

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Heartlands High School
School Address:	Station Road, London, N22 7ST
Hub School:	Compton

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Unique Reference Number:	139616
Local Authority:	Haringey
Type of School:	Comprehensive
School Category:	Community
Age range of pupils:	11–18
Number on roll:	1,018
Head teacher/Principal:	Simon Garrill

Date of last Ofsted inspection:	March 2012
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	29–30 January 2015
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies:	Outstanding
Achievement is:	Good, on track to be outstanding
Quality of Teaching:	Good, with some outstanding
Area of Excellent Practice:	None yet identified

Overall Review Evaluation

The Quality Assurance Review found indicators that Heartlands High School appears to have improved beyond the Good grade as judged by Ofsted in the school’s last inspection in March 2012 and to be close to outstanding.

Information about the school

- The school opened in new purpose-built accommodation in September 2012, and the first GCSE examinations will be taken in summer 2015.
- The proportion of students known to be eligible for pupil premium funding is well above average.
- The proportion of students supported through school action is well above the national average, as is the proportion supported through school action plus or who have a statement of special educational needs.
- The proportions of students from minority ethnic backgrounds and who speak English as an additional language are well above average.
- Students come from a large number of feeder primary schools.

School Improvement Strategies

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- The school has robust, rigorous self evaluation strategies. Action is taken immediately on any relative weakness in provision or the performance of students to ensure the school's relentless drive for improvement is maintained.
- Leaders have an excellent understanding of where the strengths of the school are, and the areas where there is a need for improvement. They monitor actions taken to improve provision thoroughly, and revise or alter actions taken if they are not as effective as planned.
- Students' performance data is extensive and exhaustively checked to make sure it is accurate. As the school has yet to have a cohort of students take GCSE examinations, it moderates its assessments internally and with other schools rigorously to ensure GCSE predicted grades and the setting of aspirational targets are accurate, realistic and challenging.
- Performance management procedures are thorough. All staff have challenging targets focussed on students exceeding national averages for three and four levels progress, and to narrow the gap between disadvantaged and other students. Teachers' targets are linked to subject progress targets and staff are supported in achieving them.
- Roles and responsibilities are distributed effectively among leaders at all levels. Leaders are held accountable for their areas of responsibility, and given good guidance and training to help them carry out their roles successfully.
- Students experience a wide curriculum that provides aspirational examples of what they could achieve through an impressive range of links with business, colleges and

top universities to demonstrate to students what they could achieve. Students are highly appreciative of what the school does for them, and many show that they have high aspirations for their own success.

- Students recognise the strengths of the school. They praise the way they learn about the values and beliefs of other people, especially those they meet in school, but also in the community. Their tolerance, understanding and respect for each other, and for those from different backgrounds is excellent. They feel the school could do much to promote better understanding in the community!
- The school provides a very wide range of out of school booster courses and personal support/interventions, especially to help students catch up in areas where they have weaknesses. These courses, including those held on Saturdays, are extraordinarily well supported by students and their families. The school tracks' these students' progress carefully to ensure that the extra support is effective.

Even better if....

-leaders ensured that all students, particularly the small numbers of the most able ones and those supported through pupil premium funding, currently not doing quite so well as other students, made three or four levels progress in English and mathematics.

Pupil Achievement

- The achievement of the great majority of students is outstanding and the school's thorough tracking system supports that, despite there being no GCSE results to substantiate this.
- Students' progress is mostly outstanding, not only in English and mathematics, but in nearly all subjects they study.
- Students' progress is promoted by excellent attitudes to learning. Students take work seriously and want to be successful. In lessons they concentrate extremely well, allowing little to distract them from their learning.
- Students with disabilities or special educational needs make excellent progress. The quality of support they receive is excellent and makes sure work is closely tailored to their individual needs, whether those are learning, social and emotional, behavioural or physical.
- The progress made by most students eligible for pupil premium funding is excellent. The gap between them and other students is narrow, and most are making progress that ensures they catch up on other students.
- Students of different abilities generally make excellent progress. The school has a clear focus on identifying any student who does not make enough progress – measured by the school's exacting standards – and makes sure they receive the individual support and attention they need.

- Students' progress in literacy and numeracy is excellent. The school is successful in ensuring students who join the school with low levels of literacy and numeracy are well supported so that they rapidly catch up, or exceed, the points expected for their ages. As a result, attainment in both English and mathematics is on track to be above average in the GCSE examinations in summer 2015. The school has established how successful it is overall by entering students for GCSE English literature early, confirming the accuracy of its assessments and strength of teaching by achieving above average GCSE results.

Quality of teaching

Senior leaders planned the programme of observations for reviewers and senior and middle leaders in advance. Neither teachers nor most of the leaders observing lessons with reviewers knew which lessons would be seen until the last moment.

A wide range of teaching was seen, and leaders were not surprised by the quality of teaching seen. The school's record of lesson observations of time shows good or excellent teaching predominantly and this is supported by the school's detailed progress data.

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In the very best lesson, the strengths seen are:

- a high level of commitment by teachers and high expectations of how well students should achieve
- outstanding relationships that enable students to take risks in their explanations, discussions and answers to questioning to make sure they learn well
- excellent teacher subject knowledge used effectively to provide a very wide range of interesting, engaging learning activities, and to encourage students to initiate their own learning and research
- challenging work and excellent guidance that encourages students to perform to the best of their abilities
- rapid start to lessons so that the time available for learning is used well
- students' high levels of engagement in subject activities, and excellent attitudes to learning
- teaching that promotes excellent enjoyment of learning and students' ambitions to do well at school and in the future.
- questioning by teachers that ensures students explore their understanding, learn to explain newly or previously acquired knowledge accurately
- excellent use of prior and current attainment and progress data to plan learning activities that are closely tailored to the individual needs and interests of students

- excellent opportunities for students to develop their literacy and numeracy skills through one-to-one and small group interventions, and booster classes
- excellent support for students who experience any learning difficulty or barriers that slow or impeded learning in any way
- students' knowledge of how well they are achieving, and what specifically they need to do even better
- very good marking that tells students how well they are achieving, what to do to improve, and evidence that the great majority of students follow teachers' guidance on how to do better.

Even better if...

...teachers consistently demonstrated the extremely effective practice seen in the majority of lessons so that they make sure that:

- work is always challenging for all students
- the marking dialogue between teachers and students always leads to students responding to guidance on how to improve their work.

Partnerships

The school has a very wide range of successful partnerships that contribute significantly to the curriculum, the achievement of students and to raising their aspirations and ambitions. In particular, the school has:

- close links with the LSE, so that students from the school meet undergraduates, attend lectures and contribute to projects, with aim to encourage them to want to go to university after leaving school;
- participation in the 'Brilliant Club', supported by Warwick University, which enables students to attend lectures taught by subject experts and to take part in projects which develop students' independent learning and research skills. The aim is to give students opportunities to study, for example, cancer treatment, aircraft safety and philosophy, and to raise their aspirations for future careers and studies;
- links with several national initiatives that have been effective in promoting improved literacy and numeracy skills for those students joining the school with low level skills, and for those who are slow to gain competence in literacy and numeracy;
- links with homes which are excellent. The school has worked hard to make sure parents understand how important their children's education is, and they are totally supportive of the school in providing out of school and Saturday morning booster activities to ensure students learn effectively, and in particular, develop good literacy and numeracy skills.
- very close ties with other schools, teacher training institutions and education research organisations to make sure teachers and teaching assistants are as effective as they can be.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school has expressed interest in finding out more about the organization of special schools, particularly in managing provision for autistic pupils.