



Harrow Way Self-Evaluation

February 2022



Harrow Way
Community School
Learning for life, success for all

Introduction

We continue to be a good school.

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 have 242 1st Choice applications for September 2022 (180 PAN). We have been asked by the LA if we can take an additional 30 students in September. We are very proud of our achievements. We believe Harrow Way is a good school.

Our innovative curriculum expands the horizons of our students, a proportion of whom come from areas of significant disadvantage, giving them the cultural capital to succeed in their further studies.

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.**

In **February 2022** we were very proud to be awarded the **History Association's Gold Quality Mark**. The Historical Association Quality Mark is an award that recognises the excellence of history provision in a school. Hampshire Advisory Service visited a number of schools at the end of the summer term 2021 as part of a good practice review on 'School Culture'. Harrow Way was one of the 6 secondary schools to be part of this best practice review.

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 holds the **Teacher Development Trust Network (TDTN)** prestigious Silver Award and was recently awarded the 'Music Mark'. Harrow Way is the **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 slightly above the national average. The % of students with an **EHCP** has increased significantly over the last few years and is now significantly above the national average. 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). In the **IDSR** the school location deprivation indicator was in quintile 2 (less deprived) of all schools. This does not, however, paint a full picture of the deprivation some of our students suffer.

We are very proud of our achievements. **We believe Harrow Way is a good school.**

- Harrow Way is a 'happy' school with a real 'family' atmosphere, where students and staff work closely together, to ensure the very best outcomes for all of our community. Harrow Way is oversubscribed in Year 7, 8, 9, 10 and 11 and has more 1st Choice applications than any other school in the Test Valley area.

- We are developing a knowledge rich curriculum that is cohesive, cumulative and highly sequenced.
- Students make good progress and achieve well across subjects. In school data tracking and quality assurance processes show that students are continuing to make good progress.
- 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.
- Excellent **attendance (IDSR)**. Our pupils enjoy studying here, and that is why our attendance figures are better than the national average for overall absence and PA for all schools for each of the last three years.
- Improvements in **behaviour for learning** since 2017. This is evidenced in significantly falling rates of exclusion, which have been sustained over time. We have permanently excluded two student in the last 10 years. The overall behaviour of students is good.
- The school is fully staffed across all curriculum areas, with subject specialists in place to support our students.
- Safeguarding we believe is a strength of the school. It is embedded within our culture.
- Harrow Way was one of five schools in Hampshire to feature in Good Practice Review November 2021 on 'School Culture'.
- 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 at Harrow Way is good, with leaders consistently communicating high expectations and ambition. The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising drive to build on and improve the highest levels of achievement and personal development of students in our care.
- Leaders prioritise staff motivation, work life balance and CPD; as a result, recruitment and retention rates are extremely strong.
- Personal Development is high priority in the school and helps to ensure a positive climate for learning.
- The school rates itself as Good overall and the report from the LA LLP (Leadership and Learning Partner 2021) would concur with this judgement.

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.

Key areas for improvement in the last inspection:

1. Pupils' achievement in English improves so that it matches the strong progress in other subjects.
2. Disadvantaged pupils and boys continue to make rapid progress so their outcomes are equal to others.
3. Attendance continues to improve for disadvantaged pupils and those who have special educational needs and/or disabilities.

Improvements in English (Outcomes)

English	2017	2018	2019	2020 (CAGs)	2021 (CAGs)
P8	-0.13 average	+0.02 average	-0.19 average	+0.12	+0.24
A8	4.95	4.97	4.77	5.15	5.14
4+	78%	78%	75%	78%	81%
5+	64%	60%	53%	57%	65%

Boys Improvements

Boys	2018	2019	2020 (CAGs)	2021 (CAGs)
P8	-0.38	-0.47 (NA -0.28)	-0.01	+0.18
A8	4.20	4.32	4.87	4.58
P8 En	-0.67	-0.84 (NA -0.45)	-0.55	-0.27
P8 Ma	+0.02	+0.01	+0.22	+0.41

Disadvantaged students Improvements

Disadvantaged	2017	2018	2019	2020 (CAGs)	2021 (CAGs)
P8 (NA-0.40)	-0.60	-0.19	-0.61	-0.04	+0.25
A8	38.5	39.9	37.7	45.9	47.3

Attendance

Attendance	2018/2019 – DfE latest data
Overall absence	4.11 (lowest 20% of schools nationally)
PA	8.68% (lowest 20% of schools nationally)
PP students overall absence	7.39 (NA 8.1%)

Self-Evaluation of ‘Quality of Education’ – ‘Intent’ is Good

As a result of our process of continuous review, we believe that the Quality of Education’ – ‘Intent’ is good. We conclude this because:

Intent

We offer a broad and balanced curriculum, allowing students to develop a passion for learning across a wide variety of subjects. Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to lead happy, fulfilled lives and to take an active and purposeful role in society.

