



Harrow Way
Community School

Specialist School in Maths & Computing



Self Evaluation Form



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SELF EVALUATION – January 2017	
School Context	<p>Harrow Way School is an average sized community comprehensive school. The school is a Level 2 ‘UNICEF Rights Respecting School’. The large majority of students are White British, with very small numbers of European, African, Asian and mixed heritage students. We had approximately 8-10% fewer higher ability students in the class of (2010 to 2015) when compared to the national profile (about 10% of the higher attaining students in Andover historically have gone to the independent sector, Winchester secondary schools or the Grammar schools in Wiltshire) The class of (2010 to 2015) had a high proportion of lower attaining students when compared to schools nationally. We had no students achieving a 5A at KS2 in English for the cohorts 2013-2016. Our current Year 7, 8, 9 and 10 and 11 have a similar profile to schools nationally in most ability bands.</p> <p>We are now oversubscribed in most year groups and had 234 1st Choice applications for September 2016. (180 PAN) Harrow Way Community School is the first school in Andover to be designated a Lead School by CAS (Computing at School), and to hold the Secondary Geography Quality Mark (SGQM), awarded by The Geographical Association. The school is a strategic partner within the LEARN and Anton Teaching School Alliance.</p> <p>Almost 35% of students come from large principally local authority/GLC built estates; 30% live in the town’s poorest ward, where adult literacy is in the bottom 6% nationally. Using the Hampshire IDACI Deprivation Indicator we are ranked 15 out of the 71 Secondary Schools (1 Most deprived/71 least deprived). Andover is a town with high levels of employment, but low percentages of highly paid jobs and small numbers of people in the highest social groups (see contextual data in Raiseonline) The % of students known to be eligible for the Pupil Premium is around the national average and the % of students with SEN support is above the national average.</p>
PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT 3 Year Strategic Plan 2014-2017	<ol style="list-style-type: none"> 1. All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement in achievement 2. To develop outstanding teaching and learning in our school 3. Develop and create an environment with outstanding behaviour and safety for all 4. Develop outstanding achievement and attainment for the students of our school
Overall Effectiveness	<p>We believe Harrow Way is a good school. Since our last inspection data shows an upward trend. Our SACEM improvement in attainment over the last 3 years places us in Top 50 most improved school in the England (February 2015). Although this dipped in 2015 it improved again 2016. High Prior Attaining (HPA) students at KS2 and Girls have achieved very well over the last few years. The progress that current students make is good, given their starting points. The behaviour and safety of students is good. The quality of teaching is improving with a significant percentage (90%) of lessons now graded as good or better. Leadership and management across the school is good. Students’ spiritual, moral, social and cultural development is well developed and helps to</p>

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	<p>ensure that there is a positive culture for learning. Students whose circumstances might make them vulnerable are very well supported to achieve their best. The last four annual LLPR (Leadership and Learning Partner) external visits have all agreed we are a low priority school. This is because the headteacher and senior team have a clear understanding of the schools needs and areas of focus are appropriately prioritised. It's strong approach to self-evaluation and evidenced commitments to improve were also mentioned.</p> <p>N.B Progress 8 2016 - Our most recent cohort (Class of 2016) followed a 3 Year KS4 curriculum model not designed to yield P8 maximisation. The new accountability measures were introduced when they were half way into Year 9. From the 178 students only 115 had all 8 slots filled in P8; 67 had at least one slot empty. The students with a full set of P8 slots achieved P8 scores of +0.18. In 2016 a number of our middle attaining students had gaps in the Ebacc and Open elements of Progress 8 (Lower - P8 +0.01) (Middle - P8 -0.37) (High - P8 +0.01)</p> <p>45% of our middle prior attaining students had 2 or less elements filled in the EBacc slot. 20% of our middle attaining students had 1 or less elements filled in the EBacc slot. Upper prior attaining students had 100% had all Ebacc slots filled. 7 of our students were dual rolled/educated at the Andover Education Centre. 6 from the AEC had 0 slots filled in the Ebacc in P8. All our AEC students were in this group. Three of these had various chronic mental health (signed off on medical grounds) or family difficulties which took their toll and led them not sitting any GCSEs . These 3 students were (Disadvantaged) had attended the AEC since Year 8. These three students reduced our overall P8 score by -0.06. This would have led our overall P8 score being in line with national average -0.14 and Attainment 8 at 49.10. (See Scatterplot in Raise)</p>	
<p>KEY ISSUES IN PREVIOUS INSPECTION</p>	<p>Key Issue</p> <ul style="list-style-type: none"> ✓ Not enough teaching is outstanding to ensure that students consistently make outstanding progress given their starting points. ✓ Marking is variable and does not always provide students with clear guidance on how well they are doing and what they need to do to improve. Time also needs to be created to respond to marking ✓ The setting of homework is variable and opportunities to encourage independent learning skills and research skills are missed ✓ Numeracy and problem solving skills are not sufficiently promoted across other subjects in the curriculum. 	<p>Progress</p> <ul style="list-style-type: none"> ✓ Improvements over the last 3 years in the quality of teaching. Currently July 2016 25% Outstanding, 65% Good, 8% RI, 1% Inadequate (see Ofsted action point update SEF Folder Sec1) ✓ The quality of marking and feedback has improved considerably since the last inspection. (see Ofsted action point update SEF Folder Sec1 and Department Marking and Feedback Folders and M&E feedback SEF Sec1) ✓ Increasing use of Show My Homework to set homework in line with school policy. In our last parent survey, we asked the question 'My child receives appropriate homework for their age' 85% indicated that they agree or strongly agree with this statement. In Year 7/8 student voice 100% agree they get set enough work (see Ofsted action update SEF Folder Sec1/2) ✓ Numeracy and problem solving plans are in place.(see Ofsted SEF Folder (Sec1/2) and Mathematics outcomes)



