

HEARTLANDS HIGH SCHOOL

SCHOOL EVALUATION FORM 2021-2022

CONTEXT

Heartlands High School (HHS) is an average sized 11-16 school with 1200 planned places; the school is oversubscribed with a waiting list in every year. There is a gender imbalance with 10.0% more boys (55%) than girls (45%).

Heartlands High School is a school full of aspiration, energy and drive. The Leadership of the school, at all levels, are committed and passionate about improving the life chances of the students we serve. Our ethos is pinned on our SEARCH values: School matters, Effort, Achievement, Responsibility, Character and High Aspirations.

On indicators of deprivation, HHS is in the highest percentiles with FSM/Pupil Premium significantly above the national average of 28% at 46% and the school deprivation is in the 5th quintile (most deprived). In addition there are higher than average numbers of SEND students, 5.2% of pupils in the school have EHCP and 12% require SEN support both significantly above the national average as well as 52% of students with a first language other than English. Students enter the school significantly below national averages.

PROGRESS AGAINST PREVIOUS INSPECTION

| <u>Area to improve</u> | <u>Progress</u> |
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| Actions in science are precisely focused on improving the quality of teaching and learning so that pupils' progress is stronger | Since the last inspection in 2019 the Science department has stabilised and improved immensely. With progress now above the national average. |
| They routinely share successful practice in teaching and learning to further improve the quality of education across the school. Ofsted said in 2016 'There is variation in the quality of teaching across the school. In some lessons, work set is not challenging enough and does not build on pupils' prior knowledge. Some pupils are unaware of why they are attempting an activity and poorly presented or incomplete work in books is not routinely addressed by teachers. Limited dialogue, both | <ul style="list-style-type: none">● Incremental coaching introduced and improved with a group of 30 trained coaches and matching almost all teachers with a coach to give a fortnightly action step● Teaching and learning weekly briefing includes takeaways based on T&L priorities● Teaching and learning team set up to share good practice within and across faculties. |

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| <p>in writing and orally, does not support pupils to make the progress expected by the aspirational targets set by the school.'</p> | <ul style="list-style-type: none">● 20-21 T&L School priorities focused on sharing good practice. First priority of increasing engagement through cold call and paired talk evidenced in lesson walkthroughs.● Feedback to students during remote learning evidenced through Googleclassroom and the DPR.● Checking for understanding is now one of our teaching and learning priorities - training is run for all teachers and can be seen in lessons and home learning |
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QUALITY OF EDUCATION: GOOD

The quality of education provided is very good in most areas.

The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do, that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.

The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Pupils' work across the curriculum is consistently of a high quality.

Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well against the national average for SEND students.

QUALITY OF EDUCATION CURRENT EVALUATION

At Heartlands we have a clear curriculum intent that underpins everything that we do (see below)

Curriculum Intent

- To ensure that all students are equipped with the knowledge and skills to achieve academically across a broad range of subjects

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- To ensure that all students are supported and challenged to make excellent progress across a broad range of subjects
- To ensure that the curriculum prepares students for the next stage of their education and future employment
- To ensure excellent Spiritual, Moral, Social and Cultural Education is delivered through a high quality pastoral curriculum

We have done a significant amount of work over the last few years on ensuring that our curriculum across the schools and on a subject level is coherent. We have done this by ensuring that key concepts, themes and ideas that are the building blocks of the subject are clearly outlined and embedded within all year groups. Learning aims/outcomes are clearly defined for each year group and allow for progression and success at GCSE, and this is embedded through the use of the DPR. Planning is centralised within departments to ensure that all students receive the same knowledge and skills.

Our curriculum is mapped centrally on our curriculum map and this is also on our website. All stakeholders can see exactly what is being taught and when, across all year groups.