Our vision at Harrow Way is to deliver a knowledge rich curriculum that is cohesive, cumulative and highly sequenced. It is academic, rigorous and challenging, and designed with long-term memory in mind; students’ knowledge, skills and understanding are cemented by frequent and systematic revisiting. The curriculum is progressive in quality and quantity across the years and key stages, and mapped in precise detail. This ensures consistency and a shared understanding of high learning expectations.

Our curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of students with SEN and/or disabilities, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Structure of the Curriculum

These values inform the structure of our curriculum. In order to optimise the acquisition of powerful knowledge, all students are exposed to a broad and balanced curriculum. In Year 7 and 8, students engage with seventeen different subject disciplines including MFL, Drama, Dance, Music, Art, Design Technology and Religious Studies.

This expansive approach continues into Year 9, with students progressing in a core of nine subjects including French/Spanish, Religious Studies, History and Geography, but also adding five further options from a list that includes Media Studies, Photography and Engineering. In Year 9, we also begin our Personal Development carousel which lasts throughout Key Stage Four. This comprises PSHE, Citizenship, Careers and ICT for all students.

In Key Stage four (Year 10 and 11), students refine their studies to focus on English, Maths and Science, plus four option subjects which must include at least one of History or Geography. We encourage students to pursue the English Baccalaureate as a signifier of breadth but it is not compulsory, because breadth can be achieved in different ways and students have the right to craft a curriculum that is most appropriate for them.

Priorities for Development for – ‘Quality of Education’ – ‘Intent’

- The school’s curriculum continues to meet the needs and aspirations of all learners.
- All departments have a well-sequenced curriculum that is ambitious for all learners, including disadvantaged students and those with SEND.
- Departments have carefully planned for the retention of knowledge that they have deemed powerful through regular retrieval practice.
- All departments have plans in place to close the learning/ knowledge gaps following Covid-19 school closures.
- Where students have been unable to access face to face education, clear plans have been implemented for remote learning, including joining a live lesson taking place in school.



Intent – “The curriculum is the progression model.”

Christine Counsell

Self-Evaluation of ‘Quality of Education’ – ‘Implementation’ is Good

As a result of our process of continuous review, we believe that the Quality of Education’ – ‘Implementation’ is good. We conclude this because

Implementation

We are fully staffed in all areas of the curriculum. This means almost all lessons are taught by subject specialists with good subject knowledge. Consequently, there is a greater level of consistency across the school.

Lessons are well planned, focused and purposeful. Time is used productively and there are generally high levels of student engagement. Teachers provide appropriate support and challenge, which enables most students to learn well. An ethos of continuous reflection and improvement amongst our staff is securely established.

A relentless drive to develop teaching, learning and assessment to more effectively meet the needs of the student body, coupled with highly effective appraisal and CPD programmes has had a significant impact on the quality across all key stages.

Teaching is evaluated by senior and middle leaders on a regular basis through lesson observation, METAL process, book scrutinies and learning walks. [See Monitoring and Evaluation Calendar and METAL reports.]

The use of the new school feedback policy has had positive impacts by shifting the focus from marking to planning – reducing teachers’ workload and ensuring that teaching is more responsive to students’ needs.

The work given to our students is demanding and matches the aims of our curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. Over the course of study, our teaching is designed to help students to remember long term the content they’ve been taught and to integrate new knowledge into larger ideas.

Our teachers and leaders use assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching. Our leaders understand the limitations of assessment and don’t use it in a way that creates unnecessary burdens on staff or students.

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

Dylan Wiliam

Priorities for Development for – ‘Quality of Education’ – ‘Implementation’

- The Harrow ‘Way’ is embedded so that no time is wasted and teachers can employ strategies that have a real impact on learning.
- Teachers understand how memory works and spaced retrieval practice is a feature of every lesson.
- Embed the new ‘Harrow Way Tutor Reading Programme’.
- 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.
- All teachers aspire to be experts in their subjects, but curriculum intent is underpinned unequivocally and consistently by clear curriculum maps and medium-term plans. The school supports targeted and specific CPD for teachers to deepen their professional understanding both within school and outside networks and bodies.



