

COVID-19 Recovery Period

Self-evaluation Summary Sheet February 2021



Harrow Way
Community School
Learning for life, success for all

COVID context

- Using the Hampshire IDACI Deprivation Indicator, we are ranked 15 out of the 69 Secondary Schools in the LA (1 most deprived/69 least deprived). The IDSR has Harrow Way in the Middle Quintile for deprivation. This does not, however, paint a full picture of the deprivation some of our students suffer. Test Valley was in Tier 2.
- Since September 2020 we had one positive recorded case in Year 8. This led to 30 students self-isolating.
- A comprehensive risk assessment is in place that is reviewed every half term.
- Average attendance - September to December 94% compared to NA of 87%.
- Protocols for bubble closure, bubble reintegration and home learning are rigorous.
- We approached the school re-opening with great caution, reviewing all the scientific advice to ensure that we could be as safe as possible. This has gone extremely well, as our safety measures and risk assessments have been highly effective.

Progress since September reopening

Since starting the academic year the following approaches and strategies have been implemented:

- A new structure for the school day has been developed and implemented - this was developed in collaboration with all SLT, DfE guidance and best practice.
- Be your best learning walks to drive teaching and learning began in September.
- All Year 7 students have had lessons on Google Workspace to prepare them for any remote learning.
- Families have been offered IT and broadband solutions where they do not have access to technology.
- The school has gained an additional 100 ChromeBooks to support students.
- 'A Remote Learning Plan' was put in to place to support students who are at home ill, waiting for a test result or self-isolating as it is important that they do not fall behind in their studies.
- The school roll out (Year 1) of the Whole School 3 Year Strategic Plan.

Quality of Education – Judged to be: Good

STRENGTHS	DEVELOPMENT AREAS
<ul style="list-style-type: none"> • Remote Learning Policy and Plans (for self-isolation term time) developed during initial lockdown and developed further during lockdown 2 – Rigorous systems developed to monitor and support home learning. • Excellent parental feedback (see emails). • School-wide development of Google Classrooms/Meet/Pre Recorded Videos to deliver a blended learning approach for all students. • Hardware and internet access provided to those families without. • Year 11 Catch Up and Intervention Plan. 	<p>Continuous Development. Teachers have two choices: Action needed by all teachers.</p> <ul style="list-style-type: none"> • Live lessons using Google Meet. Pre-recorded lessons using Google Meet/ audio using PowerPoint/ Loom .
<ul style="list-style-type: none"> • Recovery Curriculum developed for initial school reopening focusing on student wellbeing. • In all subjects, teachers have checked what students remember. Teachers are supporting students both individually and as class groups to catch up with any learning that they have missed. Year 7 students are getting extra help with their reading. • Knowledge Organisers introduced across all year groups. 	<p>Further developed activities – Do NOWS emphasising the importance of knowledge retrieval practice.</p> <ul style="list-style-type: none"> • As we all know as soon as students are presented with new information, the fight against the forgetting curve starts. • Further use of CADT (Curriculum Area Development Time to explore this further).
<ul style="list-style-type: none"> • Curriculum alignment thinking. • The Harrow Way 'New' Professional Development Site was introduced. <p>Ofsted Comments Autumn term 2020</p> <p>“In all subjects, teachers have checked what pupils remember. Teachers are supporting pupils both individually and as class groups to catch up with any learning they have missed.”</p> <p>“Pupils are studying the range of subjects they normally would and the vast majority of Year 11 pupils are continuing to study all of their planned examination courses.”</p> <p>Pupils who are off school are supplied with remote education which mirrors what is being taught in school. Leaders have combined publicly available resources with material which the school’s teachers have produced. Plans are in place to deliver the full curriculum remotely if, in the future, the school is fully or partially closed because of COVID-19.”</p>	<p>Curriculum Thinking – SLT joined group 'We are in Beta' – Key aims.</p> <ul style="list-style-type: none"> • All departments have a well-sequenced curriculum that enables students to retain and retrieve the knowledge that they deem to be powerful. • All teachers aspire to be absolute experts in their subject – the school supports targeted and specific CPD to enable this to take place both within school and with outside networks and bodies.

