



Harrow Way
Community School

Specialist School in Maths & Computing

Harrow Way Self Evaluation (Summary)

2017-2018



Learning for life, success for all.



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Introduction

Harrow Way Community School is a very popular oversubscribed secondary school, with more parental preferences (Year 7 admissions) than any other Test Valley School. We are now oversubscribed in most year groups and had 246 1st Choice applications for September 2018. (180 PAN)

The large majority of students are White British, with very small numbers of European, African, Asian and mixed heritage students. For many years the school (on entry) had approximately 10% fewer higher ability students when compared to the national profile. Historically in Andover, only 65% of students achieving a level 5 in KS2 have gone to an Andover secondary school/35% have traditionally have gone to the independent sector, Winchester/Test Valley secondary schools or the Grammar schools in Wiltshire). The school also for many years (on entry) had a high proportion of lower attaining students when compared to schools nationally. Our current Year 7, 8, 9 and 10 and 11 (Including the class of 2017) now have a similar profile on entry to schools nationally in most ability bands.

Harrow Way Community School is the first school in Andover to be designated a Lead School by CAS (Computing at School), and the only school in Hampshire to be awarded the much coveted Geographical Association Centre of Excellence status

and hold the Secondary Geography Quality Mark (SGQM). The school is a Level 2 'UNICEF Rights Respecting School' holds the Teacher Development Trust Network (TDTN), prestigious Bronze Award and was recently awarded the 'Music Mark'. The school is a strategic partner within the LEARN and Anton Teaching School Alliance.

Almost 35% of students come from large principally local authority/GLC built estates; 30% live in the town's most deprived ward, where adult literacy is in the bottom 6% nationally. 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. 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. Using the Hampshire IDACI Deprivation Indicator, we are ranked 20 out of the 71 Secondary Schools in the LA (1 Most deprived/71 least deprived).

We are very proud of our achievements.

We believe Harrow Way is a good school.

- Levels of **achievement** have increased 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** - A rigorous monitoring and evaluation programme ensures that teaching results in all students making good progress. On the rare occasion where under-performance exists, a support package is put in place to rapidly address concerns (currently only one member of staff)
- Good **attendance**. Our pupils enjoy studying here, and that is why our attendance figures are better than national average using **PA** for all schools for each of the last three years.
- Improvements in **behaviour for learning** since 2013. This is evidenced in significantly falling rates of exclusion, that have been sustained over time.

- We have established a culture of **professional learning** for our colleagues. Creating a rich and varied programme we are creating a school in which our focus on pedagogy is sharpened and refined.

- **Leadership and management** across the school is good.

- **Students' spiritual, moral, social and cultural** development is well developed and helps to ensure that there is a positive culture for learning. Students whose circumstances might make them vulnerable are very well supported to achieve their best.

Despite these many areas of strength, we recognise that there are areas in which we would want to get better still. These come from our regular self-evaluation and our high standards, as well as consultations with students, parents and staff. These areas are included in our annual School Improvement Plan, and where they have arisen within the school year are in our Self Evaluation.

Executive Summary SEF– February 2018

(see detailed SEF for more information and evidence base)

PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT

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. The highest quality teaching, never less than typically good and with frequently outstanding underpinned by high quality and targeted professional development.
3. 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'.
4. 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.

KEY ISSUES IN THE PREVIOUS INSPECTION

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.

Progress since April 2017

English (2017 Outcomes)

- Grade 5 + in 2017 **HW - 64%** NA - 60%
- Grade 4+ in 2017 **HW 78%** NA - 75%
- Attainment 8 English 2017 **HW- 9.9** NA- 9.9
- **Progress 8** English -0.17 **Average**

Disadvantaged students (43) and Boys (86)

- Disadvantaged Progress 8 **2017 -0.60**
2016 -0.76
- Disadvantaged Attainment 8 2017 -
38.5 2016 34.5
- Boys Progress 8 2017 -0.25 2016 - -0.51
- Boys Attainment 8 - **2017 -46.9**
- **Boys Grade 5+ in En/Ma - 50%**
- **Boys Grade 4+ in En/Ma - 70%**

Attendance

Autumn term 2016 and spring term 2017 (ASP)

- Disadvantaged (**HW Attendance 91.6%**
and PA 21.9%) (**NA Attendance 92.5%**
and PA 22.4%)
- SEND Students (**HW Attendance**
91.8% and PA 26.6%) (**NA Attendance**
92.5% and PA 21.7%)

LEARN

INSPIRE

SUCCEED

LEADERSHIP & MANAGEMENT

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.

