



Harrow Way
Community School

Specialist School in Maths & Computing

The Harrow 'Way'

2020–2021

In very broad terms, high-performing schools are schools with the lowest levels of variation, i.e. the highest levels of consistently outstanding practice. In this booklet we have identified the key components that have been built over the last few years that make up **The Harrow 'Way'** or in other words **'the way we do things around here.'**

Reducing in school variation is not an end in itself and shouldn't result in inflexible uniform practice regardless of a school's culture, traditions, and existing improvement plans. Rather, it is intended to ensure that practices the school has identified as effective for improving learning and raising student achievement, are adopted as widely as possible across all subjects. In short, to help ensure that **highly effective practice becomes everyday practice for all.**

Harrow Way School Strategic Plan 2020–2023



Our Mission Statement

“Learning for life, success for all”

Our Vision

“At Harrow Way Community School, we have a simple ambition: to be the finest secondary school for miles around.”

By this we mean that all our students will receive a better education at Harrow Way than they would at any other local establishment. We want Harrow Way students to leave us with:

- Better qualifications than they would achieve in any other school
- The skills and attributes needed to live and work in tomorrow's global society
- The values and morals to be good citizens

Great schools never stand still

We believe that great schools never stand still and strive at all times to excel in every area of its performance, for the benefit of all our young people and other stakeholders. In our common pursuit for excellence for all, we believe that everyone in our community must be involved in our strategic planning. From robust and honest self-evaluation of where we believe we are at the end of academic year 2019/20, we have devised together the following key priorities below. These will govern our short and medium term planning and will underpin our three year strategic planning through to 2023. This will ensure we are a high performing, inclusive and oversubscribed school of choice for the local community.

We have also considered our Ofsted Priorities from our last inspection. This document is intended to set the overall direction for the school for the next three years. At Harrow Way we believe an excellent school is built upon seven pillars. Effective leadership and implementation of each of these pillars can lead to an excellent school where everyone is successful (Learning for life, Success for all), they are:

1. Clarity of purpose
2. Student behaviour
3. Teaching and learning
4. We can all get better
5. Curriculum
6. Data analysis and self-evaluation
7. Leadership at all levels

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The Seven Pillars of Excellence at Harrow Way

School Priorities 2020–2021

The Seven Pillars of Excellence at Harrow Way

Neglecting one of the pillars will have a negative impact on the school and our students.



Clarity of purpose	Student Behaviour	Teaching and learning	We can all get better	Curriculum	Data analysis and self evaluation	Leadership at all levels	Success for all
Clarity of purpose	Student Behaviour	Teaching and learning	We can all get better	Curriculum	Data analysis and self evaluation	Leadership at all levels	Poor culture and climate
Clarity of purpose	Student Behaviour	Teaching and learning	We can all get better	Curriculum	Data analysis and self evaluation	Leadership at all levels	Chaotic environment
Clarity of purpose	Student Behaviour	Teaching and learning	We can all get better	Curriculum	Data analysis and self evaluation	Leadership at all levels	Compliance, but reduced learning
Clarity of purpose	Student Behaviour	Teaching and learning	We can all get better	Curriculum	Data analysis and self evaluation	Leadership at all levels	Inertia and stagnation
Clarity of purpose	Student Behaviour	Teaching and learning	We can all get better	Curriculum	Data analysis and self evaluation	Leadership at all levels	Shallow learning
Clarity of purpose	Student Behaviour	Teaching and learning	We can all get better	Curriculum	Data analysis and self evaluation	Leadership at all levels	Lack of direction
Clarity of purpose	Student Behaviour	Teaching and learning	We can all get better	Curriculum	Data analysis and self evaluation	Leadership at all levels	Low expectations

From 'Good to Great' 2020–2021

Year 1 of the Harrow Way Strategic Plan (2020-2023)

Quality of Education – Intent, Impact and Implementation

Intent – The school's curriculum is inspirational, ambitious for all and very much based on the notion that knowledge is powerful.

"The curriculum is the progression model."

"Progress means knowing more and remembering more." Christine Counsell

- All departments have plans in place to close the learning/knowledge gaps following COVID-19 school closure.
- 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.

Implementation – Students have a consistently high-quality learning experience in every subject area.

