



Harrow Way Self-Evaluation Summary

2025–2026

+ Be Ready

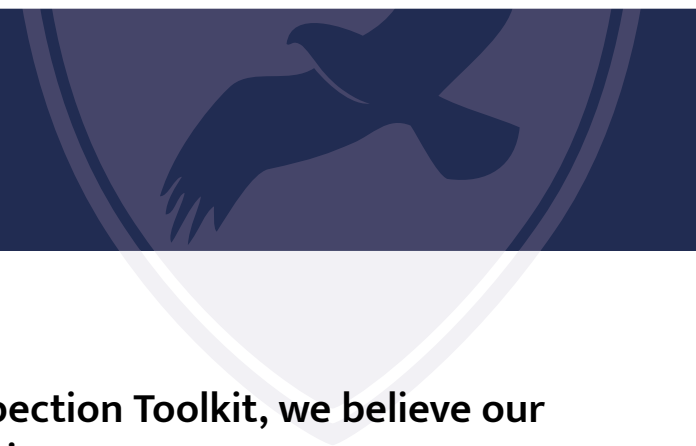
+ Be Respectful

+ Be your Best



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About Us

Harrow Way Community School is an inclusive 11–16 comprehensive school serving Andover and the surrounding community.

Our vision — **Learning for Life, Success for All** — underpins a broad and ambitious curriculum and a culture where students are supported to thrive academically and personally.

Inclusion sits at the heart of the school’s work. Leaders, staff and governors share a strong commitment to continual improvement so that every student, including those with additional needs, can access the full curriculum and participate fully in school life and achieve their potential.

Self-Evaluation

Looking at the State funded School Inspection Toolkit, we believe our self-evaluation demonstrates the following:

Exceptional	-
Strong Standard	Personal Development
Expected Standard	Inclusion; Curriculum & Teaching; Attendance & Behaviour; Leadership & Governance, Achievement
Needs Attention	-
Urgent Improvement	-
Safeguarding	MET

School Priorities for Improvement

Our self-evaluation informs clear priorities for continued improvement:



Strengthen literacy across the curriculum.

Continue improving attendance for all groups of students.

Provide challenge for all students, but particularly the most able.

Ensure consistently strong teaching in every classroom.

Safeguarding

Evaluation – MET

Harrow Way demonstrates a strong safeguarding culture with clear policies, effective training, and robust systems for reporting and addressing concerns. While there are areas for refinement, the school meets the safeguarding standards.

Strengths:

- Leaders have established an open culture in which safeguarding is everyone's responsibility.
- Staff demonstrate vigilance and report concerns promptly through well-embedded internal systems.
- Regular training ensures staff understand contextual risks, online safety issues, and their statutory responsibilities.
- Leaders work effectively with external agencies to secure timely support for students.
- Students feel safe and know who to speak to if they are worried.
- The curriculum teaches students how to stay safe — online, offline, and in the community.
- Leaders review safeguarding practice regularly to ensure systems remain effective.

Ongoing Strategic Priorities:

- Monitoring & Analysis of Child on Child Harm
- Continue refinement of record-keeping for greater analytical oversight.
- Further develop student voice mechanisms to identify emerging risks.
- Continue to provide staff training on newer forms of online harm.

Inclusion

Evaluation – Expected Standard

The school demonstrates a strong commitment to inclusion, with effective systems for identifying and supporting students with diverse needs. While attainment gaps persist, the school is working actively to address these challenges.

Strengths:

- Ordinarily Available Provision is embedded across classrooms, ensuring that adaptive teaching supports a wide range of learning needs.
- Strong commitment to supporting students with SEND, disadvantaged students, and those facing wider barriers.
- Leaders adopt a graduated approach, enabling early and accurate identification of needs.
- Staff CPD has strengthened inclusive classroom practice.
- Student premium strategy is evidence-based and monitored carefully. Leaders maintain strong oversight of vulnerable students.
- Improved attendance, attainment patterns, and engagement in school life for SEND and disadvantaged students.

Ongoing Strategic Priorities:

- Disadvantaged attainment remains below peers, despite a whole-school focus.
- Persistent absence and outcomes for disadvantaged/SEND
- Academic interventions must be aligned tightly to identified needs for disadvantaged students, especially high prior attainers.

