



**Harrow Way**  
Community School  
Specialist School in Maths & Computing

# Strategic Vision

2017 – 2020

Our Journey to Outstanding



Learning for life, SUCCESS for all.

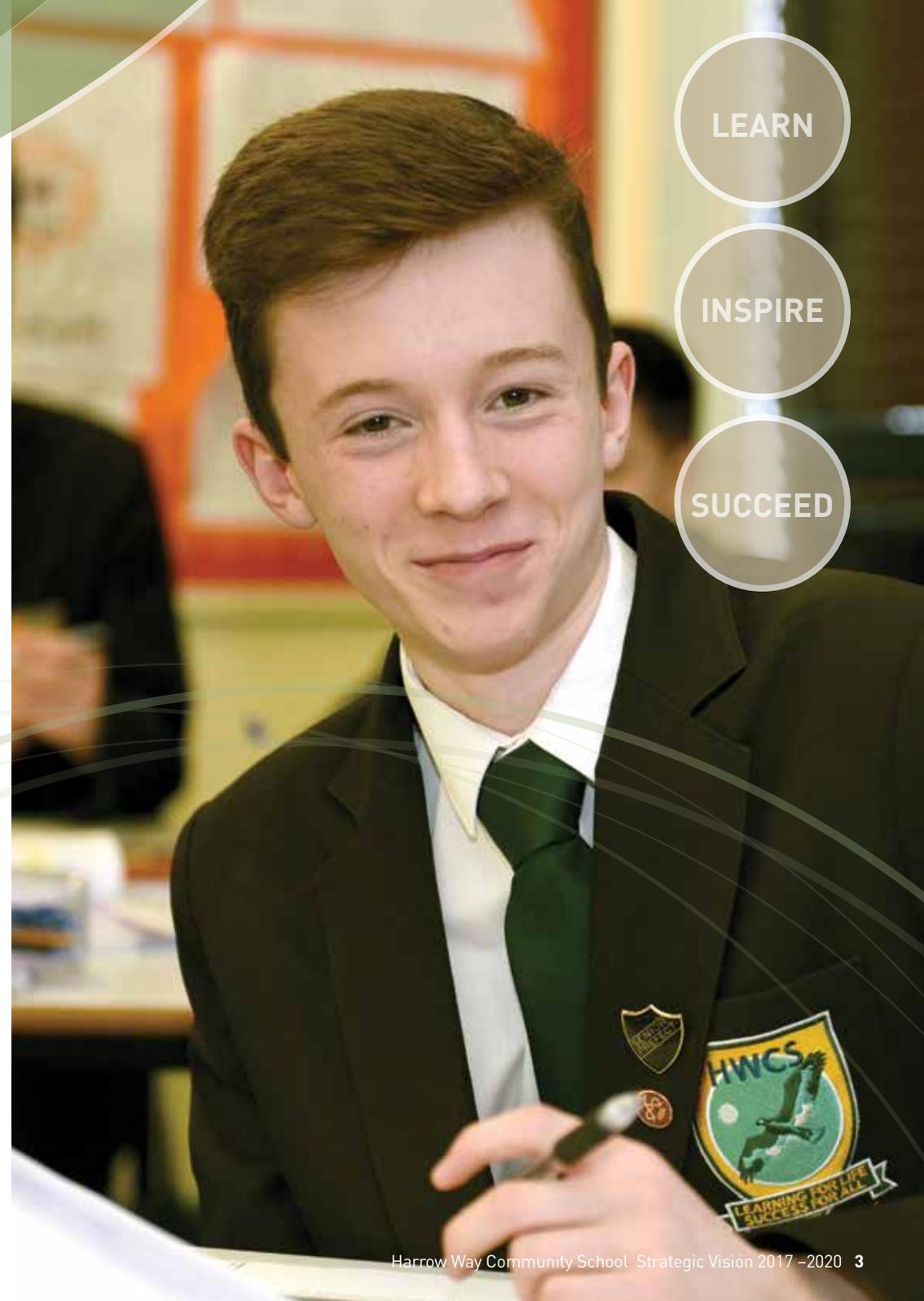
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# Harrow Way School Strategic Vision 2017 –2020

## Introduction

At Harrow Way Community School, we have a simple ambition: **to be the finest secondary school for miles around.** By this we mean that all our students will receive a better education at Harrow Way than they would at any other local establishment.

