

<b>Name of School:</b>	HENDON SCHOOL
<b>Head teacher/Principal:</b>	Rhona Povey
<b>Hub:</b>	Compton Hub
<b>School type:</b>	Secondary Academy
<b>MAT (if applicable):</b>	N/A

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	29/11/2017
<b>Estimate at last QA Review</b>	Outstanding
<b>Date of last QA Review</b>	02/11/2016
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	21/11/2011

**At the request of the senior leadership team, the main focus of this review was on teaching and learning in the sixth form.**

**Quality Assurance Review**

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

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Outstanding
<b>Quality of Teaching, Learning and Assessment</b>	Outstanding
<b>Area of Excellence</b>	ACCREDITED
<b>Previously accredited valid Areas of Excellence</b>	Hendon Autistic Resourced Provision 02/11/2016 Community (date unknown)
<b>Overall Estimate</b>	Outstanding

*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. Information about the school

- Hendon School is a larger than average sized secondary school that serves a diverse community in the borough of Barnet. The social deprivation ranking is high. There are more boys in the school than girls.
- The proportion of disadvantaged students is much higher than the national average and accounts for approximately half of the school population.
- The proportion of students from minority ethnic groups is above the national average, as is the proportion for whom English is an additional language (EAL). White British and Black Somali are the two predominant ethnic groups.
- The proportion of students who have special educational needs and/or disabilities (SEND) is above average. Similarly, for students with a statement of special educational needs and/or disabilities, or an education health care plan, the percentage exceeds the national average. Eighteen of these students attend the onsite provision for hearing impaired students and twenty-one are part of the Hendon autistic resourced provision.
- Stability in the student population is just below the national average.

### 2.1 School Improvement Strategies - Follow up from previous review

- Marking and assessment is a continuing focus. HEART (Hendon Enhanced Assessment and Reflection Time) marking has been introduced and this is having a positive effect on Key Stages 3 and 4. In Key Stage 5, increased learning walks and 'file checks' are showing progress. Weaker subjects are directed to areas of strength, for example, sociology and psychology, to develop their own practice.

### 2.2 School Improvement Strategies - What went well

- Together, the senior leadership team (SLT) is a formidable unit. Recent appointments to this group have strengthened it and each member is expert in their roles of responsibility. Under the leadership of the inspirational headteacher, leaders are passionate and determined in their drive to provide the best possible life chances to a diverse and, in some cases, very deprived group of students. Leaders and all staff bring a real moral purpose to the school and this was evident throughout the review.
- The school development plan and self-evaluation form are clear, accurate and closely matched to the school's priorities. The SLT's self-evaluation is honest and clearly identifies targets for improvement. For example, a current focus is tackling the under-achievement of White British students. These form the largest minority group in the school so strategies have been introduced to raise their achievement.
- With the significant expansion of the SLT two years ago, the focus has switched to the expansion and development of the middle leadership cohort. Three new middle leaders have been added to this tier of leadership this year and expectations on all teachers in this group have risen. A weekly meeting

emphasises the importance of this group and the need for them to understand how they should be driving initiatives in their departments. The line management of the middle leader group has been aligned so that senior leaders with the appropriate expertise can now hold them more to account. Senior leaders are sensitive to the needs of subject areas that need support and equally adept at applying a 'light touch' to those that are consistently successful.

- Faculty and departmental development plans sit alongside the whole school development plan. This places extra responsibility on those leaders to establish action plans that will improve performance in their subjects. Training for this group has helped these leaders to become more effective, particularly the work they have undergone to enable them to apply a closer analysis of their data for their subject or department. This has increased their accountability.
- The CPD programme allows for dedicated time in faculty areas giving the opportunity to focus on areas that need attention. This has had a major impact on sharing good practice and boosting performance.
- An in-house leadership training programme for middle leaders and those aspiring to leadership roles has been established, giving those members of staff the impetus to extend their experience and careers.
- Over time, the school has established very positive links with PiXL and PiXL6 to validate practice and share ideas. There are positive relationships with other schools in the Challenge Partners network to cooperate with and collaborate on projects and pedagogy. An increased emphasis on the benefits of PiXL6 is aimed at improving outcomes in the sixth form. 'Mock' examinations are used periodically to assess and monitor students' progress and subject teachers are encouraged to attend subject conferences. The school also benefits from their PiXL assessor visits and leaders are adamant that this has helped to drive up standards.
- A high level of support has developed teachers' skills in teaching Key Stage 5 subjects. Good line management has been key in addressing issues and improving standards. Leaders are aspirational in looking to improve on their current school ALPS 4 grade and they have established clear strategies to achieve this aim. Recent appointments related to the sixth form have been instrumental in raising outcomes, increasing confidence that further improvements forecast for this year will take place.

