



**Harrow Way**  
Community School  
Learning for life, success for all

# SELF EVALUATION FORM 2025



## Introduction and Context:

We believe that Harrow Way Community School is a GOOD School.

**Harrow Way Community School aims to be an exemplary provider of secondary comprehensive education for young people within Test Valley area of Hampshire. It is a place where our values and ambition permeate through the school and people feel valued and safe, where we all make a positive contribution to one another's learning. As a school, we have a collective determination around a widely discussed and shared vision and focus to raise standards and improve student progress for all. Our mission is captured within the following phrase, which underpins all of our planning. "To provide an exceptional education 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." LEARNING FOR LIFE, SUCCESS FOR ALL.**

Harrow Way Community School is a very popular 11-16 comprehensive school in Andover, which is semi-rural with relatively high levels of primary and secondary employment. 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. We are at the heart of our community and are a well-used and highly regarded community resource.

Harrow Way Community School is maintained within Hampshire County Council. Funding is received from the Local Authority (Hampshire LA ranked 153/155 lowest in terms of funding per pupil). This has had a cumulative effect on the budget. Much of the Headteacher's focus, that of the SBM and the Governing Body has been in working to a balanced in-year budget, with a vigilant eye on potential restructuring. Current uncertainty about staff pay awards and utility costs have the capacity to unsettle our budget and future projects.

School leadership in the school is stable and experienced – the Headteacher, who joined the school in 2016, is now in her second year of headship, ably supported by a Deputy Headteacher (Inclusion and Culture), four Assistant Headteachers and two Associate Senior Leaders. The foci has been: clear self-evaluation, precise improvement planning, prudent financial management and community outreach. An in-house focus on consistency and high quality teaching and learning has been highly evident and noted in HIAS monitoring. Ofsted judged the school to be good in July 2022 and this has been the springboard for change, especially notable in a revisiting and remodelling of all aspects of the curriculum and assessment and a relentless focus on securing the culture and values of the school. Positive parents-view and stakeholder survey ratings and a strong presence on local social media substantiate the determined efforts by the school to raise standards and maintain strong community perceptions.

Staff recruitment and retention is typically challenging in an area of high cost. To ensure that we attract and retain high calibre teachers, we have developed an excellent culture. 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. Similarly, 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. The school is staffed across all curriculum areas, with subject specialists in place to support our students.

Curriculum and Timetable. We are developing a knowledge rich curriculum that is cohesive, cumulative and highly sequenced. The timetable is made up of 5 x one hour periods each day, with a daily tutor time of 30 minutes. This followed extensive consultation and a review of lesson length and curriculum design following the pandemic. GCSE options are selected in Year 9, where diversity and choice are promoted with a four-option choice for KS4. In KS3, we run a timetable model based on two blocks each made up of 4 teaching groups. All subjects are taught in mixed ability groups. After an initial settling in period, Maths is set within two blocks. Setting continues in Maths and Science at KS4. We work to offer a broad and appropriately balanced curriculum at KS4 and ensure a facilitating Progress 8 curriculum for all learners. This is supplemented by a comprehensive programme of PSHE, Citizenship, Careers and a wide range of extracurricular opportunities.

There is recognition and accreditation. We were very proud to be awarded the **History Association's Gold Quality Mark**, an award that recognises the excellence of history provision in a school. Hampshire Advisory Service also included the History department in a good practice review in March 2025. We were 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**. In 2024, we received the **Social Impact School Award** recognising our impact in the local community. We are very proud of our achievements.

This is complemented further by extra-curricular provision, which provides a wide range of experiences across many areas, significant sporting success at district and county level. Arts continues to thrive with high participation rates in all areas. We continue to enhance our curriculum offer with a wide range of trips, visits and other events.

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.**

More than 30% of our students 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. 17.3% of the population here have no academic, vocational or professional qualifications. The % of students known to be eligible for the **Pupil Premium** is in line with the national average (32%), and the % of students with **SEN support** is now just below the national average (12.3%). The percentage of students with an **EHCP** has increased significantly over the last few years and is now significantly above the national average (5.01%). 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.

