



**Harrow Way**  
Community School

Specialist School in Maths & Computing



# Harrow Way Self Evaluation (Detailed)

2017-2018



Learning for life, success for all.

Harrow Way Community School, Harrow Way, Andover, Hampshire SP10 3RH



## Self Evaluation 2017/18

### SCHOOL CONTEXT

**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 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 falling rates of exclusion, which 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.

## PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT

### 3 Year Strategic Plan 2017-2020

We believe:

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.

### Overall Effectiveness

**We believe Harrow Way is a good school.**

Since our last inspection data shows an **upward trend**. Our **Progress 8 in 2017** was in Line with the NA Average -0.12 **Attainment 8** was 46.7 (NA 44.20). The **% of pupils achieving a strong pass (Grade 5+)** in English and Mathematics was 45% (NA- 39%) The **% of pupils achieving a standard pass (Grade 4+)** in English and Mathematics was 65% (NA 63%).

Our 5ACEM improvement in attainment **Top 50 most improved school in the England** (February 2015). 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 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 school's needs and areas of focus are appropriately prioritised. It's strong approach to self-evaluation and evidenced commitments to improve was also mentioned.

## KEY ISSUES IN 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 August 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 -0.76
- Boys Progress 8 2017 -0.25 2016 - -0.51
- Boys Attainment 8 - 2017 -46.7
- 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%**)





## 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.

### LEADERSHIP AND MANAGEMENT – GRADE 2 – GOOD

#### Evidence:

Through strong leadership at all levels, the school promotes high expectations for all pupils, and as a result, outcomes for pupils at GCSE is now good. Pupils make good progress from their starting points. Over the past three years the outcomes of our pupils, in the vast majority of measures, are in or above the national average. Since our last inspection data shows an **upward trend**. **English, Science (Additional, Triple and Core), D&T graphics, Catering and Resistant Materials, Performing Arts (Drama, Dance and Music) Art, Computer Science, ICT ECDL, Hair Level 2, Business Studies** with A\*-C figures/Progress Measures in each of these subjects high compared with national figures. Improvement in disadvantaged pupils' progress has occurred over each of the last two years and is predicted to continue in 2018.

The SLT and GB have focussed on improving outcomes, especially for disadvantaged students, and in the core subjects since the previous inspection.

Self-evaluation has become even more rigorous since the previous inspection. Headteacher – **Trained Ofsted**

**Inspector.** 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.

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.

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 areas. All provide at least good leadership with some outstanding examples.

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)**

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 – [See minutes from Full Governing Body and committees; lead governor reports; SIP, and high-quality policies.] Governors have a sound knowledge of data used in IDSR/ASP. They are aware of how 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 regarding their progression through the pay scales.

The school has a very strong local governing body that offers the school support, while robustly holding senior and middle leaders to account. Together with leaders at all levels, the governing body has established an ethos that encourages pupils and staff to aspire for ambitious outcomes and to achieve excellent outcomes. Governors understand the school's priorities for improvement.

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 exist throughout the school, there is a direct correlation between salary progression and teacher effectiveness. **(See SEF Folder Sec1 – anonymised Performance Management and Pay decisions)**

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 2017/2018. Fixed-term exclusions have reduced by 30% since 2012/13. Permanent exclusions remain at 0% for the last eight years. Attendance has improved considerably over a 5-year period. Attendance in 2016/17 was 94.7%, and PA was 12.4% (NA 12.8%) **(See SEF Folder Sec3 –Attendance and Exclusions)**

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 HT and DHT have recently monitored the promotion of British values alongside three members of the GB.

Staff development is of very high quality, and staff feel very involved in their professional development. As well as traditional INSET Days, the school delivers a programme of 'Twilight Sessions' and 'Department Planning Sessions'. The focus on all development work is that it enhances learning and improves outcomes. The impact of this is that we have a reflective group of staff who are eager to improve continuously.



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)**

Safeguarding has remained a high priority. It has been successfully coordinated 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 effective. Changes made within our Inclusion department has resulted in the school is far more proactive 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 in the Prevent training last year. This is now included in induction to ensure new staff are updated even if they were trained in 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 the 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 '99% of parents agreed 'The school is well led and managed'. 96% of parents agreed that 'My child feels safe at school' and 94% of parents believe that 'This school makes sure pupils are well behaved'. 99% of parents agreed that 'My child feels safe at school'. **[Ofsted Parent View Survey, April 2017.]**

## Areas for Development

- Refine expectations and refine approaches/interventions for students **'Progress'** with **(Middle prior attaining – esp Boys) and Disadvantaged** students to raise attainment, **'Progress'** for **SEN support middle prior attainers. SIP Priority 4.**
- **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 **SIP Priority 1.**
- 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. **SIP Priority 1.**
- **Ensure safeguarding continues to be highly effective.** Leaders and managers have created a culture of vigilance where students' welfare is actively promoted. **SIP Priority 1.**
- **Further, reduce in school variation** and address any underperformance in 2018 'No GAPs, No Dips, No Excuses' **SDIP Priority 4.**
- To further adapt our **inclusive, innovative and diverse curriculum**, to also raise achievement and meet the needs of all learners within the new assessment framework. **SIP Priority 1.**
- Further develop middle/senior leader accountability for progress, consistently high achievement and quality of teaching. **SIP Priority 2.**
- 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 **SIP Priority 3.**



## 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.

### TEACHING, LEARNING AND ASSESSMENT – GRADE 2 – GOOD

#### 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. All subjects are taught by specialists, who have secure understanding and knowledge of the areas they teach.

