

Date: September 2, 2026

Dear Parents and Carers,

I hope you and your families have had a refreshing summer break and are ready for the new academic year 2026-2027. As we welcome our students back to school, I am writing to share an important update regarding our recent Ofsted inspection, which took place in May 2026.

The final version of the inspection report has now been written and will be made available from Monday 7th September: <https://reports.ofsted.gov.uk/provider/23/137754> ; and in the spirit of transparency, partnership, and our shared commitment to your daughters' success, this letter outlines the key findings, what we have already done to address areas of development, and how we must work together moving forward.

Celebrating our strengths

Ofsted recognised many outstanding aspects of Norbury High that reflect the hard work of our staff and students:

- **Safeguarding is met:** Inspectors confirmed that we have an open and positive culture of safeguarding, where concerns are actively identified, acted upon, and managed so that pupils feel safe and are safe.
- **Expected standard in key areas:** We achieved the "Expected Standard" in Curriculum and Teaching, Achievement, Personal Development and Wellbeing, and our Post-16 Provision (Sixth Form).
- **High-quality teaching & pastoral care:** Inspectors commended our ambitious and well-sequenced curriculum, secure teacher subject knowledge, and our exceptionally strong, warm, and respectful pastoral care.
- **Outstanding academic progress:** Our students continue to make exceptional progress. In the GCSE results this summer, our provisional Progress 8 score rose to +0.59 (placing us significantly above the national average for student progress). In our Year 13 A-Level and BTEC results, 93% of students met or exceeded their target grades, moving our Alps progress score to a Grade 3, which puts the school's progress within the top 25% of schools nationally.
- **Support for disadvantaged & EAL students:** The report highlighted that our disadvantaged students and those with English as an Additional Language (EAL) receive highly effective support and typically achieve more highly than national averages, which is encouraging as 93% of our SEND students also have EAL.

Areas for improvement and action taken

While there is much to celebrate, Ofsted identified three areas where our practice "Needs Attention": Inclusion, Attendance & Behaviour (specifically regarding consistent attendance and low-level disruption oversight), and Leadership & Governance structures.

Under Ofsted's framework, all specific criteria within a category must be met to secure a higher threshold, which impacts our judgments in these areas. We recognise these findings, and we had already begun taking decisive action prior to the report's final publication to address them:

1. Overhauling and strengthening inclusion (SEND)

- **Action already taken:** We have restructured our inclusion leadership team for the 2026-2027 academic year. We are delighted to welcome Mrs. Alison Sole as our new SENDCo, and Mrs. Chong as Assistant Headteacher for Inclusion. Mrs. Jackson has moved into a new role as Assistant SENDCo, leading the Regina Khan centre, our in-house Social, Emotional, and Mental Health (SEMH) support hub. Additionally, our team is supported one day a week by the Wandle Learning Trust SEND lead to ensure high-quality, consistent support across the board.
- **Moving forward:** We are standardising the use of student passports by all classroom teachers to ensure that individual learning needs are consistently met in every single lesson. We are also tightening the processes used for individual education plans (IEPs) and medical risk assessments.

2. Refining leadership and governance

- **Action already taken:** We have welcomed new governance with our new Co-Chairs of the Local Academy Committee, Mrs. Shazra Wahid and Ms. Judi Dupont, who will provide rigorous oversight and challenge. We have also restructured leadership roles across the school to ensure clear lines of accountability, so that improvement systems are monitored with absolute precision on the ground.
- **Moving forward:** We are implementing a comprehensive, strategic plan for rapid improvement across all areas starting immediately after the half-term. Our professional training programme for staff has been re-targeted to focus heavily on inclusion and adaptive teaching strategies.

A call to partnership: working with us

To make these improvements rapid and sustainable, we need you to work hand-in-hand with us. Norbury High can only achieve its full potential when school and home are fully aligned.

1. Every child in school, every day (attendance)

"Although Ofsted noted that our overall attendance is slightly above the national average and has shown recent improvements, levels of persistent absence (under 90%) remain a key area of concern. Children must be in school to learn. Missing even a few days of school creates gaps in knowledge that are incredibly difficult to close."

We need your support to ensure your daughter attends school every day, arriving on time by 08:35 (09:00 on Thursdays). Please schedule non-urgent medical appointments outside of school hours and do

not plan family holidays during term time. If your daughter is facing barriers to attending, please contact her form tutor or Head of Year immediately so we can support you.

2. Two-way communication: issues and resolutions

"Ofsted noted some variability in how quickly or consistently staff respond to concerns, which can sometimes affect students' confidence in the support available. We are committed to resolving this and ensuring clear, consistent, and prompt communication."

In return, we ask that you communicate openly with us. Share issues early: if your daughter is struggling with learning, friendships, mental health, or any other issue, please let us know immediately. Maintain constructive and respectful dialogue: we are here to listen and work collaboratively with you. When issues are communicated early and constructively, we can resolve them together before they escalate. Finally, please ensure we have your correct email and phone number so that our updates reach you promptly.

We want to make sure that all parents and carers can understand and get information from school. We share information on the school's website and through the Arbor app. This information can be translated into different languages. We would like to know if there is anything else we can do to make it easier for you to get information from school, for example about events, trips, meetings and other important information. **We would like to hear your ideas about what would help you and your family.**

Moving forward with optimism

We will be hosting a series of parent forums in the coming weeks to discuss the Ofsted findings in more detail and share our action plans. You will also have access to the official link to the full Ofsted report card in a separate communication within the next five days, in line with legal requirements.

Our school values of *Empowerment, Equality, Empathy, and Excellence* are the foundation of everything we do. We are incredibly proud of our students' outstanding academic progress and their warm community spirit. With your partnership, we will build on these solid foundations to ensure every student at Norbury High receives the exceptional education and support they deserve.

Thank you for your continued support, trust, and collaboration.

Best wishes,

Mrs. M. Hayden

Headteacher

Norbury High School for Girls