

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Heston Community School
School Address:	Heston Road, Hounslow, TW5 0QR
Hub School:	London West Hub (Lampton)

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Unique Reference Number:	138924
Local Authority:	Hounslow
Type of School:	Academy Converter Mainstream
School Category:	Comprehensive
Age range of pupils:	11-19
Number on roll:	1250 including 285 in Sixth Form
Headteacher	Philip Ward

Date of last Ofsted inspection:	Predecessor school was inspected on 11 & 12 January 2012
Grade at last Ofsted inspection:	Predecessor school was judged to be good.

Date of Quality Assurance Review:	13 & 14 November 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:	Confirmed (Business & ICT)

Overall Review Evaluation

This Quality Assurance Review found indicators that Heston Community School appears to have moved beyond the Good grade as judged by Ofsted when the predecessor school was inspected in January 2012 and is working within the Outstanding grade.

Information about the school

Heston Community School converted to become an Academy in November 2012. It is a larger than average comprehensive secondary school. There are currently 1250 pupils on roll with 285 of these being in the Sixth Form. Attainment on entry into Y7 and into the Sixth Form is broadly in line with the national average.

The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils from minority ethnic groups is much higher than the national average as is the proportion of pupils who speak English as an additional language. The school deprivation factor is also higher than the national average.

The pupil premium is received in respect of 33.3% of pupils but this does not truly reflect the range of economic support available from the range of their backgrounds. The proportions of pupils with special educational needs, with disabilities and with statements are below the national average although a hearing impaired centre is an integral part of the school provision.

The school specialises in the visual arts and works in partnership with the University of Arts, London. It is part of Hounslow's Education Improvement Partnership and is also part of an independent-state school partnership with Eton College. It is a member of PiXL (Partners in Excellence), Challenge Partners, runs a Careers Academy and is an International School.

SCHOOL IMPROVEMENT STRATEGIES

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- All six members of the senior leadership team took a very active part in the review and demonstrated great drive and ambition.
- The school is re-organising the monitoring of teaching, pupil progress monitoring, performance management and continuous professional development so that they are coherently linked to focus predominantly on pupil progress.
- The school is working towards harmonising the self-evaluation report and the school improvement report so that the former clearly and coherently flows into the latter.
- Leaders and managers use the performance management arrangements to set targets that are quality assured by the Deputy Head.
- External consultants are used to review curriculum areas, provide advice, help to draw up action plans and review the outcomes of those plans at a later stage.
- The Teaching Leaders programme is used to develop middle leader skills.
- Middle managers are very aware of key school priorities and are active in pursuing improvement plans.
- Many pupils are very appreciative of the opportunities provided by the school. They singled out the art resources, peer mentors, visits to a magistrate's court, the reading support scheme and the associated books and the interventions provided in Y11. They took particular pride in their suggestion to improve the games pitches that had been acted upon.
- Older pupils appreciated the opportunity to run a school show, the opportunities to lead and take responsibility (and want more), community service, charity work and speakers in school and lectures at a local university as part of the preparation for leaving school.

- The strong evidence of a strategic and successful drive to improve teaching, learning, and achievement indicates that improvement strategies are “outstanding”.

EBI

- the school improvement plan is made more digestible for all members of the school community by reducing the narrative content and making it simpler, shorter and clear about the expected impact of each action.
- the school evaluation report focuses less on narrative and opinion and more on the impact of improvement plans and the levels of achievement in each area of the school.
- all teaching, teaching interventions, new teaching projects and continuous professional development programmes are relentlessly evaluated in terms of impact upon learning.
- the work being done to harmonise the monitoring of teaching, pupil progress monitoring, performance management and continuous professional development is accelerated. It would be helpful to check the teaching and learning policy to ensure that this sets out a clear code for all aspects of this central element of the school’s work
- pupils are given more opportunities to contribute their views about learning when initiatives are taken and new systems introduced.

PUPIL ACHIEVEMENT

- Attainment on entry to Y7 is slightly below average.
- Forecast data for the current Year 11 is very strong (76.9% 5ACEM).
- Subject A*- C forecasts are above 75% in the vast majority of subjects (English and maths are forecast to be above 80%) for the current Year 10 suggesting very high levels of attainment in 2016.
- Expected progress in English and maths has been above the national average in each of the last three years and was significantly above in 2013.
- In 2013 expected progress for all major pupil groups was above the national average for the respective groups and in most cases significantly so.
- Value added scores in the Ebacc subjects 2011-13 show that students make very good progress from their KS2 starting points – in 2013 VA was Sig+ in all Ebacc subjects.
- Attainment at GCSE (5ACEM) jumped to Sig+ in 2013. The 2014 figures are above the national average and further improvements are forecast for 2015.
- Attainment in English and maths as measured by the APS has been well above the national average for 2011-13.
- Attainment as measured by APS in GCSE only is well above the national average for the vast majority of pupil groups and in most cases significantly above e.g. PP; low, middle and high prior attainment groups; SEN without a statement; SA.
- Between 2012-14, there are three instances of subject A*-A attainment being significantly above the national average.
- SEN without a Statement, SA+ and PP pupils make progress well above the national average in English and maths. PP pupils make very good progress in English and maths but non-PP pupils are doing even better and some gaps are increasing.