**We want Harrow Way students to leave us with:**

- Better qualifications than they would achieve in any other school
- The skills and attributes needed to live and work in tomorrow's global society
- The values and morals to be good citizens

We believe that great schools never stand still and strive at all times to excel in every area of its performance, for the benefit of all our young people and other stakeholders.

In our common pursuit for excellence for all, we believe that everyone in our community must be involved in our strategic forward planning. From robust and honest self- evaluation of where we believe we are at the end of academic year 2016/17, we have devised together the following key priorities below which will govern our short and medium term

planning and will underpin our three-year strategic planning through to 2020, ensuring we are a high performing, inclusive and oversubscribed school of choice for the local community. We have also considered our **Ofsted Priorities from our report in May 2017:** Leaders and those responsible for governance should ensure that:

- Pupils' achievement in English improves so that it matches the strong progress in other subjects
- Disadvantaged pupils and boys continue to make rapid progress so their outcomes are equal to others
- Attendance continues to improve for disadvantaged pupils and those who have special educational needs and/or disabilities.

This document is intended to set the overall direction for the school for the next 3 years. It also outlines the **Mission**

**Statement, Harrow Way DNA and 'Core Values'** that governors and staff agree should be at the heart of how the school operates and develops.

The plan is in two layers: A draft three-year plan and this School Improvement Plan with actions for 2017/18. The three-year plan will inevitably develop over the next few years. Harrow Way's vision needs to reflect our ambition to be innovative, creative and have high expectations of all our learners. It needs to be understood and supported by all stakeholders. The expectation will be that all Department Action Plans and all Performance Management Objectives will be linked to this document. It is important staff understand the milestones in this SIP and their part in supporting the school in reaching them successfully.

At the end of my first year as Headteacher of Harrow Way we involved all staff/ students with a vision building exercise 'A Vision for HWCS' from this we produced a document entitled - What is in our DNA? This will continue to serve as a

useful reference point each year. The staff vision-building session was very simple: staff were asked to think about the school that they'd like HWCS to be, referencing a list of categories. Alongside this as a rights respecting school, with the support of our student peer educators, we came up with and launched with our school community our 'Core Values'

All four areas of our improvement planning are underpinned by our mission statement 'Learning for life, success for all' our 'DNA' and 'Core Values' with reference to our fundamental appreciation of the importance of Spiritual, Moral, Social and Cultural education and preparing our students to be active citizens in a local, national and global environment.

## Our Mission Statement

“Learning for life,  
success for all”



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## Harrow Way – What is in our DNA?

Learning for life, success for all.

### Outstanding teaching and learning

Striving for the highest quality in Teaching and Learning is the bedrock of Harrow Way. Every decision is made with the question in mind **‘will this help the students to learn better and achieve more?’** We believe in a relentless focus on high achievement in all areas of the life of the School.

### We believe all students can achieve

Outstanding progress is achievable by all. We believe all students deserve an education that will challenge, inspire, and prepare them for a better future. We want our students to have **high aspirations** for themselves and to become **resilient** learners. At Harrow Way we want our students to be relentlessly optimistic about possibilities and their capacity to learn. Every student at Harrow Way will be expected to achieve the best outcomes possible; that means not only through excellent examination results at the end of Year 11 but in every student’s day-to-day work, in all their taught subjects and in after-school and extra-curricular activities. We will strive to balance academic achievement with 21st Century learning skills.