Curriculum & Teaching

Evaluation – Expected Standard

Leaders have ensured a well-planned and ambitious curriculum with effective teaching practices. While some areas require further refinement, the school generally meets the expected standard for curriculum and teaching.

Strengths:

- Curriculum is broad, inclusive, ambitious and knowledge-rich.
- Coherent sequencing and careful mapping ensures that knowledge builds cumulatively over time; students are more able to recall and apply knowledge.
- Teachers demonstrate strong subject knowledge and present content clearly and coherently.
- Assessment is used purposefully to inform teaching and secure understanding.
- Robust CPD programme.
- Leaders have prioritised the development of literacy across the curriculum to support reading and communication.

Ongoing Strategic Priorities:

- Further refine curriculum depth, particularly in Humanities.
- Strengthen whole-school literacy consistency, ensuring “every teacher is a teacher of literacy”.
- Embed an evidence-informed approach to homework.

Achievement

Evaluation – Expected Standard

While overall attainment is generally in line with national averages, there are gaps in achievement for disadvantaged students and higher prior attainers. The school is taking action to address these gaps, but the impact of these actions is not yet evident.

Strengths:

- Leaders maintain a strong focus on improving outcomes for all students.
- Students develop secure knowledge across a broad range of subjects.
- Attainment 8 is in line with the national average.
- Progress 8 for 2024 was +0.04.
- Students generally leave well prepared for next steps, with stable destinations data.
- Increasing numbers of students choosing to learn at least one language to GCSE.

Ongoing Strategic Priorities:

- 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.
- Continue to raise Attainment for Higher Prior attainers
- Further develop intervention strategies at Key Stage 3 to close the attainment gap between disadvantaged pupils and their peers earlier.

Attendance and Behaviour

Evaluation – Expected Standard

The school maintains a calm and purposeful environment that supports learning. We can demonstrate strong attendance and a positive behaviour culture.

Strengths:

- High, improving attendance, which is better than national.
- Overall absence is significantly better than national.
- Attendance and engagement are monitored carefully so that timely support can be provided.
- Calm, respectful behaviour culture – students understand the school's clear expectations for behaviour.
- Relationships between staff and students are respectful and supportive.
- Exclusions have fallen significantly.

Ongoing Strategic Priorities:

- Improve attendance further for students with SEND/PP.
- Continue development of staff confidence addressing low-level disruption.
- Further enhance student understanding of online safety and child-on-child harm.

Personal Development & Wellbeing

Evaluation – Strong Standard

We provide a comprehensive and effective personal development programme that supports students' well-being and prepares them for life beyond school. The school demonstrates a strong commitment to inclusivity and provides a range of opportunities for students to develop their character and leadership skills.

Strengths:

- A coherent, specialist-taught programme that promotes wellbeing, relationships and citizenship.
- A wide enrichment and student leadership offer that enable students to contribute to school life.
- High-quality careers education that helps students understand and decide future pathways and aspirations.
- Students develop character, resilience, confidence and a strong sense of social responsibility.
- Students demonstrate high levels of respect for diversity and inclusion.

Ongoing Strategic Priorities:

- Increase enrichment participation for disadvantaged students and those with SEND.
- Increase communication with families about the PD/RSHE curriculum, online safety and how they can support at home can be further strengthened and made more accessible.
- Maintain a proactive, educational response to the rise in insidious prejudicial language.

Leadership & Governance

Evaluation – Expected Standard

Harrow Way has strong leadership and governance that drives school improvement effectively.

Strengths:

- Highly reflective, strategic and outward-facing leadership and governance.
- Clear, shared vision that has driven sustained improvement.
- Robust quality-assurance systems focused on improving outcomes for all.
- Staff development is prioritised to strengthen teaching and leadership.
- Skilled governance provides appropriate challenge and support.
- Leaders manage resources carefully to maintain the quality of education.
- Staff morale is high.

Ongoing Strategic Priorities:

- Consistency and depth of middle leadership: continue to develop the use of data, monitoring and research to diagnose root causes and drive improvement, especially for disadvantaged students and HPA.
- Financial Sustainability: Given low per-student funding in the LA and rising costs, leaders and governors must continue to balance the budget while protecting curriculum breadth, staffing stability and support for vulnerable students.



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