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)**

Most students respond well to marking/feedback and believe it helps them make progress. **(See SEF Folder Sec2 Teaching and Learning)** There is more consistent marking and feedback (some Outstanding examples) across the school with a better balance between self, peer and teacher assessment, although we still need to gain full consistency across all subjects. **(See Marking and Feedback Folders all departments)**

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.

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, to address students' misunderstandings and improve their learning. **(See SEF Folder Sec2 Teaching and Learning and CPD)** In most lessons, students are given plenty of opportunities to discuss their work and other topics. They are rightly proud of their achievements and the school community.

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 the impact. 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 a PiXL member. The school has an excellent recruitment and retention record and good staff health and wellbeing as recorded in July 2017 in a staff audit. **(See SEF Folder Sec1 Staff Survey 2017)**

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. Monitoring and Evaluation activities have 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)**

Hampshire last year ran a project to develop a model for assessment that is intrinsically linked to curriculum and teaching. We were 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)**

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. Further work still needs to be done with our middle attaining

SEND with support students. 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 ASP and IDSR)**

Each term parents are sent a set of summary grades for each subject. 98% of parents responded that they 'child is well taught at the school'. [Parent View, April 2017.] 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 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 2014-2017 and Parent's Survey)**.

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.

## 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.

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE – GRADE 2 – GOOD

### 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)**

Survey of parents, staff and students about behaviour and safety are highly positive **(See SEF Folder Sec1 Parent)**. Parental questionnaires indicate that:

- 97% of parents believe that their children enjoy coming to school.
- 99% of parents believe that their child feels safe in school.
- 97% of parents believe that their child is taught well at this school.
- 96% of parents believe that behaviour is good and allows their children to learn.

**(Ofsted Parent View survey 2017)**

**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)**

**Behaviour** outside lessons is good. Students are polite and friendly towards adults and get on well with each other.

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 to stress the importance of monitoring children's internet use.



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 show a marked aversion to any 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 cyberbullying 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 also evident in our parent's 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 2011-2017)** 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. 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%. A crucial development is that the **'Attendance continues to improve for disadvantaged pupils and those who have special educational needs and disabilities.'**

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 others. When children thrive at school and 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 entirely 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 assured by implementing the findings of risk assessment, planning for safety and through 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 an 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 were 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 before their curriculum choices. **(See SEF Folder Sec3 Careers Education)**



## OUTCOMES FOR STUDENTS

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.

### OUTCOMES FOR STUDENTS – GRADE 2 – GOOD

#### Attainment

Since our last inspection attainment shows an upward trend. 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.

Our 5ACEM improvement in attainment over the last three years places us in Top 50 most improved school in the England. (February 2015) 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, with A\*-C figures in each of these subjects high compared with national figures.

Our Attainment 8 figures in the 2017 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 2017: **(See SEF Folder Sec4 SISRA, 4 Matrix ,ASP and IDSR)**

- **2017 - 65%** Achieved an A\*-C Grade 4+ (NA 63%) and **45%** achieved a grade 5+ (NA 39%) in English and Maths.
- **Attainment 8 – 46.70** (NA- 44.20).
- **9.90 (NA – 9.84)** Attainment 8 in English element.
- **8.92 (NA- 8.93)** Attainment 8 in Math's element.

**English Baccalaureate** (EBacc) outcomes have increased and in 2017 this was 15%. Current predictions indicate this will go up to 22% in 2018.

**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 2017 closed the gaps between students with special educational needs (SEN with support) and/ or disabilities. In 2017 disadvantaged students progress

#### 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 develop students' conduct by promoting the highest standards of behaviour; to ensure incidences of low level disruption are extremely rare. 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).
- Ensure Behaviour management strategies are used skillfully 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 values.

8 score was -0.60 (with 1 Outlier student removed this was (-0.45) Boys have performed well in 2017 compared to previous years. We are very aware middle attaining students still did not do as well as they should although better than they have before. **(See SEF Folder Sec4 SISRA,ASP IDSR)**

**More Able** - Our more able (high attaining at KS2) students have achieved well over the last few years. For this group of students the Attainment 8/Progress 8 and English and Maths elements of P8/A8 are generally in line above the national 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, 4 Matrix and ASP)**

Harrow Way achieves better than national average outcomes in the core subjects (despite a dip in English in 2015 and P8 in 2016) 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** - 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, 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 Spanish, French and PE. Current predictions look far stronger in these areas in 2017. **(See SEF Folder Sec4 SISRA 4 Matrix, Current Progress and Predictions 2018)**

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** - Outliers - 7 of our students were dual rolled at the Andover Education Centre. Two of these had 0% attendance and led them not sitting any GCSEs. With these two students removed are P8 would have been -0.04. Using FFT CVA +0.13.

**Value added - In 2016 and 2017 – Value added & subject area thresholds in the (EBacc) Science/Humanities/MFL) were broadly average/ above average in most area.**

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 2017. The school tracks progress in Year 7 using the Mastery criteria. Hampshire last year ran 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 Year 8 using the criteria, Above (+/=/-), Online (+/=/) and Below (=/=/-). This provides comparisons subject by subject to age-related expectations. Predictions for the current Year 9-11 are positive using A8/P8 measures. 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 continued education, employment or training destination is 94%. **(see HW destination date Sec 4)**

## 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 NonSEND 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

### GRADE 2

LEARN

INSPIRE

SUCCEED



# Harrow Way Community School

Specialist School in Maths & Computing

Harrow Way Community School  
Harrow Way  
Andover  
Hampshire  
SP10 3RH

Telephone: 01264 364533  
[www.harrowway.hants.sch.uk](http://www.harrowway.hants.sch.uk)



Learning for life, success for all.