Strengths

- Since our last inspection data shows an **upward trend**.
- The cohesive relationship between **M&E, CPD, PM and SIP** – all focusing on a few key issues – **Middle Attaining/Disadvantaged/SEND** with Support students 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 fully in place. The safeguarding team work closely together to support our most vulnerable students.
- Clear and persistent **focus** on improving **teaching and learning**.



- The culture established is 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.



Areas for Development

- Develop expectations and refine approaches/interventions for **(Middle Attaining, Middle Attaining Disadvantaged and 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.
- **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.
- Ensure **safeguarding** continues to be highly effective.
- **Further reduce in school variation** and address any **underperformance in departments in 2017 '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.

TEACHING, LEARNING AND ASSESSMENT

Learning, Teachers' Expectations, Teachers' expertise, planning and strategies, Equality and diversity, Teaching of RWCM – Reading, writing, communications & maths, Assessment, Marking, homework, reports to parents.

Strengths

- Increased **consistency in marking, questioning and feedback** over the past three years.
- A rigorous monitoring and evaluation programme ensures that teaching results in all students making good progress. On the rare occasion where under-performance exists, a support package is put in place to rapidly address concerns (currently only one member of staff).
- **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 can articulate how they have **become better learners** in most subjects.
- All departments have developed a **Mastery approach in Year 7, and we have introduced classroom voices in Year 7.**

Areas for Development

- To further improve the quality of planning, **feedback and questioning** (Department Planning sessions Calendared).
- Ensure that teachers **consistently use assessment information to plan learning that provides** high levels of challenge for all students.
- Focus our **CPD on improving the quality of teaching and learning**, and outcomes for **Middle Attaining students esp Boys, Disadvantaged 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 (Oracy)/numeracy across the curriculum** to ensure it becomes everyday practice.
- Continue the significant task of planning for new specifications across GCSE including developing **memory, revision techniques and extended written answers.**
- **Deliver Teaching for Recall strategy:** Specify knowledge requirements; establish daily, weekly, monthly review. Teachers will plan for this through low-stakes testing to recap current and prior learning and through planning learning activities.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Engagement in Learning, Citizenship and SMSC, Behaviour, Pupil' attitudes, Safety and mutual support (at school and alternative placements), Bullying Health and well-being Guidance.

Strengths

- **Students' behaviour** around the 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 eight years.**
- **Attendance has improved year on year.** In 2016/17 it was in line with the national average. **Persistent absence (PA) in 2016/17** was 12.4% and is below the national average of 12.8%.
- 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 'UNICEF Rights Respecting School'.
- **Preparation for future goals and post 16'.**



Areas for Development

- **Reduce further the number of days lost through fixed-term exclusions** to a figure that matches or is less than the national average.
- 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 and Classroom Voices**).
- 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% and reduce PA (Persistent absence)**; 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.**





OUTCOMES FOR STUDENTS

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.

Strengths

- **Attainment has improved** over the last two years. **Our Progress 8 / Attainment 8 figures in the 2017 IDSR/ ASP** indicate that attainment of almost all groups **was similar to the national average**.
- **In 2017 the English, Maths and Open elements of Progress 8 were either in line or above the NA.**
- In 2015 we were one of **Top 50 most improved school in England**.
- **Low attaining/High attaining students** at KS2 esp **Girls** have achieved very well over the last few years.
- In 2017 students achieved well in **English, Mathematics, Science (Additional, Triple and Core), Performing Arts (Drama, Dance) Art GCSE/VCert, D&T Graphics, Catering and Resistant Materials, NCFE Business Studies, ICT ECDL, Hair Level 2. A*-C/Value added FFT** figures in each of these subjects was high compared with national figures.
- **English Baccalaureate (EBacc) outcomes were 15% in 2017.** Current predictions indicate this will go up to **24% in 2018.**
- **In 2016 and 2017 – Value added & subject area thresholds in the (EBacc) Science/Humanities/MFL** were broadly average/ above average in most areas.
- **Current progress** - Current tracking of progress shows that almost all groups are making good progress in most subjects.
- **Very few NEETs and strong destination data** (above or in line with NA).



Areas for Development

- Ensure that across the **English and Maths** curriculum, current students continue to make and exceed expected progress – especially **Middle attaining students/ Disadvantaged/SEND with support students**.
- Improve the **EBacc element of Progress 8** especially for **Middle Attaining students**.
- 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 at least in line with the national average.
- Ensure that across the curriculum, current students make and exceed expected progress (**Focus 2018: French, Spanish, Geography, RS, Health and Social Care**).
- 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.

OVERALL EFFECTIVENESS

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