#### Summary Data

	Current Year 7	Current Year 8	Current Year 9	Current Year 10	Current Year 11
Y11 in year:	GCSE in 2029	GCSE in 2028	GCSE in 2027	GCSE in 2026	GCSE in 2025
Cohort size	211	194	211	205	192
KS2 Average Score	101.5	103.5	102.0		
Low % / # / KS2 Jul	45.81% #93	30.16% #57	44.55% #90		
Middle % / # / KS2 Jul	33.50% #68	44.44% #84	39.11% #79		
High % / # / KS2 Jul	20.69% #41	25.40% #48	16.34% #33		
SEND % (EHCP)	21.26%	16.5%	17.96%	14.63%	16.13%
PP %	30%	29%	27%	21%	25%
EAL %	7%	10%	9%	9%	13%
Please note, CAT4 generated FFT targets have been used due to lack of KS2 SAT data (Covid)					

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.

**Intent – “The curriculum is the progression model.”** Christine Counsell

Our Curriculum: Quality of Education		Self-Evaluation: GOOD
Evaluative Summary		
Curriculum Intent	Evidence base	Successful Practice
<p>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.</p> <p>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.</p> <p>We have constructed a curriculum that is ambitious, designed to give all students, particularly disadvantaged students, and including students with SEND, the knowledge and cultural capital they need to succeed in life.</p> <p>Throughout KS3, we meet all current statutory guidance including the national curriculum, PSHE/Citizenship and SMSC, in addition to consistently reviewing and implementing any future national guidance.</p>	<ul style="list-style-type: none"> <li>Curriculum Policy</li> <li>Curriculum Structure</li> <li>Promotion of the Ebacc</li> <li>IDSR</li> <li>A</li> <li>Internal assessment data (SISRA/FFT)</li> <li>Curriculum maps and information shared with parents and students</li> <li>Key Stage on a page</li> <li>Year 8 Pathways and Year 9 Options booklets</li> <li>Internal assessment data</li> <li>Internal reading data</li> <li>Individual curriculum plans and Medium term plans which identify Endpoints</li> <li>Extensive extracurricular offer</li> <li>Careers, trips and visits</li> <li>Character Education, PSHE and SMSC embedded</li> <li>Careers and Next Steps guidance</li> <li>Monitoring and evaluating provision; evidence of the impact the curriculum has on students.</li> </ul>	<ul style="list-style-type: none"> <li><b>A broad and balanced curriculum</b> encourages a passion for learning across diverse subjects.</li> <li><b>Medium Term plans</b> in place for all subjects</li> <li><b>Year 9 Progression:</b> Core of four subjects plus six optional choices, including Media Studies &amp; Sociology.</li> <li>Careers Education is deemed an area of strength</li> <li><b>PSHE/RSE</b> delivered as a timetabled lesson; Citizenship, Careers, and ICT embedded throughout Key Stage 4</li> <li><b>Wide range of extra-curricular activities</b> across many subjects</li> <li><b>Reading ages are assessed</b> and reported with interventions in place.</li> <li><b>Presentation of our curriculum</b> for all stakeholders on our website</li> <li><b>Strong governance</b> and detailed reporting of progress and ongoing priorities</li> <li><b>Alignment of Year 9 Options</b> with the EBacc at the heart of our curriculum, in line with the DfE ambition.</li> <li><b>GCSE results over time</b></li> </ul>
<p><b>Curriculum Implementation</b></p> <p>Our teachers have excellent knowledge of the subjects and courses that they teach. Our leaders</p>	<ul style="list-style-type: none"> <li>METAL reviews</li> <li>Department Improvement plans</li> <li>Staff training and development plans</li> </ul>	<ul style="list-style-type: none"> <li><b>Teaching and Learning Framework</b> is now embedded</li> </ul>

