



Harrow Way Strategic Plan

2024–2027

+ Be Ready + Be Respectful + Be your Best



Harrow Way Strategic Plan 2024–2027

Our Mission Statement

“Learning for life, success for all”

Our Vision

“At Harrow Way Community School, we aim to provide an exceptional educational experience where everyone can thrive.

The best education prepares students for more than a test, university or a career; it fosters a life-long love of learning. We wish to develop curiosity, creativity and compassion in our students.”

As a result, our students will leave us with:

- Qualifications and knowledge that equip them for future success
- The skills and attributes needed to live and work in tomorrow’s global society
- The values and morals to be good citizens

Great schools never stand still

We believe that great schools never stand still and strive at all times to excel in every area of its performance, for the benefit of all our young people and other stakeholders. In our common pursuit for excellence for all, we believe that everyone in our community must be involved in our strategic planning. From robust and honest self-evaluation of where we believe we are at the end of the academic year, we have devised together the key priorities. These will govern our short and medium term planning and will underpin our three year strategic planning. These will ensure we are a high performing, inclusive and oversubscribed school of choice for the local community.

We wish our students to:

BE KIND

BE RESILIENT

HAVE INTEGRITY

BE RESPECTFUL

BE ASPIRATIONAL

OUR SCHOOL VALUES

Harrow Way's Pledge

Harrow Way Strategic Improvement Plan 2024–2027

STRATEGIC PRIORITY 1 Curriculum and Progress

Ensuring that our rich, broad and balanced curriculum leads to exceptional achievement for every child.

“Without continual growth and progress, such words as improvement, achievement and success have no meaning.”
Benjamin Franklin

STRATEGIC PRIORITY 2 Culture and Community

Fostering an environment where everyone feels safe and valued.

Students – Be Ready: Be Respectful:
Be your Best: at all times.

Staff – Be Calm, Clear, Confident
and Consistent: at all times.

“Culture is the process by which a person becomes all that they were created capable of being.”
Thomas Carlyle

STRATEGIC PRIORITY 3 Environment and Sustainability

Ensuring our school is in a strong position for future growth and has capacity for change.

“Sustainable development ... meets the needs of the present without compromising the ability of future generations to meet their own needs.”
Gro Harlem Brundtland

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

Dylan William

Section One

Strategic Improvement Plan 2024–2027

Strategic Priority 1 – Curriculum & Progress

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

- All departments have a well-sequenced curriculum that enables students to retain and retrieve the knowledge that they deem powerful.
- All teachers aspire to be absolute experts in their subject – the school supports targeted and specific CPD to enable this to take place both within school and with outside networks and bodies.
- 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.

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

- The Harrow Way T&L principles are embedded so that no time is wasted and teachers can employ strategies that have a real impact on learning.
- Students and teachers understand how memory works and spaced retrieval practice is a feature of every lesson.
- Disciplinary literacy is embedded in all subject areas to enhance reading, writing, talking, and vocabulary development.
- 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.

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

- Departments work collaboratively to review and adapt assessment across year groups in line with their intent.
- Ensure across all subject areas that current students make and exceed expected progress. Raise the proportion of students securing the Basics 9–4 and 9–5 in English and Maths to narrow the gap between school and national results.
- Ensure that boys make the similar/above average progress compared to boys nationally.
- Ensure intervention and support is put in place for disadvantaged students.
- Place an explicit focus on the academic progress of our students with SEND and meeting their needs
- Destination data to be in line/above the national average (impact of careers and guidance).

“Without continual growth and progress, such words as improvement, achievement and success have no meaning.”

Benjamin Franklin

Strategic Priority 2 – Culture & Community

Underpin our strong ethos and collaborative culture in our school.

- Continue to cultivate a strong sense of belonging.
- Safeguarding continues to be highly effective.
- Further increase the school's very good levels of attendance, with a clear focus on improving the attendance of disadvantaged students and SEN.
- Continue to build on our high expectations for no low-level disruption in lessons. All staff have embedded the strategies to deal with this and follow the school's procedures with a fair implementation that also considers the needs of an individual.
- Continue to improve provision of outside areas to promote 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.
- Ensure the peer mentor programme supports 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 in school

Provide opportunities and rewards that drives motivation and guides conduct so that students reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others:

- Strengthen our focus on inclusivity and relationships because everyone matters.
- Embed an effective student leadership and Student Executive structure which shapes initiatives and ensures voices from all year groups are heard.
- Student leaders are role models for all students.
- Promote achievement systems to deliver greater impact on positive attitudes and learning.
- Promote social awareness through a distinct focus on charity work for local and national causes.
- Further develop our enrichment programme.
- Continue to provide high quality opportunities to build knowledge, skills and behaviours that will support students to flourish in society.

