



Harrow Way
CommunitySchool
Learning for life, success for all

School Improvement Plan 2021–2022



Priority 1. Quality of Education "Intent"

Overreaching Success Criteria: [See School Improvement Plan KPIs](#)

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

Objective		Activities/Milestones	Time Scale		Led By	Success Criteria	Resource and Cost Implications	Monitoring	Progress Review RAG	
			To	From					Feb	June
1.1	All departments have plans in place to close the learning/knowledge gaps following COVID-19 school closure.	Guidance for Curriculum Leaders use of knowledge organisers and low stakes testing (including Do Nows) to enable students to make rapid progress	M1	M2	DLG	Students make significant progress each term and are 'ready' for next stages in their learning regardless of their home learning experience	Dept Capitation	Learning Walks, lesson drop ins		
1.2	All departments have a well-sequenced curriculum that enables students to retain and retrieve the knowledge that they deem powerful	Continue to use M&E - primarily the METAL process - to judge progress on this. One-to-one meetings with Curriculum Leaders to highlight issues and action plan to address. CADT to be more focussed to ensure team collaboration on curriculum planning. Use of Knowledge Organisers to embedded to improve focus on 'golden nuggets' and importance of retaining them in the long-term memory. All teachers to use DO NOW activities as retrieval at the beginning of every lesson. Curriculums Leaders to have a clear and flexible retrieval plan to ensure a consistency of approach within departments. Staff to ensure that they interleave knowledge to so that all topics are constantly revisited.	M2	M4	DLG (CAB to support)	All CLs able to articulate the intent, implementation and impact of their curriculum, CADT used proactively to plan and review, embedded use of KOs leads to improvement in low stakes quizzing and more formal assessment	Dept Capitation	METAL reports, Learning Walks, lesson drop ins and Curriculum Leader M&E		
1.3	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.	Subject expertise CPD is built into the Harrow Way programme. A priority to be given to curriculum leaders to develop subject knowledge within their teams. This will include the content knowledge of their subjects and the pedagogical content knowledge.	M1	M6	AW	All members of staff can evidence improvement in the subject expertise. This is evidence through curriculum leader learning walks	Dept Capitation	CL Learning walks, lesson drop ins		

1.4	<p>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.</p>	<p>Aspirations for curriculum established at curriculum conference/SLT and delivered in expected timescales (including changes as required).</p>	M1	M6	NR/MJS/DLG	<p>Aspirations established at SLT meetings, Line Management and SLT Curriculum Conference</p> <p>Timetable in place</p> <p>Ongoing adjustment to timetable and curriculum successful</p> <p>HWCS Pathways and Options process completed according to plan and agreed statistics/ratios</p>	Staffing implications	SLT, MJS Updates, Curriculum Notes		
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Priority 1. Quality of Education 'Implementation'

Overreaching Success Criteria: [See School Improvement Plan KPIs](#)

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

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

Objective		Activities/Milestones	Time Scale		Led By	Success Criteria	Resource and Cost Implications	Monitoring	Progress Review RAG	
			To	From					Feb	June
1.1	The Harrow 'Way' is embedded so that no time is wasted and teachers can employ strategies that have a real impact on learning.	Regular reminders to staff on The Harrow Way. Part of M&E (METAL, Learning Walks - DLG) and where there are weaknesses this is addressed. A key part of our new staff Induction process with ongoing support from AW/ T&L team.	M1	M6	DLG/AW	Harrow Way routines and procedures become second nature, any areas of weakness are addressed by CLs or by SLT swiftly with the view to maximising on learning time.	£1,000	METAL reports, Learning Walks, lesson drop ins and Curriculum Leader M&E		
1.2	Students and teachers understand how memory works and spaced retrieval practice is a feature of every lesson.	Continue to develop the use of Do Nows and Retrieval. Ongoing focus of CPD through the T&L team including Wednesday briefings/ INSET	M1	M6	AW	All staff demonstrate through learning walks that there is a consistent focus on ensuring	CPD Budget	METAL reports, Learning Walks, lesson drop ins and Curriculum Leader M&E		
1.3	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	New Reading programme to be rolled out across four year groups (Year 7-10); Tier 2 language focus in tutor time. Embed further reading into relevant curriculum maps/plans. Determine how to embed effective oracy opportunities right across the curriculum.	M1	M6	JM/AW	Clear evidence of oracy in the classroom	£5,000	Reading programme monitored by JRM/SLT and by the Year Heads. SLT to visit 3 tutor bases every morning.		
1.4	The school will become more research infused so that decisions about teaching and learning are evidence based and have a real impact on progress	The teaching and learning programme includes all strands of the Ofsted research base. CD will run bespoke sessions on conducting research as part of our inquiry group process. The inquiry groups will all have clear research attached. The Harrow Way Youtube channel we contain videos that directly related to evidence informed practice	M2	M6	AW	All staff can articulate how evidence has been used to inform their lesson decisions. Clear use of evidence informed practice such as retrieval observed during CL and SLT learning walks and drop-ins	CPD Budget	METAL reports, Learning Walks, lesson drop ins and Curriculum Leader M&E		

