

School Evaluation Form

2017–18

To be read in conjunction with the KPI and SIP

School Context

<u>Students</u>	<p>Heartlands High School (HHS) is an average sized 11–16 school with 1132 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 56% and the school deprivation indicator at 0.34 significantly above the national average of 0.20.</p> <p>In addition there are higher than average numbers of SEND students, 8.0% of pupils in the school have EHCP and 11.2% 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.</p>
<u>Staffing</u>	Elen Roberts is the Head of School. There are 175 employees of Heartlands High School. There are 73 teachers who work at HHS of which 6 are NQTs and 3 are undertaking initial teacher training. Of these 75, 3 work in the ASD provision. We currently have one long term supply teacher in Humanities and one in Science.
<u>Assessment and Tracking</u>	The school uses a flight path model to track and monitor student progress. The expectations upon students are high. The school considers average progress to be 4 grades over 5 years which we aim to be at 75% and good progress as 5 grades over 5 years which we aim to be at least 50% of students. Student targets are based on good progress.
<u>Curriculum and timetable</u>	Our curriculum is aimed at promoting academic excellence. In years 7 and 8 pupils study a broad and balanced foundation curriculum. Year 9 is a preparation stage where students refine their study in readiness for the examination stage in year 10 and 11. We have a broad, pathways offer at KS4 with an expectation that the majority of students study for the EBACC. This is supplemented by a strong SMSC curriculum.
<u>Other features</u>	The school has an ASD provision on site which caters for 31 students who have moderate to severe needs, the Head of this provision is Lucia Santi. Heartlands High School is a Heartlands Community Trust school; Simon Garrill is the executive head of the trust.

Since the last inspection; February 2016

<u>Areas of focus from the last inspection:</u>	<u>Impact statement</u>
Pupils do not make the same good progress across all subjects and in all year groups.	Improvements have been seen in some areas such as Technology. Performance in MFL and Geography was poor in 2016/2017. The school has worked hard to recruit well in these areas. Standards are improving.
Staff do not have consistently high expectations for pupils' work in all subjects.	Since the last inspection standards have improved further. MFL and Geography has improved this academic year with new teams in place.
While the school manages pupils' behaviour well, some pupils require further support in taking responsibility for their learning in lessons.	Behaviour continues to be a strength of the school. Addressing engagement in class continues to be a focus area although books, learning walks and observations show a greater urgency in lessons and an increase in high quality work.

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<u>Leadership and Management</u>	
<p>Summary: There is explicit vision for the Academy. Senior and most middle leaders drive high expectations through the school ethos, SEARCH (School matters, Effort, Achievement, Responsibility, Character, High Aspirations). Where results have been poor this is reflected in leadership at all levels; in these areas new leaders were in place in September 2017, SLT have developed robust and timely plans for improvement with them.</p>	
<u>Areas of focus</u>	<u>Evidence and Commentary</u>
<p>School leaders and governors have set the highest of expectations and are determined and capable of achieving excellence, creating a culture of aspiration.</p>	<p>Heartlands was accredited the silver Investors in people award in May 2016 and is currently working toward their Gold accreditation. In particular ‘the executive leadership team were considered to role model behaviours that mirrored the values of the school that encouraged many people’</p> <p>The challenge partners report outlined leadership in the school to be ‘sharp and focused well on weaknesses’ and outlined improvements in departments such as History, Technology and Maths which have been a direct outcome of intervention.</p> <p>Ofsted say Leadership and Management is good and state that ‘(they)... robustly track the the progress that pupils make...Leaders have rightly identified a need to improve the progress made in subjects such as geography, history and Spanish’</p>
<p>Our pathways curriculum enables students to follow a course of study tailored to their needs and abilities which is broad and balanced. Pathways begin in Year 9 to develop individual talents and promote outstanding progress.</p>	<ul style="list-style-type: none"> ● Progress (including disadvantaged pupils) was strong and improving in 2015 and 2016 with a dip in performance in this area in 2017. ● Students are guided in choosing pathways that will suit their abilities and ambitions. The majority of students are expected to study an EBacc suite of qualifications and undertake nine GCSEs, with an extended option for the more able ● Students who require additional support in literacy and numeracy have an adapted curriculum from year 7-11 including extended day, in day intervention and one to one tutoring
<p>Teaching and Learning are scrutinised regularly and rigorously. In addition to scheduled monitoring, there is a culture of drop in both from peers and SLT and this is used to celebrate excellence and share best practice.</p>	<p>The extended calendar clearly identifies monitoring periods for Performance Management, Work Scrutiny and Internal Review. These monitoring periods allows robust and critical evaluation leading to clear actions as outlined in the SIP. This has led to an improvement in pupil progress and improvements in teaching and learning.</p> <p>There is a bespoke, valued programme of CPD for all staff which runs throughout the year in response to monitoring and evaluation. CPD is a great strength of the school and was highlighted by Investors in People and Challenge partners as highly valued by staff and having impact.</p> <p>There is a range of support available to staff to encourage a love of learning and research based approach to developing pedagogy. The school is a teaching school with strategic partners in the local area in both primary and secondary sectors as well key working relationships with IoE, Middlesex university TeachFirst and Schools Direct. The school has a good recruitment and retention record and good staff health and wellbeing as recorded in September 2017 in a staff audit.</p>
<p>Safeguarding is effective.</p>	<p>Leaders in school work as part of multi agency teams to ensure students who are at risk are supported, monitored and valued. There is a good programme of training and student education around radicalisation, extremism and Prevent and all staff are clear on the KCSIE guidance and their responsibilities.</p>