### High standards in all that we do

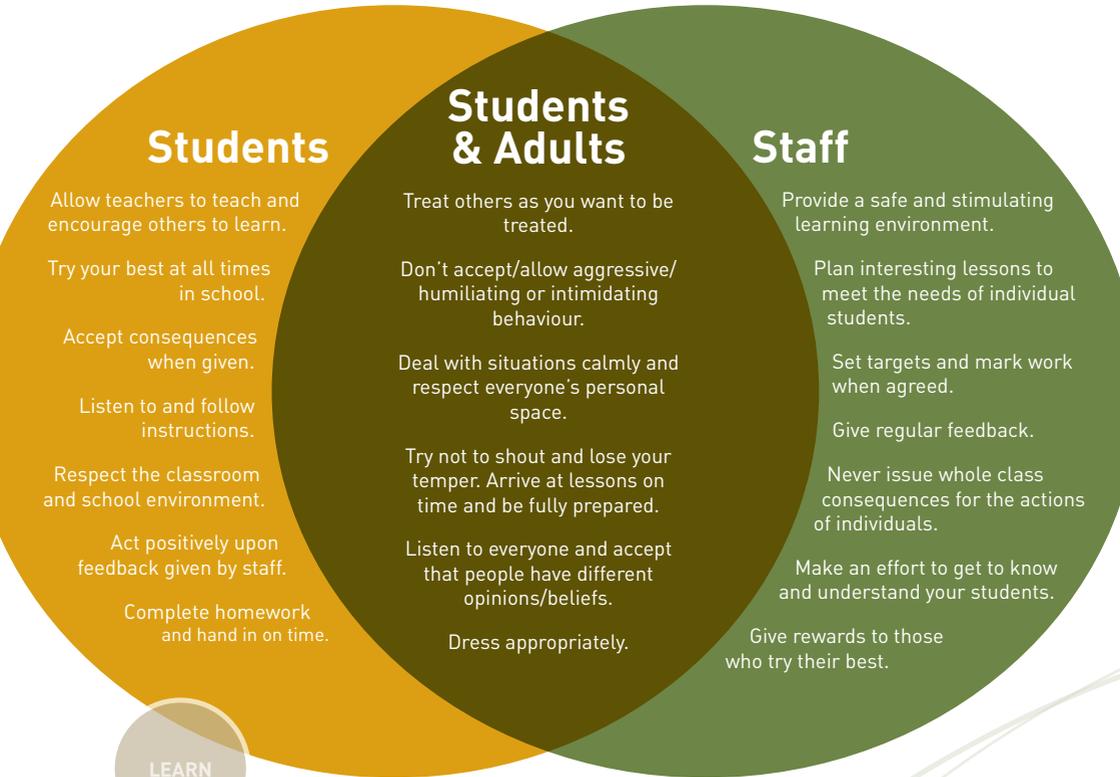
The culture that has been established is about a relentless focus on high standards in all aspects of school life: learning, behaviour, attitude, uniform, attendance and punctuality. We insist upon consistency and a commitment to shared values – by individuals, groups and the whole community. We will always challenge anything that is less than the very best that each individual can give.

### All are role models

We instil in our students from the start a sense of integrity and confidence. As a ‘Rights Respecting School’ every adult in our community is a role model; every student is a role model and we all have the opportunity and responsibility to have a positive impact on the lives of others. We all ‘walk the talk’ and create a positive learning environment in all that we do. We give trust and respect at all times regardless of whether it is earned, and ensure that students have fun and are happy in their learning. This ethos has established a success culture that we celebrate at every opportunity.

# HWCS Core Values

United Nations Convention on the Rights of the Child Article 28/29  
All children and young people have a right to an education.



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# HARROW WAY STRATEGIC VISION 2017-2020 OUR JOURNEY TO OUTSTANDING

## Core Purpose

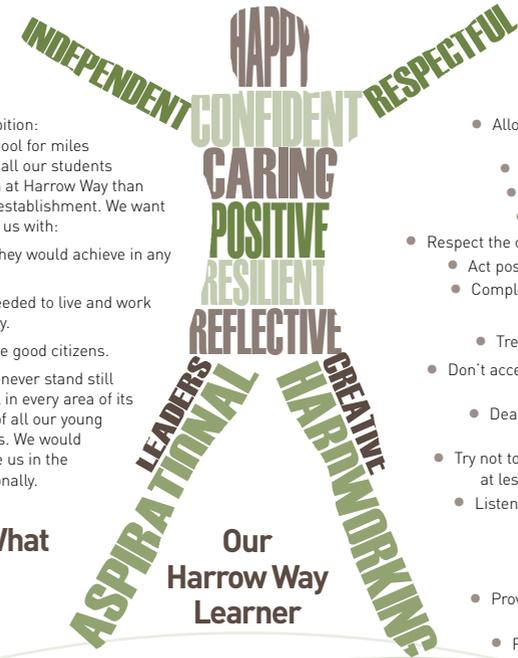
At Harrow Way Community School, we have a simple ambition: to be the finest secondary school for miles around. By this we mean that all our students will receive a better education at Harrow Way than they would at any other local establishment. We want Harrow Way students to leave us with:

- Better qualifications than they would achieve in any other school.
- The skills and attributes needed to live and work in tomorrow's global society.
- The values and morals to be good citizens.

