

## Written Report

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### CHALLENGE PARTNERS: Quality Assurance Review Written Report

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<b>Name of School:</b>	<b>Hendon School</b>
<b>School Address:</b>	<b>Golders Rise Hendon London NW4 2HP</b>
<b>Hub School:</b>	<b>The Compton School</b>

<b>Telephone Number:</b>	<b>020 8202 9004</b>
<b>Email address:</b>	<b>info@hendonschool.co.uk</b>

<b>Unique Reference Number:</b>	<b>137635</b>
<b>Local Authority:</b>	<b>London Borough of Barnet</b>
<b>Type of School:</b>	<b>Secondary</b>
<b>School Category:</b>	<b>Academy converter</b>
<b>Age range of pupils:</b>	<b>11–20</b>
<b>Number on roll:</b>	<b>1237 (including 278 in the sixth form)</b>
<b>Head teacher/Principal:</b>	<b>Kevin McKellar</b>

<b>Date of last Ofsted inspection:</b>	<b>November 2011</b>
<b>Grade at last Ofsted inspection:</b>	<b>Outstanding</b>

<b>Date of Quality Assurance Review:</b>	<b>30– 31 January 2014</b>
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## QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

**School Improvement Strategies: Outstanding**

**Achievement is: Outstanding**

**Quality of Teaching: Outstanding**

**Area of Excellent Practice: Confirmed**

**Provision for students eligible for the pupil premium**

### Overall Review Evaluation

The Quality Assurance Review found indicators that Hendon School appears to be firmly within the Outstanding grade as judged by Ofsted in the school's previous Ofsted report in November 2011.

## Information about the school

- Hendon School is a larger-than-average-sized school, with languages specialist status. A well-above-average proportion of students are known to be eligible for the pupil premium. The proportion of students whose first language is not English is well above average, as is the proportion of students from minority ethnic heritages.
- The proportion of students who are disabled or who have special educational needs is average overall, with a well-above-average proportion having statements of special educational needs. The school has a hearing impaired unit and local authority resourced provision to support students with Autism Spectrum Disorder (ASD), each with 20 students.

## School Improvement Strategies

### What went well

- The headteacher's passion, energy and determination to improve the life chances of the students at Hendon School are a major reason for the school's outstanding success, with strong support from the senior leadership team and commitment from staff at all levels. There is a friendly, caring, yet very purposeful ethos that permeates the school and contributes to students' exemplary behaviour and attitudes towards their learning. Students and staff are proud of their school and feel valued and well supported.
- The school's capacity to improve is excellent. Middle leaders are accountable for the quality of teaching and students' outcomes in their areas. Information from regular and extensive monitoring feeds into a staff data base that helps to inform professional development and performance management. Information is shared effectively and transparently, for example, through weekly headteacher bulletins that include details of the strengths identified during learning walks and lesson observations.
- The school is very dedicated to improving and retaining its staff, striving to encourage the development of all. For example, middle leaders are seconded to the leadership team as part of their leadership development. Staff work in cross-subject triads to observe each other's lessons and there is a great deal of constructive sharing of good practice.
- Students who are disabled or who have special educational needs are supported extremely well, including in the excellently led unit for students with autism, The Harp, referred to by students as a 'haven'. The provision for pupils with hearing difficulties is also outstanding.
- There have been a number of new initiatives in the sixth form this year including extending the impact of Raising the Participation Age, the 'Fantasy Option' form and improvements to induction processes. Sixth form students feel they are very well supported by the school, both in their subjects and in guidance given for UCAS and alternative pathways.

### Even better if...

- ...priorities are more clearly identified in the development plan, with targets and actions linked more closely to the self-evaluation with more measurable success criteria.

- ...the self-evaluation is graded, with a concise summary of the evidence to justify the grade and reference to more detailed data elsewhere.
- ...the monitoring by middle leaders each week is more focussed with, sometimes, a whole school area identified.
- ...there is an agreed and shared understanding amongst staff of what 'Outstanding' looks like, particularly in reference to lessons.
- ...there is clarity about the vision for the sixth form and about who is responsible and accountable for driving further improvements, as responsibility currently appears to fall to several members of the leadership team.
- ... PIXL 6 is used more consistently by staff, with its impact monitored, as not all subjects appear to be using it.

## Pupil Achievement

### What went well

- Students join in Year 7 with attainment that is below average, and significantly below in some year groups (current Years 8 and 11). As a result of high expectations and outstanding teaching, students make outstanding progress across a range of subjects and achieve excellent results in external examinations by the end of Key Stage 4.
- The proportion of students making and exceeding expected progress from Key Stage 2 to 4 was well above the national average in English and in mathematics in 2013, and on track to be repeated this year. All groups of students make excellent progress.
- The GCSE (or equivalent) results at the end of Key Stage 4 are excellent. The proportion of students gaining five GCSEs at A\* to C including English and mathematics has been significantly above average for the past three years; they rose even further in 2013 to 79%. The current Year 11 appears to be on-track to continue this improving trend despite their lower starting points.
- The percentages of students achieving GCSE grades A\*-C were significantly above the national averages in most subjects in 2013. In addition, well-above average proportions of students achieved the top grades A and A\* in many subjects, including English, mathematics, science, French and religious education.
- Students make at least good progress in Key Stage 3 in most subjects. Their progress is tracked well and leaders take responsibility for using this data to intervene promptly where necessary to support those who are underperforming.
- Students eligible for the pupil premium make excellent progress and although they do not attain as well as their non-eligible peers, the gap is closing. This has been a priority for the school and recognized nationally (see area of excellent practice). All staff embarking on the NPQH, NPQSL or NPQML have assignments that will continue to focus on closing the gap even further.