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	There is a comprehensive package of high quality training for staff in place to cover all aspects of safeguarding which leads to a swift response to any child of concern.
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Our strategic plan outlines the following priorities for this year to secure outstanding practice and outcomes:

- Improve the information provided to governors to ensure SLT are given robust challenge in relation to student progress.
- Ensure Leaders have a deep, accurate understanding of the school's effectiveness
- Ensure that the SEARCH ethos impacts progress
- Teach a curriculum that ensures outstanding progress
- Ensure that communication allows parents to effectively support their children to make progress
- Ensure that teaching school status is a success
- To ensure that support staff deliver outstanding progress for students at all levels
- To ensure the urgency of leaders in securing precise intervention

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<u>Outcomes</u>	
<p>Summary: Our progress 8 for the 2012 cohort was 0.05 so overall progress for students was in line with national expectations. There is a gap between pupil premium and non pupil premium students with non pupil premium scoring 0.18 progress 8 and Pupil premium scoring -0.01 with PP attainment 8 at 47.03 an non PP attainment 8 at 41.20. There are areas of good practice and some outstanding however this is inconsistent across the subject areas. We see strength in English, Art, Business, Music, Computing, Sociology and technology subjects and Maths, Science, Geography and MFL show inconsistency in attainment and progress.</p>	
<u>Areas of Focus</u>	<u>Evidence and commentary</u>
<p>Pupils make average or better progress from lower than average starting points</p>	<p>2016 Results: A provisional Progress 8 score of +0.42 demonstrates a consistent trend from 2015 and indicates the substantial progress made by a cohort who entered the school with a KS2 APS of 25.5 (Nat Ave 27.5)</p> <p>2017 Results: Progress 8 this year was a disappointing 0.05. Progress 8 figures were 0.39 for English, 0.23 for Maths, 0.35 for English Bacc and -0.53 for the Open Element. Weaknesses in MFL and geography have significantly contributed to low progress in the open element.</p>
	<p>2015 Results: %5A*-C with English & Maths was above national average at 59% (Nat Ave: 56%) for students from low starting points. 2016 Results: 65% of students attained 5A*-CEM. This is a 6% rise from last year. 67% of students achieved a good pass in both English and Maths.</p>
	<p>2017 Results: 77% achieved 4+ (64.9% Eng language Nationally no combined figure available) in English with 63% achieving 5+ (48% Eng language Nationally) . 70% in Mathematics achieved 4+ (68.95% national average) with 38% achieving 5+ (48.1% national average) .</p> <p>English and Maths : 4+ 65% (71% national average); 5+ 36% (52.8% national average)</p> <ul style="list-style-type: none"> • There is a gap between the attainment of pupil premium students (A8 40.48) and non-pupil premium students (A8 46.8). 65% of pupils attained 4+ in English and Maths but only 36% attained 5+ in both mainly because of lower attainment in maths. • PP students scored -0.01 P8 compared to 0.18 of non PP Students. This was in part attributed to lower than expected progress in Maths but also
	<p>2017 Results: 22% of students achieved the English Baccalaureate with 72% of the cohort entered. This is 2% below the 2016 national average(24%) for a cohort who entered the school on levels well below national average. (APS 27.5 - national 28.5) Our EBacc entry has increased from 58% in 2016.</p> <p>However Progress 8 in the EBacc element is down from 0.69 to 0.35. Our pathways curriculum ensures a broad academic offer to students who are capable of studying for Ebacc. The results in History had been an area of weakness improved significantly this year. The areas of concern were Maths, Science, Geography and MFL which has had a limiting effect on our Ebacc results.</p>
	<p>2016 Results: 100% of High Attainers achieved a good pass in English and Maths. The Attainment 8 grade for this group is A, with a Progress 8 score of +0.56. These results indicate a continuing trend of outstanding progress and achievement for this group of students. However, this year, the group who made the most progress</p>

