

GREENFORD HIGH SCHOOL



BACKGROUND INFORMATION

Greenford High is a mixed comprehensive school that has changed dramatically in recent years. Our numbers have increased significantly and our improvements have been recognised nationally. We were among those invited to join the Specialist Schools and Academies Trust's "Most Improved Schools" Club. We have received the School Improvement Award on all three possible occasions. Our last OFSTED (2005) described the school as being "very effective and increasingly popular" and noted the racial harmony and positive and productive relations between staff and students in the school. The majority of our curriculum areas were described as "good" or "very good".

Greenford High School opened in 1939, in the first week of the Second World War. Throughout its existence, the school and its community have faced many challenges and changes: the Blitz and the bombings near RAF Northolt; opening as a selective grammar school; the move to comprehensive education and the changing profile of the students.

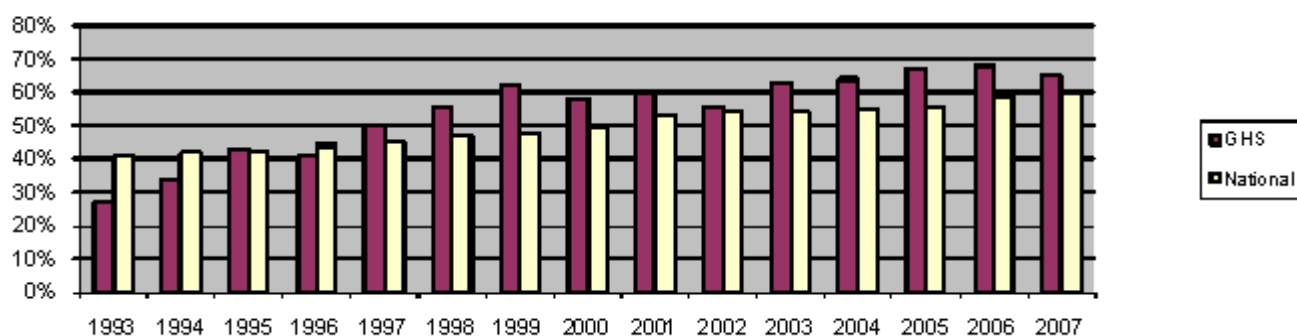
Greenford High School is now a Foundation School having become Grant Maintained (GM) in April 1992 following a petition from parents requesting that a ballot be taken. Until 1993, the school covered the 12-18 age range; in September 1993 it became an 11-18 school by admitting pupils into both Year 7 and Year 8 simultaneously. Since 1990 the number of pupils has grown very rapidly from 749 to our current roll of approximately 1700 including a sixth form of 500 plus students and a 9 form entry in Years 7-10.

The school draws pupils mainly from the local community. Almost all live within a mile of the school within an area that has many of the characteristics used as a basis for defining additional educational need. For example, few of the parents are white, not many pupils live in high social class households, the proportion of pupils living in households with more than one person per room is high and there is a high level of social deprivation. Approximately one quarter of the pupils are eligible for free school meals and nearly 50% of students studying in the Post 16 Centre are eligible for the Education Maintenance Allowance.