Behaviour and Attitudes – Judged to be: Good

STRENGTHS	DEVELOPMENT AREAS
<ul style="list-style-type: none"> Close attention paid to vulnerable groups during lockdown to encourage school attendance (Inclusion department) - contact numbers and support given to vulnerable home learners. Vulnerable families contacted on a regular basis throughout the national lockdown period. Tutor phone calls every fortnight - issues logged on CPOMS. Behaviour support for home learning was offered through... (additional contact, respite school attendance, support through Inclusion department). In school - behaviour weekly trackers carefully analysed. 	<ul style="list-style-type: none"> Following the reopening period in September regular case reviews for each year group where individual students of concern were discussed and actions agreed.
<ul style="list-style-type: none"> Since reopening in September children have settled back well into school life. Attendance in the autumn term is 94%. National average 87%. We had one positive case in the autumn in Year 8 and 24 students were identified as a close contact. Only a small number of children were currently accessing home learning due to self-isolation. The vast majority of students feel safe and happy since their return. 	<ul style="list-style-type: none"> Further increase the school's very good levels of attendance, with a clear focus on improving the attendance of disadvantaged students and SEN. In particular, the number of disadvantaged students who fall within the category of being persistently absent.

Personal Development – Judged to be: Good

STRENGTHS	DEVELOPMENT AREAS
<ul style="list-style-type: none"> A focus has been placed on mental health and well-being with specifically designed programme implemented across school. Consider strengths in SMSC on reopening - in particular the strong pastoral support for those identified as being more vulnerable. Metacognition has been prioritised across all year groups with a focus on helping children to self-regulate their own learning during the pandemic. 	<ul style="list-style-type: none"> We want to further develop our personal development curriculum to provide high quality opportunities to build knowledge, skills and behaviours that will support students to flourish in society. Further embed the role of the tutor to support students in building confidence, resilience, keeping good mental health.

Leadership and Management – Judged to be: Good

STRENGTHS	DEVELOPMENT AREAS
<ul style="list-style-type: none"> The SLT and Governors remain unwavering and untiring in their drive for excellence. Positivity staff have shown towards their and student safety and its positive impact on morale. 	<ul style="list-style-type: none"> COVID-19: Return to School Action Plan is in place and all actions are followed through. Comprehensive COVID 19 catch up plan put into place. Key areas for development were outlined.
<ul style="list-style-type: none"> Excellent communication with parents and community throughout the lockdown and reopening period. Virtual parents evenings. Regular communication from the school praised (see emails). We continued to work closely with the governing body, ensuring that they are fully informed and can consistently hold school leaders rigorously to account. Governors meetings continued 'virtually' - Governor 'Virtual' visit in January 2021. (Meetings with staff, SLT and students). We have continued our leadership focus on developing subject knowledge and pedagogy through curriculum development. See CPD site. 	<ul style="list-style-type: none"> Maintain high staff morale and staff wellbeing, leading to strong retention at a time of multiple pressures including reduced funding, Curriculum reform and issues with teacher supply. Lateral Flow System introduced and Harrow Way to be part of the Saliva Testing programme at Southampton University.

Overall Effectiveness – Judged to be: Good

STRENGTHS	WHOLE SCHOOL PRIORITIES
<ul style="list-style-type: none"> Leaders at all levels are resolute in their determination to improve the school and have continued to drive teaching and learning through the pandemic. The leadership team make regular checks on teaching and behaviour. Through the pandemic we have worked with a range of partners and external agencies to sustain and improve provision and outcomes for our students and those across the system as a whole (for example, Greenshaw School Improvement Project, Oak National Academy, We are in Beta, 'Curriculum thinkers' network). 	<ul style="list-style-type: none"> School Improvement Plan Drivers for 2020-2021. Our journey from 'good' to 'great'. Their advice and guidance to staff will be developed further through a developmental coaching cycle and our research informed approach to improving pedagogy are leading to continuing improvements in teaching and learning.