"All teachers need to improve their practice – not because they are not good enough, but because they can get even better." Dylan Wiliam

- The Harrow 'Way' is embedded so that no time is wasted and teachers can employ strategies that have a real impact on learning.
- Students and teachers understand how memory works and spaced retrieval practice is a feature of every lesson.
- Further improve literacy in all subject areas using the seven recommendations from the EEF related to reading, writing, talking, vocabulary development, supporting struggling students and disciplinary literacy.
- The school will become more research infused so that decisions about teaching and learning are evidence based and have a real impact on progress.
- Assessment is an ongoing process with its purpose very much rooted in finding out what students know and can do and what they need to be able to make further progress.

Impact – Assessment (both formative and summative) enables students to achieve to the best of their ability:

"The achievement gap is a knowledge and vocabulary gap." Why Knowledge Matters E.D Hirsh

- Departments work collaboratively to review and adapt assessment across year groups in line with their intent.
- Ensure across all subject areas that current students make and exceed expected progress.
- Raise the proportion of students securing the Basics 9–4 and 9–5 in English and Maths to narrow the gap between school and national results.
- Ensure that boys make the similar/above average progress compared to boys nationally.
- Robust assessment of lost learning for all students, with catch-up, intervention and targeted support put in place for disadvantaged students.
- Destination data to be in line/above the national average (impact of careers and guidance).

Strategic Priority 2 – Behaviour and Attitudes

Eliminate low-level disruption from our classrooms:

Students – Be Ready: Be Respectful: Be your Best: At all times

Staff – Be Calm, Clear, Confident and Consistent: At all times

- Further increase the school's very good levels of attendance, with a clear focus on improving the attendance of disadvantaged students and SEN.
- Continue to build on our high expectations for no low-level disruption in lessons. All staff have embedded the strategies to deal with this and follow the school's procedures with a fair implementation that also considers the needs of an individual (The Harrow 'Way' guidance).
- Continue to improve provision of outside areas to support a positive, calm and orderly experience during free time. Free time should reflect the culture of respect with self-control and courtesy being shown to all.
- Develop the peer mentor programme to further support our approach to preventing all forms of bullying, including online bullying and prejudice-based bullying. Ensure students have an excellent understanding of how to stay safe online and how to access support for bullying in school.

Strategic Priority 3 – Personal Development

We will continue to develop pupils' character, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others:

"The only person you are destined to become is the person you decide to be." Ralph Waldo Emerson

- Further embed the role of the tutor to support students in building confidence, resilience, keeping good mental health, recognising how to keep themselves safe and healthy and develop their positive personal traits.
- Further raise the profile of careers education across the school to ensure it supports students to engage with future careers and job opportunities.
- 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 develop our enrichment programme.

Strategic Priority 4 – Leadership and Management

All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement:

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has." Margaret Mead

- COVID-19: Return to School Action Plan is in place and all actions are followed through.
- Self-evaluation continues to be rigorous and captures a realistic picture of the school's performance.
- 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.
- Harrow Way staff continue to value their continuing professional development. It is having a positive impact on their teaching and the progress learners make.
- Continue to promote equality of opportunity and diversity, resulting in a positive learning environment.
- Safeguarding continues to be highly effective.
- Continue to work closely with the governing body, ensuring that they are fully informed and can consistently hold school leaders rigorously to account so that the effective deployment of staff and resources, including SEN and Disadvantaged funding, secures excellent outcomes for students.

‘Behaviour for Learning’ at Harrow Way

Consequences of Poor Behaviour



Warning 1

- Disturbing learning
- Not doing as asked when asked
- Inappropriate language
- Being impolite

Verbal warning

Warning 2

- Repeat of any C1 offence

Teacher Sanctions

- Persistent C1 and C2 behaviour
- Lateness to lessons
- Refusal to follow instructions
- Disruption of learning
- Ongoing lack of equipment
- Rudeness
- Offensive language
- Two homework deadlines missed
- ECO (Emergency Call Out) called if on PLD

Detention

Phone call home

Note in planner

Negative SIMS recorded

If unable to resolve an incident
refer to Curriculum Leader

Curriculum Leader

- Persistent disruption of learning
- Repeated refusal to follow instructions

Teacher/Curriculum Leader

Negative SIMS recorded

**Teacher/Curriculum Leader
issue one hour department
detention**

For emergencies/ circumstances of severe disruption

- Repeated refusal to follow instructions

Teacher/Curriculum Leader

Negative SIMS recorded

**Teacher/Curriculum Leader
issue one hour department
detention**

ECO (Emergency Call Out)

