



QUALITY ASSURANCE
REVIEW

REVIEW REPORT FOR
HEARTLANDS HIGH SCHOOL

Name of School:	Heartlands High School
Head teacher/Principal:	Executive Head of School: Mr Simon Garrill Head of School: Mrs Elen Roberts
Hub:	Compton
School type:	Secondary Academy
MAT (if applicable):	Heartlands Community Trust

Estimate at this QA Review:	GOOD
Date of this Review:	06/11/2018
Estimate at last QA Review	GOOD
Date of last QA Review	16/01/2018
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	10/10/2016



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Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	GOOD
Quality of Teaching, Learning and Assessment	GOOD
Area of Excellence	N/A
Previously accredited valid Areas of Excellence (accredited for three years from date of accreditation)	English and Literacy
Overall Estimate	GOOD

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Heartlands is an average sized 11-16 school with a slight gender imbalance resulting in more boys than girls. Heartlands opened as a new school in 2010 and became an academy in 2013 as part of the Heartlands Community Trust. In April 2017, the school achieved teaching school status. The school is located in an area of high social deprivation in the borough of Haringey. The school is within the highest national percentile for disadvantaged students.

Driven by its core mission to challenge all students to achieve excellence as lifelong learners, the school has a strong moral purpose committed to equality and diversity. The school encourages all students to 'Search for Success' and enjoy their learning. The school is outward facing and actively seeks partnerships with those looking to enhance the life chances of young people. The school embraces innovation in teaching and learning and in all areas that seek to ensure the life chances of its young people are improved.

A significant number of students come from minority ethnic backgrounds with the largest groups being African, Caribbean, any other White background, and Bangladeshi. There is an above average proportion of students with special educational needs and/or disabilities (SEND). Up until September 2018, the school had an autism unit that catered for 32 students, with these students being part of the school's roll for public examination results. Since September, students with these specific needs now attend the local special school, which is a member of the trust.

2.1 School Improvement Strategies - Progress from previous EBIs

- Improvement strategies reflect an awareness of student sub-group outcomes. Senior leaders have a clear focus on improving the progress of all students within the school.
- Teaching and learning initiatives result in strong classroom practice within an ethos of research-based learning that engages all teaching staff in contributing to whole-school standards.

2.2 School Improvement Strategies - What went well

- The ethos for learning and the relentless focus on improvement for all students and staff is palpable at Heartlands High School. This is a school where learning is for all, with whole-school improvement strategies targeting all students and student groups. There is a clear tenacity to leave no member of the school community behind in the improvement journey. The education that the school provides extends students' intellectual horizons and endows them with a raft of life skills.
- Leaders have a clear vision and a determined drive to make sure that every aspect of school life supports students' achievement. The school's vision, 'Search for Success', is adhered to by all members of the school community. Leaders communicate and model their expectations clearly and consistently to all stakeholders, so that positive attitudes to learning are evident throughout the school. Staff instil a high moral code in students, which is promoted consistently. Students have a well-developed sense of rights and responsibilities.
- The leadership of teaching, learning and assessment is excellent. 'The Heart of a Heartlands Lesson' document provides the principles of teaching and learning at Heartlands. A diverse programme of support for staff meets the needs of individuals and drives forward school priorities.
- Research-supported strategies form the bedrock of teaching and learning. Leaders take time to identify activities with proven success, and they adapt them for use in school. Teachers are given practical strategies that can be easily implemented into their practice. Each member of the teaching staff participates in teaching research projects. For example, the 'Teaching Shapes Research' project and documentation is a very impressive piece of research.
- An excellent recruitment strategy has enabled the school to have a full complement of staff who are specialists in their subjects. The recruitment of high quality subject leaders is having a significant impact on improving subject performance.
- The school's evaluation of its own effectiveness is well considered and accurate, based on ongoing monitoring, evaluation and review procedures. Systems to hold leaders at all levels to account are rigorous and well established.
- Senior leaders have identified and are developing the skills of subject and faculty leaders, many of whom are also members of the extended senior

leadership team. Many of these leaders have undertaken national programmes to develop their capabilities further.

- A key part of the school's strategy for inclusion is the extensive enrichment programme. This gives all students opportunities to get involved in a wide range of projects, societies and activities in sport, creative and performing arts, as well as academic subjects.

