



Harrow Way Self-Evaluation

February 2024



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 229 1st Choice applications for 180 PAN so have agreed to take an additional 30 students in September 2024. We are very proud of our achievements. We believe Harrow Way is a good school with many outstanding features. 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 was the **first school in Andover to be designated a Lead School by CAS** (Computing at School). We have also been awarded the **SMSC Gold Award, Teacher Development Trust Network (TDTN) Silver Award** and the **'Music Mark'**. Harrow Way also had its **'BIG Anti-Bullying Award'** revalidated in 2023. We also achieved the **Gold Quality Mark for Careers**.

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 slightly below the national average (24.6), and the % of students with **SEN support** is now just below the national average (10%). The % of students with an **EHCP** has increased significantly over the last few years and is now significantly above the national average (4.8%). Using the **Hampshire IDACI Deprivation Indicator**, we are ranked 15 out of the 69 Secondary Schools in the LA. 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 with many outstanding features. (Ofsted HMI Feedback July 2022)**

- 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.
- We are developing a knowledge rich curriculum that is cohesive, cumulative and highly sequenced.

- Students make good progress and achieve well across subjects. Our 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.
- **Good 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 nine students in the last 10 years. The overall behaviour of students is good. (See Ofsted report and LLP report on Behaviour).
- 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. (See Ofsted Report July 2022).
- 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. Our Performance Management process links closely to improving pedagogy and curriculum thinking.
- 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.
- Personal Development is a high priority in the school and helps to ensure a positive climate for learning. Ofsted indicated that "The wider personal development of pupils is a strength."
- The school rates itself as Good overall with many outstanding features and the report from Ofsted (July 2022) and the LA LLP (Leadership and Learning Partner 2023) would concur with this judgment.

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.

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 or Spanish, History, Geography and Religious Studies but also adding five further options from a list that includes Media Studies, Photography and Sociology. 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’

- 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. (Ofsted action point July 2022)
- The school’s curriculum continues to meet the needs and aspirations of all learners.
- All departments are developing a well-sequenced curriculum that is ambitious for all learners, including disadvantaged students and those with SEND.
- Departments are carefully planning for the retention of knowledge that they have deemed powerful through regular retrieval practice. (This is work in progress).



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 have been using CPD this year to review our assessment processes and explore how to use it to help students. 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’

- 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. (Ofsted action point July 2022)
- The Harrow ‘Way’ is embedded so that no time is wasted and teachers can employ strategies that have a real impact on learning.
- Teachers are developing an understanding of how memory works and the importance of spaced retrieval.
- Enhance the teaching of literacy across the curriculum, building on the excellent ‘Harrow Way Tutor Reading Programme’. We will look at how well vocabulary is taught and reading is prioritised to allow pupils to access the full curriculum. Pupils who are not able to read to an age-appropriate level and fluency, will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers. We will pay particular attention to pupils who are reading below age-related expectations (the lowest 20%).
- 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 in 2023

- Harrow Way’s Progress 8 (P8) **has been in line with the national average for the last four years.** The three year average Progress 8 is (-0.02) P8 for 2023 is 0.02. (In line with the NA).
- The 2023 P8 of girls was (+0.31) and for boys (-0.31) Progress 8 score Maths was below the NA (-0.13). Progress 8 score English was in line with NA (-0.08). Progress 8 score EBacc was in line with the NA (-0.08). Progress 8 score Open was above the NA (0.25)
- In 2023 Progress 8 score (-0.52) disadvantaged students was similar to schools nationally.
- In 2023 Progress 8 by prior attainment indicated that lower attaining students made more progress than middle and high prior attainers.
- Science VA (189 entries) and Triple Science (36 entries) were in line with the NA. Humanities VA (178 entries).
- In 2023 students made progress above the national average in Art and Photography, Biology and Physics, Dance, Drama and Music, Media Studies, ICT Cambridge National and Hospitality and Catering.

Key Stage 4 Attainment in 2023

- **Harrow Way’s Attainment 8 (A8) has been in line with the national average for the last four years.** Attainment 8 in 2023 was (47.00) which is in line with the NA.
- 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 and Maths (E&M) was 62% and 5+ in English and Maths (E&M) was 41%.

- In 2023 Harrow Way’s Attainment 8 (A8) for girls was 52.1 and for boys 41.5.
- In 2023 Attainment 8 – Overall, English, Maths, EBacc and Open were all in line with the NA.
- The percentage of students securing 4+ in English in 2023 was 73%. The percentage of students securing 4+ in Maths in 2023 was 72%.
- Disadvantaged students A8 and English and Maths at grade 4 and 5 similar to the National Average.