<p>provide effective support for those teaching outside their main area of expertise.</p> <p>Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check students' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, our teachers respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. Over the course of study, our teaching is designed to help students remember long term the content they've been taught and to integrate new knowledge into prior learning.</p> <p>Our leaders understand the limitations of assessment and do not use assessment and progress in a way that creates unnecessary burdens on staff or pupils. It is used to embed and use knowledge fluently, or to check understanding and inform future teaching.</p> <p>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 address concerns rapidly.</p>	<ul style="list-style-type: none"> <li>• Disciplined Inquiry approach to performance management</li> <li>• Teaching and Learning Principles</li> <li>• Feedback from staff training</li> <li>• Be Your Best data</li> <li>• KS3 progress data</li> <li>• KS4 progress data</li> <li>• Structured intervention support opportunities</li> <li>• Assessment policy: evidence of continuous assessment for learning and the impact this has on student performance</li> <li>• Marking and Feedback policy; evidence of assessment for learning embedded into feedback</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Subject Specialists:</b> Almost all lessons are taught by subject experts, ensuring consistency across the school.</li> <li>• <b>Prioritising Curriculum Planning time.</b></li> <li>• <b>ECT/ITT framework</b> is considered an area of strength.</li> <li>• <b>Lead Practitioners</b> check quality of T&amp;L rigorously each week</li> <li>• <b>High-Quality Lessons:</b> Well-planned, focused, and purposeful, with productive use of time and strong student engagement.</li> <li>• <b>Support &amp; Challenge:</b> Teachers provide appropriate scaffolding and challenge to help students learn effectively.</li> <li>• <b>Culture of Improvement:</b> Continuous reflection, CPD, and appraisal drive the development of teaching, learning, and assessment.</li> <li>• <b>Demanding &amp; Coherent Work:</b> Lessons align with curriculum aims, focusing on cumulative knowledge retention.</li> <li>• <b>Focus on Literacy:</b> CPD has strengthened literacy teaching, particularly Tier 2 vocabulary and reading comprehension.</li> <li>• <b>Harrow Way Tutor Reading Programme:</b> Supports students in accessing the full curriculum through improved reading skills.</li> <li>• <b>Targeted Literacy Support:</b> Struggling readers receive additional support to prevent them from falling behind.</li> <li>• <b>Assessment Systems:</b> New assessment methods and Progress Reports for Key Stage 3 improve tracking and reporting.</li> <li>• <b>The Harrow 'Way' Ethos:</b> Ensures no wasted time, with teaching strategies focused on real learning impact.</li> <li>• <b>Memory and Retrieval:</b> Departments are carefully planning for the retention of knowledge that they have deemed powerful through regular retrieval practice.</li> </ul>
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<p><b>IMPACT</b></p> <p>Our students develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in our results from national tests (P8 at +0.04) and examinations that meet government expectations, or in the qualifications obtained.</p> <p>Students' work across the curriculum is of good quality.</p> <p><b>Progress:</b></p> <p>Harrow Way's Progress 8 (P8) <b>has been in line with the national average for the last three years.</b> The three year average Progress 8 is -0.01 P8, and for 2024 is 0.04. (In line with the NA).</p> <p>The 2024 P8 of girls was (+0.41) and for boys (-0.26) Progress 8 score English (0.04) was in line with NA (-0.04). Progress 8 score Maths (0.04) was inline with the NA (-0.03). Progress 8 score EBacc (0.05) was in line with the NA (-0.03). Progress 8 score Open (0.03) was in line with the NA (-0.04)</p> <p>In 2024 Progress 8 score for disadvantaged students was -0.33.</p> <p>In 2024 Progress 8 by prior attainment indicated that lower and middle prior attaining students made more progress than high prior attaining students.</p> <p>Combined (129 entries), Triple (29 entries) and Separate Science Science (12 entries) VA (0.07) was in line with the NA. Humanities (History 137 entries; Geography 76 entries) VA (-0.27) was in line with NA.</p> <p>In 2024 students made progress above the national average in Health &amp; Social care, Hospitality &amp; Catering, Dance, Art &amp; Design, Music and Drama.</p> <p><b>Attainment:</b></p> <p><b>Harrow Way's Attainment 8 (A8) has been in line with the national average for the last three years.</b> Attainment 8 in 2024 was (43.0) which is in line with the NA.</p> <p>In 2024 Harrow Way's Attainment 8 (A8) for girls was 47.9 and for boys 39.1.</p>	<ul style="list-style-type: none"> <li>• School data compared with local and national; evidence of sustained and continuous improvement, particularly in terms of progress</li> <li>• Evidence of high expectations and high quality work in books across the school</li> <li>• Learning walks; intervention and support for teachers</li> <li>• Data War Room strategies to raise standards (minutes demonstrate relentless drive to raise attainment)</li> <li>• Curriculum Leader meetings</li> <li>• Communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Progress 8 score in 2024: +0.04</li> <li>• Leaders consistently hold staff to account for outcomes. This has led to a sharper focus on improvement so that outcomes are now good.</li> <li>• Notable success in Performing Arts, especially Dance and Drama</li> <li>• High outcomes for students in vocational subjects such as Catering.</li> <li>• Increasing numbers of students choosing to learn at least one language to GCSE.</li> <li>• EBacc uptake strategies have had significant impact with high numbers of students continuing to study History or Geography to GCSE.</li> <li>• Introduction of GCSE intervention groups during registration for Y11 students proving effective in closing the gaps.</li> <li>• Period 6 continues to prove an effective after school intervention strategy for subjects with NEA. P6 is unpaid voluntary intervention.</li> <li>• Support for low attaining students on entry in year 7 as part of the Transition Group based on weakest 15 students who catch up with the help of a specialist KS2 teacher.</li> <li>• Full mock exam series</li> <li>• Recent introduction of a KS3 data collection and monitoring system to aid analysis of student progress over time.</li> <li>• Creation of a "No Excuses group" to increase outcomes for students at risk of underperforming.</li> </ul>
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In 2024 Attainment 8 – Overall (43.0), English (9.4), Maths (8.5), EBacc (12.4) and Open (12.8) were all in line with NA.