Curriculum Offer

We are proud of our broad and balanced curriculum offer. In Year 7 and 8, students have 25 learning hours per week, divided according to the chart below. Design Technology is taught on a three strand carousel focussing on Food & Nutrition, Product Design and Textiles. The Arts subjects (Art/Music/Drama) are taught using a carousel model where students specialise in a subject for 6–7 weeks at a time. PSHE, RSE, RPE and Character Education are taught through discrete 'SEARCH' days and collective worship at the end of each day. We encourage all Foundation Stage students to select 2–3 after school enrichment activities or clubs which run from 3.10pm – 4.10pm each day and which complement the core curriculum offer.

At the end of year 8, students choose their option subjects. The school offers three distinct pathways; Bespoke, Heartlands and Extended. These are recommended to students and parents and provide flexibility to design a curriculum package for each student which is tailored to their needs, abilities and potential.

Most students in the school will follow the Heartlands pathway. Students who are best suited to the Heartlands pathway study English, English Literature, Maths, Statistics, Citizenship and Combined Science, one Ebacc subject (from Geography, History, French, Spanish or Computing) plus two additional options. Students will study for 10 GCSE qualifications. The subject selection in this pathway will ensure students study the academic subjects which will best prepare them for A-Levels and hopefully university. Higher prior attaining students, and those who have shown significant ability in science, will follow the Extended Pathway, which includes the study of Triple Science.

SEND Provision

RISE is an all-through 5 year specialist curriculum which offers provision for our most vulnerable learners. All students within RISE have an EHCP and have needs ranging across the spectrum of need. Learners within RISE would be unsuitable candidates for GCSE curriculum and would therefore benefit from this specialist pathway.

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RISE focuses on core curriculum qualifications this includes:

- English Entry Level - Step Up To English AQA
- Science Entry Level - OCR
- Maths Entry Level - Edexcel
- Humanities curriculum - moving forward this will incorporate the Towards Independence modules for History and Geography

RISE has a key focus on developing skills in the following 5 key areas:

- Core Skills (as above)
- Life Skills
- Independence
- Employability Skills
- Communication

In key stage 4 RISE students would access the NOCN KS4 pathways for Land, Catering and Functional Skills if appropriate. They also have the opportunity to access other subjects within the 'Bespoke Pathway' including Art and Photography.

Quality of teaching and Learning

We judge the quality of teaching and learning to be good. We know this from our exam analysis which shows that 53% of students achieved a 5+ in English and Maths and 70% a 4 in both subjects. Our school survey showed that 54% of students agreed or strongly agreed that they are supported and challenged in lessons. Heads of Faculty monitor the quality of teaching and learning in their departments through line management, shared planning and drop ins.

Our curriculum is planned with the end in mind. Each subject plans backwards taking into account the requirements of that subject for A level. Schemes of learning set out the sequence of learning and teachers plan collaboratively in timetabled slots. Every department shares lesson resources using Google drive.

Implementation of the curriculum in the classroom is based around the Heart of the Heartlands lesson. This is what you can expect to see in great lessons - our principles in practice, over time. This includes a silent DO NOW which tests prior learning. It also should include teachers modelling what is to be taught and then giving students the opportunity for independent practice. Our school priorities of teaching reading, checking for understanding and modelling are a focus for this year. Each Wednesday all teachers attend a teaching and learning briefing led by a range of teachers who share effective practice.

Our team of incremental coaches for the teaching team. They are members of the Chartered college of teaching and learning and meet half termly to share effective practice and research. We also support teachers in completing NPOs in leading teaching.

| Areas of focus | Impact |
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| To build upon recent mapping work; to replan schemes of learning in all areas to support a diverse, cohesive curriculum: WS | Our curriculum map is now in place for all subjects so leaders can interrogate the quality of schemes of learning. This is also used to support our diversity review. |