We believe that great schools never stand still and strive at all times to excel in every area of its performance, for the benefit of all our young people and other stakeholders. We would like outcomes in 2020 to place us in the 'Top 5%-20%' of schools nationally.

## Harrow Way – What is in our DNA?

- Outstanding teaching and learning.
- We believe all our students can achieve - outstanding progress is achievable by all.
- High standards in all that we do.
- All are role models.



## Core Values

### Students

- Allow teachers to teach and encourage others to learn.
- Try your best at all times in school.
- Accept consequences when given.
- Listen to and follow instructions.
- Respect the classroom and school environment.
- Act positively upon feedback given by staff.
- Complete homework and hand in on time.

### Students & Adults

- Treat others as you want to be treated.
- Don't accept/allow aggressive/humiliating or intimidating behaviour.
- Deal with situations calmly and respect everyone's personal space.
- Try not to shout and lose your temper. Arrive at lessons on time and be fully prepared.
- Listen to everyone and accept that people have different opinions/beliefs.
- Dress appropriately.

### Staff

- Provide a safe and stimulating learning environment.
- Plan interesting lessons to meet the needs of individual students.
- Set targets and mark work when agreed.
- Give regular feedback.
- Never issue whole class consequences for the actions of individuals.
- Make an effort to get to know and understand your students.
- Give rewards to those who try their best.

## Strategic Priorities 2017-2020

### Strategic Intent 1: Leadership and Management

All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement in achievement.

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."  
– Margaret Mead.

### Strategic Intent 2: Teaching, Learning and Assessment

The highest quality teaching, never less than typically good and with frequently outstanding underpinned by high quality and targeted professional development.

"All teachers need to improve their practice—not because they are not good enough, but because they can be even better."  
– Dylan Wiliam

### Strategic Intent 3: Personal Development, Behaviour and Welfare

The highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school, underpinned by our 'Core Values' and 3 Simple Rules – 'Be Ready, Be Respectful, Be your Best'.

"At all times – Calm: Clear: Confident: Consistent."

### Strategic Intent 4: Outcomes for Students

Outstanding and ambitious progress for all our students that compares highly favourably with national and local averages in respect of new performance indicators and new grading system and leaves no group falling behind our highest expectations of attainment.

"No GAPS, No Dips, No Excuses."

# Strategic Vision 2017 – 2020

## Strategic Intent 1

### Leadership and Management

**All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement in achievement.**

“ Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” – Margaret Mead.

- To further develop an inclusive, innovative and diverse curriculum that is supported by **systems, processes and delivery focussed on improving outcomes for all students** and that provides planned specialised intervention if adequate progress is not being made.
- Self-evaluation continues to be rigorous and captures a realistic picture of the school's performance ensuring that all stakeholders are positively challenged to improve in everything they do - creating aspiration through inspiration.

- **Safeguarding** to be everyone's responsibility and a regular topic of conversation through sharing information and ensuring that training is appropriate
- Maintain **high morale and staff wellbeing**, leading to strong retention at a time of multiple pressures including reduced funding, curriculum reform and issues with teacher supply.
- Continue to work closely with the **governing body**, ensuring that they are fully informed and can consistently **hold school leaders rigorously to account** and **ensure financial stability**, including the effective and efficient management of financial resources (including pupil premium and Year 7 Catch up funding, curriculum costing and staff deployment)

## Strategic Intent 2

### Teaching, learning and assessment

**The highest quality teaching, never less than typically good and with frequently outstanding underpinned by high quality and targeted professional development**

“All teachers need to improve their practice—not because they are not good enough, but because they can be even better.” – Dylan Wiliam