In 2024 Attainment 8 score for disadvantaged students was 33.8.

**Basics:**

The percentage of students securing 4+ in English and Maths has been in line with NA for the last four years. In 2024 56% students secured a 4+ in English and Maths

The percentage of students securing 5 + in English and Maths was in line with NA prior to 2024. In 2024 37% students secured a 5+ in English and Maths, this was below NA.

The percentage of students securing 5+ in English in 2024 was 50%. The percentage of students securing 5+ in Maths in 2024 was 45%.

The percentage of students securing 4+ in English in 2024 was 69%. The percentage of students securing 4+ in Maths in 2024 was 68%.

**Priorities for Improvement**

- 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.
- Rigorous Evaluation: Regular lesson observations, book scrutinies, and learning walks ensure high teaching standards
- Ensure that boys make the similar/above average progress compared to boys nationally.
- Raise Attainment for Higher Prior attainers
- Persistent absence of disadvantaged students continues to hold back teaching and learning having the desired impact.
- Disadvantaged attainment is below peers despite a whole school focus across all teaching staff. This remains in place.
- Ensure every teacher is a teacher of literacy: ensure whole school contribution to developing students' literacy skills (vocabulary, reading and writing).
- KS3 analysis of progress at whole school level, leading to curriculum and assessment review.
- Helping parents to understand the KS3 reports.
- 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) Constant curriculum review is required to ensure that it provides depth as well as breadth.
- The school's curriculum must continue to meet the needs and aspirations of all learners, including those with SEND.
- Humanities VA (190 entries) was below the NA. A clear plan is in place to support raising attainment in History and Geography in 2025.
- 25% of parents who responded to the Parent View do not feel that they receive valuable information about their child's progress.
- Ensure an appropriate curriculum offer for students with SEND/vulnerable students.