Self-Evaluation of 'Quality of Education – Impact' is Good

As a result of our process of continuous review, we believe that the 'Quality of Education – Impact' is good. We conclude this because:

Key Stage 4 Progress

- Harrow Way's Progress 8 (P8) has **been in line with the national average for the last three years**. The three year average Progress 8 is (-0.08) (FFT P8 CVA three year average is +0.21).
- P8 for 2020 (CAG) is (+0.12) and in 2021 (CAG) (+0.24). This shows that Harrow Way students achieve well compared to similar students nationally.
- The 2019 P8 of girls was (+0.15) in line with the figure achieved nationally by girls (+0.14). In 2018 this was (+0.37). In 2020 (CAG) +0.71
- The 2018 P8 in Maths P8 was (+0.04) and (-0.06) in 2019. The 2020 (CAG) P8 for Maths is (+0.25). The 2018 P8 in English P8 was (+0.03) and (-0.19) in 2019. The 2020 P8 for English is (+0.10).
- Students' progress in the Ebacc elements was (+0.01) in 2018 and (+0.07) in 2019, the national average was (-0.03). In the open elements students' progress was (+0.05) in 2018 and (-0.39) in 2019, the national average was (-0.03).
- P8 Predictions in the Ebacc element in 2020 are (-0.48) and in 2021 (+0.49) P8 Predictions in the Open element in 2020 are (+0.34) and in 2021 (+0.36).

Key Stage 4 Attainment

- **Harrow Way's Attainment 8 (A8) has been in line with the national average for the last three years**. The three-year average A8 is 4.6.
- The percentage of students securing 4+ in English and Maths (E&M) and 5+ in English and Maths (E&M) has been in line with the national average for the last three years.
- The percentage of students securing 4+ in English was 78% in 2018 and in 2019 was 75%. (2020 CAG -76%) The percentage of students securing 4+ in Maths was 68% in 2018 and in 2019 was 66%. (2020 CAG -78%) . The percentage of students securing 5+ in English was 60% in 2018 and in 2019 was 53% (2020 CAG -56%) . The percentage of students securing 5+ in Maths was 49% in 2018 and in 2019 was 46%. (2020 CAG -50%)
- Students perform very well in Science. The 2019 VA of +0.23 led by strong outcomes at 4+, 5+ and 7+. Compared to students with the same starting points nationally, results were very strong.
- In 2019 low prior attainers, overall Attainment 8, Maths Attainment 8 and the open element of Attainment 8 were below the national average. The A8 (CAGs) in these measures in 2020 is in line with the national average.

- The Attainment 8 of disadvantaged students in 2019 was 35.7 compared to the national average of 36.5. In 2018 this was 39.6 compared to the national average of 35.8. Improvements in both measures 2020 (CAGs)
- (Using FFT data – validated 2019 results) students made progress above the national average in English Language, Mathematics, Science (Combined), Computer Science, Performing Arts (Drama, Dance), Art GCSE, Media, Catering and Hospitality, NCFE Business Studies and History.

Priorities for Development for 'Quality of Education – Impact'

- 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. E&M match up needs to be more secure in 2020.
- Ensure that boys make the similar/above average progress compared to boys nationally. The 2019 P8 for boys is (-0.46) below the figure achieved nationally by boys (-0.28). This is predicted to be in line with the national average in 2020.
- In 2019 Attainment and Progress in English literature was disappointing. There has been considerable reflection following our excellent English Literature results in 2018 (where we were ranked in the top 5 schools in Hampshire for progress). It is anticipated that in 2020 that results will return to the figures produced in 2018.
- Maintain the strong attainment levels secured last year in GCSE Sciences.
- In 2019 (using FFT data) students made progress below the national average in English Literature (157 students), Geography (105 students), French (37 students), Spanish (14 students), Chemistry (10 students) Health and Social Care (35 students).
- Continue to improve the attainment and progress of our disadvantaged students.
- Maintain high expectations around behaviour to ensure all students can develop positive attitudes to learning.

Self-Evaluation of 'Behaviour and Attitudes' are Good

As a result of our process of continuous review, we believe that behaviour and attitudes are good. We conclude this because:

Relationships between students and staff are extremely positive and the overwhelming majority of students engage actively in their learning, displaying an enthusiasm to make progress in lessons and other learning opportunities.

Students take responsibility for their behaviour. They are kind and respectful towards each other and their teachers. Disruptions to learning are rare, with use of the daily 'on call ECO system' effectively ensuring that rare disruptions are swiftly dealt with. The school has an effective system with tiered levels of support that meets the needs of THE most challenging students and that supports our drive to deliver uninterrupted Quality First Teaching.

