

# Heartlands High School

Station Road, Wood Green, London N22 7ST

<b>Inspection dates</b>	10–11 February 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The executive headteacher and headteacher have high aspirations for the school and a clear vision for its expansion as part of the academy trust. They have been instrumental in designing a welcoming community school, where there are high ambitions for all pupils.
- As a new school, leaders have been able to cultivate an ethos of focusing on the needs of individual pupils. Pupils, irrespective of their starting points, receive a range of support, for example, by working in small groups or on a one-to-one basis. Many pupils make very good progress across a range of subjects.
- Teachers are committed to, and share, the school's vision. Staff fully support the actions of senior leaders.
- Improving literacy, especially pupils' reading skills, is seen as a high priority and, consequently, progress in English is particularly strong.
- School leaders ensure that safeguarding arrangements are effective.
- The executive headteacher, the headteacher, the governing body and the trust understand the strengths of the school and areas that require further development. Governors regularly ask searching questions of senior leaders to ensure that they have relevant information.
- The school is a harmonious and diverse learning environment. Pupils respect each other's differences and fully support those who are less confident or who have specific individual needs. They are polite, courteous and tolerant of each other and have good relationships with the staff who teach them.
- Leadership of the resource provision for pupils on the autistic spectrum is strong. Teaching focuses on supporting individuals' needs within an enriching environment. Pupils are encouraged to develop life skills and mix with pupils in the main school.

### It is not yet an outstanding school because

- Pupils do not make the same good progress across all subjects and in all year groups.
- Staff do not have consistently high expectations for pupils' work in all subjects.
- While the school manages pupils' behaviour well, some pupils require further support in taking responsibility for their learning in lessons.

## Full report

### What does the school need to do to improve further?

- Leaders and managers need to ensure that pupils make good progress across all subjects and year groups by:
  - improving the quality of classroom teaching, so that it is of a consistently high quality
  - making sure that work in pupils' books is of a high standard and, in line with the school's policy, pupils receive appropriate feedback
  - ensuring that all pupils have positive attitudes to their learning.

## Inspection judgements

### Effectiveness of leadership and management is good

- The executive headteacher and the headteacher have very high ambitions for the school, the trust and its future development. In a relatively short time, they have built a new community school and successfully created an ethos of high aspirations for all pupils.
- They have appointed staff who share this vision and are fully supportive of the journey the school is on. As a consequence, staff feel valued and work hard to achieve the school's goals.
- In particular, they have focused on ensuring that the school serves the needs of the local community. A plethora of support is available to ensure that pupils of different abilities and needs make good progress across a range of subjects. The learning community is diverse and pupils and staff embrace these differences in a respectful and tolerant way.
- Leadership of the resource provision for pupils on the autistic spectrum is strong. Currently catering for the needs of up to 25 pupils, plans are in place to extend the provision to 104 pupils, ranging from age four to 19. Pupils' progress is systematically checked, the environment is well organised and enriching and every effort is made to include pupils in activities in the main academy. Pupils who attend the additional resource provision make very good progress from their starting points.
- Leadership of the extensive reading programme is strong. Pupils' reading ages are tested before they start in Year 7 and a bespoke reading programme is put in place. Throughout Key Stage 3, regular checks on their progress ensure that pupils, particularly those with weaker reading skills on entry to the school, make accelerated progress. Parents are encouraged to support their children with their reading, for example, by signing the 'book marks' and listening to them read at home.
- Middle leaders work collegiately. They understand their responsibility to check on the quality of teaching, learning and assessment in their departments and regularly visit lessons. They feel highly supported by the headteacher and have been given numerous professional opportunities to develop their leadership skills, for instance studying on masters' level courses or for the National Professional Qualification for Senior Leaders (NPQSL). Consequently, they know the strengths and areas for development in their subject areas and address issues as they arrive.
- The curriculum has been designed to meet the needs of individual pupils. The 'Explore' curriculum in Year 7 focuses on improving pupils' literacy skills, while the distinct pathways curriculum at Key Stage 4 gives pupils the flexibility to undertake a range of courses that meet particular needs. Leaders review this curriculum offer regularly, though, at times, impact is hard to gauge due to the short amount of time an offer has been running. Extra-curricular opportunities are wide and include extra sessions for those following academic routes at Key Stage 4.
- Leaders work hard to promote pupils' spiritual, moral, social and cultural understanding of life in modern Britain. Twelve 'Search' days focus solely on extended opportunities to explore in depth a range of themes and issues, including British values, and the rule of law and democracy. The 'Search' days provide pupils with a range of information about how they can keep themselves safe in modern Britain. While religious education is not explicitly taught on the curriculum, opportunities to explore, for instance, ethics, are mapped into these days.
- The school prioritises the support it offers pupils on transition, both as they enter Year 7 and as they prepare to move to post-16 courses, employment and training. Careers interviews, fairs and visits to colleges and university all support pupils as they make informed choices.
- A small number of pupils are educated at Footsteps, Southgate College and Conel College. Leaders carefully monitor the progress made by these pupils and receive regular updates to ensure that their behaviour, progress and attendance are of the same high quality as the rest of the school, which it is.
- Staff new to the profession are well supported by their line managers. They work closely together and are given lots of opportunities to share ideas and experiences. As a result, they feel valued by senior leaders and quickly adapt to the school's systems and structures.
- The school has worked hard to encourage parental engagement. Consequently, attendance at parents' evenings is high and parents who responded to Parent View (Ofsted's online questionnaire for parents) were extremely positive about the quality of education provided.
- The junior leadership team, including head boy and head girl, actively support younger pupils and are included in the school's decision-making process. They participate in 'review and reflection' sessions with younger pupils following disputes, and act as effective role models.