Culture	Self Evaluation: GOOD
Behaviour and Attitudes	
<p>Evaluative summary –</p> <p>Harrow Way Community School has high expectations of its students and staff behaviour at all times which is evident in the common understanding and consistency of students' positive behaviour, attitudes and respect towards each other and their learning. To support this, staff consistently follow the school's guidelines and procedures. The behaviour policy and principles continue to be focused on creating a positive learning environment, which builds positive behaviour, values, relationships and restoration, celebrating success and a structured and effective sanction/consequence procedure.</p> <p>There have been sustained improvements in <b>behaviour for learning</b> since 2021. This is evidenced in significantly falling rates of exclusion, which have been sustained over time. The overall behaviour of students is good. (See Ofsted report and LLP report on Behaviour).</p> <p><b>Relationships between students and staff</b> 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.</p> <p><b>Students take responsibility for their behaviour.</b> 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 High Quality Inclusive Teaching.</p> <p><b>Students feel safe at school. Instances of bullying are managed well.</b> 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 March 2024. Pupils feel that Bullying is handled well (see Ofsted report July 2022).</p> <p>The school has maintained its <b>inclusive pastoral system</b> (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.</p> <p>Where individuals have particular needs, their behaviour improves through a combination of Pastoral Support Plans, intervention work from our 'link team' and outside agencies.</p> <p>The IDSR in 2024 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 2022/23. 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 2022/23.</p> <p>The school continues to have high expectations for student attendance as demonstrated in our own internal aspirational target of 96% attendance in an academic year and 10% or less of students to be classified as persistently absent. All students are monitored closely as individuals for attendance and punctuality.</p>	<p>Successful Practice</p> <ul style="list-style-type: none"> <li>• All developments and changes are undertaken with input and buy in from staff, parents and students (student voice/surveys)</li> <li>• PLD and IER overseen by AYL with specific responsibility to ensure that internal exclusions and planned removals are purposeful and reduce external exclusions.</li> <li>• Increase in written and verbal communication to parents and students round attendance and punctuality concerns and improvements.</li> <li>• Working closely with Hampshire Attendance team (LIT) for high profile cases</li> <li>• Using FFT Aspire we can compare our attendance on a weekly basis compared to national figures as well as Bromcom.</li> <li>• Accountability (line management) of tutors and HOY to address and tackle student attendance and behaviour as well as praising success and improvement.</li> <li>• PM for HOY includes a focus on their year group's behaviour and attendance to meet the school's targets and improvement</li> <li>• Continued focus on the attendance of disadvantaged students</li> <li>• Reducing exclusion figures, with a focus on reducing exclusion for disadvantaged students.</li> <li>• Addressing concerns of poor attendance and behaviour from KS2 to KS3 transition process (transition manager, HOY, SLT)</li> <li>• Detailed SEND and PP information provided to all staff (profiles, SLT Update, bulletins).</li> <li>• Weekly tutor team meetings with focus on behaviour and standards (attendance, behaviour and achievements)</li> </ul>



Students at Harrow Way value their education and rarely miss school. Attendance is a close focus for the school, through awards and praise in tutor groups and assemblies. Overall absence (7.5%) was in the lowest 20% of all schools in 2024 compared to 8.9% for state funded secondary schools. Our absence rate is therefore 1.4 percentage points better than the national figure—a positive advantage. Our persistent absence rate stands at 20.2%, which is 5.4 percentage points lower than the national figure for state-funded secondary schools (25.6%)—a notable advantage that reflects our targeted attendance strategies.

There is nothing to highlight for overall absence in 2023/24 compared to all schools or schools with a similar level of deprivation. There is nothing to highlight for persistent absence in 2023/24 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 and Year Leaders are passionate in their drive to improve attendance.

Exclusion figures for 2023-24 show that 2 students were issued a permanent exclusion, 52 students had suspensions (total of 180 days) with 31 students only having one incident; 240 students had internal exclusions (total of 565 days) with only 120 having one incident. This demonstrates that exclusions and suspensions are used effectively.

The school's permanent exclusion rate compared to national (as per the DfE) is 0.2% while the suspension rate is 10.36%

Exclusions are used for serious breaches of policy and to ensure that all stakeholders understand the importance of our high behaviour standards and expectations. Examples include child on child abuse, swearing, sexual harassment, racism, safety of others, persistent disruptive behaviour (including defiance) and bullying. The IER continues to reduce our suspension figures by housing the internal exclusions. These allow a focus on students completing their academic work while also having a period of time and work on reflection of their poor behaviour choices.

