

# Harlington Community School

## Inspection report

---

<b>Unique Reference Number</b>	102451
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	286382
<b>Inspection dates</b>	19–20 March 2007
<b>Reporting inspector</b>	John Kennedy HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	1284
6th form	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Tomlin
<b>Headteacher</b>	Mr Neil Sherman
<b>Date of previous school inspection</b>	10 March 2003
<b>School address</b>	Pinkwell Lane Harlington Hayes UB3 1PB
<b>Telephone number</b>	020 8569 1610
<b>Fax number</b>	020 8569 1624

---

<b>Age group</b>	11–18
<b>Inspection dates</b>	19–20 March 2007
<b>Inspection number</b>	286382

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

Harlington Community School is an over-subscribed mixed comprehensive school with a sixth form. The school serves the southern part of the London Borough of Hillingdon close to Heathrow Airport. The school site also includes an adult education centre, a sports centre and a public library. The school has been designated a Sports Hub by the Department for Education and Skills and is also designated as Hillingdon's Specialist Resource Provision for students with physical disabilities.

Students come from a wide range of economic backgrounds with an above average number eligible for free school meals. Few students leave or join other than at standard times. Students' attainment on entry is below average. The students come from a wide range of ethnic and linguistic backgrounds. The biggest proportions are those of White British, Indian, Black African and Pakistani heritage. Almost half of the students come from families where English is not their first language and a small proportion of students are in the early stages of learning English. Over a third of the students have learning disabilities and/or difficulties, an increase over previous years, although the number of students with a statement of special educational needs is below average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in enhancing the students' standards and progress from ages 11 to 16.

The overall effectiveness of the school is inadequate. Students' achievements between the ages of 11 and 16 have deteriorated since the last inspection in 2003. The overall progress made by students between Years 7 and 11 is inadequate.

The school has accurately judged that, until recently, teaching has not been good enough to help students do as well as they could. As a result the school has introduced more rigorous monitoring of teaching, and targeted support and training for teachers. The impact of this can be seen in the improved quality of teaching and learning which is now satisfactory. However it has not yet had significant impact on raising standards and improving achievement. Assessment helps teachers plan their lessons well but is not yet used effectively enough to ensure that they help individuals with their learning.

Racial harmony and inclusion are strong features of the school. Attendance is satisfactory although too many students arrive late for school and to lessons. Behaviour is also satisfactory overall with many students being very motivated, well behaved and keen to learn. However some students do not behave as well as they could in lessons and this low-level disruption affects their own learning and that of others. A few parents returned confidential inspection questionnaires expressing concerns to inspectors about instances of unsatisfactory behaviour. Since September the school has implemented a revised behaviour policy but has not ensured that all parents understand the impact of the steps that are being taken.

The headteacher, senior leaders and governors recognise that unsatisfactory achievement and standards in recent years have not been tackled quickly enough. However more stable staffing and a refocused sense of urgency by leadership at all levels have resulted in improved teaching, more progress being made by students in Years 7–9 and older students being better placed to meet their targets at the end of Year 11. These improvements show that they have the capacity to improve further.

## Effectiveness and efficiency of the sixth form

### Grade: 3

The school has a satisfactory and improving sixth form which is popular. Numbers have been increasing steadily and the majority of students stay until the end of the two year course. The standards achieved in examinations is below the national average, although given their attainment on entry to the sixth form students make satisfactory progress in their learning. Preliminary results for current Year 12 and Year 13 students indicate that a higher proportion of them are likely to reach or exceed their targets than in previous years.

The quality of their relationships with each other, and with members of staff, is outstanding and underpins their good personal development. Students are keen to take on responsibilities and are impressive, for example, in the way they help younger students with paired reading. Teaching in the sixth form is improving and is now good. Teachers plan lessons carefully and make good use of assessment to ensure that students know how to improve. They also take

account of the students' literacy and numeracy skills and provide activities which raise their levels of confidence. Students speak very highly of the good support and guidance they receive in their studies and in their higher education and career choices.

### **What the school should do to improve further**

- Raise standards and improve the progress of all students throughout the school.
- Improve teaching and learning and the use of assessment so that lessons are at least satisfactory and mostly good or better and that work matches students' abilities.
- Improve some students' behaviour in lessons and in the main school.

