



**Harrow Way
Community School**

Specialist School in Maths & Computing

Harrow Way School Strategic Plan

2020–2023



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

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.

Section One

Strategic Plan 2020 – 2023

Strategic Priority 1 – Quality of Education

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

- All departments have plans in place to close the learning/knowledge gaps following COVID-19 school closure.
- All students study a broad and academic curriculum. Regardless of SEND, background, prior attainment, gender or any other ‘group,’ aspirations are high for all and educational paths are never narrow.
- The curriculum-offer demonstrates a clear progression of knowledge and skills over time responsive to on-going student need. This is represented in pupil outcomes and experiences.
- All departments have a well-sequenced curriculum that enables students to retain and retrieve the knowledge that they deem to be powerful. The curriculum is never ‘finished’ and departments’ main focus is on developing this collaboratively.
- 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.

“Progress means knowing more and remembering more.”
“The curriculum is the progression model.” Christine Counsell

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

- The Harrow ‘Way’ is embedded so that no time is wasted and teachers can employ strategies that have a real impact on learning. The Harrow ‘Way’ is mostly procedural giving departments agency to implement the curriculum as they see fit – they are the experts.
- Students and teachers understand how memory works and spaced retrieval practice is a feature of every lesson. Students are taught how to independently improve their learning so that they become life-long learners.
- 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.

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

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

- 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 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).

“The achievement gap is a knowledge and vocabulary gap.”
Why Knowledge Matters, E.D Hirsh

Strategic Priority 2 – Behaviour and Attitudes

Eliminate low-level disruption from our classrooms:

- 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.
- 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.

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

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

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:

- 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. We work towards achieving 'The Quality in Careers Standard', the national quality award for careers education, information, advice and guidance (CEIAG) in schools.
- 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 to ensure students have an opportunity to engage in a number of high quality extra-curricular activities that offer a rich set of experiences to broaden, stretch and develop talents. These opportunities should have a strong take up especially with our disadvantaged students.

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

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:

- 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.
- Ensure appropriate strategies are in place to close down emergent in-school variation quickly and continue to drive improvement in SEN/disadvantaged students' outcomes and curriculum provision.
- 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.

“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

Section Two

Key Performance Indicators 2020–2023

Quality of Education

An outstanding curriculum which is flexible and accessible but always ambitious and rigorous, meeting the diverse needs of all learners. The highest quality teaching underpinned by high quality and targeted professional development and training thereby creating aspirational, creative, independent and resilient learners who embrace risk, learn from their mistakes and make outstanding progress.

A first class, robust assessment system which supports learning and enables real progression from KS2 through to KS4 with gaps in progress immediately identified with adapted provision and intervention put in place.

Quality of Education – Intent and Implementation

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

All students study a broad and academic curriculum. Regardless of SEND, background, prior attainment, gender or any other ‘group,’ aspirations are high for all and educational paths are never narrow.

All departments have plans in place to close the learning/knowledge gaps following COVID19 school closure.

The curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to on-going student need and represented in pupil outcomes and experiences.

All departments have a well-sequenced curriculum that enables students to retain and retrieve the knowledge that they deem to be powerful. The curriculum is never ‘finished’ and departments’ main focus is on developing this collaboratively.

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.

The Harrow ‘Way’ is embedded so that no time is wasted and teachers can employ strategies that have a real impact on learning. The Harrow ‘Way’ is mostly procedural giving departments agency to implement the curriculum as they see fit – they are the experts.

Students and teachers understand how memory works and spaced retrieval practice is a feature of every lesson. Students are taught how to independently improve their learning so that they become life-long learners.

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.

Teachers use both summative and formative assessment to provide aspirational challenge for all students.

Quality of Education – Impact

Assessment 2020–2023 (both formative and summative) enables students to achieve to the best of their ability:

KS4	Expected Outcome 2020/21	Expected Outcome 2021/22	Expected Outcome 2022/23
Attainment 8	4.8–5.2	4.8–5.2	4.8–5.2
E&M (9–5)	43%–52%	44%–53%	44%–53%
E&M (9–4)	66%–74%	68%–77%	67%–75%
English grade 4+	71%–78%	71%–78%	71%–78%
English grade 5+	54%–61%	54%–61%	54%–61%
English grade 7+	17%–22%	17%–22%	17%–22%
Maths grade 4+	72%–79%	72%–79%	72%–79%
Maths grade 5+	49%–56%	49%–56%	49%–56%
Maths grade 7+	18%–23%	18%–23%	18%–23%

Disadvantaged, boys and SEND K students secure progress that is rapidly increasing to be in line with that of other students nationally and those who have similar starting points. Destinations data 94%+ of students are in sustained education, employment or training after key stage 4. In line or above the NA.

Behaviour and Attitudes

The highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school, underpinned by our ‘3 Simple Rules.’

An embedded and proactive approach to preventing bullying and all potential breaches of equality with outstanding safeguarding procedures resulting in all students feeling safe, happy and therefore academically challenged at all times.