“Culture is the process by which a person becomes all that they were created capable of being.”

Thomas Carlyle

Strategic Priority 3 – Environment & Sustainability

The school is highly ambitious. Leaders demonstrate an uncompromising and relentless drive for excellence and continual improvement:

- Ensure all staff have relevant, coherent professional development so they feel valued and supported to improve their own practice
- Performance Management continues to be robust and rigorous creating reflective practitioners.
- Build future capacity through an ambitious career development programme
- Maintain high staff morale and staff wellbeing
- Self-evaluation continues to be rigorous and captures a realistic picture of the schools' performance.
- Quality Assurance processes capture and promote the best practice, identifying next steps for continual improvement
- Harrow Way middle leaders play a key role in monitoring and evaluating the quality of teaching and learning, behaviour and progress across the school.

- To ensure the school's long term sustainability with reduced waste and greater environmental awareness.
- The Climate Action Plan is implemented fully.
- Governors secure a financial framework to sustain operational running, seeking grants and partnerships that will strengthen our school.
- Improve facilities to enhance learning opportunities for students and staff and attract community activities.
- 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.

“Sustainable development ... meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Gro Harlem Brundtland



Section Two

Key Performance Indicators 2024–2027

Objective One - Curriculum and Progress – Impact – Based on FFT Estimates (50-20)

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

KS4	Expected Outcome 2024-2025	Expected Outcome 2025-2026	Expected Outcome 2026-2027
Attainment 8	4.6	4.7	4.8
E&M (9-5)	40%	42%	44%
E&M (9-4)	64%	67%	70%
English grade 4+	75%	78%	80%
English grade 5+	50%	52%	54%
English grade 7+	18%	19%	20%
Maths grade 4+	75%	78%	80%
Maths grade 5+	50%	52%	54%
Maths grade 7+	18%	19%	20%
Raise the proportion of students securing grades 9-5, particularly Basics in English and Maths	45%	50%	55%

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

Objective One - Curriculum and Progress

Actions	2024 - 2025	2025 - 2026	2026 - 2027
<p>Provide advantage for our disadvantaged students through a bespoke approach to their learning; meeting their needs effectively and support aspirations of greater academic achievement.</p>	<p>Half termly PP Best Practice Briefings.</p> <p>CADT has established PP as a standing agenda item .</p> <p>Staff Surveys show that 80% of staff report feeling confident using strategies to combat disadvantage through lessons.</p>	<p>Attainment gap between PP and whole cohort is at least 10% below national average or better.</p> <p>Staff Surveys show that 90% of staff report feeling confident using strategies to combat disadvantage through lessons.</p>	<p>Attainment gap between PP and whole cohort is at least 15% below national average or better.</p> <p>Staff Surveys show that 95% of staff report feeling confident using strategies to combat disadvantage through lessons.</p>
<p>Enhance our alternative pathways options to meet the needs of disaffected students.</p>	<p>Clear road map for all students' routes to success produced and ratified by governors.</p> <p>Explore appropriate alternative curriculum options such as ASDAN/ College courses.</p>	<p>95% of Year 11 students have a full time provision.</p> <p>Alternative option pathways are implemented for Year 10.</p>	<p>98% of Year 10 and Year 11 students have a full time provision including alternative options.</p>
<p>Refine the reporting system at KS3 to track and promote progress.</p>	<p>All curriculum leaders will be able to clearly articulate Key Stage 3 students who are not making expected progress through the curriculum in their subject.</p> <p>Departments will begin to develop strategies to ensure these students close the gaps in their learning.</p> <p>85% of parents, or carers, will agree in the parents' survey question 'The school lets me know how my child is doing'.</p>	<p>Departments will have embedded proven strategies to ensure any gaps, and skills, in students' learning are being closed. This will result in fewer students receiving a 'bronze level' as the year progresses.</p> <p>90% of parents, or carers will agree in the parents' survey 'The school lets me know how my child is doing'.</p>	<p>Changes to the Key Stage 3 curriculum will be reflected in GCSE Predicted Grades collected. All departments will be above FFT 50% of schools</p> <p>95% of parents, or carers will agree in the parents' survey 'The school lets me know how my child is doing'.</p>
<p>Widen our extracurricular offer, increase visibility and boost student participation and engagement.</p>	<p>80% of Yr7/8 students engaging with enrichment offer.</p> <p>50% of Yr9-10 students engaging with enrichment other than revision.</p>	<p>90% of Yr7/8 students engaging with enrichment offer.</p> <p>55% of yr9-10 students engaging with enrichment other than revision.</p>	<p>100% of Yr7/8 students engaging with enrichment offer.</p> <p>60% of Yr9-10 students engaging with enrichment other than revision.</p>
<p>Post-16 promise: high quality options guidance, study skills package to support them as they become independent and resilient learners. Destination data to remain above regional average.</p>	<p>School compass reports continue to indicate 100% achievement of Gatsby Benchmarks across school careers programme.</p> <p>Maintain 100% of KS4 students receiving high quality options guidance from in house careers advisor.</p> <p>100% of students in each year group to have opportunity for meaningful encounter with an employer.</p> <p>100% of students in years 7-9 and 10-11 to have opportunity for at least 2 encounters with post 16 providers including vocational qualifications.</p> <p>Destinations data to remain above national average with annual ambition of 100% of students securing post 16 places with no NEET students.</p>	<p>School compass reports continue to indicate 100% achievement of Gatsby Benchmarks across school careers programme.</p> <p>Maintain 100% of KS4 students receiving high quality options guidance from in house careers advisor.</p> <p>100% of students in each year group to have opportunity for meaningful encounter with employer.</p> <p>100% of students in years 7-9 and 10-11 to have opportunity for at least 2 encounters with post 16 providers including vocational qualifications.</p> <p>Destinations data to remain above national average with annual ambition of 100% of students securing post 16 places with no NEET students.</p>	<p>School compass reports continue to indicate 100% achievement of Gatsby Benchmarks across school careers programme.</p> <p>Maintain 100% of KS4 students receiving high quality options guidance from in house careers advisor.</p> <p>100% of students in each year group to have opportunity for meaningful encounter with employer.</p> <p>100% of students in years 7-9 and 10-11 to have opportunity for at least 2 encounters with post 16 providers including vocational qualifications.</p> <p>Destinations data to remain above national average with annual ambition of 100% of students securing post 16 places with no NEET students.</p>