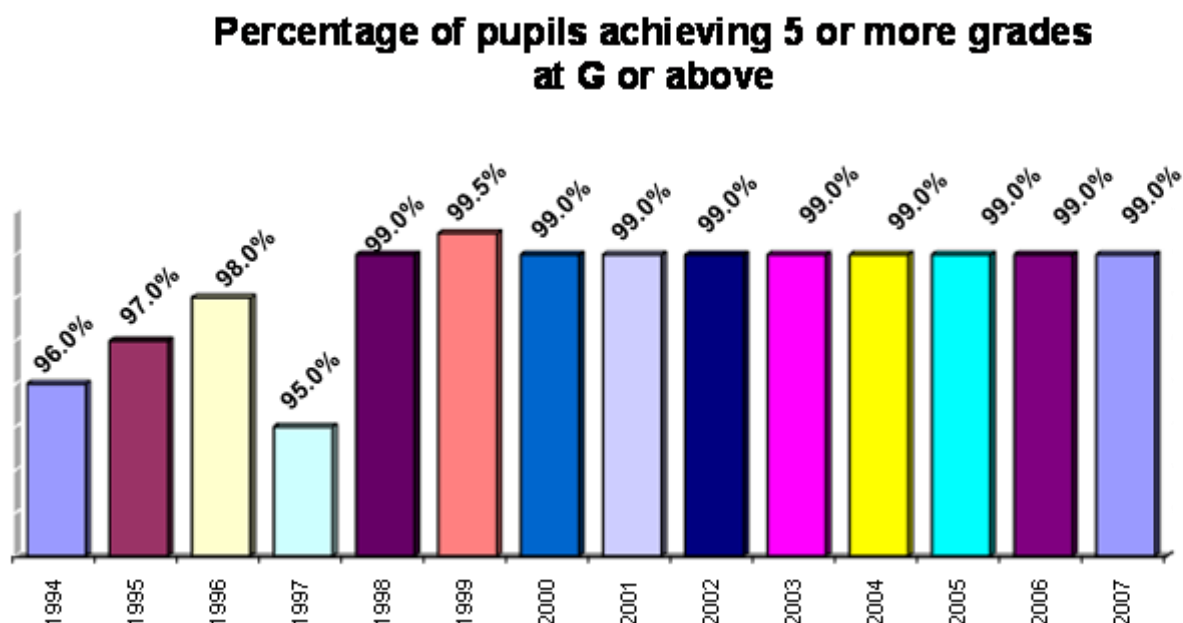
During the last 15 years the school has changed from being one in which pupils were predominantly white to one where approximately 9% of the children are from this ethnic background. The largest ethnic groups are Indian (47%) and Pakistani (12%). Only 35% of children come from homes where English is the mother tongue. Other large groups come from homes that use Punjabi, Hindi, Somali, Urdu and Gujarati. Tests on pupils as they enter the school show a wide range of attainment with the majority showing standards below national norms.

We have been extremely pleased by our successes at GCSE during recent years. The graph below compares the percentage of students achieving 5 or more A*-C grades with the picture nationally

Percentage of Pupils achieving 5+ A*-C grades



The 68% achieving 5+A*-C in 2006 were our best results to date and although the results in 2007 dropped slightly to 64% the percentage (59%) including English and mathematics improved as did our CVA scores. We are particularly pleased that the excellent percentage achieving 5 or more A*-C was not achieved at the expense of our less able pupils as the following graph shows:



As Greenford High is a comprehensive school, we consider it very important to offer a wide range of choice post-16. We currently have about 500 students within our Post-16 centre, studying a wide range of courses from Advanced (Level 3) programmes to approximately 100 students taking Intermediate (Level 2) and Access (Entry Level) programmes. Our results continue to improve on both the new vocational exams and AS/A-level and the students on our Access course have also done very well.

The table below shows a summary of results for Post 16 students studying Advanced qualifications:

Year	Number Entered	Average point score per student	Average point score per entry
2002	155	223.0	65.0
2003	176	218.9	66.5
2004	168	222.1	69.5
2005	208	222.0	71.0
2006	198	239.3	82.0
2007	174	204.3	81.0

The students following the 'traditional' A level programme achieved an average point score of 280.

In September 2001, the school became a specialist Language College. The extra funding this has provided allowed us to develop a number of additional programmes in the Languages curriculum area, as well as improving classroom and ICT facilities. We have broadened the range of language qualifications on offer, enhanced the schedule of foreign exchanges, trips and visits and developed an outreach programme, working with local primary and special schools. Within the LA as a whole, we offer a series of training opportunities for colleagues from languages departments across the Borough as well as access to our languages teaching resource base. We also bid successfully for Leading Edge Status and having been identified as a "high performing" specialist School we were able to apply for Training School status. (Further information concerning these initiatives is given later in this document).

We have worked very hard to improve our facilities and have finally succeeded. Our new buildings are wonderful and they offer opportunities for both students and staff to learn in different ways. The school now looks like a mini university and the ICT resources are enabling us to exploit the new technologies to the full.

Just as we have worked hard to improve our physical resources, so we invest heavily in our staff. In 1997 we achieved the Investor in People award – the first school in the area to do so. We were re-recognised in September 2000, July 2003 and September 2006. Our last assessor commented that the staff had a “good team spirit... and are well motivated and informed” and that there is a “terrific commitment to staff development... and a great emphasis placed on improving staff and meeting the needs of all the people in the school”. Indeed, the school has an excellent record of encouraging career progression and develops staff both through the wide use of appropriate external courses as well as through a comprehensive CPD and Inset programme. Our work in this area was recognised by our achievement of Training School status in 2006, which also reflects our huge commitment to developing Beginner Teachers through our partnership with the Institute of Education.

