

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Hendon School
School Address:	Golders Rise, Hendon, London
Hub School:	The Compton

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Unique Reference Number:	137635
Local Authority:	Barnet
Type of School:	Academy
School Category:	Secondary
Age range of pupils:	11-18
Number on roll:	1269
Head teacher/Principal:	Rhona Povey

Date of last Ofsted inspection:	21-22 November 2011
Grade at last Ofsted inspection:	1

Date of Quality Assurance Review:	Dec 2-3 2014
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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:

Community Confirmed

Achievement in English Confirmed

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 [Nov 2011].

Information about the school

- The school is a larger-than-average-sized secondary school, with a 6th form.
- A well above average proportion of students is known to be eligible for free school meals (48%).
- The proportion of students whose first language is not English is well above average, (68%) as is the proportion of students from minority ethnic heritages. Its multicultural intake covers 70 different languages spoken other than English.
- The proportion of students who have statements of special needs and are supported by school action plus is well-above average. The school has two units, one for hearing impairment and one for students with autism. These students are fully integrated into all aspects of school life.
- A new 6th form centre opened in September 2011.
- The school became a converter academy in 2012.

School Improvement Strategies

- Hendon School is a very caring community. All students benefit from the school's outstanding procedures for care, guidance and support. The senior leadership team is passionate to raise attainment and progress. It is a dynamic school that embraces change.
- The recent restructuring of the leadership team has brought together a focussed group of complementary leadership skills to provide the vision and inspiration needed as the school adapts to the new agenda in education.
- There is robust data tracking and monitoring of students' progress used by staff and middle leaders across all subjects.
- Teachers benefit from frequent opportunities and strategies to improve classroom practice. This is offered through weekly INSETs which respond to particular needs, learning triads, a coaching programme and many more strategies.
- Lesson observations generate a range of support measures including work with lead practitioners (formerly ASTs), mentoring, a coaching programme and discussions with line managers. Lead practitioners publish a teaching and learning bulletin and run weekly drop in sessions for staff. The weekly Professional Studies sessions for training teachers are open to all staff as an additional opportunity for specific CPD.
- The leadership team recognises the need to respond to curriculum changes at KS4 and KS5. A new range of academic and vocational courses that are innovative and meet the students' learning needs are being explored. At present, carefully conceived pathways are used to enable specific groups of students to excel, for example, by enabling some students to choose a curriculum pathway that gives them more time to improve their attainment in English and Mathematics.
- The overall aim is to ensure that all staff understand what outstanding learning looks like and can deliver this consistently across all subjects.

Even better if....

...the SEF and the SIP linked so that the SEF identified the school's strengths and weaknesses and these were priorities for action in the SDP.

Pupil Achievement

- Pupils join the school with attainment which is lower than national picture average. It is significantly lower for the present Year 11 cohort of students.
- The school saw a dramatic rise in attainment at KS4 in 2013 (79% 5A*-C inc EM) and although outcomes have reduced to 65% in 2014, figures remain significantly above national averages. Forecast indications for 2015 are for outcomes to continue to rise with school predictions looking to reach 75%. Attainment at Key Stage 4 for 5 A*-Cs inc EM has been sig+ since 2011, as has attainment based on average total point score for Ebacc English and mathematics.
- Overall progress at KS4 in 2014 was well above the national average in both English and maths. In English, 91% of students made 3LPS and 66% of students made 4LPS. In maths, 76% of students made 3LPS and 43% of students made 4LPS.
- Although progress is generally rapid, 10 students who achieved a C grade or above in English and Maths did not secure 3 other pass grades in other subjects to achieve key headline measures. A number of students also only achieved a C grade or above in either English or Maths. The school has put in place a comprehensive range of strategic targeted Interventions, mentoring programmes and more rigorous moderation and forensic standardisation of work to ensure these numbers are reduced in 2015.
- The proportion of disadvantaged pupils achieving 5A*-C EM in 2014 was above the national figure, and the in-school gap was 12%. The school has highlighted concerns over the performance of SA and SA+ students, especially in maths and this a key action for 2015. The gap in the performance between boys and girls has increased to 10% and White British students perform well below their peers. The leadership team has made a robust strategic response to the 2014 results which has led to a confident prediction of improved outcomes for all groups of students in 2015 based on systematic, detailed data collection and analysis.
- A significant number of subjects have exceeded their FFT targets for A*-A grades demonstrating good performance for the more able. Attainment in subjects across the school vary significantly at A*-C in 2014.
- Attainment at AS level in 2014, measured by the proportion of students attaining A-B grades, was 37% (against the national figure of 39%). 92% of students achieved A-E grades with 35 U grades by the end of AS.
- At A2 level, the proportion of A*-B grades rose by 7% in 2014 to 48% but this still lags behind the national figure (52% in 2013). 98% of students achieved A-E grades with 5 students achieving U grades by the end of A2.
- The school recognises that outcomes at Post 16 will remain a high priority and with a detailed focus on appropriate Pathways, enrolment, intervention and raising aspirations the school is prediction to secure improved outcomes above national figures for 2015. Indications for AS are for students to achieve 45% A-B grades and at A2 55% A*-B grades. A focus on the reduction of U grades have also been highlighted.

Quality of teaching

What went well

- A calm, secure and positive learning environment is evident in all lessons so that pupils feel confident when volunteering answers and are not afraid to make mistakes. This is a result of excellent relationships within the classroom between students and between the teacher and students. When opportunities for discussions are given in lessons students are focused and engaged.
- Most teachers use frequent questioning throughout lessons as a tool to engage learners. When outstanding learning takes place questioning is used to extend and challenge pupils. In some lessons questioning encourages pupils to recognise and address misconceptions
- When differentiation was used effectively, for example in a Year 9 mathematics lesson and a Year 8 PE lesson, resources were used which supported the needs of all students and particularly that of SEN students.
- In most lessons, teachers systematically and effectively check students understanding using a variety of strategies throughout the lessons, and respond to their learners needs by intervening where necessary.
- Teachers plan lessons in detail, taking into consideration the needs of their learners and ensuring a variety of activities are used to engage pupils. Careful planning often ensures smooth transitions between activities.
- In several subjects the frequency and quality of written feedback is good. Many teachers are using traffic light stickers to give pupils detailed feedback on WWW and EBI. When marking and assessment is exceptional, teachers have given their pupils direction and time to respond to this feedback. They also use assessment reflection pro-formas which encourage pupils to reflect on their assessments and keep track of their progress

It would be even better if....

....questioning was used effectively across all lessons to challenge the more able and deepen understanding, and think time was given for a student to consider their response before answering.

....Students were given direction and time in lessons to respond to teacher feedback in their books by either responding immediately to specific targets, or by showing improvement in subsequent pieces of work. SEN students would particularly benefit from this dialogue in exercise books.

....good practice was shared so that all teachers used resources which were scaffolded and differentiated so that low attainers and students with SEN were able to access learning and be appropriately supported.

Quality of Area of Excellent Practice - Community for Learning

- The provision to develop “Community for Learning” is confirmed as excellent. It is at the heart of the school and is seen as the “glue which holds the school together”.
- The range of programmes and initiatives is extensive with high participation rates in all years. For example, 80% of Yr12 students complete the Enrichment Award which involves students carrying out 30 hours of community service.
- The strongest elements are:
 - I. The Careers provision - Information Advice and Guidance at KS5 and Reach at KS3. For example, students’ career interests are tracked and then matched with the large network of organisations and companies who work with the school.
 - II. Enrichment opportunities with strong outreach links with the local community (e.g. outreach projects with local schools) and national organisations (e.g. the Drama project working with Age Concern). In addition the school has developed strong international partnerships with schools in South Africa, Zimbabwe and Japan.
- A key feature is that the initiatives are student led with a clear focus on developing student leadership. Students are supported and encouraged by staff and through the funding of the initiatives. The school celebrates the students’ achievements at the Community Awards Evening, through the excellent displays in the corridors and by publicising their work in assemblies and the school bulletin.
- Provision is monitored using questionnaires and staff questionnaires. The good practice is shared with outside organisations at conferences organised by Kings College, the House of Commons and through published work (e.g. Citizens UK).

Quality of Area of Excellent Practice – English

- The provision in English is confirmed as excellent.
- Achievement in English is outstanding at both KS4 and KS5.
- The English Faculty is exceptionally well led and has a clear focus on improving the outcomes for all students. This has been achieved by:
 - I. Ensuring outstanding teaching and learning strategies are shared across the team to drive up student outcomes.
 - II. Developing robust tracking systems.
 - III. Introducing improved marking and assessment so students are clear about their next steps to enable them to make rapid progress.
- The English Faculty has shown that it has the capacity to share and spread its outstanding practice across the school through Head of Faculty meetings and INSET.
- Work with other schools has also begun with advisory work starting with two local schools.

Partnerships

- The school has a wide range of partnerships which have a positive impact on the quality of students’ learning experiences.

- At a local level there are a plethora of links with local businesses and community groups, as well as student care agencies, such as listening Services, parental support programmes, Reed, Catch 22, Tavistock, SALT , police, and the CAF steering group to name but a few. It is also involved with a wide range of school improvement partnerships such as PiXL, Leading Edge, a Teaching Alliance within the Compton Hub, lead practitioner Outreach, subject support groups etc. Working with a network of Barnet schools the school offers support and shares good practice.
- At a national level, the school has some significant partnerships working with NCL and the National Teaching Alliance. A number of staff are working on NPQML, NPQSL and NPQH. There is also a partnership with Middlesex University with several staff currently undertaking Masters and Doctorate qualifications.
- At an international level, the school teaches Japanese, and several other languages. There is a link with Konan High School, Japan. The school also has partner schools in South Africa and Zimbabwe, Nepal and Belgian. As a member of a Global learning Partnership, global trips and exchanges help to raise students' aspirations and make them aware of a broad range of cultures. The school offers international work experiences in Spain and Germany.
- Hendon School is undoubtedly an outward looking school. It is ready to learn from others and share with others, all to the benefit of their students.

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.

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

None requested at present time.