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	<p>was middle attainers with a P8 score of +0.59.</p> <p>2017 Results: Progress 8 for high attainers is 0.02. This is a downward trend. Middle attainers made slightly better progress with P8 of 0.11. This figure was 0.65 in 2016. Lower attainers made just above average progress with P8 of 0.05 in 2017, 0.17 in 2016.</p> <p>Current year 11: Our current predictions for year 11 show an increase in A8 (47.63) and P8 (0.44) with a projected match up for English and Maths 9-5 at 44%, EBACC is predicted at 34%</p> <p>Our current Year 10 ended Year 9 with: 78% Grade 3+; 47% Grade 4+ in English, 71% Grade 3+, 32% Grade 4+ in Maths, 66% Grade 3+ in both English and Maths. 48% of students achieved grade 3+ across the Ebacc suite of subjects.</p> <p>Year 8 and 9: English shows strong levels of progress in the lower years and the trend in Maths supports a welcome return to expected school targets for good and average progress. Science shows a continuing challenge with lower year groups not meeting school targets for progress.</p> <p>2016 Cohort: 2% NEET. This equates to 4 students. 2 students have been referred to the local authority for placement, 1 student has moved abroad and we are tracking his location and information and 1 student has been unable to progress to Post 16 education for medical reasons. 2017 Cohort: 1% NEET. This equates to 2 students. Both have been referred to the local authority for placement.</p>
<p>The progress of pupils with SEND is improving</p>	<p>In 2017 Progress for SEND E (EHCP) learners was at -0.89 for progress 8. This cohort had considerable challenges and would not be expected to all make linear progress. In class support and interventions are put in place for our high number of SEND learners (8% of school population) who are given bespoke curriculum were needed limiting their Attainment 8 entry but designed to promote progress in the core subjects and key skills.</p>
<p>Our strategic plan outlines the following priorities for this year to secure outstanding practice and outcomes:</p> <ul style="list-style-type: none"> ● Secure high levels of attainment and progress in English to remain in the top 5% for progress. ● Secure high levels of attainment and progress in Maths (75% Average and 50% of students making good progress) ● Ensure good progress in Science, (75% Average and 50% of students making good progress) ● Secure high levels of attainment and progress in Business, (75% Average and 50% of students making good progress) ● Ensure consistency; Develop all departments, (75% Average and 50% of students making good progress) ● Ensure good progress within Technology (75% Average and 50% of students making good progress) ● Ensure good progress within PE (75% Average and 50% of students making good progress) ● Ensure good progress within MFL (75% Average and 50% of students making good progress) ● Build on previous results to secure high levels of attainment and progress in Computer Science and ICT (75% Average and 50% of students making 	

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- good progress)
- Ensure greater consistency throughout the faculty; developing all departments to ensure (75% Average and 50% of students making good progress)