- Monitoring the use of the IER and school sanction system to ensure student patterns and repeat issues are addressed.
- Parent and Staff Surveys conducted on school life and then suitable actions taken,
- Clear Mobile phone policy in place.
- Vaping detectors installed – students report that they feel safer in the bathrooms.
- Increase of CCTV system in school to support monitoring of poor behaviour
- Tutor monitoring systems in place
- Mental Health levels shared on school website.
- Pupil Premium 3 year strategy focuses on the wider issues of attendance, literacy and behaviour.
- Introduction of a summer uniform in response to student voice, following consultation with parents.
- Installation of gates has reduced external truancy and enhanced safeguarding.

#### Priorities for development:

- 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.
- Consistency in the delivery of the policy, accountability and restoration work (to include a focus of rewarding students that show the positive values in school).
- 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.
- Reduce/Eliminate the need for permanent exclusions

**Evaluative summary –**

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 provides high quality pastoral support, which enables students to achieve and succeed, and then allows these successes to be celebrated as publicly as possible. We have a clear achievement and rewards policy in the school (alongside student voice) which publicly and fairly rewards and recognises students’ hard work and positive attitudes using house points as a measure.

Student leadership is embedded across the school, providing numerous opportunities for students to develop confidence, responsibility, and key life skills beyond the traditional prefect system. Sports Leaders play a vital role in organising and officiating events for KS2 students. Our student Librarians foster a love of reading, assisting with the running of the library. Enrichment club leaders take ownership of extracurricular activities, while drama groups provide a platform for students to develop teamwork and communication skills through performances and productions. These leadership experiences not only allow students to develop independence and resilience but also encourage them to contribute positively to the school community, preparing them for future roles in education, employment, and society.

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. 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 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

**Successful Practice**

- Successful and clear rewards system (includes postcards home and award events in assemblies and evenings)
- Successful celebration events held, which now connect to the school values
- Residential and educational trip and experiences to support cultural education and personal development
- Dedicated PSHE/Citizenship department ensuring a spiralling curriculum
- Audit of how PSHE/RSE/Safeguarding/SMSC topics are covered in numerous departments
- Student leadership is embedded
- Year Councils are established
- A strong Student Council, supported by a dedicated member of staff.
- Strong House system, which underpins a strong sense of belonging. Structured events, which have high participation from all year groups. Half-termly House assemblies for celebration and recognition.
- Anti-bullying charter, which is signed and understood by all tutor groups.
- One member of SLT strategic brief focused on staff about wellbeing and work life balance.
- Mental Health lead in school
- Mental Health first aid trained staff
- Dedicated careers advice and guidance for all KS4 students
- Implementation of Unifrog including apprenticeships, teambuilding and work experience
- Strong implementation of the Gatsby Benchmarks
- Annual Careers fair as part of Year 11 Information evening that boasts providers from industry and FE/HE education.

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 our Equality 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 provides a wide range of opportunities to nurture, develop and stretch student talents and interests, which also allows them to become confident, resilient and independent. We have a strong extracurricular provision in the school (sports, dance, drama, music, STEM and first aid). This has grown to include other subjects and interests suggested and led by the students, such as minecraft club.

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

An Assistant Headteacher is our dedicated Careers Leader to lead a careers programme underpinned by the Gatsby Benchmarks.

Careers education occurs across Key Stage 3 and Key Stage 4 through Careers and Personal Development lessons throughout Year 7–11. 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.