Priorities for Development for ‘Quality of Education – Impact’

- Continue to raise the proportion of students securing the basics 9–4 and particularly 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.
- In 2023 Attainment in English was in line with the NA yet Progress was slightly below. Higher prior attaining students performed better in English in 2023. This remains a focus for the department this year.
- For the following subject(s) outside of the EBacc, the average point score was in the lowest 20% and the proportion of entries was at or above the national average: Engineering (1.8). The department has removed the Engineering course and implemented the GCSE for 2024..
- Humanities VA (190 entries) was below the NA. A clear plan is in place to support raising attainment in History and Geography in 2024.
- Continue to improve the attainment and progress of our disadvantaged students.

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 any disruptions are dealt with swiftly. The school has an effective system with tiered levels of support that meets the needs of the most vulnerable students and this supports our drive to deliver uninterrupted Quality First Teaching.

Students feel safe at school. Instances of bullying are managed well. 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 2022. Pupils feel that Bullying is handled well (see Ofsted report July 2022).

The school has maintained its **inclusive pastoral system** (identified as a strength by Ofsted July 2022) that supports all students very effectively, 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.

Pre pandemic - when comparing the school's rate of suspension with national figures, **the rate of fixed term exclusions and repeat period exclusions are both below the national average. There have been nine permanent exclusions in 10 years.** The IDSR in 2023 notes that there is nothing significant or exceptional to highlight for total suspensions compared to either all schools or schools with a similar level of deprivation in 2021/22. For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to either all schools or schools with a similar level of deprivation in 2021/22.

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. Pre pandemic - **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%) were in the lowest 20% of schools with a similar level of deprivation.**

There is nothing to highlight for overall absence in 2021/22



compared to all schools or schools with a similar level of deprivation. There is nothing to highlight for persistent absence in 2021/22 compared to all schools or 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 pre pandemic was 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'

- Increase the school's levels of attendance to pre pandemic levels, with a particular focus on attendance of disadvantaged students and students with SEN with and 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 of outdoor 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 child-on-child 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:



a variety of ways. For example, all pupils participated in Youth Parliament elections and mock 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 importance of good manners ensures that our pupils are equipped to be thoughtful, active and caring citizens. [See social, moral, spiritual and cultural evaluation section of the school website.]

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. We also achieved the SMSC Gold Award in 2022. Personal Development was also identified as strength in our latest Ofsted report (July 2022).

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 forum and anti-bullying initiatives. As part of our curriculum, we hold a positive relationship drop-down day where we explore issues around consent, sexual harassment, and positive masculinity.

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 club actively campaigns to promote environmental awareness (e.g. improving recycling, reducing waste and litter). In 2023, **we were awarded the Green Flag Award** in recognition of our environmental awareness work.

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

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 Prefects.

We have a well-organised **Personal Development** 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.’ [Ofsted Parental survey, July 2022.]

Students are equipped to be active citizens in wider society in

through Careers and Personal Development lessons throughout Year 7–11. This work was recognised in 2023 when we were awarded the **Gold Quality in Careers mark**. 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 make the transition from our school successfully. [See student career action plans.] Our destinations data is in line with the national figures.

Priorities for Development – ‘Personal Development’

- Continue to develop Careers Education to ensure that work experience opportunities support students to engage with future careers and an understanding of work practices..
- Continue to develop our personal development curriculum to provide high quality opportunities to build knowledge, skills and behaviours that will support students to flourish in society.
- Continue to develop our enrichment programme to provide a varied programme of activities and opportunities across year groups. We will track the participation of specific groups to ensure equal opportunity for all.
- Further, develop the curriculum around mental health including resilience and self-care.
- Continue to develop the work we are doing around Inclusion, Diversity and Equality.
- 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 provide the finest education for our students. Our vision is articulated through documents such as the School Improvement Plan. Whilst it establishes a series of operational targets, it also contains a broader set of goals and values to which the headteacher and governing body wish the school to aspire.

The Headteacher is new in post but has worked in a number of roles within the school. 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 for Teaching & Learning 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 low 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 and impact statements with resulting actions demonstrate 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. The 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 works 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 ECT/RQT/NPQ 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 2023].

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 are carried out. We always act on these. Outcomes show 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” ensures that the headteacher is in regular contact with parents. We have high attendance at parent and carer consultation evenings and other parents’ information meetings.

Priorities for Development for ‘Leadership and Management’

- 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.
- 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 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.