

Education London - Record of Visit

School / Academy / LA	Haydon School, Hillingdon	Consultant	Bill Stoneham
Visiting	Humanities Department	Post	Consultant
School contact/lead	Barbara Bloss	Date of Visit	3-6 November 2009

Purpose

- Review of the Humanities Faculty.

Activities

Day 1:

1. Meeting with Liz Sandell (LS) – head of faculty;
2. Meeting with Sue Clifford (SC) – head of classics;
3. Meeting with Tim Randman (TR) – head of KS3 geography;
4. Meeting with Claire Gray (CG) – head of KS4 and 5 history & Mat Chataway (MC) – head of KS3 history;
5. Meeting with Kathryn Gajparia (KG) – head of KS3 RE & Andy Berg (AB) – head of KS4&5 RE;
6. Meeting with Becky Money (BM) – head of travel and tourism;
7. Jointly observed Y11 RE lesson taught by Toria Maze (TM);
8. Jointly observed Y10 classics lesson taught by CG;
9. Attended faculty meeting

Day 2:

1. Jointly observed Y10 history lesson taught by Jo Ashman (JA);
2. Jointly observed Y13 geography lesson taught by LS;
3. Jointly observed Y10 RE lesson taught by KG;
4. Jointly observed Y10 geography lesson taught by Debbie Barber (DB);
5. Detailed discussions with DHT Barbara Bloss (BB) about OfSTED procedures and particularly safeguarding. The school had received some updated materials but I was able to provide some additional written guidance about safeguarding + other areas of importance such as post 16 provision.

Day 3:

1. Jointly observed Y8 history lesson taught by Alex Nowicki – (AN);
2. Jointly observed Y7 history lesson taught by Laura Newman (LN);
3. Jointly observed Y13 history lesson taught by Georgia Gatsky;
4. Jointly observed Y7 geography lesson taught by TR;
5. Jointly observed Y12 geography lesson taught by Sarah Mead;
6. Jointly observed Y10 travel and tourism lesson taught by BM.

Day 4:

1. Jointly observed Y11 classics lesson taught by SC;
2. Jointly observed Y9 RE lesson taught by AB. (This is one of the best lessons I have ever seen);
3. Jointly observed Y8 history lesson taught by MC;
4. Feedback to LS (head of faculty), BB (deputy headteacher) and SR (headteacher). As part of the feedback I left LS with an annotated observation form. The format adopted by the school is essentially a good one, but LS asked if I could make any suggestions for improvement, which I did. My suggestions represent a couple of 'fine tweaks' rather than fundamental changes.

Outcomes, actions and next steps agreed

Please refer to report below.

Education London - Record of Visit

School / Academy / LA Visiting School contact/lead	Haydon School, Hillingdon	Consultant	Bill Stoneham
	Humanities Department		Consultant
	Barbara Bloss	Date of Visit	3-6 November 2009

Recommendations to school and School Programme Manager

Please refer to report below.

Date of next visit

Nothing arranged at this stage

Date 9th November 2009

Education London - Record of Visit

School / Academy / LA Visiting School contact/lead	Haydon School, Hillingdon	Consultant Post	Bill Stoneham
	Humanities Department		Consultant
	Barbara Bloss	Date of Visit	3-6 November 2009

Report:

Overall Effectiveness:

The humanities faculty is successfully offering students in all subjects an **outstanding** level of education. The outcomes in both Key Stage 3 and 4 are **outstanding**; they are **good** in the sixth form, but are **outstanding** overall.

The post 16 judgement requires clarification. Many aspects of the sixth form work are **outstanding** and are clearly **outstanding** for those students who complete both years and gain A level results. The overall judgement, however, is **good**; because in Year 12 not all students successfully complete their AS level studies and gain U grades. The head of faculty and her staff are acutely aware of this issue and have already put remedies into place. At AS level, there was an improvement in results in 2009. The challenge is to now secure further improvements for 2010.

Attainment and achievement:

RAISEonline data clearly shows that students enter Year 7 with levels of prior attainment that are above the national average. By the end of Year 9 levels of attainment show significant improvement and are well above average. The trend in the school's outcomes is mirrored in the humanities faculty. By the end of Year 11, attainment in all humanities subjects is significantly above average. Evidence also clearly indicates that attainment is on a rising trend. Given these outcomes, attainment is **outstanding**. The progress students make and their levels of achievement are also **outstanding**. Though the students commence Year 7 at an above average level, but the end of Year 11 the results in all humanities subjects are **exceptionally high**. This represents **outstanding** achievement.

There are many impressive aspects of this performance. One in particular is the level of analysis that is undertaken. Faculty staff fully understand that it is important that results, especially at GCSE, are analysed in terms of groups of students. This has been done. The analysis for the 2008 GCSE results based on gender, ethnicity and prior attainment, indicated that though many groups did especially well, both boys and girls who entered Year 7 at above Level 4, performed less well. This was reflected in the attainment of the highest grades at GCSE. Unvalidated data for the 2009 GCSE results, however, shows a significant improvement in terms of students reaching the highest grades.