Leadership and Management – Grade 2 – Good	
<p>LEADERSHIP & MANAGEMENT</p> <p>Impact on outcomes/Student Progress, Impact on teaching and learning – PM and CPD, Curriculum, Literacy, Self-evaluation, Expectations, culture and behaviour, Governance, Promotion of equality of opportunity, Protection from radicalisation and extremist views, Safeguarding and care.</p>	<p>Evidence:</p> <p>Progress since the last inspection has been good. Examination results have continued to improve. Since our last inspection data shows an upward trend. Our SACEM improvement in attainment over the last 3 years places us in Top 50 most improved school in the England (February 2015). Although this dipped in 2015 it improved again 2016. High Prior Attaining (HPA) students at KS2 and Girls have achieved very well over the last few years. Mathematics, Science (Additional, Triple and Core), French, Spanish), Media Studies, Performing Arts (Drama, Dance and Music) Art, Graphics, Computer Science, ICT ECDL, Hair Level 2, Business Studies with A*-C figures in each of these subjects high compared with national figures.</p> <p>The SLT and GB have focussed on improving outcomes, especially for disadvantaged students, and in the core subjects since the previous inspection.</p> <p>Self-evaluation has become even more rigorous since the previous inspection. Headteacher and Deputy Headteacher – Trained Ofsted Inspectors. The GB and SLT use national data including FFT to benchmark and set targets for student outcomes. The SLT monitoring of T&L (See SEF Folder Sec1 for MER Reports and LA LLP Report where M&E was identified as a real strength of the school.) That informs the self-evaluation is now far more consistent and based on outcomes and teaching over time, thus giving a more realistic picture of what is happening in the classrooms.</p> <p>Tracking systems provide a highly detailed picture of student progress in each class and subject, all broken down by grouping. These are used to identify any students not making good progress, and Curriculum Leaders and class teachers are then accountable for improving their progress. All staff now share the responsibility for improving the education for all students, and the morale of staff is very high.</p> <p>Expectations of performance and outcomes are high, with targets used appropriately to set a good degree of challenge for all students. Leaders at all levels take full responsibility for provision and outcomes in their own areas. All provide at least good leadership with some outstanding examples.</p> <p>Our Monitoring records show an overall improvement in the quality of teaching over time, this is now consistently good. All teachers are keen to be observed so that they can improve their practice. The proportion of good and outstanding lessons has continued to rise and it is now rare to see an RI lesson. When this does occur it tends to be with a supply teacher, but the school is working on this. Monitoring of teaching is very comprehensive and leads to accurate evaluations. The role of Curriculum/Year leaders in this is improving, although some are more effective than others the variation in performance is reducing year on year. The results are used to target continuing professional development (CPD) on any weakness identified in the performance of individuals. Teaching over time is now consistently good across the school as the result of CPD linked to more rigorous monitoring by SLT and middle leaders. (See SEF Folder Sec1 for MER Reports and METAL reports and Middle Leaders M&E)</p>