- The school receives funding to support pupils who have special educational needs or disability, those pupils who are disadvantaged and those in Year 7 who need to 'catch up'. This funding is used predominately for staffing, to allow smaller class sizes, an abundance of small group intervention and one-to-one support throughout the school. It is also used to provide enrichment opportunities for identified pupils. The headteacher tracks how this money is spent and the impact it has on particular groups. As a result, gaps are closing between disadvantaged pupils and others at the school.
- The provision for pupils with special educational needs is strong. Pupils are placed on individual routes leading to academic and vocational qualifications. Staff are well trained and small nurture groups, particularly at Key Stage 3, ensure that individual needs are met in literacy, numeracy, developing confidence, and speech and language. Many pupils who have special educational needs or disability make good progress.
- School leaders at all levels check the quality of teaching through observing lessons, scrutinising pupils' work and analysing assessment information about pupils' progress. Sometimes, however, leaders do not identify quickly enough where there are areas that require immediate attention, so that the progress pupils are making is not hindered. This includes ensuring that the quality of work in pupils' books is of a high enough quality and that activities set are appropriately challenging for all pupils.
- The headteacher robustly tracks the progress that pupils make and has an accurate understanding of the subject areas and groups of pupils who need further guidance and support. Leaders have rightly identified a need to improve the progress made in subjects such as geography, history and Spanish. Equally, while gaps are closing, some pupil groups do not make as much progress as others in the school, for instance disadvantaged boys. Leaders are working hard to address these issues.
- **The governance of the school**
  - The Chair of the Governing Body has worked closely with the executive headteacher to secure and create the school, build it from its early beginnings and market it to the community. The school is oversubscribed and has strong links within the wider community. Governors have a good understanding of the areas of strength, particularly around the school's inclusivity and the progress of particular groups of pupils. They also know where there are areas needing further improvement. Governors challenged leaders about the progress made by some pupils in the 2015 examinations. They were actively involved in implementing improvement plans as a result. They share the executive headteacher's aspiration and vision for expanding the school to include opening a four- to 19-year-old free school for those pupils on the autistic spectrum.
  - Members of the governing body have a range of professional experience and expertise. They robustly hold the executive headteacher to account and are currently in the process of recruiting more governors following the establishment of the Heartlands Community Trust Directors.
- The arrangements for safeguarding are effective. School leaders and the governing body ensure that procedures around record-keeping and referrals are routinely followed.