Rewards



Getting the Basics Right

Stamps

3 Simple Rules

Be Ready – Be Respectful – Be Your Best

Attendance

99% – 100% Excellent
96% – 100% Good but not perfect

Punctuality

On time for registration
On time for lessons

Rewards

Rewards Trolley

'Cash In' your stamps for stationery, sport equipment, lunches, lunch passes, gift vouchers and other prizes

Rewards Postcards



Headteacher's Medals

Earn Bronze, Silver and Gold medals throughout the year

Visits

Get your stamps and keep excellent attendance and punctuality to earn the opportunity to attend educational visits from day visits to trips abroad

Activities

Film screenings, activities, guest speakers, performances and treats for those with excellent attendance, punctuality and diaries full of stamps

Celebration

Celebration Assemblies

Celebration each half term with awards for individual students and tutor groups for effort, attitude and attendance

Presentation Evenings

Formal presentation of awards for effort/ attitude and progress

Sports Presentation Evening

Awards for participation and achievement in sport

The Harrow Way Checklist



The best way to ensure settled behaviour is to stick to your routines and practise them so students fully understand how to conduct themselves in the classroom. The checklist might seem prescriptive, but routines and rituals provide a sense of security. Be persistent, be consistent and drill students in your classroom routines until they are second nature to them and you. Make starts, ends and transitions orderly, purposeful and safe.

Before the lesson

Have you...

Planned a lesson with challenge for all students that fits in with the wider curriculum plan?



Set objectives where all students can show progress?



An up-to date seating plan?

Manned your area outside the corridor and greeted students at the door? ('one foot in and one foot out')

Beginning of the lesson

Have you...

Ensured all students are ready to learn within two minutes of entering the classroom?



Engaged students with a starter activity as they arrive (Bell Task) with challenge?



Taken the register within the first 10 minutes of the lesson?

During the lesson

Have you...

Used Classroom Voices?



Engaged with students during the lesson and not been sat at your desk?

Made sure students face you and have pens down when listening to you?



Use the Harrow Way Non-negotiables?

Planned transitions between activities?



Used our Rewards protocols?

Have you followed the HWCS consequences of poor behaviour?



End of the lesson

Have you...

Ensured you don't leave setting homework to the end of the lesson?



Collected books/work in and made sure students return equipment in an orderly way and leave desk/room/environment tidy?

Issued stamps for those students who have achieved the three simple rules 'Be Ready – Be Respectful – Be your Best'?

Made sure students push chairs under desks/or on desks at end of Period 6?



Dismissed students in an orderly manner and returned to the corridor to ensure a smooth transition? ('one foot in and one foot out')

Stepped Approaches Summary



Behaviour

Attendance

Level	Responsible	Action	Responsible	Action
M	Tutor	<ul style="list-style-type: none"> Weekly Monitor stamps Behaviour points 	Tutor 97 – 100%	<ul style="list-style-type: none"> Absence talk to student Termly JMCL Colour coded letters
1	Tutor Rise in behaviour points and detentions	<ul style="list-style-type: none"> Contact home Tutor Report 	Tutor (<97% and declining)	<ul style="list-style-type: none"> Phone home when absent Challenge absence on return Pass any concerns to JMCL
2	Year Leader or Curriculum Leader	<ul style="list-style-type: none"> Meeting with parents Possibly PLD Regular home contact 	Year Leader/ JMCL (< 94%)	<ul style="list-style-type: none"> Letter one sent by JMCL
3	Year Leader or SLT	<ul style="list-style-type: none"> Case Review discussion Key worker Actions in place 	Year Leader/JMCL (<94%) Letter one BUT attendance declines	<ul style="list-style-type: none"> Letter two sent by JMCL, formal attendance meeting with parents Discuss EHA where applicable
4	JT or SLT for Inclusion	<ul style="list-style-type: none"> Link Full time provision 	Year Leader/JMCL No improvement No valid reason for absence	<ul style="list-style-type: none"> Letter three sent by JMCL Warning legal intervention
5	Education Inclusion Service	<ul style="list-style-type: none"> PEX Alt Provision 	JMCL No increase or medical evidence 10x unauthorised absences Penalty notice served or ALP referral	<ul style="list-style-type: none"> Further U/A absence Legal action instigated

The Harrow Way **‘Non-negotiables’**

The Harrow Way Non-negotiables



GOLD STANDARD

Use of routines and the checklist

Routines are clearly embedded and lessons flow easily without disruption.