	<p>Governors play a full part in identifying the school’s main priorities. They frequently measure progress towards the measurable targets in the school development plan and challenge the school to improve. They are tenacious in following up any areas where the school is not on track to meet its targets. They provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school (See SEF Sec1 Governor minutes) They ensure that the school’s finances are properly managed and can evaluate how the school is using the pupil premium funding, Year 7 literacy and numeracy catch-up premium, and special educational needs funding . They are committed to their development to improve their performance (See SEF Folder Sec1 – Governors Minutes) Governors have a sound knowledge of data used in RAISEonline. They are aware of how such data is used to judge the performance of subjects, and know how this links to school data on the performance of individual teachers and what it means in terms of their progression through the pay scales.</p> <p>Performance management within the school is rigorous and highly robust and is used to develop, support and challenge the professional practice of all staff. PM procedures have been refined in recent years and we now focus very much on the impact a teacher has on learning, linked to whole school pedagogy. Although good and outstanding teaching exists throughout the school, there is a direct correlation between salary progression and teacher effectiveness. (See SEF Folder Sec1 – anonymised Performance Management and Pay decisions)</p> <p>Behaviour remains good, and the number of students excluded from lessons is falling year on year. We expect this to go below the National Average in 2016/2017. Fixed-term exclusions have reduced by 30% since 2012/13 – current number of lost days is 50% down on 2015/16. Permanent exclusions remain at 0%. Attendance has improved considerably over the last 5-year period. Attendance in 2015/16 was our highest ever at just over 95.4% and PA (90%) was down at an all-time low of 10.4% (NA 12.4%) (See SEF Folder Sec3 –Attendance and Exclusions)</p> <p>The curriculum is broad, balanced and personalised and provides good opportunities for social, moral and cultural (SMSC) development. It received high praise in our last inspection and has developed further since then. Our R&R underpins our work and includes many aspects of SMSC development for students. The promotion of British values has recently been monitored by the HT and DHT alongside three members of the GB</p> <p>The Equality Policy is reviewed annually by the GB. The policy is now included in induction material for all new staff – classroom and non-classroom based.(See SEF Folder Sec1)</p> <p>Safeguarding has remained a high priority. It has been successfully co-ordinated by our Deputy Headteacher (DSL) and two deputy safeguarding leads who have ensured that all statutory requirements are met and vulnerable students protected. Positive actions have been taken to follow up on child protection issues. Safeguarding is now a standing item on the GB agenda, fed into by the sub-committees (see minutes for latest discussions and actions). There is a comprehensive package of high quality training for staff, to cover all aspects of safeguarding, which leads to a swift response to any child of concern. Multi-agency work is now highly</p>
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effective. Changes made within our own Inclusion department has resulted in the school being far more pro-active in engaging with, and, where necessary demanding prompt action from other agencies. There is still some ongoing work here, but the capacity is now strong. The impact can be seen in the student case reviews. **(See SEF Folder Sec1 Safeguarding)**

All staff engaged with the Prevent training last year. This is now included in induction to ensure new staff are updated even if they were trained at their previous setting. Because of recent changes to the board of governors new members will need to undergo training and familiarisation with all aspects of protecting students to ensure this remains a strength of our work within school. **(See SEF Folder Sec1 Safeguarding)**

Parents are very satisfied with the education their children receive. The proportion of parents rating the school strongly agree / agree that 'The school is well led and managed' was 92% in July 2016. **(See SEF Folder Sec1 Parents Surveys 204/15/16)**

Areas for Development - To continue to develop, please see full and summary SIP available here: [link](#)

- o Continue to ensure Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including SEND and Disadvantaged funding, secures excellent outcomes for students.
- o Develop expectations and refine approaches/interventions for students with SEND with support (K), Boys (Middle prior attaining) and Disadvantaged students to raise attainment, developing the role of departmental accountability and the role of the SENCO.
- o Ensure safeguarding continues to be highly effective. Leaders and managers have created a culture of vigilance where students' welfare is actively promoted.
- o Further reduce in school variation and address any underperformance in 2016 'No Gaps, No Dips, No Excuses'
- o To adapt our inclusive, innovative and diverse curriculum, to further raise achievement and meet the needs of all learners within the new assessment framework
- o Further develop middle/senior leader accountability for progress, consistently high achievement and quality of teaching.
- o As a Level 2 Rights Respecting School further enhance our culture where learners understand rights, respect and responsibilities and ensuring we prepare students positively for life in Modern Britain