### **Quality of teaching, learning and assessment is good**

- Staff have a range of accurate information about pupils' prior knowledge and use this to set aspirational targets. They carefully check the progress pupils make and there is a range of bespoke interventions, should a pupil's progress slow.
- Pupils have excellent relationships with teachers and other staff, who support them with their learning. Small-group intervention and one-to-one support ensure that pupils' individual needs are met. Support staff are well trained and proactively support pupils with their learning, both in the classroom and through small-group work.
- The calm, purposeful environment seen in many lessons ensures that pupils can work hard and enjoy their studies. Many pupils share their teachers' high aspirations. They want to do well and are keen to participate in activities and complete the work set.
- Teaching for those on the autistic spectrum is highly focused and designed to build on prior knowledge and skills. A consistent approach to managing the needs of these pupils, excellent relationships between staff and pupils and well-planned and engaging sessions helps them make good progress.

- 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 in writing and orally, does not support pupils to make the progress expected by the aspirational targets set by the school.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The executive headteacher has developed a caring and highly supportive moral ethos based on the school's 'SEARCH for SUCCESS' principles, including: school matters, effort, achievement, responsibility, citizenship and high expectations. Pupils are culturally diverse and arrive with a range of abilities and needs. The executive headteacher has successfully fostered a compassionate environment, in which all pupils feel valued and supported, and equality of opportunity is seen as a high priority.
- The house structure encourages a sense of pride and healthy competition. Pupils are keen to share their achievements and the merits they receive for a variety of valued skills and accomplishments, including house ties that they earn.
- Tutor groups include pupils from a range of year groups. Older pupils mentor those in younger years and paired reading ensures that they regularly practise key skills. Relationships between pupils and staff are strong and the learning environment is harmonious.
- Safeguarding procedures are very effective. Child protection training for staff is up to date, including information around the Prevent duty, child sexual exploitation and female genital mutilation. Staff are clear about their responsibilities around keeping children safe. Pupils know who they should contact should they be worried or concerned.
- A comprehensive programme to promote pupils' personal development and well-being ensures that pupils receive relevant information on how to keep themselves safe in a range of situations, including cyber bullying, risks associated with radicalisation and the dangers of drug or alcohol misuse. During the inspection, the whole school focus was on encouraging pupils to become 'digital citizens'.
- Opportunities to discuss different types of bullying are seen as a high priority. Pupils and staff wear anti-bullying badges and pupils are encouraged to speak to 'ambassadors' should they be concerned about themselves or a friend. Equally, pupils can safely report bullying online. Consequently, pupils are confident that any form of bullying is quickly and effectively dealt with by staff.
- School leaders ensure that those pupils studying off-site are supported and safe, and that their behaviour is of the same high quality as other pupils at the school.
- Pupils on the autistic spectrum are encouraged to be independent and are given lots of opportunities to practise key skills such as road safety, personal hygiene and interacting with people in the community.

### Behaviour

- The behaviour of pupils is good.
- Staff have high expectations of pupils' behaviour, particularly in relation to how they conduct themselves around the school site. Consequently, pupils are smartly dressed, come prepared for lessons and behave in a courteous and polite way to staff, other pupils and visitors.
- Pupils mix well together and are fully supportive of each other's needs. The restaurant and café area encourages pupils to eat together and they do so in a quiet and civilised way. Outdoor areas are varied, with activities such as table tennis and skipping, to encourage pupils to mix together. The atmosphere around the school is calm and purposeful.
- Leaders have a range of effective systems in place to manage the behaviour of those pupils who do not rise to the high standards expected by the school. These systems are routinely applied by all staff.
- The number of pupils excluded from the school for a period of time is reducing. The school's work to re-engage pupils with their learning has meant that fewer pupils need to be away from their studies.

- Overall, attendance has been just below the national average. However, attendance for some groups, including pupils who have special educational needs or disability, and disadvantaged pupils, is much lower than the national average. Persistent absence for these groups, and overall, is higher than the national average. The school is working hard with individual pupils to encourage them to attend more regularly and, consequently, attendance is rising.
- In some subjects, pupils do not always complete work to a high enough standard. While tasks have been attempted, the activities set are not always as challenging as they could be and pupils have not taken care over the completion of the task, including checking for basic errors.

