

# CONFIDENTIAL LLPR Visit Report

<b>School/Setting:</b> Harrow Way Community School (4163)	
<b>LA:</b> Hampshire	
<b>Date:</b> 21/02/2023, 08:00	<b>Adviser:</b> Beverley Murtagh
<b>Focus:</b> CONFIDENTIAL LLPR	<b>Reference:</b>
<b>Headteacher/Manager:</b> Mike Serridge	<b>Attendees:</b> Headteacher. Deputy Headteachers. Assistant headteachers. Careers adviser. SLE Attendance. Lead practitioner for coaching and SENCo. 3 ECTs. Groups of pupils from KS3 and KS4.

# Actions

★ = Key Action

✔ = Complete

## Action

## Assignee

## Due

## Status

Quality of Education

Beverley Murtagh

20/10/23



## Description

To review how strategies for supporting pupils on free school meals are being monitored and showing real impact in order to further reduce the gap in outcomes.

## Summary of Main Findings

The Headteacher and his senior team manage their teams very effectively and they model the high standards they expect of others. They are all very visible around the school. The Headteacher has kept a strong focus on the things he knows will support effective school improvement. The strong relationships and good behaviour observed reflect the hard work which goes on behind the scenes on a daily basis.

Leaders use data intelligently to raise questions and track progress for pupils over time. They are aware of the need to continue to reduce the barriers for those disadvantaged pupils who are underachieving. The robust approach to attendance has paid dividends and staff will continue to chase any absences with vigour.

**The school remains a low priority for LA support.**

## Activity reason

Annual LLPR Review.

## Activity focus

Pupil voice, coaching and assessment and feedback in lessons.

# Context

The school was last inspected by Ofsted in July 2022 and was considered to remain a good school in an ungraded inspection. The report reads very well and leaders were very pleased with the many areas of strength which the inspection team noted. The areas for improvement were:

- Curriculum thinking in some subjects is not as well developed as it is in others, particularly where there are new subject leaders. This means that the curriculum is not yet achieving the intended aims, as stated by leaders. Subject leaders should continue to refine their curriculum thinking so that pupils achieve the very best outcomes in all subjects.
- In a small number of subjects, assessment systems are not yet fully developed, for example in physical education and history. This means that staff do not use explicit and precise methods for assessing what pupils know and can do as a result of their teaching. Leaders should ensure that assessment systems are developed and embedded, and used to inform future teaching.

The LLP was accompanied by a challenge partner who is a deputy headteacher in another school on this visit. The Headteacher is leaving at the end of the academic year and the process to find his replacement is currently underway. Full feedback was discussed at the end of the visit and this report should be made available to the governing body.

# Commentary

## Impact of leadership

The senior team are very clear about the strengths and areas for further development. The Self Evaluation Form is clear and succinct. The school improvement plan is also carefully linked and leaders are determined to ensure they keep to the main priorities which also supports staff workload. The three year plan will be completed this academic year which is appropriate given that the current Headteacher will be leaving. The Headteacher is proud of the fact that the school priorities are shared on the school website so that parents and pupils know what they are. Leaders are open and honest and constantly share progress with the governors who are well-informed. The governing body hold leaders to account and a number of them visit regularly and hear from other voices like the middle leaders and the pupils in the school so they can triangulate what leaders share with them.

A small group of early career teachers were very appreciative of the support they have during their training. They have all settled well in the school and appreciated the programmes provided and the support from colleagues including the senior leaders in the school. A coaching programme has been introduced this year with an initial focus on the middle leaders. This has been very well-received and will be further implemented next year.

## Safeguarding

Annual safeguarding checks are in place and there is a termly report to governors. The safeguarding governor also visits regularly and looks at different aspects of safeguarding in school. Staff have regular updates to their annual training and constant reminders. The school ensures that pupil information is linked into the school culture of tolerance and respect. The team review the reports coming in and will pick up topical subjects to pursue with the pupils. Recently they have had a focus on misogyny. Staff seek pupils' opinions frequently and respond accordingly.

## Quality of education

Leaders were pleased that the predictions last year were fairly accurate. The current Year 11 are similar to the previous cohort. There is a new curriculum leader in PE and Year 11 will sit the NCFE level 2 qualification. In Year 10 a GCSE will be added. Leaders are anticipating that English Language outcomes will improve as they had a focus on level 4+ last year. History is very popular with the pupils but the rapid growth in numbers has led to larger groups of differing abilities. The focus this year in order to further support attainment is on the high prior attainers to ensure more can access the higher grades at GCSE. The Autumn predictions show similar potential outcomes to the GCSE outcomes from last year. However, Year 11 are currently sitting mock examinations so the school will review this when the results are in.