- Ensure that the **quality of teaching over time** is reflected in outstanding outcomes for students at Harrow Way. Our mantra will be **'plan-teach-feedback'**. Plan great lessons, teach well and feedback to students effectively. Our Professional Development programme will enable teachers to be better than they were last year.
- Rigorous use of the Harrow Way **'feedback'** policy by all teachers, including high quality questioning and planned lesson time dedicated to students reading and responding to that feedback in lessons leads to measurable impact on students' progress. Feedback and planning should further develop the teaching of **literacy, language (oracy) and numeracy** across the curriculum
- Ensure that **teachers** consistently use assessment information to plan learning that provides high levels of challenge for all students. Teaching to be based around **high expectations and careful planning** ensuring that every second in the classroom (and outside of the classroom through well structured and meaningful homework) counts and is uninterrupted by any form of disruption
- **Refine our Key Stage 3 curriculum and assessment. Learners** helped to mastery by **building confidence and resilience**, including **boys and disadvantaged** students. Teachers will plan for this through low-stakes testing to recap current and prior learning and through planning learning activities that demand higher order thinking.
- Continue the significant task of planning for **new specifications across GCSE** including developing memory, revision techniques and extended written answers.

## Strategic Intent 3

Personal Development, Behaviour and Welfare

**The highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school, underpinned by our 'Core Values' and 3 Simple Rules – 'Be Ready, Be Respectful, Be your Best'**

"At all times – Calm: Clear : Confident : Consistent"

- Further reduce the number of fixed term exclusions by developing our **good behaviour for learning so that low level disruption becomes extremely rare both** in and out of lessons with positive attitudes to learning displayed across the school.
- Ensure that the **attendance** of all students and especially **Disadvantaged and SEND** students continues to improve (Ofsted action point)

- As a Level 2 Rights Respecting School further enhance our cohesive learning community by basing the school culture around respect for each other, **keeping each other safe and keeping oneself healthy in body, mind and relationships.**
- To **maximise opportunities for leadership among our students** and promote student voice
- To continue our **drive and focus on raising the life-long aspirations** of young people because it is the key to releasing their potential and improving their life chances by working collaboratively with **Harrow Way families** to ensure positive outcomes for all

## Strategic Intent 4

Outcomes for pupils

**Outstanding and ambitious progress for all our students that compares highly favourably with national and local averages in respect of new performance indicators and new grading system and leaves no group falling behind our highest expectations of attainment.**

" No GAPs, No Dips, No Excuses."

- **Disadvantaged pupils and boys** continue to make **rapid progress** so their outcomes are equal to others within school and nationally (Ofsted action point)
- **Pupils' achievement in English** improves so that it matches the strong progress in other subjects (Ofsted action point)
- To rapidly reduce in-school variation of student progress between subjects and in identified student groups and further develop the role of the **Year Leader/ Tutor** in monitoring students' progress.

- Continue to strengthen **Key Stage 3 outcomes/progress** through refinement of our Key Stage 3 curriculum and assessment processes. Where there is under performance it is identified and addressed quickly to demonstrate rapid improvement. All students to be "Secure" or better for their pathway in KS3.
- Further Strengthen and develop **Careers Education** including the essential elements of Career Planning, Careers Information, Work-Related Learning and Employability Skills so that students achieve relevant qualifications and receive the guidance to enable them to choose an FE/HE pathway appropriate to their career plans.

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# Key Performance Indicators 2017-2020

## Priority 1

### Leadership and Management

**Leadership and Management – All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement in achievement.**

An outstanding curriculum which is flexible and accessible but always ambitious and rigorous meeting the diverse needs of all learners (with particular emphasis on nationally underachieving groups)

High staff morale with accountable, cohesive, consistent leadership and management which is proactive to external change and the pressures of financial contraction playing a key role in the LEARN Teaching School Alliance and the national agenda for system wide transformation.