Colleagues support others by checking behaviour in shared areas, with orderly start and ends to lessons.

The checklist is embedded.

Use of Classroom Voices

Classroom Voices is explicitly referred to during lessons so that students know “what voice they are in” throughout the lesson.

This means that there is no low level disruption during the lesson and students can focus on the task.

During independent work students are silent and making every effort to complete the work to the best of their ability.

Behaviour for learning

Behaviour for learning is exemplary and students make every effort in class to complete work to the best of their ability.

Students feel safe to contribute to class discussions and the lesson proceeds without disruption.

If the teacher does need to use the behaviour policy (e.g. C1, C2 etc.) this is done swiftly and has a clear impact.

Use of retrieval practice

Retrieval practice is used regularly in lessons to great effect in terms of enabling students to retain knowledge over long periods of time.

All students complete retrieval practice in silent conditions - this gives a true reflection of what each student can do.

Retrieval practice is often spaced to ensure that it is assessing learning rather than performance.

Teacher of literacy?

The teacher takes every opportunity to develop literacy in lessons where it is applicable.

For example, spellings/meaning of key words are explored (using key word banks), reading for purpose is a regular feature and oracy skills are developed routinely.

Questioning

Questioning is used skilfully as a means to; develop answers to include more sophisticated/ subject specific language, to engage students, to allow students to have success and to challenge their thinking.

Questioning is a key part of formative assessment. Questioning is almost always directed at students.

It links very clearly with the objectives and is planned to provide challenge for all.

Feedback

Feedback is timely and provides clear and accessible guidance on what students need to do to improve.

Students are responsible for making improvement to their work and there is clear progress in books/ work that could be attributed to feedback.

All students are responding to feedback. Feedback is given in line with the feedback policy and does not weigh heavily in terms of teacher work load.

At Harrow Way Community School

We take pride in our work



We want to do the best that we possibly can in terms of the quality of our work and we want to present our work beautifully. To be able to improve our work, teachers promise to give us regular feedback in one of these forms (sometimes they can be used together):

Verbal Feedback

Your teachers will tell you (or make a note in your book) how to improve a task you are completing. Try to act on this feedback immediately. Verbal feedback is most useful for practical subjects such as Drama, PE and D&T.



Whole Class Feedback

Your teacher will explain to the class (or project your name on the board) as to how you can all improve your work. You can then make the recommended improvements.



Coded feedback

Your teachers will give you a code or a numbered target to help you make changes to improve your work. You might have the codes projected onto the board or on a sheet in your book.



Yellow Box Marking

Your teacher will either highlight and explain how you can improve a piece of work or they will write a question in a box which you will need to respond to.



We promise to present our work beautifully by doing the following:

- Write a title and date for every piece of work and underline it.
- Use a ruler for all straight lines.
- Use a black or blue pen to write with and a pencil for drawings, diagrams, graphs and tables.
- Use colour and highlighters where appropriate so that our work is appealing and easy to revise from.
- Use the back of our books to plan work.
- Never doodle or draw graffiti on our work or on our books and folders.
- Stick in all sheets and resources neatly.
- Take time and effort to ensure that work is not rushed because presentation is important!

The Harrow Way **‘Curriculum’**

The Harrow Way Curriculum



The curriculum at Harrow Way underpins our goal of ensuring that students experience the highest quality teaching and opportunities available. This enables them to achieve ambitious progress and outcomes alongside demonstrating the highest standards of personal behaviour and individual responsibility. We are fully committed to the belief that through the curriculum we can provide students with the knowledge and skills needed to challenge social disadvantage and to support them in embracing the opportunities, responsibilities, and experiences of life in Britain and beyond.

We are uncompromising and relentless in our desire to be the finest provider of education for miles around and curriculum design and timetabling are focused on creating the very best experience for students that we can provide.