2.3 School Improvement Strategies - Even better if...

...senior leaders continued to develop the role of the extended leadership team in order to ensure consistency of approach.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Teachers continue to increase challenge for the most able students, although senior leaders recognise that further work is required.
- The school has made good progress with helping students to use formal academic language consistently when answering questions, writing answers and within class discussion.
- The school uses home learning so that high quality homework is used more effectively in developing existing learning or preparing students for subsequent lessons.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Teachers have high expectations regarding students' readiness to learn. This has resulted in students having positive attitudes to learning. Relationships are respectful, and students respond willingly to teachers' directions. These strong relationships underpin teaching, learning and assessment.
- Teachers have high expectations of behaviour. In Heartlands, behaviour comes first within the lesson. Routines are very well established. Teachers have slick routines around books and equipment, so starts and transitions are swift and orderly. Consequently, students settle down to work without fuss and stick to their tasks, so that lessons are conducted in a purposeful

manner.

- In the best lessons, thoughtful, carefully planned questioning is used extensively and effectively to push students to think more deeply. Teachers are skilled and patient questioners, probing and prodding to engage and stretch all students in the class. Teachers develop students' higher-level questioning skills and so encourage highly personalised and independent learning. Students are given opportunities to lead and assess their own learning using the green-pen system and are very keen to do so, ably supported by their teachers' secure and well-planned modelling and scaffolding strategies.
- Teachers share assessment criteria so that students understand what they need to do to make progress. Students value the high quality dialogue and feedback they receive through 'focused improvement time' (FIT) from their teachers and use this advice to improve their work. Personalised learning checklists (PLCs) are regularly shared with students in Key Stage 4 and are an integral part of assessment for learning.
- Teachers plan learning well. Carefully constructed learning sequences, together with highly developed subject knowledge, enable teachers to provide students with insights into the topics they study.
- There are many opportunities for students to develop their oracy skills and spoken language. Teachers make good use of vocabulary that shows subject expertise. They guide students effectively to ensure that responses are informative, sophisticated and meet the criteria for success. Teachers provide students with an array of opportunities to regularly explore and practise examination-style questions.
- The school has a clear policy and high expectations of how students present their work. These expectations are reflected in the quality of outcomes seen in students' books throughout the school. Students are proud of their work.
- A whole-school approach to removing barriers to learning is evident in classrooms. Teachers know the student 'landscape' and the barriers that individual students may have, for example, disadvantaged students, and adapt their teaching accordingly.
- Students benefit from online resources that enable them to understand the sequence of a topic, review their work, make changes to it as they go along, as well as assisting them in memorising subject-specific content.

3.3 Quality of Teaching, Learning and Assessment –

Where teaching is less effective it would be Even Better

if...

- ...teachers increased the pace of learning in lessons
- ...teachers checked students' understanding in the lesson before moving on
- ...teachers planned learning experiences that offer the appropriate level of challenge, especially for the most able students
- ...teachers ensured feedback enables students to improve and move forward with their work.

4. Outcomes for Pupils

- Students continue to make strong progress at Heartlands High School. Students enter the school with levels of attainment that are significantly below the national average. By the end of Key Stage 4, in 2018, student attainment was broadly in line with the national average. In 2017, student progress dipped slightly but with focused improvement strategies, progress improved in 2018. This academic year, targets for student outcomes are very aspirational.
- Girls made better progress than the boys overall in 2018 but the gap in progress was much smaller than that seen nationally.
- All ability groups made progress that was at or above the national average.
- Student progress in mathematics was very strong overall. Progress in English did not match that of mathematics. Girls made strong progress in English whilst the boys were less successful.
- The proportion of students entered for the Ebacc was above the national average. Student achievement in the EBacc element was strong. Progress overall in the 'open' curriculum element improved in 2018, although it was not as strong as that achieved in the other elements.
- Senior leaders understand fully those subjects that are not performing as well as expected and there are sharply focused strategies for improvement for these subjects. In 2018, students' achievement improved in many targeted subjects.
- The national gap in attainment widened between disadvantaged students and other students nationally in 2018 whereas in Heartlands, the gap did not increase at the same rate.
- Students for whom English is an additional language continue to make strong progress compared to similar students nationally. This was as a result of the school's drive for whole-school improvement.

- Students who have SEND receive personalised support to ensure that they make progress across the curriculum. Last year, many of these students had complex additional needs such as autism. From September 2018, students with such complex needs have been attending the local special school.
- Longer-term progress, as evidenced in students' work, indicates that students make strong progress throughout the key stages.
- As a result of the school's focus on oracy, students become more adept at using the technical language of the subject, they think carefully about their responses to questions and reply using whole sentences.
- The house system encourages collaboration and competition in equal measure. Students love to celebrate success, both academically and the development of personal attributes.

5. Area of Excellence

The school did not propose an additional area of excellence for this review.

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

Following discussion with the head of school, leaders would like to reflect further about what support they might like.

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