## Outcomes for pupils

## are good

- Pupils enter the academy with attainment that is significantly below the national average. The proportion of pupils in the first GCSE cohort in 2015 who achieved five grades at C or above, including in English and mathematics, was in line with the national average.
- Progress in English and mathematics is particularly strong, with pupils exceeding national expectations from different starting points.
- In a number of other subjects, pupils achieved better results than pupils nationally, including art and design, and single sciences. Pupils made good progress across a range of subjects.
- The most-able pupils made much higher progress than the national average in both English and mathematics. This group achieved high GCSE grades in a variety of subjects and significantly higher than other pupils nationally in business studies, English, mathematics and chemistry.
- The focus on improving reading across the school has had a positive impact on pupils' literacy skills in all subjects. Pupils are encouraged to read for both pleasure, and to gain subject-specific information, and regular opportunities are mapped into the day. All pupils follow the school's reading scheme and parents are encouraged to involve themselves, hearing pupils read at home. The library is at the heart of the school and is a vibrant and extremely well-used resource. Pupils are keen to borrow books, read newspapers and journals, complete homework or receive extra help with their studies.
- School leaders set high progress targets for pupils. Information provided by the school indicates that the progress most pupils are making is good. Where the progress of some groups has slowed in particular subjects, senior leaders are ensuring that pupils receive appropriate support and extra help to catch up.
- In 2015, achievement in Spanish and humanities, particularly in geography, was below the national average. School leaders were quick to recognise this and address the situation. Current information provided by the school indicates that, while this pattern is set to continue, there will be an improvement this year.
- While the majority of disadvantaged pupils make better progress than pupils nationally in English and mathematics, they do not make as much progress as other pupils at the school. The progress this group is currently making across the school shows that this gap is now closing.
- In 2015, pupils with special educational needs exceeded the progress made by pupils nationally in English and mathematics, but their progress was not as good as their peers. Analysis of pupils' needs, and a focus on individual support, means that this gap is also closing for current pupils.

## School details

<b>Unique reference number</b>	139616
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10000813

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,000
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marianne McCarthy
<b>Executive headteacher</b>	Simon Garrill
<b>Headteacher</b>	Elen Roberts
<b>Telephone number</b>	0208 826 1230
<b>Website</b>	<a href="http://www.heartlands.haringey.sch.uk">www.heartlands.haringey.sch.uk</a>
<b>Email address</b>	<a href="mailto:enquiry@heartlands-academy.org.uk">enquiry@heartlands-academy.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The number of pupils at Heartlands High School is just above average.
- Eighty-eight per cent of pupils are from minority ethnic backgrounds. The largest groups being: African, Caribbean, any other White background, White and Black Caribbean and Bangladeshi.
- Almost half of the pupils speak English as an additional language.
- Just over a half of the pupils are known to be eligible for the pupil premium (additional government funding). This government funding is used to support pupils who are eligible for free school meals or who are looked after by the local authority.
- The proportion of students who receive special educational needs support and those with a statement of special educational need or an education, health and care plan is much higher than the national average.
- There is a specialist resource provision for up to 25 pupils on the autistic spectrum.
- A very small number of pupils attend courses at Footsteps, Southgate College and Conel College.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils enter Year 7 with attainment that is significantly below the national average.
- Heartlands High School opened as a new school in September 2010.
- Heartlands High School converted to become an academy in May 2013. When the predecessor school, also called Heartlands High School, was inspected in March 2012, it was judged to be good.

## Information about this inspection

- Inspectors observed teaching, learning and assessment across a range of year groups and subjects. Some of these were jointly observed with school leaders. Inspectors visited tutor time, literacy lessons, the library and an assembly.
- Discussions were held with the Chair of the Governing Body, the executive headteacher, the headteacher, senior and middle leaders, a range of staff, including newly qualified teachers, and several groups of students.
- Inspectors spent time in the specialist provision for pupils on the autistic spectrum.
- Inspectors took account of the 23 responses to Parent View (Ofsted's online questionnaire for parents), and looked at staff surveys.
- The inspection team scrutinised a wide range of documentation, which included records relating to pupils' behaviour and attendance, and minutes of meetings and information on the progress made by current pupils. They also scrutinised the academy's self-evaluation, the strategic plan and records relating to the quality of teaching and the performance of teachers.
- Inspectors reviewed safeguarding records, policies and procedures, including the checks done on teachers' suitability to work.

## Inspection team

Helen Matthews, lead inspector	Her Majesty's Inspector
Niall Gallagher	Ofsted Inspector
Diane Khanna	Ofsted Inspector
Gayle Marshall	Ofsted Inspector
Janet Shadick	Ofsted Inspector
Ian Wilson	Ofsted Inspector

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