- Examination results in the Sixth Form have continued to improve, with A2 results (including equivalents) at 98% pass rate at A\*-E. Also, the proportion of A\* to B grades increased in 2013 to 48%. Results in AS also improved in 2013. Current monitoring data suggests that results will continue to rise this year.

#### Even better if...

- ...the school ensures that students' attainment in Key Stage 3 is moderated more closely to ensure its accuracy (perhaps by working with another school).
- ...all subject departments monitor how well students are developing literacy and numeracy skills in their areas.

### **Quality of teaching**

14 lessons were observed during the review. The sample matched closely the school's own evidence of the quality of teaching and learning and there was generally good agreement between reviewers and school staff.

#### What went well

- Relationships between the staff and students are excellent and help to create purposeful learning environments throughout the school. The impact of the school's work on behaviour for learning was evident in all lessons. Students are keen to learn and contribute well to discussions, question and answer sessions and cooperate effectively in pairs and groups. The positive attitude of the students towards their learning contributes to the excellent progress they are making.
- Teachers use a wide variety of teaching strategies that are usually well matched to the planned learning outcomes. Good use is made of the interactive whiteboards and resources that help to engage students in thinking about their learning and discussing ideas in small groups.
- Teachers have secure subject knowledge and this enables them to plan thoroughly and prepare well-presented resources. They all demonstrate a contagious enthusiasm for their subjects which is appreciated by students.
- Teachers share the learning outcomes/objectives with students, and sometimes these are linked to different grades or levels. Most students are aware of what level or grade they are working at, and some can explain what they need to do to improve further.
- Teachers use questioning very effectively in lessons to deepen students' understanding. Teachers generally direct questions to named students rather than relying on 'hands up'. Teachers' good questioning encourages students to respond at length and promotes good speaking and listening.
- There is a wide range of well-planned interventions for students, including Saturday classes and after school clubs, which contribute to their excellent outcomes.

- Students based in the HARP and the PDS units are taught alongside mainstream students for most of the week. They are integrated well into lessons and given very effective support by teachers and learning support assistants.
- Sixth form students are complimentary about the teaching they receive and explain that they enjoy lessons because teachers tailor them to their individual learning styles.

#### Even better if...

- ...the quality of marking and written feedback to students is consistently matched the best, with clear next steps for improvement or further challenging questions, and planned opportunities for students to respond to the feedback.
- ...students are encouraged and helped to improve the presentation and organisation of their written work to reflect the good practice in some subjects such as GCSE Japanese and A-level chemistry.
- ...the most able students are challenged more in some lessons, as the work is sometimes too easy for them.
- ...learning objectives are consistently clear and accompanied by differentiated success criteria linked to examination grades and assessment levels.

### **Quality of Area of Excellent Practice**

#### Provision and outcomes for students eligible for the pupil premium

- The school's well-planned use of the pupil premium funds has had an extremely positive impact on the outcomes for these students. In 2013, 73% of the schools' eligible students achieved five GCSEs at A\*-C (including English and mathematics) compared to the national average for non-eligible students of 67%. Proportions that exceed expected progress in English and mathematics are high compared with all students nationally. In 2012 the school received a letter from David Laws MP commending their results that placed them in the top 100 schools in the country for the progress made by eligible students.
- Funding effectively supports both the curriculum, including through employing extra English and mathematics teachers to allow smaller teaching groups; and students' personal, social and emotional development and well-being. Other interventions include literacy groups, after school classes, Saturday classes and paired reading schemes.
- The school places great emphasis on the importance of good mental health for its students. For example, where there is an identified need, pupil premium money has been spent on art therapy, stress and well-being sessions led by a lecturer from Cambridge University.
- All of the planned support is tracked through a pastoral tracker that monitors the interventions students have received against their progress; this tracking is currently being improved to include the cost of interventions. This approach enables the school to evaluate the impact of the different initiatives. The 'pupil premium governor' meets regularly with senior staff and reports back to governors on the impact of the pupil premium funding.

## Partnerships

- The partnership network that Hendon School fosters is outstanding and used to benefit its students as well as those it partners with. Not only are they linked closely with the local community, being involved with Barnett council, the police, local residents and shop keepers, but their links stretch both nationally and internationally.
- Hendon School works closely with its parents and encourages a community feel within the school through volunteering, enrichment awards, student and parent voice, Year 12 peer teaching and a community newsletter. Students have access to over 70 businesses for work experience opportunities and volunteering.
- The school works closely with its local synagogues, shopkeepers and residents through the Citysafe scheme and the Citizens UK programme. They work with Barnett council and the local police as well as with Scotland Yard and Safer streets. They lead an Access HE group to support Aim Higher pupils as well as taking part in the Jack Petchy awards, summer schools and visiting the House of Commons to discuss the Investing in Our Future programme.
- The school hosts a Nelson Mandela day for the local community, as well as a Paddy's day and St George's day event. Internationally, Hendon School is linked with schools in Nepal, Japan, South Africa and Zimbabwe, through exchange programmes, virtual learning lessons via Skype and a nine-way Global classroom project (MMUN).

**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.**