- Dedicated Careers lead in school
- High levels of encounters across all required year groups.
- Work Experience: vast majority of Year 10 students participate at the end of academic year.
- Champion School for *Simon Says* (child bereavement charity)

#### **Priorities for 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.

Safeguarding	Self-Evaluation: GOOD
<p><b>Evaluative summary –</b></p> <p>This is a strength. We have a culture where it is understood that “it does or could happen here”, but it is not tolerated and is dealt with accordingly. There are concise, clear and consistently detailed measures and procedures in place ensuring that students and staff feel safe in school at all times. Staff and students are aware of how to report concerns and who to speak to (and they know they will be heard and any reports and concerns addressed). We always seek out to ensure we identify students who may need help or are at risk from the various aspects of safeguarding and child protection criteria (abuse, neglect, exploitation etc). Once identified, we work to ensure that the relevant and suitable support and actions are put into place (which can include co-ordinating and leading with other professional agencies.)</p> <p>We have 5 DSLs trained in school (3 x SLT, our Safeguarding manager and an Assistant Year Leader) all of which attend their refresh training. The Safeguarding and Family Support Lead is trained for attending CP conferences and making high-level CP decisions. The main school student and staff case register is regularly updated and reviewed with the pastoral team. Two members of staff (one on SLT) are responsible for the single central record and ensuring all relevant checks are correct and complete. We also ensure that there is always one member of the all interview panels that is trained for safer recruitment. We have in person whole staff safeguarding, child protection and Prevent training. The training is then refreshed by the DSL and DDSL in school (drawing attention to particular focus areas).</p> <p>We use the standard Hampshire CP and safeguarding policy guidance and internal audit templates to ensure consistency. We ensure that our Prevent training and resources are meeting the expectations required.</p> <p>We use CPOMS in school, which brings benefits when transferring data, reporting and a wider access to report and monitor concerns.</p> <p>As well as staff training and a culture of reporting, we have a high focus on the safeguarding education for our students. We are ensuring that the majority of safeguarding topic and aspects from the KCSiE are covered within the safeguarding sessions in PSHE/assembly time. PSHE/RSE are also embedded and repeated in various other subjects (for example, online safety in the Computing SoW).</p> <p>Parent Survey – My Child feels safe at this school = 95%</p> <p>We work closely with Hampshire ISS ensuring that relevant students have suitable alternative provision where required. This provision is monitored closely and reviewed by SLT and HOY. We have a strong working relationship with Smannell Fields School (for behaviour). Our internal tracking records clearly make relevant staff aware of any</p>	<p><b>Successful Practice</b></p> <ul style="list-style-type: none"> <li>● Visible information on our website for all stakeholders</li> <li>● 5 trained DSLs in the school (including the Headteacher)</li> <li>● Case Review system, with meetings held fortnightly to review individual children who are vulnerable or at high risk.</li> <li>● New DT who is also Assistant SENCo to oversee effective and robust provision for LAC and PLAC students.</li> <li>● Staff training on safeguarding, child protection and prevent led regularly.</li> <li>● Tracker to monitor staff completing any training and also reading and understanding the relevant school policies (using the Hampshire templates) for safeguarding, child protection, prevent and KCSiE.</li> <li>● CPOMS tracking of live and closed CP/CIN cases.</li> <li>● Staff and students are proactive in reporting concerns they see which relevant staff investigate with follow up actions in a timely manner.</li> <li>● Close working relationship with SFS and Hampshire ISS to support students in alternative provision where they might have faced exclusion if they remained in main school provision.</li> </ul>

<p>students not studying a mainstream provision and the reasons why (which is shared with Hampshire ISS). We also have students accessing E-Learning (Academy 21, Kings Interhigh).</p> <p>The DHT and SENCo (SLT) in the school take responsibility for any students accessing alternative provision which covers progress, attendance, behaviour and safeguarding.</p> <p>Our plan going forward is to investigate as many alternative providers as possible so that the school has a menu of options for those students where a full range of GCSE subjects is not suitable.</p> <p>We work closely with local schools to provide short term offsite directed provision and in some cases, extended offsite directed provision, to reduce exclusion cases and provide students with other education paths.</p>	<ul style="list-style-type: none"> <li>● Internal tracking systems for students not studying the normal range of qualifications and education provision (updated regularly and reported to Hampshire ISS)</li> </ul>
<p><b>Priorities for development:</b></p> <ul style="list-style-type: none"> <li>● Further development of CPOMs usage and understanding in the school (ensuring that staff assign the case to a DDSL). Increase detailed reporting and record keeping.</li> <li>● Stakeholder survey to be conducted annually to review all aspects of the school will always include safeguarding</li> <li>● Monitoring of the safeguarding curriculum (covering aspects of KCSiE) and its effectiveness and impact.</li> <li>● Further research into a menu of alternative provisions that meet all requirements for education and safeguarding.</li> </ul>	