## **Achievement and standards**

**Grade: 4**

**Grade for sixth form: 3**

Standards and achievement are inadequate but are showing signs of improvement. In 2006, national test results, at the end of Year 9, were below average overall but showed good improvement from the results in 2005. Results for higher ability students were well below average except in science. The school's information shows that students in Years 7-9, including those with learning difficulties and disabilities, made satisfactory progress in 2006. Evidence from lessons supports this and indicates that these improvements are likely to be maintained in 2007.

Standards at GCSE have remained consistently below average over the past three years and were well below the school's target and national averages in 2006. Students' overall achievement, including those with learning difficulties and disabilities, has also been inadequate in English and mathematics, although there has been some recent improvement in English in Years 10 and 11. The school has identified a significant number of students who, with additional support, are likely to attain better standards. In the sixth form students make satisfactory progress, although their examination results are below the national average.

## **Personal development and well-being**

**Grade: 3**

**Grade for sixth form: 2**

Personal development and well-being are satisfactory. Students are confident to engage with visitors and relationships throughout the school community are good. Many students enjoy coming to school and attendance is in line with national averages. The school recognises that a number of students arrive late in the morning and has introduced a system for recording lateness and imposing sanctions. However, the system has not yet brought about improvement.

Some students are aware of reasons for adopting a healthy lifestyle. They are beginning to make better use of the facilities provided in the dining hall and its increasingly healthy options. Greater allocation of time to physical education and the significant number of students who take part in sports reflects their commitment to fitness. In general, students feel safe in school because, as one student said, 'relationships between most students is good and many teachers will help you'.

Spiritual, moral, social and cultural education is satisfactory. Students are offered opportunities across the curriculum to develop these areas of their education. Sixth formers, for example, help organise events to celebrate different cultures such as 'Asian Flavaz'. Behaviour of many

students is good. However poor behaviour by a minority of students disrupts the learning of others.

Students value the citizenship and personal, social and health education programmes (PSHE). However, this work is not systematically reinforced across the curriculum. Aware of those less fortunate than themselves, students take part in fund-raising activities to support local and national charities. Students develop good workplace skills through careers education and appropriate work-related learning but are not yet developing good basic skills.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

**Grade for sixth form: 2**

Teaching and learning are satisfactory overall but good in the sixth form. Teaching has improved as a result of better monitoring and evaluation and targeted support for teachers. Lesson observations show an improvement in the quality of teaching from last term with an increase in the number of lessons being judged as satisfactory or good.

Lessons observed during the inspection were mostly satisfactory and a few were good. Some lessons were well planned with good pace and working relationships were supportive and enthusiastic. In these good lessons, well-informed teachers had high expectations of what students could achieve. Information and communication technology (ICT) formed an integral part of many lessons and teachers used interactive white boards well. Some lessons were less effective, pace was slower and students had fewer opportunities to work independently. In a few lessons low level disruptive behaviour adversely affected the progress students could make.

The use of assessment information to track the progress of students against their targets is good. However teachers do not use assessment information consistently to ensure that work matches students' abilities and to help individuals with their learning. Marking of students' work is also inconsistent. Some marking is detailed and provides information about how to improve whilst some is cursory.

### **Curriculum and other activities**

**Grade: 3**

**Grade for sixth form: 3**

The school and sixth form provide a satisfactory curriculum and opportunities to participate in a range of extra-curricular activities. A detailed review of the curriculum in 2005 resulted in changes to the courses offered and delivered. A wide range of vocational courses such as hairdressing and beauty therapy, motor vehicle studies and construction, offered in partnership with a local college and other schools, provide students with better choices. These changes have yet to have a positive impact on students' engagement, progress and attainment.

Saturday workshops in English and mathematics for students in Years 7 to 9 are very popular with over 100 students attending each weekend. As a result some students have made good progress in literacy. Although additional vocational courses are offered in the sixth form, the school recognises the need to expand the choice available to better meet the needs of all students.