Harrow Way Curriculum Vision

	Our curriculum should:	Why is this important?
1	Encourage a love of learning and be delivered by staff who are passionate about the topics they teach.	Students and staff who are passionate about learning will lead to better outcomes.
2	Give all students an opportunity to study a breadth of subjects.	Subject diversity is important to give our students a breadth of knowledge and experience. This should be inclusive and offer the same opportunity for all.
3	Within individual subjects focus on the depth of learning that is relevant to our community and our students.	Less can often be more. Subject areas should think carefully about what depth means in their subject and how this can be achieved by choosing topics that are relevant to our cohort.
4	Prepare our students for GCSE and the wider world BUT not be driven by the demands of GCSE .	Whilst success at GCSE is important, if we use GCSE content and assessment from Year 7 this will be boring and repetitive. There is no need to do this.
5	Be underpinned by knowledge-rich learning that builds with each term and year.	Knowing more and remembering more is the key to success. Our curriculum should be knowledge-rich and staff must have the expectation that core knowledge is remembered.
6	Be ambitious in terms of content, concepts, and vocabulary, building on the excellent work in KS2.	KS2 has become far more ambitious. We need to build on this and challenge our students. Our students need to have their cultural capital built through our curriculum to allow them to succeed.
7	Be mapped out explicitly so that knowledge is transparent for staff, students and parents.	Our curriculum should be fully mapped out so that staff can build knowledge, students know where they are headed and parents can support us.
8	Allow for key concepts, themes or areas of knowledge to be revisited but not repeated .	Revisiting key areas is crucial to allow students to build their learning. However, this should not be a case of repeating the same content as this is not challenging our students.
9	Allow for natural links across subjects to be made.	Subjects can support each other with learning, for example, the geography team can be supported by knowledge in science. These links need to be natural and not forced for their success.
10	Be flexible and staff need to understand that it will never be finished.	Our curriculum needs to be flexible so that it can be responsive to events. Additionally, the curriculum should be constantly evaluated and tweaked to lead to better outcomes for our students.

Ten Key Questions for all Subjects



Why is it important for pupils to be taught this subject?

How have you decided what to teach at KS3?

Do you have an overview of the key concepts which pupils need to be secure in?

How does KS3 provide the foundations for KS4?

Are the plans ambitious for all pupils, regardless of their starting points?

Why have you sequenced the units in this way?

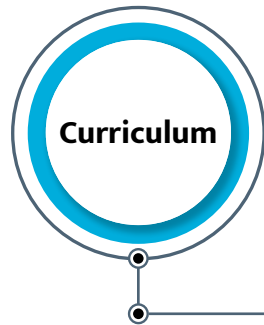
How do you know if your pupils have learnt what they have been taught?

What wider reading are you offering your pupils?

How are you using faculty/department meetings to go through plans?

Has marking been cut back in order to focus on whole class feedback?

The Harrow Way Curriculum



WHAT is taught

- The curriculum must provide a map that directs what knowledge should be taught and when it should be taught. However, this should also allow some flexibility for teachers to respond to the differing needs of their classes.
- The curriculum must be taught in a coherent and step-by-step sequence that allows for the incremental development of knowledge within each subject/topic. The curriculum is the progression model.
- When possible, each new unit of learning should build upon the previous unit.
- Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
- Learning and performance should not be confused. Curriculum design should support real learning which requires durable changes to long-term memory.
- New tier two and tier three vocabulary should be incorporated into curriculum planning.



HOW curriculum content is taught

‘Learning is defined as an alteration in long term memory. If nothing has been altered in long-term memory, nothing has been learned’.

Progress means knowing more and remembering more.

Learning happens when students connect new knowledge to what they already know.

To achieve this teaching must involve:

- Positive and effective classroom climates and relationships. Use of routines and the Harrow Way checklist, use of Classroom Voices (where relevant) and Harrow Way Behaviour for Learning strategies.
- Questioning so that students are made to think hard with breadth, depth and accuracy.
- Feedback - so that they can further develop their knowledge.
- Students are taught how to store and retrieve knowledge using learning strategies such as retrieval practice and spaced practice.
- Teacher of Literacy - the importance of knowledge vocabulary.