## Leadership and Management

Self-Evaluation: **GOOD**

### Evaluative summary –

We aim to provide an exceptional educational experience where everyone can thrive. 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 relatively 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**). 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 Headteachers 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. They understand their role and carry it out effectively.

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.

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.

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.

Performance management has been significantly overhauled. This came from a drive to ensure that it was more robust to scrutiny and more transparently fair and inclusive to staff. Guidance at what is required at each stage has

### Successful Practice

- Continuous drive from the SLT to drive up standards and setting high expectations.
- Shared vision for the Curriculum, Teaching and Learning
- Embedded "Harrow Way" teaching and learning principles
- Strengthened quality assurance systems for teaching and learning that develop Curriculum Leaders.
- Department Improvement plans that drive effective and impactful change
- Thorough embedding of our values
- Ensuring measurable steps have been taken to improve the quality of teaching and use of assessment (Ofsted 2022)
- Relentless focus on the attainment and attendance of disadvantaged students
- Systematic sharing of best practice within the school
- Clear and simplified lines of accountability and line management
- Safeguarding practice
- CPD – an active, research-led approach to professional learning
- Leadership and active engagement with local headteachers (primary and secondary) and LA groups
- Wide and proactive engagement with external agencies and HIAS to develop whole school priorities and cast external eye on progress

<p>been produced and shared along with streamlining of support documents. There is a disciplinary inquiry linked precisely to teaching and learning with an additional target required for those with a TLR or on UPS.</p> <p>Relationships between staff, students and families are excellent, evidenced by overwhelmingly positive feedback through parent voice [see Parent Questionnaire results 2025].</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Staff wellbeing – leaders in school engage widely with staff and take account of the pressures put upon them. Within a culture that is routinely attuned to the workload and wellbeing challenges to staff, significant steps have been taken to help manage workload and promote improved wellbeing. We routinely survey staff to elicit and act upon feedback. Staff feel supported and listened to. We can evidence that any school improvement approach is forensically examined by leaders and well planned before implementation.</p>	<ul style="list-style-type: none"> <li>• Strong links with training providers (Basingstoke SCITT and HISP)</li> <li>• Proactive development of middle leaders within the school.</li> <li>• Wide use of NPQs (when funding was available)</li> <li>• HIAS visits (LLP) – low risk school</li> <li>• Strong governance in line with NGA guidance. Carefully planned annual scrutiny and accountability – full reporting to FGB with robust challenge.</li> <li>• Year on year improvements to transition and the KS3 curriculum</li> <li>• Climate Action Plan prepared for implementation (part of SIP).</li> </ul>
<p><b>Priorities for development:</b></p> <ul style="list-style-type: none"> <li>• Self-evaluation continues to be rigorous and captures a realistic picture of the school's performance.</li> <li>• 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.</li> <li>• Supporting Middle Leaders to be effective observers and leading to enhanced personal and professional development for their team</li> <li>• 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.</li> <li>• 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.</li> <li>• Improve Induction programme for all new staff</li> <li>• Develop our website so it attracts potential staff as well as provides resources for our students and parents</li> <li>• Enhance the use of Social Media (Instagram and LinkedIn) to promote our school, events and community actions.</li> <li>• To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.</li> <li>• Ensure safeguarding continues to be highly effective.</li> <li>• To continue to adapt our inclusive, innovative and diverse curriculum, to further raise achievement and meet the needs of all learners.</li> <li>• Ensure that the curriculum demonstrates a clear progression of knowledge and skills over time responsive to on-going student needs and that this is represented in pupil outcomes and experiences.</li> </ul>	



- Income generation is a priority