1.5	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	Alongside work on the curriculum, CLs are able to articulate their assessment programme and how it enables students to be able to make progress	M1	M6	DLG	All CLs able to articulate the intent, implementation and impact of their curriculum, CADT used proactively to plan and review assessment.	CPD Budget	METAL reports, Learning Walks, lesson drop ins and Curriculum Leader M&E		
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Priority 1. Quality of Education 'Impact'

Overreaching Success Criteria: [See School Improvement Plan KPIs](#)

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

Objective		Activities/Milestones	Time Scale		Led By	Success Criteria	Resource and Cost Implications	Monitoring	Progress Review RAG	
			To	From					Feb	June
1.1	Departments work collaboratively to review and adapt assessment across year groups in line with their intent.	Focus of CADT - departments discuss assessment, including moderation, and make necessary tweaks and changes in line with curriculum changes	M1	M6	DLG/AW	All CLs able to articulate the intent, implementation and impact of their curriculum, CADT used proactively to plan and review assessment. Tangible changes are made in line with curriculum changes.	Dept Capitation	METAL reports, Learning Walks, lesson drop ins and Curriculum Leader M&E		
1.2	Ensure across all subject areas that current students make and exceed expected progress.	Produce 'Wildly Important Goals' for all subjects based on FFT 20% Benchmarks. Use this data, alongside SISRA SPI analysis, to compare Autumn and Summer 'data captures' with these key indicators. Implement Year 11 Period 6 to close gaps in learning and facilitate appropriate revision. JPT to provide robust revision programme led by tutors. Support CLs to establish students at risk, boundary leapers and potential high performers for each subject. Use 'data war room' meetings and 'progress review meetings with HODs to review key students within each subject areas. Ensure that this information is disseminated so classroom teachers are also aware and are able to analyse performance against target. CLs to consider appropriate interventions.	M1	M6	DLG/JPT	Data tracking indicators show that students are making expected progress. Students at risk are identified quickly by class teachers, CLs and SLT. Swift interventions are in place to close gaps. Parental engagement is high.	Dept Capitation			
1.3	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	Use FFT 20% Benchmarks as a minimum target for % En and Ma Grade 5+ 53% and % En and Ma Grade 4+ 77%. Use this data to compare Autumn and Summer 'data captures' with these key indicators. Line Meetings with MJS/DLG to review key students and progress against targets. Monitor data regularly - reflect on predictions against target. Action Planning in place for students at risk. Flexible setting as intervention for key groups. Careful curriculum planning required. SLT support	M1	M6	DLG/JPT	Stringent monitoring and careful support for En and Ma teams will lead to higher proportion of students securing the basics 9-4 and 9-5 in English and Maths.	£2,000			

1.4	Ensure that boys make the similar/above average progress compared to boys nationally.	For Year 11: Use the DfE Key Stage 4 Progress 2019 information as a basis of all comparisons. Average Progress 8 Girls 0.22 & Boys -0.27 (Gap 0.49). % En and Ma Grade 5+: Girls 46.6% & Boys 40.0% (Gap 6.6%). JPM to focus on raising the achievement of potentially underachieving boys highlighted by the data capture. Share with CLs. Identify appropriate intervention, including parental engagement. Period 7 focus to motivate. Whole school focus: we need to address underperformance of boys across the school.	M1	M6	DLG/JPT	As part of whole school focus on improving boys' attainment	£1,000			
1.5	Ensure intervention and targeted support put in place for disadvantaged students	Discussions with Curriculum Leaders and Pre-Mortems to reflect adaptations made to curriculum to fill possible gaps caused by lockdowns. Refer to EEF Covid-19 support guide for Best Practice. Investigate then implement appropriate interventions available to all students, with particular focus on disadvantaged students whose gaps have grown more apparent. Consider 1:1 tutoring	M1	M6	DLG/JPT	Needs analysis and follow-up tracking indicators show that catch up and targeted support has significant impact and has reduced gaps in learning.	Pupil Premium Plan/Budget			
1.6	Destination data to be in line/above the national average (impact of careers and guidance).	HWCS to meet the requirements of Gatsby Benchmarks. All lessons for careers to be in line with the careers institute guidance. Careers interviews for all students to arranged with bespoke plans for each student. Clear communication with and input from local providers to gain clear understanding of strengths of and differences between local providers (including opportunities provided by apprenticeships).	M1	M6	GF	Destination will be above national average. Student interviews, lesson drop ins and learning walk. Quality in Careers standard achieved	Careers Budget	Half-termly review of destination tracker. Review of national statistics. Student voice on careers lessons.		