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| To drive teaching and learning improvements through the improvement of: Feedback | <p>During remote learning - feedback on home learning given consistently by teachers and meant students were more used to interacting with the DPR</p> <p>Objectives are more fit for purpose this year following last year's review</p> <p>Google quizzes are used effectively in Computing and Geography and weekly quizzes in science to identify gaps</p> |
| To drive teaching and learning improvements through the improvement of: paired talk | <p>Teams fed back that this priority had most impact in the classroom as it was simple and explicit. It also matched with the need to 'teach from the front'. Teach Like a Champion training materials supported high quality training through briefings and Professional Learning Days</p> |
| To drive teaching and learning improvements through the improvement of: modelling | <p>Visualisers are now installed in all classrooms and have become a habit with most teachers. Teachers used Loom to teach exam practice sessions in tutor time in English and Maths. Faculties also collated exam question advice for students. There is greater consistency within departments particularly with regard to preparing students for the requirement for exams.</p> |

QUALITY OF EDUCATION: SCHOOL PRIORITIES AS PER THE SDP

- To develop a rigorous assessment system for KS3 that enables us to formatively and summatively assess student progress throughout the year; using the DPR.
- To secure progress and attainment across all key stages and subjects to achieve a whole school progress 8 figure of +0.3
- **To significantly reduce the PP gap across all subjects (including reading) in both key stages**
- To maintain and improve our effective, diverse and coherent post Covid curriculum for all years designed to give all learners particularly SEN/disadvantaged the knowledge & skills they need.
- To improve the quality of teaching to ensure good progress for **all** groups through
 - **A rigorous approach to teaching reading to develop learners' competence and enjoyment in reading**
 - Systematically **checking learners' understanding** - identifying misconceptions accurately and providing clear and effective feedback
 - Ensure **modelling and practice** is embedded in every lesson. Research confirms the effectiveness of direct instruction and practice in helping students make progress.

BEHAVIOUR AND ATTITUDES: GOOD

The school meets all the criteria for good with regard to behaviour and attitudes securely and consistently

Behaviour and attitudes are exceptional.

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Pupils consistently have positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.

Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and effective action to support them to succeed in their education.

BEHAVIOUR AND ATTITUDES: CURRENT EVALUATION

Behaviour and Attitudes are excellent at HHS. Systems are applied consistently by staff to support positive decisions by students leading to a calm and purposeful environment. The systems are applied in a respectful manner to students to again support positive choices and maintain excellent student teacher relationships

Incidents are dealt with quickly to ensure situations do not escalate and support is always discussed when sanctions are given, either through a restorative meeting or a larger intervention which is led by the pastoral year team. Students take pride in the ability to improve their behaviour and have a good understanding of why we have such clear routines and systems.

Attendance during Covid was very good comparative to national data and schools of a similar context. There are clear systems to identify a drop in attendance and supportive measures are put in place appropriately. These same systems are in place to identify punctuality issues and again sanctions alongside support to avoid repeat behaviours are put in place.

Students feel safe at the school. Staff know that this feeling has a positive impact on learning and student development, we are also aware of a local context and so have appropriately staffed our safeguarding team so that all issues can be dealt with to the highest of standards and with care.

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There are very strong relationships between students and staff, which are built on mutual respect. We ensure consistency of system application and regularly run staff training on the delivery of these systems in a respectful and clear way.

Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are dealt with quickly and where appropriate alongside outside agencies. Alongside clear follow up we ensure that preventative work is done through the curriculum and tutor time.