Objective Two – Culture and Community



	2024 - 2025	2025 - 2026	2026 - 2027
Whole school attendance	94%	95%	96%
Disadvantage (FSM) attendance	89%	90%	91%
PA attendance	20.50%	19.50%	18.50%
SEN EHCP attendance	84%	85%	87%
SEN K attendance	86%	88%	90%
Suspensions	2% below NA	4% below NA	6% below NA
Student survey says:			
A culture of safeguarding - students feel safe and happy in school	85%	90%	95%
Students understand what the difference is between bullying and a peer issue	85%	90%	95%
Students know how to report bullying	90%	95%	95%
Students feel the school tackles bullying effectively	60%	65%	70%
Staff survey says:			
Staff feel happy and safe at work	92%	95%	100%
Staff have good opportunities for professional development	88%	90%	95%
SLT care about staff welfare and consider workload	90%	95%	100%

Objective Two – Culture and Community

Actions	2024 - 2025	2025 - 2026	2026 - 2027
<p>Develop the cultural capital including a continued focus on charity work for local and national causes.</p>	<p>Designated annual charity assigned and supported through school and house events and initiatives. Promoted widely.</p>	<p>Designated annual charity assigned and supported through school and house events and initiatives.</p>	<p>Designated annual charity assigned and supported through school and house events and initiatives.</p>
<p>Promote achievement systems to deliver greater impact on positive attitudes and learning with greater visibility and recognition</p>	<p>85% of students surveyed respond positively about the rewards system. 90% of students feel valued as members of the Harrow Way community.</p>	<p>90% of students respond positively about the rewards system. 95% of students feel valued as members of the Harrow Way community.</p>	<p>95% of students' respond positively about the rewards system. 100% of students feel valued as members of the Harrow Way community.</p>
<p>Students have opportunities for leadership. Student Leaders are role models for all students</p>	<p>Embed the Student Council process. (Selection of representatives; Year Councils sharing information with Student Council. Minutes of meetings published.) Student Council meetings have a clear structure and are largely student-led. Issues raised will be discussed with the HT and the Student Executive.</p>	<p>The Student Executive play a leading role in setting the agenda for Student Council meetings. Student surveys demonstrate confidence in prefects and student leadership. 80% of students report that prefects are role models.</p>	<p>Exit surveys from Student leaders demonstrate high levels of satisfaction with their roles. Student surveys show 85% of students feel that they have a voice in their school.</p>

