



Harrow Way
Community School
Specialist School in Maths & Computing



Self Evaluation Form

Executive Summary



Be Ready · Be Respectful · Be your Best



Executive Summary SEF– March 2017

(see detailed SEF for more information and evidence base)

<p>PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT</p>	<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 	
<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. ✓ The quality of marking and feedback has improved considerably since the last inspection. ✓ 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. ✓ Literacy, numeracy and problem solving plans are in place.
<p>LEADERSHIP & MANAGEMENT</p> <p><i>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.</i></p>	<p>Strengths</p> <ul style="list-style-type: none"> ✓ Since our last inspection data 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. ✓ Cohesive relationship between M&E, CPD, PM and SIP – all focusing on a few key issues – SEND/DAPs progress and Questioning and Feedback. ✓ Priorities for improvement are precise, shared and regularly monitored. ✓ Rigorous Monitoring & Evaluation e.g. MER Calendar & METAL process identifies clear strengths and weaknesses understood by all SLT and action is taken to impact on outcomes. ✓ All safeguarding procedures are in fully in place. The safeguarding 	<p>Areas for Development</p> <ul style="list-style-type: none"> ✓ Develop expectations and refine approaches/interventions for Boys (Middle Attaining) and Disadvantaged /SEND with support (K), students to raise attainment further. ✓ 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. ✓ Developing the role of the new Associate Senior Leader (SENCO) ✓ Ensure safeguarding continues to be highly effective. ✓ Further reduce in school variation and address any underperformance in departments in 2016 'No Gaps, No Dips, No Excuses' ✓ To adapt our inclusive, innovative and diverse curriculum, to further raise achievement and meet the needs of all learners. ✓ As a Level 2 Rights Respecting School further enhance our culture where learners understand rights, respect and responsibilities.

HARROW WAY COMMUNITY SCHOOL

	<p>team work closely together to support our most vulnerable students.</p> <ul style="list-style-type: none"> ✓ Clear and persistent focus on improving teaching and learning. ✓ 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. ✓ Expertise of senior and middle leaders has increased leadership capacity ✓ Outstanding IAG provisions to ensure all students have opportunities to follow curriculum appropriate to them. 	
<p>Teaching, learning and assessment</p> <p><i>Learning, Teachers' Expectations, Teachers' expertise, planning and strategies, Equality and diversity, Teaching of RWCM – Reading, writing, communications & maths, Assessment, Marking, homework, reports to parents.</i></p>	<p>Strengths</p> <ul style="list-style-type: none"> ✓ Increased consistency in marking and feedback over the past 3 years. ✓ Increased amount of outstanding teaching and good/better at 90%+ which has an impact on outcomes over past three years. ✓ Subject knowledge – e.g. Lead Practitioners/Master Teachers and specialist staff in front of almost all classes – recruitment of high quality staff. Teacher training – grow our own. ✓ 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 ✓ Excellent subject/syllabus knowledge and Year 11 students feel very well prepared for examinations. ✓ Students are able to articulate how they have become better learners in most subjects. ✓ All departments have developed a series of 'I can' statements in line with the school guidance for assessment without levels 	<p>Areas for Development</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 Middle attaining Disadvantaged, Boys and SEND with support (K) students (Attachment aware roll out) ✓ Ensure that assessment in all lessons, and over time, is used systematically to shape the learning to ensure outstanding progress. ✓ Ensure all home learning is challenging and deepens students understanding. ✓ We will continue our work on embedding literacy/numeracy across the curriculum to ensure it becomes everyday practice. 'iCommunicate' 'iWrite and 'iRead'
<p>Personal development, behaviour and welfare</p> <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>Strengths</p> <ul style="list-style-type: none"> ✓ Students' behaviour around school and within lessons is good. ✓ Fixed-term exclusions have reduced by 30% since 2012/13 (see Exclusion report) There have been no permanent exclusions for the past five years ✓ Attendance has improved year on year. In 2015/16 it was 95.4% which is just above the national average. Persistent absence (below 90% attendance when published) has reduced and at 10.4% and is well below the national average of 12.4%. ✓ We have a new Bullying Charter that is now in place. Incidents of bullying are extremely rare and always dealt with seriously. ✓ Students are polite and friendly towards adults and get on well with each other. ✓ Students' spiritual, moral, social and cultural development continues to be well supported by the school's accreditation as a 	<p>Areas for Development</p> <ul style="list-style-type: none"> ✓ Reduce further the number of days lost through fixed term exclusions to a figure that matches or is less than the national average (currently 50% less than 2015/16) ✓ Continue to tackle low-level disruption in lessons. Ensure staff have strategies to deal with this and follow the school's procedures (Behaviour for Learning Policy and Harrow Way Checklist) ✓ To develop the rewards system, further strengthening the strong school ethos ✓ Ensure students have an excellent understanding of how to stay safe online ✓ Develop further 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.

	<p>'UNICEF Rights Respecting School'</p> <ul style="list-style-type: none"> ✓ Preparation for future goals and post 16' (see Ofsted thematic report) 	<ul style="list-style-type: none"> ✓ Build on the high quality, impartial careers guidance
<p>Outcomes for students</p> <p><i>Pupils' progress, Disadvantaged pupils' 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.</i></p>	<p>Strengths</p> <ul style="list-style-type: none"> ✓ Attainment has improved over the last 3 years despite a DIP in performance in English in 2015 and some underperformance in 2016. Our Attainment 8 figures in the 2016 dashboard indicate that attainment of almost all groups was similar to the national average. ✓ 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 attaining students at KS2 and Girls have achieved very well over the last few years. ✓ 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. ✓ English Baccalaureate (EBacc) outcomes have increased and in 2016 this was 17%. Current predictions indicate this will go up to 28% in 2017. ✓ In line/above average attainment in the core subjects (despite a dip in English in 2015) ✓ The proportion of students making and exceeding expected progress in English (-2015) and Maths has been at or just above national. ✓ In 2014, 2015 and 2016 – KS4 value added & English Baccalaureate subject area thresholds were 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. <p>Year 11 Latest Predictions</p> <ul style="list-style-type: none"> ✓ (English Grade 4+ 84% Grade 5+ 57% Grade 7+ 15%+) ✓ (Maths Grade 4+ 80% Grade 5+ 61% Grade 7+ 22%+) ✓ (2017 –Basics 72% 4+ 52% 5+) ✓ Very few NEETs and strong destination data (above or in line with NA) 	<p>Areas for Development</p> <ul style="list-style-type: none"> ✓ Ensure that across the English and Maths curriculum, current students continue to make and exceed expected progress. Students generally achieve well in English (A*-C dip in 2015 rectified in 2016 with a 13% improvement) however there is still room for improvement to match Mathematics outcomes. ✓ Ensure that across the curriculum, current students make and exceed expected progress (Focus 2017: RS (currently 90% A*-C 35% A*-A) English Literature, Resistant Materials – (currently 80% A*-C and Catering currently 64%)) ✓ Ensure Boys (especially Middle attaining) have progress figures is at least in line with the national average ✓ 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 all teachers (legacy GCSEs) are striving for at least 3 levels of progress for every student that they teach to ensure a positive Progress 8 scores. ✓ 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 qualifications.
<p>OVERALL EFFECTIVENESS</p>	<p>2</p>	
<p>CONTEXT</p>		