

Inspection of Claremont High School

Claremont Avenue, Kenton, Harrow, Middlesex HA3 0UH

Inspection dates: 25 and 26 March 2025

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

The headteacher of this school is Nicola Hyde-Boughey. This school is part of Chrysalis Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), also Nicola Hyde-Boughey, and overseen by a board of trustees, chaired by Steven Brunswick.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Claremont High School successfully strives to prioritise academic excellence while fostering the development of the whole individual, preparing pupils extremely well for their future. Pupils and adults alike fully embrace the school's values of 'enjoyment, perseverance, aspiration, respect and excellence'. Pupils receive high-quality teaching that enables them to thrive. They thoroughly enjoy attending school, have very strong attitudes to learning and behave extremely well. As a result, pupils achieve highly, and students in the sixth form excel, particularly in academic subjects. Most students progress to higher education, while some pursue apprenticeships.

Pupils benefit from a meticulously designed and well-structured programme for personal development. The school's motto, 'Take part, get involved and try something new,' is deeply embedded in its culture. Pupils engage in an exceptionally diverse and comprehensively planned 'co-curricular' programme. These include performing arts productions, an extensive range of sporting activities, trips, visits and fundraising for various charitable organisations. There is something for everyone. Pupil leadership is a priority, with opportunities for pupils to take on roles as head students, senior prefects, subject ambassadors and college captains. Sixth-form students also take an active role in running clubs and make significant contributions to school events, including 'Claremont's Got Talent'.

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

The curriculum is highly ambitious. Content is carefully connected, including between subjects. As a result, pupils are adept at applying previous learning when encountering new content. For example, in science, older pupils draw on their knowledge of plants and cells in their work on more advanced specialised cellular cells. In English, pupils draw extensively on their drama performances, for example when learning Shakespeare texts.

Teachers have very strong subject knowledge and know pupils well. They ensure that learning activities fully meet pupils' needs. There are effective processes to check carefully what pupils have learned and to address any misconceptions that arise. High-quality feedback improves pupils' understanding and confidence. For example, in Year 8 French, through feedback, pupils demonstrate greater confidence in writing sentences using grammar more effectively. In Year 11 drama, pupils demonstrate highly crafted performances when responding to feedback.

Across a breadth of subjects, students are fully engaged with their learning. They take great pride in producing work of high quality and are adept at evaluating their own work. For example, they expertly review their own performances and quality of movement in physical education.

Pupils with special educational needs and/or disabilities (SEND) are prioritised. Staff are well trained to recognise needs. When it is needed, they adjust work to cater for pupils' additional needs. As a result, pupils with SEND achieve very well.

Through careful screening processes, pupils who have fallen behind in their reading are supported effectively to catch up. As a result, they become more confident and fluent in their reading. Reading for pleasure is actively promoted, for example through competitions and the use of the library. Older pupils support younger ones with their reading.

Pupils live up to the school's very high expectations of behaviour. Low-level disruption is never tolerated. Pupils are highly respectful and courteous to each other. For the few pupils who struggle to meet the school's expectations, the school ensures that appropriate and relevant support is put into place. Incidents of bullying and discrimination are very rare, and the school acts swiftly to handle any issues. The school promotes high attendance, and pupils are punctual for school. Pupils are clear about the school's rules and understand the consequences of their actions.

The school's programme for personal, social and health education is comprehensive and effective, especially in Years 7 to 11. Assemblies and visiting speakers support this programme very well. Pupils are able to talk about online safety and the dangers of cyber-bullying. Pupils learn a range of age-appropriate, relevant topics, such as diseases and how these may be prevented. The careers education programme is well developed. Pupils comment favourably on the support and guidance available to them.

Leaders, trustees and governors have a demonstrable commitment to ensuring that pupils excel academically and personally. They expertly fulfil their respective roles and maintain robust oversight of the school's work. Staff's professional development is of very high quality. This includes the school's 'associate' shadowing programme for aspiring leaders. Staff appreciate how the school takes workload into consideration, including by making adjustments to the school calendar. Trustees hold the school to account while supporting the school in its work.

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 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	136656
Local authority	Brent
Inspection number	10366924
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	1,650
Of which, number on roll in the sixth form	246
Appropriate authority	Board of trustees
Chair of trust	Steven Brunswick
CEO of the trust	Nicola Hyde-Boughey
Headteacher	Nicola Hyde-Boughey (executive headteacher)
Website	www.claremont-high.org.uk
Dates of previous inspection	13 and 14 May 2015, under section 5 of the Education Act 2005

Information about this school

- Claremont High School is one of two schools in the Chrysalis Multi-Academy Trust. The executive headteacher has responsibility for both schools.
- The school uses two registered alternative providers.
- 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.
- Year 10 pupils were out of school on work experience during the inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the members of the leadership team, including the executive headteacher, deputy headteachers and assistant headteachers. The lead inspector held meetings with the CEO, trustees and governors.
- Inspectors carried out deep dives in English, mathematics, science, drama, geography and physical education. For each deep dive, the inspector discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; considered 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 took account of responses to the online survey, Ofsted Parent View. They also considered the responses of pupils and staff to Ofsted's online surveys.
- Inspectors spoke with groups of pupils during lessons and at social times of the day.

Inspection team

Ray Lau, lead inspector	Ofsted Inspector
David Booth	Ofsted Inspector
Rebecca Drysdale	Ofsted Inspector
Eliot Wong	Ofsted Inspector
Sophie Cavanagh	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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