Lesson visits showed that pupils have good focus in lessons and no low level disruption was observed. Teachers have good relationships with their pupils and lessons are well-prepared. Books are well-presented with good notes for future reference. There is evidence of summative assessment with some feedback but pupils do not always respond to areas for improvement. This is something the school is currently working on. The school has an extensive quality assurance cycle which includes in-depth reviews of departments (called the METAL process). Department leaders are held rigorously to account and are expected to be able to describe their curriculum journey and how it is assessed. The Senior team are also very visible around the site both in lessons and at social times and before and after school.

There were clear routines in expectations as well as 'Do now' activities which took various forms dependent on the lesson content. There was some evident 'thinking time' provided which, when seen resulted in high order responses. Questioning was sound and this provided good opportunities for students to be challenged on recall and subject knowledge. Feedback was evident in books in the form of marked assessments and teacher responses. This appears in the early stages of development and going forward consideration for the development of student improvements resulting from feedback would be useful, as well as the consistency of implementation within and across subjects.

During a reading intervention there was a wonderful culture of small group working with students supporting each other with ready and the member of staff scaffolding thinking and progress through articulate questioning. It was evident that students valued this intervention and the support provided.

### **Tutor Reading**

There is a clear vision for the implementation and impact of the tutor reading programme. The programme seeks to develop a love of reading and the development of literacy which intends to have a positive impact on access to the curriculum as a whole as well as progress within English.

Two separate tutor sessions were seen and there was a strong culture of staff reading to students aloud and modelling effective use of language and punctuation. Key words were targeted and word roots established for students. Texts have been carefully chosen to highlight and support relevant themes across the curriculum and these are supported by the pastoral support team if and when needed. Staff delivering are resourced effectively and pre-reading of texts support staff in being at ease with reading and discussing themes.

An increase in tutor time to 25minutes also facilitates a smooth start to the day and permits adequate time for reading to be a clear focus three times a week, which are consecutive which further seeks to develop recall and impact. The staff who oversee the reading programme have shared their expertise at a recent Local Authority curriculum conference for Secondary leaders. It was very well received by those who attended that session.

### **Vulnerable pupils**

School staff recognise that there is a gap in attainment and progress for Special Educational Needs (SEN) and Free School Meals students. There are a range of interventions in place to support progress including; SEN interventions, quality first teaching; priority planning for vulnerable students and targeted parent evening engagement.

There is no doubt that staff are prioritising this work as part of their inclusive culture, however to close the gap it will be key to evaluate the implementation of strategies and if they are resulting in the desired outcomes. Areas to consider could include, in class support for SEN and collaboration with teaching colleagues, the

marginal gains identified with FSM students in terms of impact, and how the overstaffing in core subjects can be utilised to specifically support this group.

Analysis of data supports the need for a clear strategy and leaders are able to discuss the gaps. Going forward it might be useful to have a closer analysis of vulnerable students to triage students at risk of underperforming to leave sufficient time to respond to their needs.

### **Behaviour and attendance & Personal development**

It is evident that there has been a real focus in the development of the careers and information provision. The employment of a permanent (part time) careers advisor coupled with a clear sense of development has resulted in good provision within the Gatsby benchmarks. The school staff recognise that benchmark 4 still requires development and is reflective in how this can be implemented. It might be beneficial in terms of future development strands to be more forensic in terms of the outcomes of the compass evaluation tool which seeks to highlight progress against the benchmarks.

Provision for students is varied and purposeful and includes careers interviews, starting in Year 10, Taster days with Post 16 providers, assemblies from a range of post 16 providers, employer encounters and discrete carers lessons taught within personal development curriculum time. Going forward the school are keen to develop careers curriculum links as well as to broaden the range and type of post 16 provider to set high expectations and eradicate myths surrounding access to some providers.

Attendance procedures are carefully planned and there is real rigour about the system and how things are followed through. The whole school attendance is above national average which is really pleasing. The leaders use data wisely and have good summative accounts to hand to track trends and to keep abreast of key individual pupils. Persistent absence is below national across all year groups. Exclusions are below national average as well which is testament to the strength of the pastoral system. Leaders were pleased to be awarded a National School Attendance Award certificate for being in the top 25% of similar FFT Secondary schools in England.

The group of pupils who were interviewed in Key Stage 3 feel that teachers genuinely listen to them. They felt they could be honest with their teachers who respond well. They could all name lessons where they felt successful and really enjoyed the subject. They all felt safe at school and could remember lots of aspects of PSHE where they have been taught to stay safe. They liked the fact the bully buster reporting button had been changed to be called a support button as a result of pupils asking senior staff to do this so not only bullying could be reported. They could name a large variety of school clubs and extra-curricular activities which are on offer. A small group of Key Stage 4 pupils were also interviewed all of whom had been vulnerable at different points in their school career. They were all very eloquent about the different teachers who had helped them with difficulties. They felt really well-supported and had genuine affection for the school staff who they feel go above and beyond to support individual pupils. This culture of inclusivity is clearly well-embedded in the school and pupils really value the opportunities the school has provided for them and feel part of a cohesive and friendly community where they felt all can flourish.

# Summary of Main Findings

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## Funding

LA funded.