



Harrow Way
Community School
Specialist School in Maths & Computing



Harrow Way Executive Summary SEF (Self Evaluation) 2019



EVALUATION

Outstanding

Very Good

Satisfactory

Marginal

Unsatisfactory

Learning for life, success for all.

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



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Specialist School in Maths & Computing

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 all year groups and had 246 1st Choice applications for September 2019. (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. 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, 10 and 11 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 Silver Award and was recently awarded the **'Music Mark'**. Harrow Way is **First School in Hampshire to receive the BIG Anti-Bullying Award**. The school is a strategic partner and leads the **Andover Hub within the LEARN 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 now in line with 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). The IDSR has Harrow Way in the Middle Quintile for **Deprivation**.

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 2019

(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 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.

2018 Progress 8

- Whole School +0.05
- English Element +0.07
- Maths Element +0.04
- EBacc Element +0.04
- Open Element +0.08

2018 Attainment 8

- Whole School 46.52
- English Element HW 9.99 NA 9.88
- Maths Element HW 9.00 NA 9.01
- EBacc Element HW 13.26 NA 13.37
- Open Element HW 14.33 NA 14.09

Disadvantaged Students P8 HW 2018 -0.19

Disadvantaged student NA -0.44 Disadvantaged and +0.13 Non Disadvantaged students

Progress since April 2017

English (2018 Outcomes)

- Grade 5+ in 2018 **HW (Lang) 47.3% (Lit) 60%**
- Grade 4+ in 2018 **HW (Lang) 67.5% (Lit) 81%**
- Attainment 8 English 2018 **HW- 10.0 NA- 9.9**
- Progress 8 English 2018 **+0.07 NA -0.04**

Second Year of Significant Improvements

Disadvantaged students (44) and Boys (76)

- Disadvantaged Progress 8
2018 -0.19 2017 -0.60 2016 -0.76
- Disadvantaged Attainment 8
2018 39.9 2017 - 38.5 2016 34.5
- Boys Progress 8
2018 -0.31 2017 -0.25 2016 -0.51
- Boys Attainment 8
2018 -42.7 NA 43.6
- Boys Grade 5+ in En/Ma - 34%
- Boys Grade 4+ in En/Ma - 51%

Attendance

Autumn term 2017 and spring term 2018 (ASP)

- Disadvantaged (**HW Absence 5.6% and PA 26.4%**)
(NA Attendance 5.4% and PA 23.7%)
- SEND Students (**HW Absence 8.3% and PA 27.4%**)
(NA Attendance 7.8% and PA 22.5%)





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 SEF/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 (**Boys, Middle Attaining Disadvantaged** and **HPA students** to raise attainment further. **Dip in Basics 4+ in En/Ma in 2018. 18% students achieved a Grade 4 in English but not Maths.**
- 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 2018 '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 questioning, feedback and use of retrieval practice and spaced learning** 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
- **Subject knowledge** – e.g. Lead Practitioners 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 Silver award by the Teacher Development Trust and being asked to be the Andover hub for the LEARN teaching school alliance
- 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.
- A **Curriculum working group** has been set up to explore the three Is. Intent, Implementation and Impact. A new feedback and assessment policy in place.

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 **Boys, HPA students, 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 **homework** is challenging and deepens students understanding.
- We will continue our work on embedding **literacy/ 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.**
- **Further 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 and data for 2017/18 and Autumn 2018) There have been **no permanent exclusions for the past ten years**.
- **Attendance has improved year on year**. In 2018/19 attendance currently stands at 96.1% **Persistent absence (PA)** is 8% and is below the national average of 13.5%.
- 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 - Senior leaders driving this forward.**
- **Role of the tutor now involved in learning walks and an objective for performance management.**

AREAS FOR DEVELOPMENT

- **Continue to reduce the number of days lost through fixed-term exclusions** to a figure that is well below 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% (currently 96.1% Feb 2018) 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

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

- **Attainment 8/Progress 8 has improved** over the last three years. **Our Progress 8 (+0.05)/Attainment 8 (46.5) figures in the 2018 IDSR/ASP** indicate that attainment of almost all groups **was similar to the national average.**
- **In 2018 the English, Maths. EBacc 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/Middle attaining students** at KS2 esp **Girls** have achieved very well in 2018.
- In 2018 students achieved well in **English, Mathematics, Science (Combined), Performing Arts (Drama, Dance) Art GCSE/VCert, Photography, D&T Graphics, Catering and Product Design, NCFE Business Studies, ICT (CiDA, Computer Science.** Value added FFT figures in each of these subjects was high compared with national figures.
- **English Baccalaureate (EBacc) APS was 3.84 in 2018 NA 4.13. The % of students entering the EBacc was 24% compared to the NA of 35%.**
- **In 2016, 2017 and 2018 – 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 95%** (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 – **Dip in Basics 4+ in En/ Ma in 2018. 18% students achieved a Grade 4 in English but not Maths.**
- Ensure that the **progress of all groups especially Boys (and SEND students (K) and Disadvantaged middle attaining students),** is at least in line with national averages. The gap between the progress of SEND students and Non SEND students is closing.
- Improve the **MFL element of the EBacc**
- Ensure that across the curriculum, current students make and exceed expected progress (**Focus 2018: French, Spanish, Non GCSE PE, Health and Social Care and Media Studies**)
- 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



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