Maximising resources through effective deployment of funds and staffing. Building Work/life balance and staff well being into our work. Designing, implementing and maintaining streamlined and effective systems.

| Expected Outcome 2017/18<br>(Top 20%)   | Expected Outcome 2018/19<br>(Top 20%)  | Expected Outcome 2019/20<br>(Top 20%)  |
|---|--|--|
| <p>Through strong leadership, HWCS will have achieved all of the targets in the above areas for <b>2017/18</b> and developed leadership at all levels of the organisation to set the foundations to move to outstanding attainment and progress for all students</p> <p>Embedded, coherent and rigorous 11-16 curriculum with new specifications in Maths and English firmly embedded at GCSE and other option courses secure for first accreditation.</p> <p>New Year 7 Mastery Curriculum successfully embedded</p> <p>Extended professional development for aspiring Leaders</p> | <p>Through strong leadership, HWCS will have achieved all of the targets in the above areas for <b>2018/19</b> and developed leadership at all levels of the organisation to set the foundations to move to outstanding attainment and progress for all students</p> <p>All possible flexibilities fully embedded in highest quality 11-16 curriculum which meets all needs in diverse cohort ranging from the most able to the most vulnerable Mastery Curriculum successfully embedded in Year 9.</p> <p>Penultimate stage of national changes embedded and all necessary lessons learnt.</p> <p>A Lead for Leadership development across Teaching Alliances with several members of SLT/ Middle leaders trained as SLEs/ Ofsted Additional Inspectors</p> | <p>Through strong leadership, HWCS will have achieved all of the targets in the above areas for <b>2019/20</b> and developed leadership at all levels of the organisation to set the foundations to move to outstanding attainment and progress for all students</p> <p>All major external changes interpreted meaningfully into long term strategic planning leading to secure and significantly above average progress for all students underpinned by the highest quality pastoral structure to enable individual success and fully realised ambition.</p> <p>High quality and financially robust staffing structure embedded with improved site ensuring long term viability as outstanding, popular community school.</p> |

## Priority 2

### Teaching, Learning and Assessment

**The highest quality teaching underpinned by high quality and targeted professional development and training thereby creating aspirational, creative, independent and resilient learners who embrace risk, learn from their mistakes and make outstanding progress.**

A first class, robust assessment system which supports learning and enables real progression from KS2 through to KS4 with gaps in progress immediately identified with adapted provision and intervention put in place.

An embedded and inclusive “professional learning community” enjoyed by students and staff with continuous “active learning dialogue” resulting in sustained progress.

| Expected Outcome 2017/18<br>(Top 20%)  | Expected Outcome 2018/19<br>(Top 20%)   | Expected Outcome 2019/20<br>(Top 20%)  |
|--|---|--|
| 85% of CPD Evaluation Good or Better   | 90% of CPD Evaluation Good or Better  | 95% of CPD Evaluation Good or Better   |
| A Harrow Way pedagogy is designed and consistently implemented across the the school                   | All staff are accessing professional development that improves their practice                             | Staff develop and share best practice, learning from one another to create a cycle of continuous improvement |
| <b>A large majority (65%-79%)</b> of effective feedback that has been acted upon and has had an impact | <b>Very large majority (80%-96%)</b> of effective feedback that has been acted upon and has had an impact | <b>Almost all (97%-100%)</b> of effective feedback that has been acted upon and has had an impact            |
| Robust performance development processes ensure that most staff continuously                           | Robust performance development processes ensure the majority of staff continuously improve their practice | Robust performance development processes ensure that all staff continuously improve their practice           |

## Priority 3

### Personal Development, Behaviour and Welfare

**The highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school, underpinned by our ‘Core Values’ and ‘3 Simple Rules’**

An embedded and proactive approach to preventing bullying and all potential breaches of equality with outstanding safeguarding procedures resulting in all students feeling safe, happy and therefore academically challenged at all times.