Students feel safe at school. Bullying is very rare. Reported incidents are followed up promptly and restorative approaches underpin the work done to rebuild relationships. Parents say their children "feel safe and are well cared for in school" – Parent Questionnaire July 2019. Pupils feel that Bullying is handled well at Harrow Way; "Harrow Way is a great school" "They deal with it well" Student Anti Bullying Survey Nov 2020.

The school has maintained its **inclusive pastoral system** that very effectively supports all students, with a particular focus on those pupils eligible for PP funding. This is underpinned by employing dedicated non-teaching Assistant Year Leaders in addition to Year Leaders.

Where individuals have particular needs, their behaviour improves through a combination of Pastoral Support Plans, intervention work from our 'link team' and outside agencies.

When comparing the school's rate of exclusion with national figures, **the rate of fixed term exclusions and repeat period exclusions are both below the national average.** Data on permanent exclusions points to a remarkable record of inclusion. **There have only been two permanent exclusions in 12 years.**

Students at Harrow Way value their education and rarely miss school. Attendance is a close focus for the school, through awards and praise in tutor groups and assemblies. **Overall absence (4.1%) was in the lowest 20% of all schools in 2019. Persistent absence (8.7%) was in the lowest 20% of all schools in 2019. The rates of overall absence (4.1%) and persistent absence (8.7%) in 2018/19 were in the lowest 20% of schools with a similar level of deprivation.** We issue fixed penalty fines where necessary, but seek to work alongside families to improve pupils' attendance. Attendance is now the key responsibility of all stakeholders and is exceeding national figures. Harrow Way has a dedicated Attendance Officer who is an SLE and Year Leaders are passionate in their drive to improve attendance.



Priorities for Development for 'Behaviour and Attitudes'

- Further increase the school's very good levels of attendance, while further improving the attendance of disadvantaged students and SEN with/without EHCPs.
- Continue to tackle low-level disruption in lessons. Ensure staff have strategies to deal with this and follow the school's procedures (The Harrow 'Way' guidance).
- Continue to improve provision outside of lessons through development to playground spaces.
- Develop further students 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 concerns around peer-on-peer harm.

Self-Evaluation of 'Personal Development' is Good

As a result of our process of continuous review, we believe that personal development is good. We conclude this because:



Hampshire Advisory Service visited a number of schools at the end of the summer term 2021 as part of a good practice review on 'School Culture'. Harrow Way was one of the 6 secondary schools to be part of this best practice review.

Students receive excellent support and guidance from a team of tutors. Tutors have very detailed knowledge of the students and this enables them to give very effective guidance. Tutors are supported by the Year Leaders.

Students show respect for others and work well with the school to challenge stereotypes, for example, through LGBT and anti-bullying initiatives.

Cultural development is supported by the school's extensive range of community partnerships and through the school's enrichment programme. There are a number of extra-curricular sports teams covering each year group and students take part in house sports events. The school's Eco committee actively campaigns to promote environmental awareness (e.g. improving recycling, reducing waste and litter).

The school goes to great lengths to prepare students positively for life in modern Britain and to promote British values. We make use of a multi-faceted programme using PSHE and RE sessions, themes within subject areas, assemblies and visiting speakers.

An Assistant Headteacher is our dedicated Careers Leader to lead a careers programme underpinned by the Gatsby Benchmarks. Careers education occurs across Key Stage 3 and Key Stage 4 through **Careers and Personal Development lessons throughout Year 7–11**. Careers guidance is given by our accredited and impartial careers adviser. Our adviser gives information about a wide range of pathways and local providers and ensures that our students successfully make the transition from our school. [See student career action plans.] Our destinations data is in line with the national figures.

Student voice is considered in a wide range of ways. Each tutor group has a representative on a Year Council, which meet with the Year Leader every half term. The overall Student Council is led by the Head Girl and Head Boy.

We have a well organised PSHE curriculum (Year 7–11) that is delivered by a dedicated team of experts. The curriculum is flexible, accommodating contemporary issues. Extensive education is delivered around staying safe online, and the dangers of inappropriate use of mobile technology and social networking. [See PSHE/ICT/Computing schemes of work.]

The school's clear zero tolerance approach to derogatory language or intimidatory behaviour reflects the school's open culture. Students led a whole school assembly about LGBT issues and have taken part in a 'power of language' day. 94% of parents agreed that 'Harrow Way strongly believes in equal opportunities: it doesn't tolerate pupils being insulted or intimidated on the basis of their gender, ethnicity or sexuality.' [Parental survey, July 2019.]

