

SUPPORTING EDUCATIONAL ASPIRATION FOR DISADVANTAGED CHILDREN

WITNESS SUBMISSION

Name: Liz Horrigan

Role: Headteacher

Organisation: Harlington School

SUMMARY OF THE ROLE OF YOUR SERVICE OR ORGANISATION

Harlington School is a large Foundation secondary school in the southern most part of the Borough. Last year, Harlington had the highest % of Ever6 FSM in the Hillingdon secondary school DfE Performance Tables (Jan 2016). The tables show the following profile for Harlington, compared to other Hillingdon secondary schools (please also see Appendix 1).

Indicator	Hillingdon ranking		Indicator	Hillingdon ranking
APS on entry	3rd Lowest		Low Ability Pupils	4th Highest
EAL %	2nd Highest		Medium Ability Pupils	3rd Highest
Pupil Mobility	2nd Highest		High Ability Pupils	3rd Lowest

The school serves an area of high deprivation. Despite this a high percentage of students go on to study at the university of their choice, including the Russell Group universities.

The school received approximately £400K in Pupil Premium Funding last year.

In January 2015 the school was inspected by Ofsted, and moved from Requires Improvement to Good.

OUTCOMES ACHIEVED

In 2014, Harlington School was in the top 10% of schools nationally for student progress (SSAT). The DfE Performance Tables (Jan 2016) show the following outcomes compared to other Hillingdon secondary schools:

Indicator	Comments		Indicator	Hillingdon ranking
5ACEM	Increase of 7%		Value Added 2014	5th Highest
5ACEM Disadvantaged	Above the NA		Value Added 2015	7th Highest
5ACEM other	Above the NA		Value Added Best 8 Disadvantaged	6th Highest
Family of Schools	18th / 55		Value Added Best 8 Other	6th Highest

COMMENTS ON PROVISION OF SERVICES E.G ANYTHING THAT YOU THINK COULD BE IMPROVED OR DONE DIFFERENTLY ETC.

Harlington has very large numbers of disadvantaged students and significant Pupil Premium funding. We recognise that not all of the strategies that we employ can be transferred to a single model that could be adapted to all schools. We are proud of the fact that our performance measures for disadvantaged pupils are above national measures and are highly placed in Hillingdon data, but we frequently review our strategies – there is no ‘silver bullet’. Please find outlined a summary of how we approach improving outcomes for disadvantaged pupils.

Vision & Ethos

- Recruitment of high calibre staff and CPD and the quality of teaching is the key driver. We prioritise developing everyday classroom practice, not just intervention packages.
- All students are given aspirational targets – we have 4 Levels of Progress as the default position.
- University aspirations are nurtured from early on – and this is a case where disadvantaged pupils with no family history of university education are targeted for raising aspiration programmes. We invest in high quality Careers and Independent Advice & Guidance (CIAG).
- Students who are on FSM should have high quality food, access to uniform help and financial support to access trips and experiences.
- We focus on impact, not description – we ask ourselves ‘So What?’ when undertaking development planning.

Mantra – ‘If it’s good enough for our pupils, it’s good enough for Ofsted’ (however, when you are RI, Ofsted criteria are good drivers to sharpen practice) Accountability

- We use nationally recognised good practice to audit the impact of our practice – e.g. Pupil Premium Toolkit, Challenge the Gap, NFER etc.
- Governor agendas are planned around quality of teaching, pupil outcomes, behaviour and attendance, safeguarding and Pupil Premium / Closing the Gap data on a termly basis.
- Pupil Premium and Yr. 7 Catch Up funding is also a termly agenda item at Finance & Premises.

Data drives intervention

- Progress analysis starts from Year 7, not just before Year 11 exams.
- Some students are a cause for concern in multiple data sets – please see appendix 2.
- Attainment drives progress – but progress is key when measuring performance.

Barriers that may benefit a Borough wide consideration (bearing in mind that these may be issues that are unique to Harlington School)

- Poor attendance is often a key factor in disadvantaged pupil outcomes.
- Student mobility is a key factor – Mid Year Admissions often require intensive support outside of the mainstream environment. Harlington has part – funds three provisions from Pupil Premium – The Pupil Study Centre, Satellite School and Ascension School – but if funding reduces, these provisions may be at risk. This may place pressure on alternative provision in the authority, particularly if students are at risk of exclusion, if schools reduce their supportive provisions.
- Low Ability is a key factor – prioritise intervention and support in primary sector so that pupils are ‘secondary ready’.
- Ever6 is high – but eligibility for FSM is dropping due to changes in benefits. We have increasing numbers of ‘Working Poor’ families. Need to monitor in future cohorts.
- We have found that moving from RI to Good has involved changing the model of leadership in the school. This may be different for a school that is Outstanding and that has had no external monitoring for a number of years.
- National Funding Formula may present future barriers and concerns for London Schools.
- The recruitment of high calibre staff is challenging for Hillingdon, given the proximity of Boroughs who pay inner London Allowance.
- Look at how schools perform over time – there will always be a cohort with higher than anticipated challenges that affect a set of results, but over 3 years the school may be performing well.
- A school’s published attainment figure for 5ACEM should be seen in the context of the ability profile of the students who attend; a Good or Outstanding Ofsted grading may mask underachievement for key groups, including the disadvantaged.
- Schools have widely variable numbers of disadvantaged students - last year the smallest number in Year 11 was 14 pupils, and the largest was 121 pupils. We had 102. If we had 14, we may consider different programmes of intervention to the ones outlined above.

Liz Horrigan, Headteacher, Harlington School