BEHAVIOUR AND ATTITUDES: ACTIONS AND IMPACT FROM 2020/21

| <u>Actions</u> | <u>Impact</u> |
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| To support students to re engage with school in a positive way; well supported through trauma supportive teaching and pastoral recovery planning | Pupils anxiety about returning to school post covid was alleviated as much as possible. Students were trained on the systems that were in place to keep everybody safe and followed these. Students were given space and time to discuss their feelings. We grew capacity in the pastoral team to deal with the rise in pastoral support needed |
| To reduce FTEs through improved intervention and support designed around the SEARCH values | In spite of the restrictions interventions still took place for students who required them. We increased the capacity of mental health support and where possible changed external interventions to online equivalence. |
| To ensure the whole school attendance is significantly above national average meeting the School target of 96% | Attendance compared to national data was excellent. We strategically grew our capacity to support attendance, given the increase in barriers students faced. Whilst attendance did drop compared to previous years, there were no groups that significantly stood out as a concern |
| To improve engagement of and in turn reduce instances of persistent disruption esp in: boys especially Black Caribbean boys and Turkish boys, | Intervention groups that were set up involved students of these key groups. We strategically grew our capacity to support pastoral issues in the following year. |
| To create a powerful and influential student leadership program | Being based in bubbles impacted being able to have cross year discussion. Despite this barrier a student leadership team was appointed, with Head prefects in place. |

BEHAVIOUR AND ATTITUDES: SCHOOL PRIORITIES AS PER THE SDP

- To establish the year team pastoral structure that supports the needs of all students; utilising effective intervention and support structures.
 - For a varied and exciting enrichment program to be reestablished at the heart of the school community.
 - To restore attendance to national average figures 2019.
 - To develop our existing offer to improve our effective mental health programme provision that supports all our young people
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PERSONAL DEVELOPMENT: GOOD

The school meets all the criteria for good personal development securely and consistently.

Personal development is exceptional.

The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils constantly benefit from this excellent work.

The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.

The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

PERSONAL DEVELOPMENT: CURRENT EVALUATION

SMSC and British values are an integral part of our curriculum and are covered using a variety of approaches. These include, but are not limited to;

- Collective Worship (tutor time at the end of the day)
- SEARCH days (7 drop down days across the year)
- Enrichment
- Assemblies
- Lessons

During these times, students are taught PSHE and RSE, RPE, Character education and receive information, advice and guidance about different careers.

At Heartlands PSHE is split into three areas and students learn:

1) Relationships & Sex education

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- 2) Health, Wellbeing and Being Safe
- 3) Personal Development

Our PSHE programme is delivered during our SEARCH days and during tutor time. Students receive PSHE lessons during form time and SEARCH Days. What we teach is factual and evidence based, guided by UK law and informed by local data, collected by Haringey Council. We also consider the different faith backgrounds and beliefs of our students for all topics. We are committed to engaging with parents on the delivery of an excellent PSHE curriculum. We work with external agencies to ensure that all topics are delivered appropriately and in a timely manner. Staff receive training around delivering key topics.

Our Religion, Philosophy and Ethics Curriculum (RPE) aims to

- develop oracy and debating skills
- challenge students to think about, why we think the way we do
- enable them to explore complex questions about our world
- develop students' sense of themselves.

Our careers education programme starts in Year 7, where students are introduced to a wide variety of careers and job sectors. Students have access to a range of external speakers from different industries throughout their time at heartlands, and all students take part in a week's worth of work experience in year 10. Where the COVID 19 pandemic made this difficult, we partner with Changing Education to provide online work experience for students. In year 10 and 11, students receive impartial careers advice and guidance and receive support on finding and applying to a range of different colleges, sixth forms or apprenticeships.

PERSONAL DEVELOPMENT: ACTIONS AND IMPACT FROM 2019/20

| <u>Actions</u> | <u>Impact</u> |
|--|---|
| To build upon recent mapping work; to replan schemes of learning in all areas to support a diverse, cohesive curriculum: | <p>Our curriculum map is now in place for all subjects so leaders can interrogate the quality of schemes of learning. This is also used to support our diversity review.</p> <p>This was a big and important piece of work for the SMSC and co curriculars and this is now in place and being used to great impact. Measures through learning observations and student voice.</p> |

PERSONAL DEVELOPMENT: SCHOOL PRIORITIES AS PER THE SDP

- To design and implement a coherent co-curricular expertly delivering RSE/PSHE

LEADERSHIP AND MANAGEMENT: GOOD

Leadership and management are exceptional. In addition, the following apply:

Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

Staff consistently report high levels of support for well-being issues.