Priority 2 . Behaviour and Attitudes

Overreaching Success Criteria: [See School Improvement Plan KPIs](#)

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

Objective		Activities/Milestones	Time Scale		Led By	Success Criteria	Resource and Cost Implications	Monitoring	Progress Review RAG	
			To	From					Feb	June
2.1	Further increase the school's very good levels of attendance, with a clear focus on improving the attendance of disadvantaged students and SEN.	JMc identify key students and meet with SEND team to put support in place using EBA strategies where appropriate. Make medical referrals to access support form County. Create a focus group of disadvantaged students to ensure they have support to meet needs this may include transport costs and bespoke provision. Consider the government guidance during covid outbreak. Stepped approach to mental health in place and support in place to ensure students attend school.	M1	M3	KW	Improved attendance	£1,500	In line management meetings and termly attendance reports		
2.2	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).	Embed the new behaviour policy to ensure disruption free learning. SLT and lead practitioners out and about each lesson, YLA supporting in key lessons and offering interventions to build resilience.. Update staff regularly with behaviour expectations, ensure tutors and YL are enforcing the uniform and lates policy . Put in place reasonable adjustment policy to meet the needs of SEND students. Update behaviour policy to include COVID plan. Liaise with T&L team to upskill staff on managing behaviour and ensure support is in place for staff who need additional guidance.	M1	M2	KW	Reduced disruption. Learning walk feedback	CPD Budget	Termly reports. on behaviour . Stepped approach overview for behaviour		
2.3	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.	Whole staff expectation modelled by SLT. Duty staff allocated to hot spots and prefects allocated to support . SLT coordinate with the use of walkie talkies and visible to students by wearing high vis coats. Heads of year put in place activities for key students that struggle with free time. Covid plan reflects this. All staff to wear their Hi Vis tabards when out on duty.	M1	M3	KW/MJS	Fewer incidents at lunch time. Calm atmosphere	Lunch duties £7000	Staff and student feedback		

2.4	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.	Peer mentors and cybermentors introduced to students. They are visible around the school and there is a space for students to seek advice. E-safety in IT and PSHE curriculum and in assembly cycle. Signposting information is on the school website and info shared with parents via the enews. Tiered response embedded and used by all staff. Renew BIG award.	M1	M6	NR/KRW	Peer mentors being used by students. Bullying incidents reported	£1,500	Feedback from students		
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Priority 3 . Personal Development

Overreaching Success Criteria: [See School Improvement Plan KPIs](#)

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

Objective		Activities/Milestones	Time Scale		Led By	Success Criteria	Resource and Cost Implications	Monitoring	Progress Review RAG	
			To	From					Feb	June
3.1	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.	Stepped approach to mental health introduced and embedded, processes in place to review and reallocate support.. Tutor standstills to create opportunity to explore issues around mental health and resilience. Additional support and training given to YLA who are running Level 2 interventions. Personal development reflects the needs of students and covers themes of keeping safe and how to develop healthy relationships and positive personal traits.	M1	M3	KW	Positive relationships with tutors. Students report they are able to discuss issues with tutors. Regular parental contact with tutor.	See Financial Plan linked to SIP	Termly update of stepped approach for mental health to track student levels and ensure support is in place. Tutor metal and student feedback		
3.2	Further raise the profile of careers education across the school to ensure it supports students to engage with future careers and job opportunities.	Careers lessons to focus on long-term learning and key assessment opportunities to ensure that the curriculum is robust. Careers week to ensure a range of activities for a range of students. EM to work closely with a range of universities with GF to ensure that students are making aspirational choices. HWCS to meet the requirements of Gatsby Benchmarks. Students to have access to input from business professionals. Seek all opportunities for support from local and national expertise and organsiations (including Quality in Careers Standard)	M1	M6	GF	Students in the student panel process can articulate the different careers paths to be taken. Evidenced during learning walks.	See Financial Plan linked to SIP	Student panel meetings. Half-termly review of careers lesson with carousel team.		
3.3	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.	New Personal development curriculum in place . Ensure consistency of delivery to all student. SMSC quality mark gained to show provision meets a high standard. Assembly program to support personal development. Continue with the yr7 guarantee as a homework task . Curriculum map developed for Personal development and shared on website. PD booklets used to raise profile and quality of provision for yr 9,10, 11 these include assessment and retrieval practice.			KW	Lesson observations and engagement. Feedback from students is positive, behaviours around the school show respect for others.	£3000 Dept Capitation	Metal		
3.4	Further develop our enrichment programme	Establish and publish expectations for enrichment programme. Programme for each term in place			GF	Further development of enrichment programme in place	£3,000			