- Internal forecast data suggests that gaps between PP and non-PP students may widen in the coming years.
- Attainment on entry to the Sixth Form is broadly average.
- Data indicates that A-E attainment at AS level in the Sixth Form improved strongly in 2012-2014 and A*-E remained stable at A2. A decline has occurred in the proportions of pupils achieving A*-B at A2.
- VA scores in 2013 for AS, A2 and BTEC were significantly above the national average.
- AS performance in 2014 measured using the ALP T-Score is markedly improved to ALPS 2 in 2014 - the three year average ALPS 5 is 'satisfactory to good'. A2 performance as measured using an ALP T-Score is ALPS 6, below average – the three year average is Alps 6.
- BTEC performance as measured using an ALP-T-Score is consistently strong and improved to ALPS 1, Outstanding, in 2014.

Summary - Pupil Achievement

- Achievement overall has exceeded national averages over time and the school's forecasts for further improvement are reliably based. Gaps between groups do exist but these are not greatly significant and the school has effective strategies in place to narrow the gaps. It is therefore estimated that achievement overall is outstanding.

QUALITY OF TEACHING

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- The school judged teaching in 2013-2014 to be 47% outstanding, 47% good and 6% requiring improvement and good overall. Monitoring for the current year has just commenced.
- When monitoring the quality of teaching, the school is moving from focusing on teaching characteristics to pupil outcomes.
- The good lessons seen during the review were characterised by good planning that focussed on well differentiated learning outcomes, excellent teacher subject knowledge and a variety of activities and pace. As a result pupils were deeply engaged and a very positive learning atmosphere was created.
- The outstanding lessons were characterised by the elements identified in good lessons but also with pupils who knew exactly what they had already achieved, what was expected of them in order to improve and how to learn independently. As a result, these lessons were exceptionally effective because of enthusiasm for learning amidst a strong learning culture.
- In an outstanding and very well planned lesson, it was apparent that pupils had a particularly deep knowledge of their learning targets and were able to forensically assess their own performance. As a result, pupils were making flying progress and the lesson was a joy to behold.
- The general conduct of pupils in and around the classroom was very good and pupils were unfailingly courteous when asked questions. A key feature of the outstanding lessons was pupils taking an active interest in organising their own learning rather than

just being compliant. “Behaviour for learning” at this level would also be a key consideration during any future judgement made about behaviour and safety.

EBI

- the school provides a simple, short lesson plan template, particularly for use by new teachers, that requires the focus of the plan to be entirely on well differentiated, explicit learning outcomes that can then be shared with pupils and support staff. This template should reflect the “Heston Teaching Expectations” outlined in the teaching and learning policy.
- the work being done on developing a consistent, formative approach to marking and providing feedback to pupils is accelerated.
- the work being done to enable pupils to become independent learners is accelerated. More opportunities for pupils to engage in discussions/debates would support this development.

SUMMARY - Teaching

- During the course of this review 18 lessons were co-observed by senior reviewers and members of the school staff. Views were discussed and compared after each observation and in each case full agreement was reached by school staff and visiting reviewers. The majority of teaching seen was considered to be good or better and much of this was thought to be outstanding. However, snapshots of lessons are not a reliable indicator of the quality of teaching so further discussions took place to determine the extent to which pupil progress gave an accurate view of teaching over time. The data clearly shows that all teaching is typically at least good with much of it being outstanding. The quality of teaching was therefore estimated to be outstanding.

QUALITY OF AREA OF EXCELLENT PRACTICE

Business & ICT

- Passion, commitment and high expectations are projected by the Business & ICT postholders. Their leadership strengths have been used to support colleagues in school and in other local schools.
- Pupil numbers are growing at GCSE level and in the Sixth Form as a result of improving outcomes and improving information, advice and guidance. Many pupils whose prior attainment is comparatively low are thriving in these subjects.
- The Business and ICT postholders provide quality assurance for the Science and PE BTEC courses.
- Business & ICT are confirmed as an area of excellence to be entered in the Challenge Partners Directory so that other interested schools will have the opportunity to find out more in order to improve their own practice.

PARTNERSHIPS

- ISSP – broadening experiences through meeting pupils from other schools.

- Careers Academy
- Challenge Partners
- BT Mentoring Scheme
- PiXL
- Local Authority
- SEN Network
- Local Headteachers
- Heads for the Arts
- University of the Arts
- Cultural Learning Alliance
- Comenius (British Council)
- Primary Partnership

Partnerships Impact

- The partnerships have had a significant impact on SMSC, created CPD opportunities for staff, promoted curriculum development and encouraged more pupils to join the Sixth Form and progress to HE.

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

The school would like additional support but would like more time to consider the outcomes of this review before deciding on priorities.

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.

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