Teaching, learning and assessment	Teaching, Learning and Assessment – Grade 2 – Good
<p>Learning, Teachers' Expectations, Teachers' expertise, planning and strategies, Equality and diversity, Teaching of RWCM – Reading, writing, communications & maths, Assessment, Marking, homework, reports to parents.</p>	<p>Evidence: The overall quality of teaching in the school is good with examples of outstanding teaching. Teaching over time across the school is now good overall across subjects. Currently July 2016 25% Outstanding, 65% Good, 8% RI, 1% Inadequate.</p> <p>We use a triangulation of lesson observation, work scrutiny, progress data and learning walks to arrive at these judgements. Marking and feedback is far more consistent and effective as seen in work scrutiny, METAL reports, lesson observations and teaching and learning reports (See SEF Folder Sec2 Teaching and Learning)</p> <p>Most students respond well to marking/feedback and believe it helps them make progress (See SEF Folder Sec2 Teaching and Learning) although we still need to gain full consistency across all subjects. Students are able to articulate how they have become better learners in most subjects.</p> <p>There are many examples of 'teaching to the top' to ensure challenge for the most able. There is more consistent marking and feedback across the school with a better balance between self, peer and teacher assessment. (See Marking and Feedback Folders all departments)</p> <p>Teachers plan the curriculum to build students' basic skills. As a result, progress is good in reading, writing, ICT and mathematics. These skills are used consistently across the curriculum so that students become secure in applying their skills in new situations. Research skills are developed particularly well through the use of homework. Lesson observations have shown that students concentrate well in lessons because they are interested in the work given to them. This is because teachers plan activities that build on students' interests and prior learning. Students enjoy lessons in maths and science because they are given plenty of opportunities to solve problems. English lessons successfully foster a love of reading, as demonstrated by 'everyone reading in class' (Tutor time) and the use of the school library.</p> <p>Teachers question well. They do not always pick on the same students or choose those with their hands up. Instead, they use their assessments of students to target questions to individuals, so that questioning is suitable for a students' ability. Questions are used well to test students' understanding and the results then used to modify lessons, in order to address students' misunderstandings and improve their learning. (See SEF Folder Sec2 Teaching and Learning and CPD)</p> <p>In most lessons, students are given plenty of opportunities to discuss their work and other topics. They are rightly proud of their achievements and of the school community.</p> <p>There is a bespoke, valued programme of CPD for all staff which runs throughout the year in response to monitoring and evaluation. CPD is a great strength of the school and was highlighted by our bronze award by the Teacher Development Trust and our LLP (Leadership and Learning Partner) (See SEF Folder Sec2 Teaching and Learning) as highly valued by staff and having impact.</p>