Desired high-level outcomes and measures of these outcomes

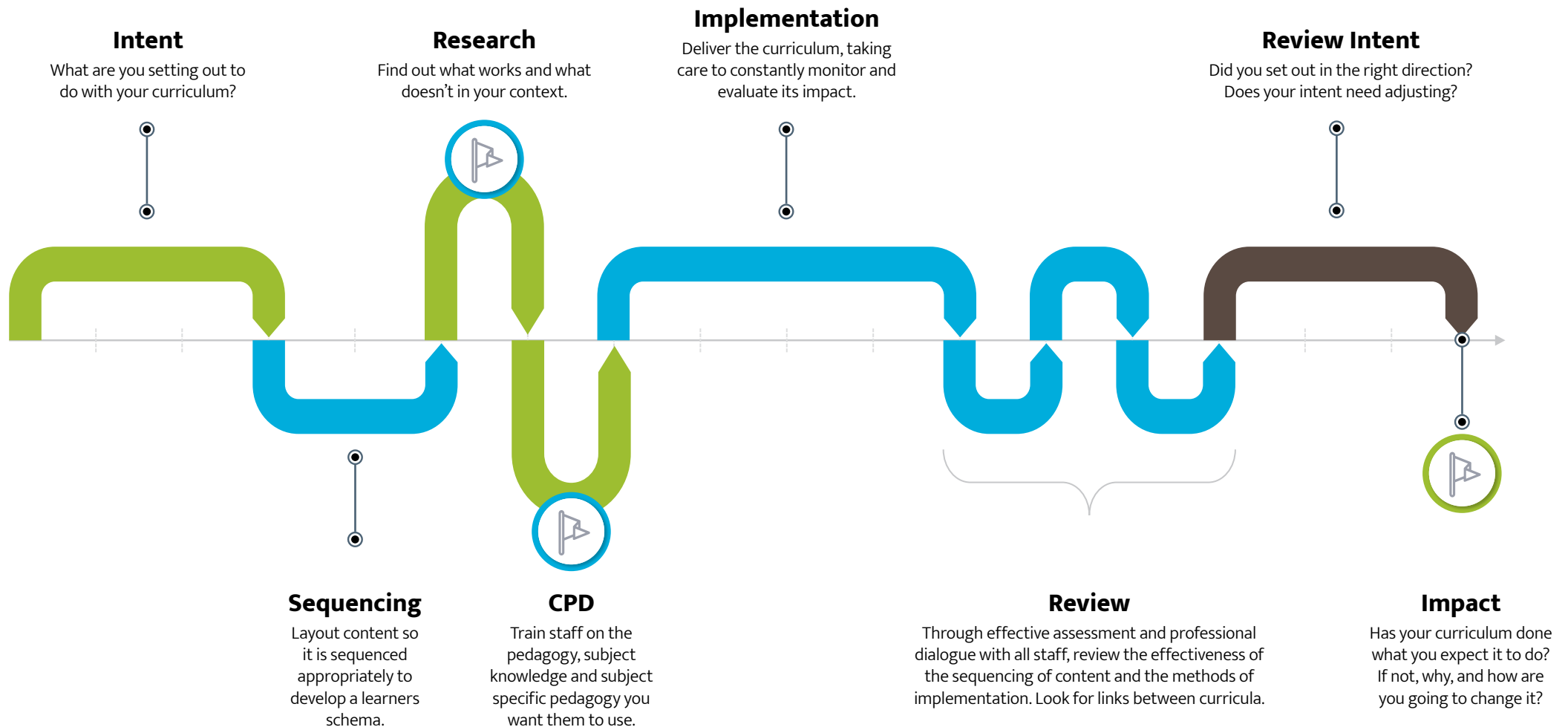
Assessment operates on two layers:

- Formative - ongoing assessment of small chunks of the curriculum to find out what students know and understand to inform teaching and planning.
- Summative - less frequent assessment of larger chunks of the curriculum to provide reliable information about student learning and performance.
- Assessment must be principally formative in nature as this will have a greater impact on learning. Where summative assessment is used the outcomes must be used to inform teaching, feedback and learning.
- Assessment must support teaching and curriculum rather than drive it.
- Assessment must support and inform the cumulative and sequential mastery of the curriculum.
- Assessment must be tailored to the subject and carried out with fidelity by all teaching staff in the department.
- Assessment must focus on the composite parts of complex procedures and not just the final outcome - ie with extended writing.
- Assessment must find a balance between reliability (consistency of outcomes and judgements within and across classes) and validity (provide teachers with the information they are looking for). There is no perfect balance between the two.
- Testing causes learning; therefore students will learn more when they are regularly tested.
- Assessment must provide useful and timely data in order for effective intervention at whole-school, subject and classroom level.

Designing a Curriculum – Why that? Why then?



“... progress is through learning the curriculum”



Harrow Way Staff Wellbeing

Our Commitment to You

Harrow Way Staff Wellbeing – Our Commitment to You

We believe that our staff should take on activities or tasks that lead to improved opportunities or outcomes for our students. As a school, we want to guard against taking on additional workload that deviates from this principle.