Students are equipped to be active citizens in wider society in a variety of ways. For example, all pupils participated in Youth Parliament elections and general elections in a formal setting, with voting booths and voter registration, to understand British values of democracy and representation. A wide ranging assembly programme, from Holocaust Memorial Day to the European referendum ensures that our pupils are equipped to be thoughtful, active and caring citizens. [See social, moral, spiritual and cultural on evaluation section of the school website.]

Priorities for Development – 'Personal Development'

- 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 to provide a varied programme of activities and opportunities across year groups. We will track the attendance of specific groups to ensure equal opportunity for all.
- Further, develop the curriculum around mental health including resilience and self-care.
- Further develop our SMSC and Character provision by achieving recognised accreditation in these areas
- Further develop the schools inclusive ethos to ensure all protected characteristics are embedded in our practices.

Self-Evaluation of ‘Leadership and Management’ is Good

As a result of our process of continuous review, we believe that leadership and management are good. We conclude this because:

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. Our vision is articulated through documents such as the School Development Plan. Whilst it establishes a series of operational targets, it also contains a broader set of goals and values that the headteacher and governing body wish the school to aspire to.

The Headteacher is an Ofsted Inspector and Challenge Partner for the LA. The SLT is a cohesive and highly effective strategic and operational team. The expertise of senior and middle leaders has increased leadership capacity.

CPD of all staff is a real strength of the school (**Teacher Development Trust Silver Award school and is a strategic partner and leads the Andover Hub within the LEARN Teaching School Alliance**). We focus on individual needs as well as those identified as whole school priorities. A group of highly skilled lead practitioners, led by the Assistant Headteacher Teaching & Learning and Deputy Head, provide whole school and bespoke CPD.

Staff morale is high and relationships between staff and students are strong. Staff provide ‘above and beyond’ care, which underpins Harrow Way’s culture and success. Harrow Way is fully staffed with teachers who are highly qualified in their subject area and has little staff turnover. We have a clear focus on staff workload and wellbeing. Staff are consulted regularly over the impact of policies and their opinions sought.

Strong governance with detailed minutes/impact statements and resulting actions demonstrating high levels of monitoring, challenge and support. Governors have undertaken regular skills audits and self-evaluations. Their combined experience reflects a diverse range of skills.

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. Priorities for improvement are precise, shared and regularly monitored.

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. Systems to support teachers at all stages of their career including NQT/RQT programmes and developing excellent practice programmes use structured coaching and mentoring to ensure strong teaching across the curriculum. This is evaluated through monitoring and observations of effectiveness undertaken by a range of leaders.

A fully established culture of high expectations. The culture established is a relentless focus on high standards in all aspects of school life: learning, behaviour, attitude, uniform, attendance and punctuality.

Relationships between staff, students and families are excellent, evidenced by overwhelmingly positive feedback through parent voice [see Parent Questionnaire results 2019].

PPG spending is fully accounted for and impact evaluated rigorously. Attainment and progress of all groups of students is a key priority for the school.

Leaders at all levels are supported to improve, or maintain, the highest levels of achievement and personal development for all students over a sustained period of time.

The school’s budget is effectively managed and directed fully towards student progress, particularly in supporting students with learning needs/ from disadvantaged backgrounds, to continue closing gaps in achievement.

Annual surveys of parents carried out. We always act on these. Outcomes show unusually high levels of satisfaction with the leadership of the school, the quality of teaching, standards of behaviour and the overall happiness of students. Our weekly “ENews” and termly ‘Eagle’ ensures that the headteacher is in regular contact with parents. We have high attendance at parents’ consultation evenings and other parents’ meetings.

The headteacher has previously been an Ofsted inspector and has taken on the role of ‘Challenge Partner’ with the LA and acted as a mentor for new headteachers. He is in SLE and has recently completed his PhD.

Priorities for Development for ‘Leadership and Management’

- Self-evaluation continues to be rigorous and captures a realistic picture of the school’s performance. Involve all stakeholders in the formulating of the 2020–2023 Strategic Plan.
- 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.
- Continue to ensure Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including SEN 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.
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.
- Ensure safeguarding continues to be highly effective.
- To continue to adapt our inclusive, innovative and diverse curriculum, to further raise achievement and meet the needs of all learners.
- Ensure that the curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to on-going student need and that this is represented in pupil outcomes and experiences.