	<p>There is a range of support available to staff to encourage a love of learning and research based approach to developing pedagogy. The school is in a local teaching alliance (LEARN) and PiXL. The school has an excellent recruitment and retention record and good staff health and wellbeing as recorded in July 2016 in a staff audit. (See SEF Folder Sec1 Staff Survey 2016)</p> <p>The Marking (Feedback) Policy was reviewed a year ago following the DfE Publication around teacher workload. The last monitoring activities showed us that the new policy is followed properly by nearly all teaching staff and most of the TAs. We need to work to ensure 100% consistency over the next year and include this in induction for the new staff joining us. MER activities has shown that the new policy is working in that it requires students to respond and improve their work. Teachers are building in ‘fix it’ time in lessons for this to happen. (See SEF Folder Sec1/2 Teaching and Learning and M&E reports)</p> <p>The school has built a series of ‘I can...’ statements in each subject which is used to judge if students are making expected progress against their target. Hampshire is currently running a project to develop a model for assessment that is intrinsically linked to curriculum and teaching. We are part of the Art, Geography, History, science and English projects, with the intention that lessons learnt are shared with the wider school. (See SEF Folder Sec2 Assessment)</p> <p>Students with SEN are well supported both in and out of lessons. The good level of differentiation ensures that students recognised as having SEN have work that is well matched to their needs and make good progress. Students with a statement of SEN/EHCP are supported by high quality, well trained teaching assistants who provide exactly the right balance between support and letting the students do the work for themselves. The progress of such students is outstanding as a result. (See SEF Folder Sec4 and data dashboard and Raiseonline)</p> <p>Each term parents are sent a set of summary grades for each subjects. Each year, parents receive a written report on how well their child is progressing and what they need to do to improve in each subject. We know that our links with parents and carers are effective because of feedback from surveys and parental turnout to to parents evening and school events. Parents satisfaction with homework has improved year on year since 2013 (See SEF Folder Sec2 for Parents attendance at Parents evenings 2014-2016 and Parent’s Survey)</p> <p>Teachers will challenge any derogatory terms and we have addressed the issues of homophobic language being used. We need to ensure that TAs and other adults also challenge any derogatory language</p> <p>Areas for Development - To continue to develop, please see full and summary SIP available here: link</p> <ul style="list-style-type: none"> ○ To further improve the quality of feedback ○ Focus our CPD on improving the quality of teaching and learning and outcomes for Disadvantaged, Boys (Middle prior attaining) and SENDK students (Attachment aware roll out) ○ Ensure that assessment in all lessons, and over time, is used systematically to shape the learning to ensure outstanding
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progress. Further develop questioning in lessons.

- Ensure all home learning is challenging and deepens students understanding of work to come
- Ensuring greater Middle leader proactivity in carrying out the calendared Monitoring and Evaluation events in a more focused way
- Reduce Middle leadership variation even further by ensuring they embrace the more challenging characteristics of leadership, which are to do with vision, strategy and a continual drive towards further improvement .
- We will continue our work on embedding the **literacy** initiative ‘iCommunicate’ ‘iWrite and ‘iRead’ into our daily practice.

Personal development, behaviour and welfare	Personal Development, Behaviour and Welfare – Grade 2 – Good
<p><i>Engagement in Learning, Citizenship and SMSC, Behaviour, Pupil' attitudes, Safety and mutual support (at school and alternative placements), Bullying Health and well-being Guidance.</i></p>	<p>Evidence: Students' behaviour is good in lessons. Students arrive at lessons ready to learn. They are keen to tackle difficult problems and work well both independently and in groups. Low-level disruption is very rare and is always associated with teaching that fails to engage students. Lesson observations show that behaviour management is good or better in 84% of lessons. (See SEF Folder Sec1 M&E)</p> <p>Survey of parents, staff and students about behaviour and safety are highly positive (See SEF Folder Sec1 Parent Survey). Parental questionnaires indicate that:</p> <p>92% of parents believe that their children enjoy coming to school 94% of parents believe that their child feels safe in school 97% of Year 7 parents feel that their child has settled well at Harrow Way 90% of parents believe that behaviour is good and allows their children to learn (Parent survey 2016)</p> <p>Fixed-term exclusions have reduced by 30% since 2012/13 (see Exclusion report) There have been no permanent exclusions for the past five years. Fixed term exclusions at Harrow Way are used as part of a host of interventions for students and used when a student has seriously breached the school code. Behaviour policies and procedures are applied consistently. The school has an Inclusion department and a Flexible Learning Centre (FLC). The FLC is a well-resourced dedicated school facility that seeks to offer support and care to vulnerable and disadvantaged students embracing the principles of Inclusion. (See SEF Folder Sec3 Exclusions)</p> <p>Behaviour outside lessons is good. Students are polite and friendly towards adults and get on well with each other.</p> <p>Bullying does sometimes occur, but is limited to name-calling. Incidents are usually related to girls falling out and using the internet to make comments about one another. We are quick to deal with this and parents are always involved in order to stress the importance of monitoring children's internet use.</p> <p>Our Anti Bullying Charter comes from the work of our whole school community including students, parents and staff. The Charter is printed in the Student Diary and students will be asked to sign this to demonstrate their respect for the values. There is also be a copy displayed in classrooms. Students now demonstrate a marked aversion to any kind of discrimination and are quick to challenge it, either themselves or by contacting a member of staff. Prefects have also been trained as part of their induction. Ensuring students at Harrow Way are fully aware of different forms of bullying, including cyber- bullying and prejudice-based bullying has been given high priority over the last 12 months. In a recent survey students and parents felt that where there were instances, these were quickly dealt with by staff. The overall majority of our students said they felt entirely safe at school. This was</p>



also evident in our parents survey. The ‘PSHE’ and ‘CPD’ (Careers and Personal Development) course provides an excellent basis for students to develop their understanding of e-safety. This is also provided for parents and carers, many of whom comment on how useful it is in helping to keep their children safe. **(See SEF Folder Sec3 Anti Bullying)**