Expected Outcome 2020/21	Expected Outcome 2021/22	Expected Outcome 2022/23
Attendance: 94.8% in line/above NA attendance/PA	Attendance: 95% in line/above NA attendance/PA	Attendance: 95.2% in line/above NA attendance/PA
Disadvantaged: In line/above NA SEND(K) in line/above NA	Disadvantaged: In line/above NA SEND(K) in line/above NA	Disadvantaged: in line/above NA SEND(K) in line/above NA
Persistent Absence: 12% (NA 12.4%)	Persistent Absence: 11% (NA 12.4%)	Persistent Absence: 10% (NA 12.4%)
Fixed Term Exclusions: In line NA	Fixed Term Exclusions: Below NA	Fixed Term Exclusions: Below NA
Large Majority (65–79%) display consistently excellent attitudes and behaviour for learning.	Very Large Majority (80– 96%) of students display consistently excellent attitudes and behaviour for learning.	Almost all (97%–100%) students display consistently excellent attitudes and behaviour for learning.
A ‘Culture of Safeguarding’ resulting in all students feeling safe and happy.	Outstanding Safeguarding procedures resulting in all students feeling safe and happy.	Outstanding Safeguarding procedures resulting in all students feeling safe and happy.
Audit students’ understanding of all forms of bullying. Students demonstrate a good attitude towards learning and others in school. Instances of bullying are rare. Students feel safe at school.	Students demonstrate a good attitude towards learning and others in school. Instances of bullying are rare. Students understand what is unsafe and how to stay safe.	Students highly adept at managing their own behaviour. Instances of bullying exceptionally rare. Students understand very clearly what is unsafe and how to stay safe.

Personal Development

Full student understanding and appreciation of the wide range of cultural influences which have shaped them as individuals and as part of the wider collective local and national community leading to their confident preparation for life in Modern Britain.

Expected Outcome 2020/21

A large majority (65% - 79%) of tutors are supporting students in building confidence, resilience, keeping good mental health, recognising how to keep themselves safe and healthy and develop their positive personal traits.

We have raised the profile of careers education across the school to ensure it supports students to engage with future careers and job opportunities. We work towards achieving 'The Quality in Careers Standard'.

Review and audit our personal development curriculum so we can build on the high-quality opportunities to build knowledge, skills and behaviours that will support students to flourish in society.

Further develop our enrichment programme to ensure students have an opportunity to engage in a number of high quality extra-curricular activities that offer a rich set of experiences to broaden, stretch and develop talents. These opportunities should have a strong take up especially with our disadvantaged students.

Expected Outcome 2021/22

A very large majority (80% - 96%) of tutors are supporting students in building confidence, resilience, keeping good mental health, recognising how to keep themselves safe and healthy and develop their positive personal traits.

We achieve 'The Quality in Careers Standard', the national quality award for careers education, information, advice and guidance (CEIAG) in schools.

Embed our personal development curriculum so we build knowledge, skills and behaviours that will support students to flourish in society.

The HWCS enrichment programme is in place ensuring students have an opportunity to engage in a number of high quality extra-curricular activities that offer a rich set of experiences to broaden, stretch and develop talents. These opportunities have a strong take up especially with our disadvantaged students.

Expected Outcome 2022/23

Almost all (97% - 100%) tutors are supporting students in building confidence, resilience, keeping good mental health, recognising how to keep themselves safe and healthy and develop their positive personal traits.

We build and improve the work following the recognition of 'The Quality in Careers Standard'.

Our personal development curriculum is fully embedded and constantly refined so we build knowledge, skills and behaviours that will support students to flourish in society.

The HWCS enrichment programme is fully in place ensuring students have an opportunity to engage in a number of high quality extra-curricular activities that offer a rich set of experiences to broaden, stretch and develop talents. These opportunities have a strong take up especially with our disadvantaged students.

Leadership and Management

Leadership and Management – All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement in achievement.

High staff morale with accountable, cohesive, consistent leadership and management. Proactive to external change and the pressures of financial contraction playing a key role in the LEARN Teaching School Alliance and the national agenda for system wide transformation. An embedded and inclusive ‘professional learning community’ enjoyed by students and staff with continuous ‘active learning dialogue’ resulting in sustained progress.

Maximising resources through effective deployment of funds and staffing. Building work/life balance and staff well-being into our work. Designing, implementing and maintaining streamlined and effective systems.

Expected Outcome 2020/21

Through strong leadership HWCS will have achieved all of the targets in the above areas for **2020/21** and developed leadership at all levels of the organisation to set the foundations to move to outstanding attainment and progress for all students.

Embedded, coherent and rigorous 11–16 curriculum.

Extended professional development opportunities for staff. NQT/RQT programme in place. Targeted Middle leadership development programmes. A strategic partner for the ‘LEARN’ Teaching school alliance and research school. Full review of community provision completed.

Expected Outcome 2021/22

Through strong leadership, HWCS will have achieved all of the targets in the above areas for **2021/22** and developed leadership at all levels of the organisation to set the foundations to move to outstanding attainment and progress for all students.

All possible flexibilities fully embedded in highest quality 11–16 curriculum which meets all needs in a diverse cohort ranging from the most able to the most vulnerable.

Harrow Way fully involved as a strategic partner for the ‘LEARN’ Teaching school alliance and research school. Several members of Teaching/SLT/ Middle leaders in Teaching/Leadership development programmes. Regular visits/networking with high performing schools. Further development of the school site/facilities and a clear business plan in place for income generation.

Expected Outcome 2022/23

Through strong leadership, HWCS will have achieved all of the targets in the above areas for **2022/2023** and developed leadership at all levels of the organisation to set the foundations to move to outstanding attainment and progress for all students.

All major external changes interpreted meaningfully into long term strategic planning leading to secure and significantly above average progress for all students underpinned by the highest quality pastoral structure to enable individual success and fully realised ambition.

High quality and financially robust staffing structure embedded with improved site ensuring long term viability as an outstanding, popular community school.