Prior attainment on sixth form courses is similarly above average. Levels of achievement in Year 12 are less consistent and are impeded because a minority of students do not settle to the demands of sixth form education and gain lower than anticipated results. The faculty is taking the necessary action to eradicate this glitch. The AS results in 2009 were an improvement on the 2008 outcomes, but more work needs to be done in this area. What is evident, however, is that those students who progress to Year 13, do exceptionally well. The A level results in 2009, though not quite as strong as those gained in 2008 were, nevertheless, most impressive. Evidence gained from the review clearly showed that present Year 13 students are working at very high levels and their work is significantly above the national average level for their age group.

Teaching and learning:

Learning in all key stages, including the sixth form, is **outstanding**. During the review, most lessons observed were at least good with 40 per cent being graded as outstanding. The students learn exceptionally well and make outstanding progress because the teaching they receive is always at least thorough, detailed and challenging; but it is regularly even better than this. Some of the teaching offered can be described as inspirational. All staff have high

Education London - Record of Visit

School / Academy / LA Visiting School contact/lead	Haydon School, Hillingdon	Consultant	Bill Stoneham
	Humanities Department		Post
	Barbara Bloss	Date of Visit	3-6 November 2009

expectations of the students and they are prepared to challenge their knowledge and understanding. The quality of learning is enhanced by the regular opportunities given to the students to work independently or collaboratively. Most lessons are thoughtfully planned and involve tasks that are interesting and fun, but remain challenging. Staff have excellent subject knowledge and this is used to enliven the lessons and enthuse learning. On the rare occasions where the pace of learning dips and is satisfactory rather than good or outstanding, this is because the teachers tend to dominate and are inclined to do the work for the students. The style is then one of telling rather than expecting the students to investigate and find out answers for themselves. In the many really impressive lessons, staff take calculated risks and challenge the students' knowledge and understanding by using a range of techniques. A common element in such lessons is that the students are encouraged to develop as independent learners. AfL is also used with much skill and the students are given considerable opportunities to self and peer evaluate the work undertaken. What is impressive about this is that the students show considerable maturity and their comments are always constructive and sensitive.

All lessons were jointly observed. The observers provided by the school were accurate in their gradings and were able to identify key features in the lessons, as well as identify what might have been done better, or what else might have been included. The overall quality of the co-observers was very high and it is pleasing that they are prepared to use the full grading range. In some of the written comments seen from earlier observations, the observers were tending to concentrate their comments on what the teacher had done rather than on what the students had learnt and why. The new OfSTED procedures place the emphasis on the latter and this is something staff should remember when making written comments about lesson observations.

Other notable features can be highlighted. Much evidence was available to show that students' work is marked and assessed regularly and to a very good and consistent standard. Faculty monitoring supports this well. Staff also cover the **ECM** agenda well. Students are expected to take responsibility and enjoyment and achievement are to the fore. A particularly impressive aspect is the contribution being made to **Strand 5 of the ECM agenda**. The students are presented with excellent opportunities to develop their future economic well-being. Literacy and numeracy are generally promoted extremely well. Though there are some inconsistencies in the way staff promote key words and subject specific vocabulary, literacy is effectively enhanced through extended writing. The students' presentational skills are regularly fostered by lesson activities and it was pleasing to see how well many exercise books were presented. It was clear that the students take pride and care in their work.

One area of inconsistency was identified. This might be an issue in the humanities faculty, but equally it might apply to all subject areas. Staff tend to use many different terms to describe the learning they anticipate during the lesson. Some refer to 'aims' or 'learning aims', while others use 'LOs', but there are variations in what 'LO' actually stands for. For the sake of consistency it would be helpful to the students if the same terminology was used by all but, more importantly, if the precise and specific learning anticipated during the lesson was always made clear at the start. Often, the learning referred to at the start of the lesson is rather vague and lacks precision. These are, however, fine adjustments that might be made in order to refine something that is already quite exceptional.

Curriculum:

The quality of the curriculum offered in all key stages, including the sixth form, and overall, is **Outstanding**. At all levels the curriculum has been thoughtfully planned. Some enterprising work is undertaken in Key Stage 3 and the offer of classical civilisations in Key Stage 4 adds depth and variety. This is an option that the students enjoy. The sixth form humanities curriculum is also varied and offers much choice. It too meets the students' needs well.

Leadership and management:

Education London - Record of Visit

School / Academy / LA Visiting School contact/lead	Haydon School, Hillingdon	Consultant	Bill Stoneham
	Humanities Department		Post
	Barbara Bloss	Date of Visit	3-6 November 2009

The impressive outcomes indicate that this is an exceptionally successful faculty and that leadership and management are **outstanding**. The head of the faculty manages and leads her staff in an exemplary manner. Her understanding of the strengths of the faculty, and where work is still needed, is of the highest order and her ability to analyse outcomes and highlight where improvements need to be made are fundamental in securing continual improvement. The tracking and monitoring procedures that exist are detailed and thorough and they help maintain high standards. The head of faculty is very well supported by a dedicated and professional team whose commitment cannot be faulted. Morale in the faculty is high; during the review not one negative comment was heard from a teacher. Another key reason why the faculty is so successful is that the staff are passionate about helping and engaging the students in their studies.

Points for development:

- Further improve AS level results by ensuring that there are no U grades;
 - gain consistency across the faculty by ensuring that at the start of every lesson the key learning outcomes are precisely stated;
 - ensure greater consistency in the way staff display key words and subject specific language;
 - in written lesson observations ensure that staff observers concentrate and comment on learning outcomes rather than what the teacher does.
-
- **Annexe – (student information not sent to London Challenge Adviser)**

N/A