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<u>Teaching learning and assessment</u>	
<u>Summary:</u> We have a skilled and dedicated team of staff who are committed and determined to ensure that pupils make rapid and sustained progress with areas of good practice which reflect outcomes; English, Art, Business, Technology and Music. We have an approach to teaching and learning at Heartlands which is shared and understood. We teach using the Heart of the Heartlands Lesson which focuses each learning episode on: progress of every child, engaging every mind positively, supporting and challenging all. We have been developing teaching over the past two years to focus on these areas and have seen significant progress in practice but we still see inconsistency in these areas especially in; feedback, engagement and challenge. Focus in these areas continues especially in areas of high risk; Maths, Science, Geography and MFL.	
	<u>Evidence of impact</u>
Teaching is good. The school offers students lessons which are progress focused, making effective use of assessment, engaging every mind and support/challenge where needed.	<p>We triangulate evidence of GCSE results (progress 8 figures and internal residuals), internal assessment data, development observations, book scrutiny and learning walks to offer support, challenge and coaching to teachers and to highlight and share areas of excellence. Middle leaders use period of learning patrol to drop into lessons and develop a culture of feedback. We have a well established open door culture at the school.</p> <p>Where teaching is good the principles of learning promoted at Heartlands are strong in particular students feel positive and valued, learning is engaging and teaching is progress focused. Teaching is especially strong in Maths, English, History, Technology and Music.</p> <p>Where teaching and learning is not good enough</p> <ul style="list-style-type: none">● Feedback in class and through books to intervene in underperformance is not evident● Teachers are not engaging all students all the time through routine and high expectations● Teachers are not setting challenging work in and out of class in accordance with student targets <p>We are a school dedicated to ITT and have Schools direct, Teach first and Student teachers on our staff. We believe in fostering the best practice from as early as possible in a teacher's career and invest in these programmes. In 2017 all staff on these programmes achieved outstanding grades, merits or passes.</p> <p>A developmental action plan is in place to improve teachers identified as requiring additional support and continues to be used to improve practice. An associate assistant head has been appointed to coach teachers.</p>
Teachers provide students with excellent feedback which pupils respond well to and use feedback effectively and pupils capitalise on the opportunity to undertake focused improvement time.	<p>Whole School work scrutiny indicates improved marking and feedback over time and shows this as an area that is developing.</p> <p>Marking and feedback was highlighted in our recent challenge partners review as being a strength in some areas and a key driving force for progress. There were concerns raised about consistency in internal reviews and by Ofsted; which remains a key priority,</p> <p>Rapid and sustained progress is evident in student outcomes; reflecting the the impact of good teaching over time. This is evident in Art, English, Catering, Business, Computing, Music and Sociology.</p> <p>Focused Improvement Time (FIT) is planned into schemes of work and students expect to improve and re-draft work in lessons. They can confidently articulate how to improve and why this is important.</p>

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	Feedback remains a key area of development for the school as were teaching is not good this is often highlighted as a reason.
Teachers embed reading writing and communication and where appropriate mathematics across the curriculum.	The programme has proved successful with: <ul style="list-style-type: none">● accelerated improvements in reading age data show 13 Months of progress over 10 months.● Improved engaged time with reading with average of 16 minutes a day per student● A decrease in 23% of students considered at risk facing serious difficulties with long term literacy.
Parents are provided with excellent progress and attainment information at four points throughout the year. This enables pupils and parents to respond to feedback and make rapid progress.	Parents and students are given a report on progress and attainment 4 times a year during our AFA cycle. Parents have regular and structured opportunities to discuss progress and attainment with teachers these meetings are valued by all stakeholders and have proven a great benefit and improve progress and promote constructive relationships with parents. Parental questionnaires collected at parents' evening in 2016–2017 shows a very high level of satisfaction, in particular: <ul style="list-style-type: none">● 91% of our parents found the evenings well-organised and informative;● 88% of our parents found the AFA report informative and easy to read;● 98% of our parents found the feedback from the teachers helpful in supporting their child's learning.
Our strategic plan outlines the following priorities for this year to secure outstanding practice and outcomes: <ul style="list-style-type: none">● Teaching that ensures the progress of every child. No one left be behind.● Teaching that engages every mind positively to ensure 100% of students opt in● Teaching supports and challenges all students to make progress in every lesson● Ensure all home learning is challenging and deepens students understanding of work to come● Teachers seek development through the opportunities offered by the school, and beyond, to ensure student progress.	