LEADERSHIP AND MANAGEMENT: CURRENT EVALUATION

Leadership at HHS is very good with areas of excellence. Leaders care deeply about the community and this shows in their clear and ever present aspiration for the school. Leaders are skilled and passionate about researching best practice, challenging their own and other's practice and employing swift and brave change where needed. Leaders at HHS were noted by Ofsted in 2019 to be:

- persistent in continuously improving the school
- have an accurate view of the school's performance
- are confident in making the right decisions in a timely manner to address underperformance.
- Take (en) effective actions to improve pupils' progress across subjects.

Staff workload and wellbeing is closely considered by leaders and there is a full and thorough package of support offered at both local and trust level. There is consideration given to marking, assessment and the school calendar to ensure that staff are encouraged to offer meaningful and progress feedback but in a sustainable way. In the last staff survey 83% of staff said they felt supported by SLT some or most of the time.

Student assessment data is collected three times per year with subject leads then doing incisive analysis. The Dynamic progress report is used throughout the year to constantly assess student progress against objectives.

There are regular opportunities for all staff to have their say about the school and clear line management structures to enable all staff to be supported and challenged.

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Governance is strong with a stable and active board of governors including parents and alumni. Governors are a regular presence around school, supporting the work of the school alongside being a critical friend, challenging leaders to further improve.

Safeguarding is part of the school culture and an important part of everyday life at the school. Half Termly training is given to all staff to ensure that staff are supported and have a good understanding of safeguarding risks to children. Staff are vigilant and proactive in regard to safeguarding and also confident enough to challenge in a situation where appropriate to ensure that the appropriate action takes place.

We use My Concern and this is an excellent tool to ensure this culture is maintained. Our recent external safeguarding audit praised our safeguarding offer and practice and commented:

“(the school is) keeping meticulous records. There is also a project to move to an online system of maintaining the SCR, and this is almost complete. A very good outcome.”

LEADERSHIP AND MANAGEMENT: ACTIONS AND IMPACT FROM 2019/20

| Actions | Impact |
|---|---|
| To deliver a middle leader programme to train, support and challenge those leading subject areas and whole school projects encouraging underrepresented groups to train and develop leadership. | Our Aspiring Leaders programme provided aspirant leaders with development. Retention of middle leaders was excellent this year. We lost 3 middle leaders last year 2 to promotion and 1 to reclamation. |
| To ensure all staff development is high quality and in line with school priorities | Our professional learning annual plan included professional learning. Feedback from staff was very positive with the majority of staff outlining that the professional learning had developed their practice. |
| Improving the quality of teaching through incremental coaching programme | We launched our incremental coaching programme this year. Despite COVID disruption, 78% of teachers who were coached said it had helped them focus on improving their teaching. |
| To improve subject specific training which focuses on pedagogical approaches within subjects to push progress in line with subject targets | Subject training was greatly increased this year through the use of faculty meetings and given time once every 6 weeks on Professional Learning days. There was uplift for most subjects in outcomes |
| To create a powerful and influential student leadership programme | Students were engaged and encouraged to develop their voice throughout the year taking part in many projects to shape and change the school. The formal elements of the school |

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| | council and prefect system remain an area of development. |
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LEADERSHIP AND MANAGEMENT: SCHOOL PRIORITIES AS PER THE SDP

Develop classroom practice through long term, close to the classroom, research informed programmes:

- Subject specific training
- Incremental coaching
- External leadership programmes

To ensure that there is a clear support system in place and we maintain a healthy and happy staff as we leave the COVID restrictions and reestablish non COVID working routines.

To promote diversity and inclusion through staff development, community engagement, student voice, curriculum, recruitment and promotion.

Deliver the new ECF Framework for ECTs (Early Career Teachers)