### **2.3 School Improvement Strategies - Even better if...**

...senior leaders ensured there was consistency in practice across the middle leadership group to help eradicate subject variation.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from**

### previous review

- A new tracking system has been established since the last QAR. This has enabled staff to monitor their groups closer and for leaders at all levels to analyse any changes in performance. It also allows leaders to ensure there is consistency among staff in implementing whole-school policies. The timetable is shortened on a Friday so that at the end of the day, time can be devoted to supporting staff where necessary. This strategy is having a positive effective.

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

- As the leadership team had requested that this review had a main focus on teaching and learning in the sixth form, the majority of learning observations took place in Key Stage 5.
- Teachers exhibit deep subject knowledge and they know their students very well. This enables them to pitch the learning at the right levels for maximum impact. Teachers' planning is differentiated well so that students of all abilities are challenged in the classroom. This is because teachers are becoming more proficient in using data to inform students' next steps. Leaders have trained teachers to analyse students' performance through the data and this is having a positive effect.
- Teachers stretch and challenge students through skilful and thoughtfully targeted questioning. Students are confident in responding and are also comfortable in the knowledge that they can take risks and learn from any mistakes. This is because teachers create an environment that facilitates high levels of confidence.
- Students are highly motivated learners and levels of engagement are high in all lessons. They contribute actively to discussions and are quick to ask their teacher supplementary questions that will deepen their knowledge. Students have decided upon their destinations after they leave Hendon. The majority have aspirations to go on to higher education placements, they know their target grades and what they have to do to achieve them. To this end, teachers support them effectively on their journey and go the extra mile to help them reach their goals.
- Continuing professional development (CPD) has been implemented to boost literacy across the school. All students complete a 'Big Write' task which is analysed by the SENCo so that leaders can assess literacy levels accurately for themselves. This allows staff to plan their lessons more effectively to suit the ability levels of students within their classes.
- Classrooms are well-resourced and teachers utilise technology and other aids to compliment their teaching, including the use of 'sound field' microphones. This aspect not only enhances the learning of the school's hearing impaired students, but also assists the cohort of EAL students by allowing them to hear the pronunciation of the teacher and fellow students more clearly when they use hand held microphones.
- Teachers' marking and feedback provide positive steps for improvement. Student responses are comprehensive and the HEART (Hendon Enhanced Assessment and Reflection Time) strategy is used effectively in most subjects.

- The major drive to boost students' literacy is a key feature in lessons. Students are given every opportunity to read or contribute orally to the lesson and teachers insist on subject-specific vocabulary.
- The large group of dedicated teaching assistants are deployed effectively. They support learners in a range of settings and bring a range of skills that contribute directly to extending learning in class.
- The school has adopted a unique policy of using students as 'co-planners'. This began in Year 7 where a group of students applied for this role and twenty were appointed. They were trained and then began to share planning with their teachers. This has resulted in teachers changing their methodologies and students feel more empowered and increasingly challenged in their learning.

### 3.3 Quality of Teaching, Learning and Assessment - Even better if...

...there was less teacher input in order to promote students' deeper thinking.

...students were given more thinking time in lessons so that they have greater opportunities to evaluate their learning.

## 4. Outcomes for Pupils

- Attainment on entry to Hendon School for the current Year 7 is broadly in line with the national expectation. However, traditionally, students enter the school significantly below the national average.
- In 2017, both the Progress 8 and Attainment 8 scores for Year 11 students were broadly in line with the national average. Considering the diversity of this group, their low starting points and other mitigating factors, these were positive scores. Once the data has passed through the checking process in January, the Progress 8 score is set to improve significantly.
- The percentage of students gaining a 'strong pass' (grade 5+) in English and mathematics was well above the national average in 2017. Leaders are astutely aware of the need for a continued strong focus on challenging current Year 10 and 11 students as the second phase of reformed GCSE subjects are examined this academic year.
- In 2017, Hendon students also performed well in the EBacc, where results for those gaining a grade 5/C+ were just above the national average.
- Disadvantaged pupils made strong progress in 2017, with a Progress 8 score above that of non-disadvantaged students nationally. Although differences are clearly diminishing, leaders are targeting current disadvantaged students to ensure they sustain success.
- Outcomes in the sixth form saw dramatic improvements in 2017. Almost half of students gained A\*-B grades at Advanced level. This was mirrored in the school's ALPS score, where the school moved from grade 6 to 4 at A Level and grade 5 to 3 at AS level. Leaders have set ambitious targets for the current year 13 to gain or exceed 50% passes at A\*-B grades and increase the Advanced level ALPS score