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<u>Behaviour and welfare</u>	
<p>Summary: Pupils respond positively to the school's high expectations of behaviour. There is a calm, purposeful atmosphere in lessons and robust systems for minimising the impact of low level disruption on learning. School leaders are visible and engaged in managing pupil behaviour around the school and in lessons and there is a high level of consistency among all staff in challenging infringements to the school code. High expectations of uniform, equipment and punctuality mean that students arrive at lessons ready to learn. Students have good manners and the school ethos (SEARCH), which emphasises Effort, Responsibility and Citizenship is very well understood by students and staff. Students attendance at Heartlands is not good enough and has been below average for two consecutive years; some key groups.</p>	
Areas of focus	Evidence
<p>Pupils are confident learners with an excellent attitude to learning and respect for others instances of low level disruption are rare and responded to with effective strategies and excellent whole school systems.</p>	<p>Lesson observations show a clear and consistent strength in this area. Parent and student feedback show positive experiences of behaviour with parental survey showing:</p> <ul style="list-style-type: none"> ● 93% of parents believe the school promotes good behaviour ● 94% of parents say their child feels safe at school <p>A half termly MAP meeting ensures early intervention, including involvement by commissioned external professionals (EP, Police, EWO, CAMHS, behavioural specialists). Incidents of poor behaviour are addressed promptly and a system of daily detentions and internal exclusion, followed by restorative conversations (R&R), deters students from repeating misdemeanours.</p> <p>The School has high expectations and maintains these through use of serious sanction always followed by student support and intervention. Early help and education is planned into the Tutoring program, pastoral interventions and SEARCH days.</p>
<p>Pupils are safe and feel safe at all times. There is an open and trusting relationship between staff and students.</p>	<p>Survey of parents, staff and pupils about behaviour and safety are highly positive. Parental questionnaires indicate that:</p> <ul style="list-style-type: none"> ● 93% of parents believe that their children enjoy coming to school ● 94% of parents believe that their child feels safe in school ● 96% of Year 7 parents feel that their child has settled well at Heartlands <p>Instances of bullying are rare and responded to robustly by leadership; there is a comprehensive anti-bullying programme including student led resolutions.</p> <p>69% of pupils reported that they have never been bullied 70% stated that they have not witnessed or been aware of bullying at Heartlands 95% would speak out about bullying to a teacher, friend, mentor, or parent. 87% felt that HHS deals with bullying effectively. 97% were clear on how to report bullying. (website, tutor/HoH, parent) 77% would use their tutor/Head of House or the school website to report on issues of bullying</p>
<p>Pupils value school and progress well. They are well equipped for the next stage of their education.</p>	<p>From low starting points and with high deprivation indicators 2017 figures show a 1% NEET outcome which we are determined to eradicate through a strong and effective IAG program. Last year pupils went on to study at a range of high quality, appropriate and varied destinations. In school students receive annual 1:1 careers advice with external local business and IAG professionals, have regular input through our SEARCH programme and attend a one</p>

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	week aspirational work placement at KS4.
<p>Pupils value their education few are absent or persistently absent; no groups are disadvantaged by low attendance. Pupils attend school on time and ready to learn.</p>	<p>Attendance rates at Heartlands sat below national average in 2016–17. There is a comprehensive programme in place to improve attendance and this is run by the pastoral team who have developed effective approaches to improving attendance and punctuality; this year we have a ‘first day response’ action plan to combat both persistent absenteeism and sporadic absence.</p> <p>The overall attendance figure for 2016–17 94% which is below the national average (94.8% for 2015–16). Persistent absence (below 90%) was 14% for 2016–2017, is above the national average of 13.1% (for 2015/16). Particular areas of strength include:</p> <ul style="list-style-type: none"> ● LAC Attendance – 96.24 (NA 93.50%) ● The percentage of overall absence in relation to other schools with a similar FSM population is low (6% compared to 8%) ● EAL attendance – 95.24% ● Punctuality to school has improved significantly reducing from 3.7% of the cohort to 1.51%. ● Students on EHCP (93.70%) have better than national average figure of (92.3%) for SEND students . <p>2017 figures so far show a sharp increase in attendance with new measures in place current academy attendance is 95.59% (compared to 94% this time last year)</p>
<p>Exclusion</p>	<p>Fixed term exclusions at Heartlands are used as part of a host of interventions for students and are only ever used when a student has seriously breached the school code. Fixed Term Exclusions are higher than national average at 15.8% compared to a 8.64% nationally which reflects the challenging cohort. Exclusions are used to uphold the high expectations of behaviour the school has.</p>
<p>Our strategic plan outlines the following priorities for this year to secure outstanding practice and outcomes:</p> <ul style="list-style-type: none"> ● Ensure pupils are exceptionally well prepared for the next stage of their education, training or employment ● To ensure 100% opt in through consistent use of school systems ● To improve consistency in tutoring to ensure progress for all ● Improve attendance to over 96% ● Make sure children know where they are in learning, what they need to do to improve and that they that are self motivated to get there through use of PLCs. 	