Priority 4. Leadership and Management

Overreaching Success Criteria: [See School Improvement Plan KPIs](#) and [SEF Feb 2022](#)

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

Objective		Activities/Milestones	Time Scale		Led By	Success Criteria	Resource and Cost Implications	Monitoring	Progress Review RAG	
			To	From					Feb	June
4.1	COVID-19: Return to school action plan (September 2021) in place including updated risk assessment and contingency. Recovery premium funding 2021-2022 & Tutor led funding	Risk Assessment Clear plan in place for use of the recovery premium funding and tutor led funding to support our most dedicated student	M1	M4	MJS	Reduced the impact of the pandemic for our most disadvantaged students (Attainment, attendance, enrichment, English 4+ and Maths 4+, post 16 destinations)	Relevant funding from the DfE	SLT Meetings Governor Meetings and Visits		
4.2	Self Evaluation continues to be rigorous and accurate	SEF produced each year and reflected on each term. Governors PPD review at each meeting. Continue to develop the METAL process throughout the year do in line with the new inspection framework. Headteacher to undertake Ofsted training (November 2021) METAL reports to be conducted in line with Calendar and led by DLG. Develop the notion of MLs being able to quality control the work of their peers by ensuring consistency of judgements through such things as joint lesson visits, work sampling and learning walks. New line management structure in place September 2021. Embed the use of the self evaluation programme (MER) for all activities carried out by Middle Leaders and align with the professional development programme. New guidance on how to conduct work sampling so that focus is on students' progress and how the teacher has enabled that rather than on teachers' written feedback. Move to perspective lite for department self evaluation Be your best to be discussed every week during SLT meetings and actions put into place to support staff in their development/ praise given to teachers on effective practice	M1	M6	MJS	Metal Reports 2021-2022 SEF January 2022 LLP Reports Line management meeting notes indicating the focus on the curriculum Department SEF and improvement plans moved to perspective lite	£2,000	PPD Governors LLP Visit Governor Visits		

4.3	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.	Staff wellbeing - Our Commitment to you. Document produced and shared with staff. 1 hour CADT Meeting per week. Teaching and planning, behaviour, assessment and reporting (3 times a year) professional development SLT Manifesto	M1	M6	MJS/KW	Staff to complete questionnaire at the end of the year showing improved knowledge. Evidenced through learning walks. Evidenced through staff retention.	£2,500	Staffing committee Staff survey SLT Surgery		
4.4	Harrow Way middle leaders deliver an effective professional development programme in their allocated CADT.	Through their work with CAB/DLG curriculum leaders ensure all teams are well versed in curriculum knowledge and appreciate how this interlinks with their content knowledge and pedagogical knowledge.	M1	M6	DLG/CAB	Staff to complete questionnaire at the end of the year showing improved knowledge. Evidenced through learning walks. Evidenced through staff retention.	Dept Capitation	Governors committee meeting		
4.5	Continue to promote equality of opportunity and diversity, resulting in a positive learning environment.	Continue to champion the needs of all students, inclusion at the heart of activities. Monitoring in enrichment and visits to show engagement from key groups. Reasonable adjustment policy created and embedded with staff. Monitoring of students who have a social workers progress in school.	M1	M6	KW	Key groups engagement in enrichment and trips. Attendance of key groups continue to be good and improving. Progress of students with social workers .	£3000 PP Funding	Line management documents		
4.6	Safeguarding continues to be highly effective.	Cpoms embedded and explore other features we could use. High quality staff training, regular updates to staff, yearly audit carried out and action plan in place. Outside visit to verify good practice. Regular update to governors, termly meeting with headteacher and chair of governors. Culture of it could happen here.	M1	M6	KW	Number of cpom referrals, monitor staff that are not using cpoms and look at reasons for this.	Nil	Safeguarding meetings Curriculum and Standards Agenda item at all meetings		
4.7	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	Governors continue to provide effective evaluation and challenge about the effectiveness of the school's work, the implementation of policies and the compliance with statutory requirements. Link governor model working termly (with report) and governor visit programme linked to SIP Priorities. GB to self-evaluation annually as part of school self-review process. To secure and sustain a financial framework to ensure outstanding learning and teaching opportunities and school facilities and resources are sustained for students and teachers. Annual report on Pupil Premium and Recovery catch up shared with governors and reviewed on a regular basis. SIP costed annually. Further evaluate all licences and services bought that are essential. ICT/Buildings Three year Strategic plan and building development plan costed and reviewed on a regular basis. Generate new income streams. Grants for Schools to be explored further. Fully review community provision.	M1	M6	MJS/TH	Governor skills audit and self evaluation Evidence of support and challenge in governor minutes	Governor training NGA Membership	Impact of meeting discussed at the end of all governor meetings		