Attendance has improved year on year since 2012 **(See SEF Folder Sec3 Attendance figures 2011-2016)** There is a comprehensive programme in place to improve attendance and this is run by our Attendance and Welfare Officer who is also an SLE (Specialist Leader in Education) who has developed highly effective approaches to improving attendance and PA. The overall attendance figure for 2015/16 was 95.4% which above the national average. Persistent absence (below 90% attendance when published) has reduced to 10.4% for 2015/16, is well below the national average of 12.4%. Particular areas of strength include:

- ✓ Persistent absence of students with SEN is particularly low in comparison to national averages
- ✓ The percentage of overall absence in relation to other schools with a similar FSM population is low.
- ✓ Attendance of students eligible for FSM is 92.2% compared with 91.1% nationally.

Our **Behaviour for Learning** system is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere. The rules have to be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system. **(See SEF Folder Sec3 Termly internal sanctions report)**

Senior staff set the tone for its implementation by ensuring that the small things (e.g. shirts tucked in, top buttons done up, adherence to school uniform rules) are consistently attended to. Consistency is the key and frequent checks are made on corridors and in lessons to ensure that all staff are rigorously enforcing these. This has become part of school life, so that more severe behaviour issues are treated as extremely serious and, as a result, are very rare indeed.

We ensure that students and staff are safe both on site and for the small numbers of students attending alternative provision. This is ensured by implementing the findings of risk assessment, planning for safety and though implementing our health and safety policies. Students, when asked, know and understand how to keep themselves safe in different situations, including on their way to and from school and online. **(See SEF Folder Sec3 Alternative Provision and the Andover Education Centre)**

The effective SMSC development of our students was recognised as a strength in our previous inspection. Students’ spiritual, moral, social and cultural development continues to be well supported by the school’s accreditation as a ‘UNICEF Rights Respecting School’. **(See SEF Folder Sec3 SMSC)**

Students value their school and progress well. Students are well prepared for the next stage of their education, training and employment. In February 2015, we were visited by a HMI for an Ofsted thematic survey on Enterprise, employability and



employer engagement. In his verbal feedback he indicated with regards, 'Preparation for future goals and post 16' – he indicated that if this was a full inspection, he would be putting us forward as an example of good practice. It was viewed as outstanding. Very rarely does he go into 11-16 secondary schools, where students were able to articulate so well what they can do/options available post 16. Students received very good impartial advice from their careers advisor. This will be included in the report when it is produced. We also have individual 1.1 IAG meetings with all Year 8/9 students prior to their curriculum choices (**See SEF Folder Sec3 Careers Education**)

Areas for Development - To continue to develop, please see full and summary SIP available here: link

- Reduce further the number of days lost through fixed term exclusions to a figure that matches or is less than the national average (Current figure (Feb 2017) is 50% lower than 2015/2016)
- Continue to develop students' conduct by promoting the highest standards of behaviour; to ensure incidences of low-level disruption are extremely rare.
- Ensure Behaviour management strategies are used skilfully and consistently by teachers and support staff 100% of the time.
- Ensure there is sustained improvement in students' behaviour, for individuals or groups with particular needs
- Ensure students have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites and Improve students approach to preventing all forms of bullying, including online bullying and prejudice-based bullying.
- Further Improve attendance to over 95.4%; showing students value their education and rarely miss a day at school. Ensure no groups of students are disadvantaged by low attendance.
- Build on the high quality, impartial careers guidance which helps students to make informed choices about which courses suit their academic needs and aspirations. Ensure that they are prepared for the next stage of their education, employment, self-employment or training.
- Further develop students' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British value