## Care, guidance and support

**Grade: 3**

**Grade for sixth form: 2**

The quality of care, guidance and support is satisfactory with some good features. Staff demonstrate a high level of commitment to the care of students. Good arrangements for health and safety, risk assessment and child protection mean that students are well cared for and, as a result, feel secure in and around the school. Many teachers support students during lesson changes, break and lunch times to good effect. Students feel that their views could be listened to more when they raise issues with staff and when the school is considering the quality of teaching and learning and reviewing policies.

Personal guidance about choices as they move through the school draws well on outside agencies when needed. Good links with careers officers have a positive effect on students' guidance about career opportunities. The school has good data to inform the academic guidance and support of students. Termly achievement reviews give students an opportunity to discuss targets with subject teachers and tutors. However, the process is not yet consistently operating at a level which enables all students to know what they need to do to improve and so raise standards.

Support for students with learning difficulties and disabilities and English as a second language is good. As a result these students now achieve at least as well, and some better, than other groups of students in the school. The school has developed an effective Pupils Study Centre which provides support for a range of student needs including behaviour. Students who need support are identified early and effective arrangements are in place to keep them involved in school.

## Leadership and management

**Grade: 3**

**Grade for sixth form: 2**

The leadership and management of the school are satisfactory and good in the sixth form. In the past, inadequate teaching, difficulties with staff recruitment and retention, inexperienced managers and little use of data analysis to monitor progress, have all contributed to students' lack of achievement. Governors have recognised that some radical changes are needed to drive up standards and are working closely with the senior leadership team to ensure a clear focus on improvement. The school is taking the right steps to tackle its weaknesses by improving the quality of teaching and ensuring a rigorous and consistent approach to the management of behaviour around the school and in lessons.

There is a common sense of purpose among staff. Strong collective leadership and steps taken to remedy weaknesses are beginning to show signs of impact. However there is still much more to do. Greater stability among staff, a good senior management structure in place, growing strength of middle managers and a staff culture which is open to constructive criticism, and targeted support and training are leading to improvements. Managers in the sixth form have addressed areas of underachievement, notably in mathematics and science subjects. Parents are generally supportive of the school although a few have concerns about how well the school is led and managed.

The school has identified its strengths and weaknesses and knows what it needs to do to improve. Self-evaluation is good and staff are increasingly held to account for improvement. Teaching and learning are now monitored thoroughly to bring about improvements. Half-termly student assessments are carried out and this information is used to track progress and inform the planning of teaching. The secure foundations being built and the improving quality of teaching indicate the school has the capacity to improve so that students can make better progress.



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	3
How well does the school work in partnership with others to promote learners' well-being?	3	3
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	4	3
The standards <sup>1</sup> reached by learners	4	3
How well learners make progress, taking account of any significant variations between groups of learners	4	3
How well learners with learning difficulties and disabilities make progress	4	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	3
<b>How well are learners cared for, guided and supported?</b>	3	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	Yes	

## **Text from letter to pupils explaining the findings of the inspection**

8 May 2007

Dear Students

Inspection of Harlington Community School, Pinkwell Lane, Harlington, Hayes, UB3 1PB

Thank you for making us so welcome when we inspected your school recently. This letter summarises the findings of our inspection. If you want to read the complete report you can download it from [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

You told us that your school is improving and most of you enjoy learning with each other and working with your teachers. Some of you said that although you like your lessons teaching is not always as good as it could be. Some of you said that you could work harder but it would help if teachers pushed you more and showed you what you needed to do to improve. We saw that in lessons the behaviour of some of you could improve and this would support your teachers and help you and others to make better progress. We agree with you and also with your teachers that some of you are capable of reaching better standards.

In too many lessons you are not given work which helps you make good progress. Your teachers care for you and want to improve your chances to do well. The school is working hard to make teaching more challenging and motivating and to make your learning more interesting and enjoyable. They now look very closely at the progress you are making and identify what help you may need to do even better.

The school has now been given a 'Notice to Improve' these things and to make your school better we have asked it to:

- improve teaching so that you make good progress and get better results in examinations
- work with you to improve the behaviour of some of you in the main school so that all of you will do well and make the most of your time at the school.

You, too, can play your part in helping the school to achieve these aims by behaving well and working hard in lessons. Thank you for taking part in the inspection. We wish you success for the future.

With best wishes,

John Kennedy  
Her Majesty's Inspector