schools.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information about approved technical education qualifications and apprenticeships.
- The school currently uses five registered alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors carried out deep dives in the following subjects: English, mathematics, science, languages and history. For each deep dive, inspectors spoke with subject leaders, visited a sample of lessons, spoke with teachers and to pupils and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum and visited lessons in some other subjects.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- Inspectors met with the members of the governing body. They also held discussions with a representative from the local authority.
- To evaluate the effectiveness of safeguarding, 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 considered the views of parents, pupils and staff, including through their responses to Ofsted's online surveys.

Inspection team

Robert Grice, lead inspector	His Majesty's Inspector
Debbie Lebrecht	Ofsted Inspector
Eliot Wong	Ofsted Inspector
Jonty Archibald	Ofsted Inspector
Janice Howkins	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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