

Context: Heartlands High School (HHS) is an average sized 11-16 school with 1108 students on roll with 1200 planned places. There is a slight gender imbalance with 10.0% more boys (55%) than girls(45%). On indicators of deprivation, HHS is in the highest percentiles with FSM/Pupil Premium at over double the national average at 51.4% and the school deprivation indicator at 0.34 significantly above the national average of 0.20.

In addition there are higher than average numbers of SEND students, 5.0% of pupils in the school have EHCP and 10.3% require SEN support both significantly above the national average as well as 45.3% of students with a first language other than English. Students enter the school significantly below national averages.

Outstanding Criteria	Evidence Base	Reports to SLT	Internal RAG Rating	Comment	Lead
Leadership					
Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.	IIP/Staff Questionnaire/ Learning Walks/Challenge Partner Report/SIP Review		Green	There is a relentless approach to school improvement and an unwavering desire for students and staff to succeed.	Elen Roberts
Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.	Middle Leader Interviews/SLT Interviews	Achievement Report Pupil Premium Report	Green	The ambition is high. The school has worked to improve the strategy. The SIP and the pupil premium strategy reflect the strategic plan	Elen Roberts
The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.	KPIS/Exams/Progress must be above .5	Exams Analysis/PIB/FFT/AFA Reports	Yellow	Progress in 2017 and 2018 dropped for disadvantaged students. Predicted data shows the school is beginning to close this gap.	Elen Roberts
Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.	Minutes of Governor Meetings	Pupil premium Report Outcomes Report Governor link visit	Yellow	Challenge is frequent. The pupil premium plan is delivered and discussed. The link governor has visited the school and provided appropriate challenge.	Elen Roberts
Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils,	PASS Survey	Governor	Green	Pass survey completed JLT Meetings in place	J Nagle
Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of parents. They use this to keep the school improving by focusing on the impact of their actions in key areas.	Parent Surveys	AFA Feedback ALT Parent Events	Green	Parent survey collected at AFA. Questionnaires and focus groups take place throughout the Year.	Elen Roberts

Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	Staff Surveys	NFER Survey CPD Review Behaviour Review Survey	Green	School council with regular questionnaires/ Workload and wellbeing a key focus	Elen Roberts	
Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.	CPD Program/Evaluations from CPD	Teaching and Learning Report Outcomes Report	Yellow	CPD and teaching development is now outstanding. However, this does not yet lead to outstanding outcomes.	Mari Williams	
Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.	CPD Programme/Staff Questionnaires/Staff Interviews	Teaching and Learning Report Outcomes Report	Green	There is an outstanding programme of CPD throughout the school	Mari Williams	
The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	Curriculum Offer	Curriculum Review	Green	The curriculum is broad and balanced and inspires students to learn. The curriculum has been reviewed to be knowledge based and assessment is cumulative. There are plans to change the curriculum further in 2019/20	Mari Williams	
Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.	SMSC Plan/SEARCH Plan		Green	Comprehensive character programme in place. SMSC Plan Collective Worship Plan	J Nagle	
Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	Bullying Statistics, Staff and Student Interviews	Behaviour Report HR Feedback	Green	Bullying Review has been undertaken and there is a comprehensive range of strategies in place.	Elen Roberts	
Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.	Safeguarding Policy includes prevent Staff are well trained Referrals are recorded on My Concern	Safeguarding report to leaders and to governors	Green	Prevent	J Nagle	
Teaching and Learning						

Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.	Development Observations/Le arning Walks/	Teaching and Learning Report	Yellow	Most teachers have excellent subject knoweledge. Business, history, computing and maths and science and geography, English, photogrpahy and drama. Less good in parts of design tech. PE. understanding of how to apply the subject knowledge in relation to the syllabus less consistent in English	Mari Williams
Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.	Development Observations/Le arning Walks	Teaching and Learning Report	Green	The strongest faculties have detailed plans in all year groups. Department strengths and weaknesses are measured through results data, observations, learning walks and work scrutiny.	Mari Williams
Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up	Development Observations/Le arning Walks	Teaching and Learning Report	Green	At KS4 yes at KS3 less consistently applied. Units have been planned backwards. See the Curriculum Map.	Mari Williams
Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.	Development Observations/Le arning Walks	Head of Faculty Learning Walks	Yellow	The Heart of the Heartlands lesson focuses teachers on effective assessment for learning strategies. We require more consistency.	Mari Williams
Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.to catch up.	Development Observations/Le arning Walks/Work Scrutiny		Yellow	Teachers mark in line with the assessment policy. Feedback has been a focus this year. Teachers use 'Focused Improvement Time' for students to respond to feedback in green pen.	Mari Williams
Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.	Show My Homework/Work Scrutiny	Head of Faculty Learning Walks	Yellow	It is set regularly and well. The quality is variable, particulary for higher attainers.	Mari Williams

Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.	Development Observations/ Learning Walks/Work Scrutiny	Head of Faculty Learning Walks	Yellow	Reading is embedded well across the school. Extended writing is evident throughout the school.	Jasliene Sangha
Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.	Development Observations/ Learning Walks/Work Scrutiny	Head of Faculty Learning Walks	Yellow	In the best lessons rewards are used effectively. Presentations and pride in work has improved. However, there is still some inconsistency in and across departments.	Mari Williams
Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.	Development Observations/ Learning Walks/Work Scrutiny/Enrichment Report	Pupil Voice Lesson observation Extra Curricular Participation	Green	Where it is good this is the case. Where teaching is less secure, it isn't. SEARCH days and an abundance of trips ensure a wide range of access to extra-curricular activities.	Mari Williams
Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.	Development Observations/ Learning Walks/Work Scrutiny	Pupil Voice Lesson observation Extra Curricular Participation	Green	Seen in books. there is comprehensive use of Focused Improvement Time. The best teachers feedback effectively in lesson.	Mari Williams
Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.	Parent Events/Letters Home/Website		Green	This has improved well and in relation to the DPR this will improve further next Year.	Mari Williams
Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.	Bullying Policy/Student Interview/Website/Parent Events		Green	There is a strong programme of PSHEE, SEARCH Days etc. We recently led a Haringey programme on Knife crime with HOPE Tottenham	Mari Williams
personal development, behaviour and welfare					

Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.	Development Observations/ Learning Walks/Work Scrutiny/Enrichment Report/Student Interviews	PASS Survey Report	Yellow	A great deal of work has been undertaken to build the resilience and independence of our learners. This has included a range of strategies from character to revision and metacognition.	J Nagle	
Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.	Development Observations/ Learning Walks/Work Scrutiny/Enrichment Report/Student Interviews	PASS Survey Report	Green	Societies are in place, peer reviews, character programme, citizenship programme. Extra curricular through debate mate. Jack Petchey awards and the Heart of the Heartlands Lesson	Jasliene Sangha	
In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.	Student Interviews	PASS Survey Report	Green	We meet the Gatsby benchmarks and have done considerable work in this area.	Patrick McArdle	
Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.	The PASS Survey	PASS Survey Report	Green	PASS Survey indicates that we are above average in every area.	Patrick McArdle	
Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national	Attendance Figures	Attendance Report	Green	Attendance has improved dramatically and are above average against national averages this year for every single group. PA is significantly below at 9%	J Nagle	
Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.	Lesson Observations/Corridors/Playgrounds/Exclusion Data		Green	There are very clear systems and structures in place that are clear and understood by all students and by members of staff.	J Nagle	
Students speak clearly in standard English using technical language appropriate to the subject and their age.			Yellow	Not all do and we have developed an oracy programme as an intervention.	Jasliene Sangha	

Pupils or individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.	Engage/ Data/SEND Data		Green	Where behaviour has been poor we have numbers of examples of students that have turned around behaviour.	Andrew Lloyd
Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.	Student Interviews/Parent and Student Questionnaires	Behaviour Report	Green	There is a clear action plan in place to achieve the bullying mark.	J Nagle
Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.	Student Interviews/Parent and Student Questionnaires	Behaviour Report	Green	Clear strategy in place. Peer to peer work and LGBT work	J Nagle
The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action	PASS Survey	Check PASS Survey Response	Green	PASS survey reveals the majority feel safe	J Nagle
Grade descriptors for outcomes for pupils					
Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.	Progress 8/ATT 8/AFA Drops/Lesson Observations	Outcomes Report	Yellow	See data pack and Heads Report. Progress is not substantial and sustained throughout the school although in English and Maths it is at .2. There is still in school variation although the picture is an improving one.	Elen Roberts
The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.	Progress 8/ATT 8/AFA Drops/Lesson	Outcomes Report	Yellow	The progress of disadvantaged students has dipped as progress dipped although it remains higher than national averages.	Elen Roberts
Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.	Development Observations/Learning Walks/Work Scrutiny/Enrichment Report/Student Interviews	Beyond Words Report	Yellow	Our intervention programme called Beyond Words ensures that students do read widely. Last year this did not translate to the progress we would have liked.	Jasliene Sangha

For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.	Progress 8/ATT 8/AFA Drops/Lesson	Outcomes Report	Yellow	In 2017/2018 all national data included students from the autism provision. Many of whom were on p scales or below. With these students removed from the data, progress 8 for E students is -.67. Nationally it is -1.04. Our K progress dat is -0.19 and nationally it is -0.43	Elen Roberts
From different starting points, the progress in mathematics is high compared with national figures.			Green	Progress 8 was .2 for maths including students from the autism provision	Andrew Matthews
From different starting points, the progress in English is high compared with national figures.	Progress 8/ATT 8/AFA Drops/Lesson		Green	Progress 8 was .2 for maths including students from the autism provision	Jasliene Sangha
The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.	Progress 8/ATT 8/AFA Drops/Lesson		Yellow	NA is %43.3 for En and Ma. We were at 34. We are predicting 38. En is 58 adn Ma is 43. NA for 5+64.2. We are on 65.	Elen Roberts
Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.	NEET Figures/Student Interviews/Destination Data		Green	Neet figures NA is 11%. HHS at 2.4%. Pathways are ambitious.	Patrick McArdle