<p>Outcomes for students</p> <p>Students’ progress, Disadvantaged students’ achievement, Subject progress, Skills – reading, writing, communications and maths (RWCS) across the curriculum, Attainment, Attainment and closing gaps National benchmarks: Expected progress floor standards, Progression.</p>	<p style="text-align: center;">Outcomes for students – Grade 2 – Good</p> <p>Attainment</p> <p>Since our last inspection attainment shows an upward trend. Our 5ACEM improvement in attainment over the last 3 years places us in Top 50 most improved school in the England (February 2015). Although this dipped in 2015 it improved again 2016. High Prior Attaining (HPA) students at KS2 and Girls have achieved very well over the last few years. Mathematics, Science (Additional, Triple and Core), French, Spanish), Media Studies, Performing Arts (Drama, Dance and Music) Art, Graphics, Computer Science, ICT ECDL, Hair Level 2, Business Studies with A*-C figures in each of these subjects high compared with national figures.</p> <p>Our Attainment 8 figures in the 2016 dashboard indicate that attainment of almost all groups was similar to the national average, except for disadvantaged students, whose attainment was just below the national average. Nevertheless, the gap between their attainment and the national average is closing year on year. In 2016: (See SEF Folder Sec4 SISRA, Data Dashboard and Raise)</p> <ul style="list-style-type: none"> ● 2016 -63% Achieved an A*-C in English and Maths (2015 -52%) (2014 -65%) (2017 -72% Predictions 4+) ● Attainment 8 – 49.09 (NA- 49.3) (-3 AEC see context) ● 10.29 (NA - 10.41) Attainment 8 in English element -2017 Predictions (English Grade 4+ 84% Grade 7+ 15%+) ● 10.25 (NA- 9.71) Attainment 8 in Maths element 2017 Predictions (Maths Grade 4+ 80% Grade 7+ 22%+) <p>English Baccalaureate (EBacc) outcomes have increased and in 2016 this was 17%. Current predictions indicate this will go up to 28% in 2017.</p> <p>Sub Groups and Narrowing the Gap - For all students, including those for whom the Pupil Premium provides support and for those on the SEND register, progress is tracked robustly and intervention, supported where appropriate via Pupil Premium funding, is rigorous and effective. Results in 2016 closed the gaps between students with special educational needs (SEN with support) and/or disabilities. In 2016 disadvantaged students progress 8 score was -0.48 (with three students removed who were educated at the AEC since Year 8) Boys (especially middle attaining) still did not do as well as they should although better than they have before. In 2016 attainment was in line with national average. Boys’ achievement is a whole school focus and various interventions have been set up for boys. (See SEF Folder Sec4 SISRA, Data Dashboard and Raise)</p> <p>More Able - Our more able (high attaining at KS2) students have achieved well over the last few years. The % achieving the expected/exceeding the expected levels of progress in English and Maths has been above the national average. The % of high attaining students going on to achieve 5+A*-C in En/Ma is also above the National and LA average. The students’ progress is tracked at each progress review point and, where necessary, timely intervention and support is given to support these students in achieving their potential. (See SEF Folder Sec4 SISRA and Raise)</p> <p>Harrow Way achieves better than national average outcomes in the core subjects (despite a dip in English in 2015 and P8 in 2016)</p>
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with students who are in line/below with the national average on entry. (See SEF Folder Sec4 SISRA, Data Dashboard and Raise)

Subject Level Analysis at KS4 -Students achieve well in English (dip in 2015 rectified in 2016 with a 15% A*-C improvement) Mathematics, Science (Additional, Triple and Core), French, Spanish (dip in 2015), Media Studies, Performing Arts (Drama, Dance and Music) Art, Graphics, Computer Science, ICT ECDL, Hair Level 2, Business Studies with A*-C figures in each of these subjects high compared with national figures. In all other subjects, students achieve above or close to national figures with the exception of Catering (dip in 2015) and Resistant Materials (now Product design in 2017). Current predictions look far stronger in these areas in 2017. Physical Education improved its outcomes in 2016 and we are confident these will be in line with national average in 2017. Geography had a dip in performance in 2016 following its upward trend over the last 4 years. Outcomes will be in line or above national in 2017. Clear plans have been put in place (including new Leadership) to improve outcomes in History and RE in 2017. (See SEF Folder Sec4 SISRA, Current Progress and Predictions 2017)