- to a 3.
- Many subjects achieved positive ALPS scores in 2017. Sociology has been identified in the ALPS Directory of Curriculum Excellence as a consistently strong department.
  - In the vocational subjects, 2017 results were well above the national average. The school scored an average of Distinction\* which was above the borough and national figures.
  - The school's ongoing work with PiXL6 has contributed to improved outcomes in the sixth form. The resources they provide allows the school to administer regular 'pre-public' examinations, which enable the sixth form team to closely analyse the ensuing data to drive improvements. Sixth form leaders are aware of under-performing subjects and have put in place the appropriate support.

## 5. Area of Excellence

Student Leadership.

### 5.1 Why has this area been identified as a strength?

Over time, leaders have gone to great lengths to empower students by developing a wide range of opportunities for them, allowing them to take greater responsibility for leadership in the school. This notion links directly with the school's vision of 'Believe, Achieve, Lead, Belong'. It enables students themselves to engage in the machinery of change in school and the wider community. It also allows them to make decisions about issues that are relevant to them and drive initiatives to address them. The assistant headteacher responsible for this area has a simple philosophy and summed it up by saying, 'if a student comes up with an idea, we never say no!'

Students set up clubs or become engaged in voluntary work and, while there is some funding available for running projects, they are required to devise a budget to develop it. A recent example involves a group of student volunteers who have established an anti-gang culture initiative to tackle this issue in their community and within school. They are going to attend a meeting at City hall to launch their project and bid for funding. Students can commit to a variety of projects at one time and are required to spend a certain number of hours on them. They comment on, and record their volunteering hours, by using the 'Vinspired' software. Dedicated students can log over one hundred hours in a short space of time.

### 5.2 What actions has the school taken to establish expertise in this area?

There is a vast range of projects and opportunities for students to develop their leadership skills, many of which have arisen through the student communication team. The school has been approached by many official bodies, including the Barnet local

authority, UCL and Middlesex universities and the Mayor of London's office. This recognition and involvement has enabled students to learn key skills around leadership and responsibility and apply them to help shape the school and community. There are also links with over one hundred and twenty major employers who also contribute effectively to student development.

Links have been established with other schools who have come into Hendon so that they can take ideas back into their schools. These other schools have come from as far away as Barking and Hampshire. The school has hosted two conferences run by their students and supported by the Mayor of London's office. Other schools and local authority representatives have attended these conferences. This exemplifies the school's outward-looking approach and it has already communicated this exemplary practice beyond the school. The member of staff responsible would be pleased to organise a leadership development day on this area.

### **5.3 What evidence is there of the impact on pupils' outcomes?**

By immersing themselves in these projects, students have developed a wide range of personal qualities. It has boosted their resilience, emotional intelligence and confidence. In addition, it has improved their communication and problem-solving skills, all qualities that will stand them in good stead throughout their time in school and into adult life.

Discussion with students revealed how much they value this aspect of school life and appreciate how it sets them up for life when they leave Hendon. Working together with their peers has improved social interaction and groups spring up through their own initiative. This is resonated in the above quotation from the member of staff responsible for this aspect. By her own admission, whilst girls are more heavily involved, staff encourage boys as much as possible and use prominent ex-students as role models.

There is no question that this is an exciting development at Hendon School and one that is attracting a wide range of attention from other schools and local authorities. It is making a significant difference to an increasing number of students by equipping them with life skills they may not otherwise have developed. It also gives them far greater ownership and sense of belonging and, within their school context, everyone recognises their contribution.

### **5.4 What is the name, job title and email address of the staff lead in this area?**

Noelle Doona

Assistant headteacher – Community for Learning

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

None at this time.

**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.**