Full student understanding and appreciation of the wide range of cultural influences which have shaped them as individuals and as part of the wider collective local and national community leading to their confident preparation for life in Modern Britain.

| Expected Outcome 2017/18<br>(Top 20%)   | Expected Outcome 2018/19<br>(Top 20%)  | Expected Outcome 2019/20<br>(Top 20%)   |
|---|--|---|
| Attendance: 95%   | Attendance: 95.5%  | Attendance: 95.8%   |
| Disadvantaged 92.8%/PA 21%<br>Attendance: In Line/Above NA  | Disadvantaged 93.2%/PA 18%<br>Attendance: In Line/Above NA   | Disadvantaged 93.5%/PA-15%<br>Attendance: In Line/Above NA  |
| SEND(K) In Line/Above NA<br>Attendance: 92.7%/PA 19%  | SEND (K) In Line/Above NA<br>Attendance: 93.0%/PA 17%  | SEND (K) In Line/Above NA<br>Attendance:93.2%/PA 15%  |
| Persistent Absence:<br>11% (NA 12.4%)   | Persistent Absence:<br>10% (NA 12.4%)  | Persistent Absence:<br>9% (NA 12.4%)  |
| Fixed Term Exclusions: In line NA   | Fixed Term Exclusions: Below NA  | Fixed Term Exclusions: Below NA   |
| <b>Large Majority (65-79%)</b> display consistently excellent attitudes and behaviour learning  | <b>Very Large Majority (80-96%)</b> of students display consistently excellent attitudes and behaviour learning  | <b>Almost all (97%-100%)</b> students display consistently excellent attitudes and behaviour learning   |
| <b>A ‘Culture of Safeguarding’</b> resulting in all students feeling safe and happy   | <b>Outstanding Safeguarding</b> procedures resulting in all students feeling safe and happy  | <b>Outstanding Safeguarding</b> procedures resulting in all students feeling safe, happy  |
| Audit students’ understanding of all forms of bullying. Students demonstrate a good attitude towards learning and others in school. Instances of bullying are rare. Students feel safe at school. | Students demonstrate a good attitude towards learning and others in school. Instances of bullying are rare. Students understand what is unsafe and how to stay safe. | Students highly adept at managing their own behaviour. Instances of bullying exceptionally rare. Students understand very clearly what is unsafe and how to stay safe |

## Priority 4

### Student Outcomes

**Outstanding and ambitious progress for all our students that compares highly favourably with national and local averages in respect of new performance indicators and new grading system and leaves 'no group' falling behind our highest expectations of attainment.**

Highly literate, numerate and resilient young people who are fully confident when articulating themselves ensuring they become successful learners and achieve their full potential.

\* Please note school targets are set using Fischer Family Trust estimates which would place the school in the top 20% of all schools nationally in 2018 and 2019 and in the Top 5% in 2020.



| KS4  | Expected Outcome 2017/18 (Top 20%)   | Expected Outcome 2018/19 (Top 20%)   | Expected Outcome 2019/20 (Top 20%)   |
|--|--|--|--|
| <b>(9-5) EM</b>  | 35-40%   | 38-42%   | 40-45%   |
| <b>English 4+</b>  | 72-75%   | 73-76%   | 78% - 83%  |
| <b>English 5+</b>  | 51-54%   | 52-55%   | 59% - 65%  |
| <b>Maths 4+</b>  | 72-75%   | 72-76%   | 79% - 83%  |
| <b>Maths 5+</b>  | 49-53%   | 51-54%   | 61% - 67%  |
| <b>EBacc Entry/Actual</b>                                      | E (28%) A (24%)  | E (31%) A (28%)  | E (40%) A (30%)  |
| <b>Attainment 8</b>  | In line/Above NA   | In line/Above NA   | Above NA   |
| <b>Progress 8</b>  | Positive Progress 8 Overall, Including 3/5 Subjects Ebacc & a majority (51%-64%) of groups   | Positive Progress 8 Overall, 4/5 subjects Ebacc & a large majority (65%-79%) of groups | Positive Progress 8 Overall, 5/5 Subjects Ebacc & most (80%-96%) of groups |
| <b>Diminishing the differences</b> Boys/ Disadvantaged/ SEND K | Disadvantaged, Boys and SEND K students secure progress that is rapidly increasing to be in line with that of other students nationally and those who have similar starting points   |  |  |
| <b>General</b>   | <p>KS3 Tracker shows that students continue to make strong progress based on previous years</p> <p>Assessment at KS3, now free from levels, gives us the green light to make assessment as robust as possible in subject contexts</p> <p>Destinations data 94%+ of students are in sustained education, employment or training after key stage 4. In line or above the NA.</p> |  |  |



# **Harrow Way** Community School

Specialist School in Maths & Computing

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