Objective Three – Environment and Sustainability

Actions	2024 - 2025	2025 - 2026	2026 - 2027
<p>Be Your Best QA used to promote reflective practice and enhance the quality of Teaching and Learning at Harrow Way.</p>	<p>100% of teachers experience BYB visits three times a year. Staff receive feedback on positive aspects of their teaching and areas for development are discussed.</p> <p>Whole school weaknesses identified which contribute to whole school CPD programme for following year.</p>	<p>Be your Best data shared with staff, who use this to observe best practice across the school in order to enhance their own practice.</p> <p>Staff who are offered support engage fully.</p> <p>CPD addresses key areas for improvement across the school and within departments.</p>	<p>Staff use BYB feedback to identify areas of development for professional practice.</p> <p>Staff surveys report high levels of satisfaction – 90% report that they are held to account in a respectful and collaborative way.</p>
<p>Quality Assurance</p>	<p>50% Middle leaders play a key role through the METAL process supported by ATW/SLT</p>	<p>100% Middle leaders play a key role through the METAL process supported by SLT.</p>	<p>100% Middle leaders report confidence to play a key role through the METAL process</p>
<p>Professional Development and Career Development</p>	<p>75% staff surveyed report satisfaction with professional development.</p>	<p>85% staff surveyed report satisfaction with professional development.</p>	<p>95% staff surveyed report satisfaction with professional development</p>
<p>Flexible Working</p>	<p>Reduced hours/flexible working introduced for 10% of workforce.</p> <p>Trial of home working for SLT (at least 1 am/pm per fortnight).</p> <p>Embed the use of Staff Bank to support attendance at personal events.</p>	<p>Where possible, PPA to be taken out of school.</p> <p>Explore homeworking for support staff (Finance, Admin, HR).</p> <p>Not all roles can accommodate flexible working.</p>	<p>Following guidance from DfE about shared roles and responsibilities.</p> <p>Implementation of flexible working practices that contribute to the efficient and smooth running of the organisation.</p>
<p>Communication and Public presence</p>	<p>Increase online presence via website, Instagram.</p> <p>Implement Parent Portal on BromCom</p> <p>90% of parents state that communication from the school is good.</p>	<p>93% of parents state that communication from the school is good.</p>	<p>95% of parents state that communication from the school is good.</p>
<p>Improvements to catering</p>	<p>Implement Tender process for new catering contract; better variety and quality of food on offer.</p>	<p>New Catering implemented. Student and parent surveys show increased satisfaction.</p> <p>Increase in profits by 10%.</p>	<p>Student and parent surveys show increased satisfaction.</p> <p>Increase in profits by 15%.</p>

Objective Three – Environment and Sustainability

Actions	2024 - 2025	2025 - 2026	2026 - 2027
<p>Climate Action Plan</p>	<p>Reduction in energy bills electricity by 4% (photocopying, printing, appliance usage).</p> <p>Reduction in paper waste but increase in recycling by 30%.</p> <p>Installation of EV charging points.</p> <p>New Travel Plan to be implemented.</p> <p>Climate Action Plan to be developed.</p>	<p>Paper recycling increased by 50%.</p> <p>Student and staff filing to be reduced by 50%.</p> <p>Implementation of Climate action plan.</p>	<p>Paper recycling increased by 100%.</p> <p>Student and staff filing to be zero (digital copies only).</p>
<p>Self-funding to create a sustainable future.</p>	<p>Increase community profits by £8000.</p> <p>Budget CF to be positive.</p> <p>Investment in community facilities to attract future business.</p>	<p>Increase community profits by £12000.</p> <p>Budget CF to be positive.</p>	<p>Increase community profits by £15000.</p> <p>Budget CF to be positive.</p>
<p>Improvements to site</p>	<p>Outside lighting installed in ‘dark’ areas.</p> <p>Reception and Sports Hall bathrooms updated.</p> <p>Explore creation of covered areas.</p> <p>Robust maintenance of site through rolling programme.</p>	<p>Review lighting around the school and update CCTV server.</p> <p>Gym and B Block bathrooms renovated.</p> <p>Robust maintenance of site through rolling programme.</p>	<p>New entrance doors to be installed.</p> <p>New toilet block installed in A block.</p> <p>Replace covered area by hatches.</p> <p>Robust maintenance of site through rolling programme.</p>
<p>Consider the implications of AI and investigate how this can be harnessed effectively for the benefit of teachers and learners.</p>	<p>Working party established and work completed to look into potential uses as well as drawbacks of using AI in schools.</p>	<p>Clear AI policy developed and ratified by GB.</p> <p>Ideas and best practice shared with staff.</p>	<p>In Staff survey, 50% or more of teachers report using AI to support their practice.</p>



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