In essence, we are dedicated to the principle of life long learning and many of our teachers have engaged in studying for further qualifications. For example, a number of our staff studied with Thames Valley University in order to work towards an M.A. based on Language Development, directly related to the particular characteristics of our students. The sessions were held at school and the data that was collected, as a result of the action research, proved very useful. More recently, we have become a “Deep Learning Hub” school focusing on “Student Voice”, becoming nationally recognised for our work with, amongst other things, school council, students observing lessons and interviewing teachers, their involvement in the curriculum consultation process and the creation of a Junior Leadership Team.

Our work for Student Voice was also recognised internationally as a team of five students won the Specialist Schools & Academies Trust Student Voice competition. The prize was a trip to Beijing to present their work at the 4th iNET Conference.

Our work to develop Future Leaders has also been recognised nationally. The Deep Leadership Hub bid was also successful and we have recently hosted a very successful Leadership Conference.

As a school we also run a number of training sessions (including residential) for our staff, all directed towards our aim of creating an effective learning environment. We encourage teachers to look at the available research when approaching both their curriculum and pastoral roles. As a result, the school has developed many innovative areas, as reflected by our Inclusion Team, described as a model of good practice, and our Pastoral system which uses the expertise of staff with backgrounds in counselling, youth and social work rather than teaching. Other developments have resulted from the Excellence in Cities programme, started in Ealing in September 2000. We have reaped the benefit of the extra funding that this initiative has brought into school. In particular, we have developed our Gifted and Talented and Social Inclusion programmes significantly so that the innovative strategies they employ offer excellent support both for teachers and students. Our attempts to meet the needs of all our community is also reflected in our work with Lindamood Bell, an American company which develops literacy and numeracy programmes for students with particular needs. We have been able to fund this, as part of our Leading Edge Programme. Our main partner is Acton High School. The initiatives have proved so successful we are “spreading the word” to other schools in the area.

Our students and staff impress visitors to the school and make a very favourable impression, as the following show:

“I am writing to thank you for inviting me to your school on Tuesday. I was very impressed by both the quality of the staff, and the maturity and positive attitude of the students I met – particularly the members of the Junior Leadership Team. Please pass on my thanks to them for organising such an excellent and informative visit.

I thought that the standard of the Citizen’s Jury debate on lowering the voting age was very high. Many of the same arguments were raised by my parliamentary colleagues later that day during oral questions.”

Letter from Bridget Prentice MP – Department for Constitutional Affairs

“Greenford High School remains an excellent example of an organisation culture that strongly reflects the principles of the Investors in People Standard. The school continues to meet the Standard displaying best practice in a number of areas. All people interviewed felt that Greenford was a great

place to work. Over the last few years people have felt that the culture was increasingly friendly, open and transparent."

Investors in People Assessment Report

"At the end of a tiring week how good it was to welcome pupils and staff from your school. The interest, attention and good manners always make the visits of Greenford High a happy and rewarding time for me. Our shop staff commented to me on the way in which your group behaved. No doubt you expect such a response, but it is a pleasure for those who meet your school."

Letter from Maurice Sills, Schools' Guide, St Paul's Cathedral

"We were delighted that the Junior Leadership Team could stay at St George's House and, as I mentioned before, their behaviour and attitude was exemplary and a credit to the school. We were pleased to have the Team stay at St George's House and if you would like to consider us again then please do contact me."

Letter from Annette Parsons, St George's House, Windsor Castle

The above testimonials reflect our belief that the purpose of a school is not simply about achieving high academic results, important though this is, but that a positive educational ethos should also encompass the little "extras" that breathe vitality into the school. For example, during 2006-7 the school ran over 100 trips and residentials as well as fundraising events for charities, Gifted and Talented weeks, a Senior Citizens' Christmas Party, regular school concerts, fashion shows, prize giving events and a reunion lunch for the students who attended Greenford in its early days... there is so much more that could be said! I hope that this, together with the other information in the package, will give a flavour of the exciting, successful and vibrant community that is Greenford.



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