We want to create the conditions in which staff can genuinely thrive; ensuring we have sensible working practices in school is fundamental to this. We believe that careful consideration of workload and wellbeing creates high levels of discretionary effort, which is crucial to our success. Below are a number of the strategies we employ to enable everyone at Harrow Way to thrive:

Teaching and learning, planning and curriculum

- We trust teachers to decide the best approaches for their students.
- Teaching and learning policy is co-designed with specialist subject areas because they know what works best for different subjects.
- No need to write lesson plans of any kind.
- Every Monday after school there is Curriculum Area Development Time (CADT). This is not a meeting but an opportunity for collaborative planning, marking and sharing to reduce the individual workload of each colleague.
- Although schemes of work and resources are provided, they are not prescriptive – teachers can adapt them however they like.
- We have a commitment to ensure staff have generous PPA time.
- Questioning is used to stretch learning in lessons.
- Admin and ICT support is in place for each department.
- No pressure to 'put on a show' in lessons. A culture of typicality is reinforced by no lesson gradings (outstanding, good etc).
- We have a commitment to rarely use staff to cover lessons.
- Professional trust in our staff is part of our culture.

Behaviour

- Everyone has the highest expectations of behaviour, with all staff (not just teaching staff) reinforcing those expectations.
- A clear system of sanctions is applied consistently so staff don't have battles with students.
- We offer support as we do not want staff to accept poor behaviour.
- Calling for support is not viewed as a weakness.
- Senior Leadership are very visible and all staff 'own' their corridors.
- Senior Leadership run lunch duty so behaviour doesn't bubble up.
- We use Cover Supervisors so students see familiar faces and avoid external cover.
- We use a daily 'on-call ECO system' effectively ensuring that rare disruptions are swiftly dealt with. We use protected learning detentions to ensure behaviour does not impact others' learning.
- We use our internal exclusion room, afternoon exclusions and afternoon school to ensure students miss as little learning as possible.

Assessment and reporting to parents

- Three data collection points a year, which are used to inform clear actions.
- We have a clear feedback policy which supports staff to reduce their marking time.
- Marking is for one audience and one audience only: students. Never tick and flick or do anything else for observers/parents/carers.
- No detailed written reports to parents/carers.
- Communication policy is in place so staff are not interrupted by phone calls and there is no expectation to respond to emails from parents immediately.

Harrow Way Staff Wellbeing – Our Commitment to You



Professional Development

- CPD tailored specifically to staff needs and where possible based on their feedback.
- Time for staff to put new things into action.
- CPD is delivered on inset days or twilights that never finish after 5.15 pm, with days off in lieu.
- Non-hierarchical approach to professional development – there are things a senior leader can learn from an NQT and vice versa.
- In-house experts on all aspects of educational practice, including many Lead Practitioners.
- Targeted support plans for teachers who are struggling.
- One meeting a week, focus on doing tasks.
- Briefings are kept succinct.
- Opportunities to develop and progress at all levels.
- Comprehensive support for NQTs which includes dedicated mentors, regular meetings and no tutor group.
- RQTs have access to a RQT bursary to complete a project of their choice. Support from Lead Practitioner and regular meetings. The report, for their final presentation of the project to SLT, will be professionally produced and bound.
- Performance Management is an entitlement. Data targets are not used punitively but aspirationally.

We work hard, play hard

- There are no prizes for looking busy or staying late – work in a way that suits you and make sure you make time for yourself and your family.
- No expectation of answering emails outside school hours.
- A bell sounds at 5pm to encourage staff to go home.
- We are constantly streamlining all systems and processes so they take less time.
- No tick box culture – never do anything if it's not going to make a difference.
- We regularly survey staff to get their honest opinions about how to improve.
- A culture of peer-to-peer praise (thanks a million).
- Annual CPD on managing stress with the clear message that keeping things to yourself is not a sign of strength.
- Open-door Senior Leadership – no concern is ever too small (SLT Surgery).
- We offer staff enrichment activities throughout the year.
- Seasonal events for everyone to show their less serious sides e.g. World Book Day, Christmas Fair, Secret Santa etc.
- Countless opportunities to get involved with the wider life of the school – trips, events.
- SLT carefully consider staff wellbeing when introducing new initiatives.
- SLT will abandon ideas if they are not having an impact.



Harrow Way Community School

Specialist School in Maths & Computing