In 4 out of the 5 English Baccalaureate subject area thresholds by pupil groups were in line or above the national average. (See SEF Folder Sec4 Data Dashboard and Raise)

Progress 8 (See overall effectiveness page 2) Our most recent cohort (Class of 2016) followed a 3 Year KS4 curriculum model not designed to yield P8 maximisation. The new accountability measures were introduced when they were half way into Year 9. From the 178 students only 115 had all 8 slots filled; 67 had at least one slot empty (mainly middle attaining students) The students with a full set of P8 slots achieved a P8 scores of +0.18. 7 of our students were dual rolled at the Andover Education Centre. Two of these had various chronic mental health (signed off on medical grounds) or family difficulties which took their toll and led them not sitting any GCSEs. Both these students reduced our overall P8 score by -0.06. If these two scores were '0' this would have led our overall P8 score being in line with national average.

We are aware of the P8 gap with our boys (Middle attaining), disadvantaged and SEND with no EHCP/Statement. The current Year 11 has a Curriculum where 165 out of the 178 have 8 P8 slots filled. The forecasts for this current academic year based on our latest predictions are: Progress 8 -0.03 with a lower confidence limit of -0.20 and an upper confidence limit of +0.13 and Attainment 8 score of 51.7. The performance of all groups will be in line/above the national average. With the changes to GCSE grading in En/Ma in 2017 estimated NA figures have been generated by FFT. With these in mind our Basics and Attainment 8 figures currently stand above the national average for Year 11. Using ofqual guidance.

Historically (despite a dip in English in 2015), the proportion of students making and exceeding expected progress in English and Maths has been at or just above national.

Value added - In 2014, 2015 and 2016 – KS4 value added was broadly average/ significantly above average in nearly all (4 out of 5) subject areas.

Current progress - Current tracking of progress shows that almost all groups are making good progress in most subjects. (See SEF Folder Sec4 Current Progress Year 7-11) Rapid Improvement plans have been put in place to support any departments who underperformed in 2016. The school tracks progress in Year 7 and Year 8 using the criteria, Above (+/=/-), Online (+/=/) and Below (=/=/-). This provides comparisons subject by subject against age related expectations. Ofqual have indicated that they will be using Statistical predictions in 2017 to ensure there is alignment between the new and current grading structures, such that: broadly the same proportion of students will achieve a **grade 4 and above as currently achieve a grade C** and above and broadly the same proportion of students will achieve a **grade 7 and above as currently achieve a grade A and above.**
(Harrow Way 2017 English Grade 4+ 84% Grade 7+ 15%+) (Harrow Way 2017 Maths Grade 4+ 80% Grade 7+ 22%+)

The school has built a series of ‘I can...’ statements in each subject which is used to judge if students are making expected progress against their target. Hampshire is currently running a project to develop a model for assessment that is intrinsically linked to curriculum and teaching. We are part of the Art, Geography, History, science and English projects, with the intention that lessons learnt are shared with the wider school. In Years 9-11 students’ progress is recorded and tracked using professional predictions. This is then compared to target grades (FFT Top 20)

This allows us to state with confidence that **progress during KS3/KS4 is GOOD** – overall and for key groups with rich moderated data to support this judgement. Challenging targets are set and there are robust and effective systems in place for assessment, tracking and timely intervention especially in the core where specialist teams of middle leaders focus on this critical area of the school. For last year’s cohort our students who are either in sustained education, employment or training destination is **94%**. (see HW destination date Sec 4)

Areas for Development - To continue to develop, please see full and summary SIP available here: [link](#)

- Ensure that across the English and Maths curriculum, current students continue to make and exceed expected progress – especially boys in English.
- Ensure that across the curriculum, current students make and exceed expected progress (Focus: Geography, History, Product Design and Catering)
- Ensure that the progress of all groups (including SEND students (K) and Disadvantaged), is at least in line with national averages. The gap between the progress of SEND students and Non-SEND students is closing
- Ensure Boys (especially Middle attaining) have progress figures is at least in line with the national average
- Ensure all teachers are striving for at least 3 levels of progress for every student that they teach to ensure a positive Progress 8 scores. High attaining students at KS2 – 4 levels)
- Secure the impact of Literacy interventions throughout the school; develop readers who read widely and to a high standard
- Continue to ensure students are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualification

