

SELF EVALUATION FORM 2026



Harrow Way **Community School**

Learning for life, success for all

Harrow Way, Andover, SP10 3RH

www.harrowway.hants.sch.uk

DfE no: 850 4163

Headteacher: Mrs Dawn German

Chair of Governors: Mr David Lincoln



Harrow Way Community School aims to be an exemplary provider of secondary comprehensive education for young people within Test Valley area of Hampshire. Our values and ambition permeate through the school and people feel valued and safe. 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 one of the 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 third year of headship, ably supported by two Deputy Headteachers (Inclusion and Culture; Curriculum and Standards), the Business Manager, four Assistant Headteachers and one Associate Senior Leader. 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 sharp and refined. Our Appraisal 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. Our highly skilled and experienced support staff team ensures that all support needs within school are addressed efficiently.

Curriculum and Timetable. We are continuously 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 following extensive consultation and a review of lesson length and curriculum design. 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 on average. All subjects are taught in mixed ability groups, except, 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 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. In 2024, we achieved the **Gold Quality Mark for Careers** and received the **Social Impact School Award** recognising our impact in the local community. Following the death of a student, we worked towards and achieved **Simon Says Champion School** status in 2026, as well as achieving the **ATAS Bronze Award** for becoming an **Attachment Aware and Trauma Informed School**. 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%). In the IDSR the pupil base deprivation indicator is below average. This does not, however, paint a full picture of the deprivation some of our students suffer.

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.

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

SAFEGUARDING

Evaluative Summary

Self-Evaluation: MET

Key Strengths

Safeguarding continues to be a significant strength at Harrow Way. Leaders have established an open culture in which safeguarding is understood as 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, supporting our proactive safeguarding culture confidently and consistently. Our child protection policy is clear, accessible and frequently reviewed, to make sure that we're delivering comprehensive safeguarding and everyone understands their roles

Leaders work effectively with external agencies to secure timely support for pupils. Safeguarding information is shared appropriately, and decision-making is transparent. Pupils feel safe and know who to speak to if they are worried. Parent feedback also confirms pupils feel cared for and safe in school.

The curriculum, including PSHE and wider pastoral provision, teaches pupils how to stay safe — online, offline, and in the community. Leaders' work to address issues such as online harm, bullying, sexual harassment and peer-on-peer abuse is preventative, well-structured and quickly responsive to concerns..

Evidence Base:

Whole-school safeguarding culture

- Child protection and safeguarding policies based on Hampshire guidance, reviewed and updated annually then shared with staff, parents and governors.
- "Keeping Children Safe in Education" and Prevent duty embedded through regular staff training and refreshers.

Leadership, DSL capacity and safer recruitment

- Five trained DSLs (3 x SLT, Safeguarding & Family Support Lead, Assistant Year Leader), all attending regular update training; DSL leads CP conferences and high-level CP decisions.
- Two staff (including SLT) responsible for maintaining the Single Central Record and safeguarding checks; each interview panel includes at least one member trained in safer recruitment.

Systems, records and monitoring

- CPOMS used as the central system for recording, tracking and analysing safeguarding concerns, including live and closed CP/CIN cases and transfer of information between schools.
- Fortnightly Case Review meetings for vulnerable and high-risk pupils, with documented actions and multi-agency input.

Successful Practice:

Strong, visible safeguarding leadership

- Strategic safeguarding oversight led by DHT ensures alignment between policy, practice and quality assurance.
- Distributed DSL capacity (5 trained DSLs) ensures consistent availability, timely decision-making and sustained oversight across the week.
- Fortnightly Case Review meetings enable dynamic monitoring of vulnerable pupils, resulting in swift intervention and coordinated multi-agency action.

Robust systems, training and staff vigilance

- CPOMS enables precise chronology, pattern identification and senior oversight of both live and historic cases, strengthening early identification and escalation.
- 100% compliance in safeguarding and statutory training ensures staff understand thresholds, reporting pathways and emerging risks.
- A culture of professional curiosity means concerns are routinely reported and followed up promptly, supporting early help and preventing escalation.
- Pupils and parents express high levels of confidence.
- Three day vigilance for absence

Curriculum and culture that keep pupils safe

- Safeguarding themes are coherently mapped across PSHE/RSE, assemblies and subject curricula (e.g. online safety in Computing),

• Training tracker-monitoring completion of safeguarding, child protection, Prevent and policy reading for all staff. • CPOMS staff safe system is used to record staffing details, checks and low level concerns. Curriculum, education and pupil/parent voice • PSHE/RSE and assemblies mapped against KCSIE safeguarding themes (online safety, healthy relationships, peer-on-peer abuse, etc.), with reinforcement in other subjects such as Computing. • Parent survey outcomes, including “My child feels safe at this school – 95% agree,” evidencing strong confidence in safeguarding. • Pupil voice activities and pastoral feedback showing pupils know who to go to and feel able to report concerns. Alternative provision and vulnerable pupils • Close working relationship with Hampshire ISS and Smannell Fields School to secure appropriate alternative provision. • Internal “AP tracker” monitoring attendance, progress, behaviour and safeguarding for pupils educated off-site or on bespoke pathways (including Academy21 and Kings InterHigh). • Appointment of a Home-school tutor to promote positive relationships and provide education experience. • Designated senior leaders (DHT and SENCo) oversight of all AP placements, ensuring safeguarding responsibilities are clear and met.	ensuring pupils are repeatedly taught how to recognise risk and seek support. • Recognition through the BIG Anti-Bullying Award (2023) reflects a proactive and preventative approach to peer safety. • Pupil voice confirms that students know trusted adults and feel confident reporting concerns, indicating strong safeguarding culture. Effective safeguarding for pupils in alternative provision • Strong partnerships with Hampshire ISS and Smannell Fields School ensure that pupils at risk of exclusion receive appropriate, monitored provision. • Clear internal tracking and senior leader oversight of pupils not in mainstream provision, ensuring attendance, welfare and academic progress are closely monitored and that pupils remain fully integrated within the school safeguarding framework.
Areas for development • Monitoring of Child on Child Harm	
Priorities and Next steps • Continue refinement of record-keeping to support greater analytical oversight. • Further develop pupil voice mechanisms to identify emerging risks. • Continue to strengthen staff training on newer forms of online harm.	

INCLUSION

Evaluative Summary

Self-Evaluation: Expected Standard

Key Strengths:

Harrow Way demonstrates strong commitment to inclusion, particularly in supporting pupils with SEND, disadvantaged pupils, and those facing wider barriers, such as LAC/EAL. Leaders adopt a graduated approach in line with the toolkit criteria, enabling early and accurate identification of needs and ensuring adjustments are increasingly well targeted. Staff CPD has strengthened inclusive classroom practice, improving teacher confidence in adapting teaching appropriately.

Progress data shows that pupils with SEND and disadvantaged pupils make appropriate progress from their starting points, with improved attendance, attainment patterns, and engagement in school life. This reflects leaders' strategic approach and the school's inclusive ethos.

The pupil premium strategy is evidence-based and monitored carefully, resulting in increases in participation and improved outcomes for many pupils. Leaders demonstrate strong understanding of the barriers faced by the community, particularly in relation to deprivation and SEND complexity.

The school serves a community with significant pockets of deprivation: over 30% of students live in the town's most deprived ward, with adult literacy in the bottom 6% nationally.

Pupil premium eligibility is around national (32%), with SEN support just below national but EHCP numbers significantly above national, reflecting complex need. Cohort breakdown by prior attainment, SEND, PP and EAL is tracked by year group and used to plan curriculum and support.

Evidence Base:

SEND

- Statutory SEND documentation (Information Report and SEN Policy) and termly SENCo reports to governors provide transparency and accountability

Identification of need and graduated approach

- Detailed SEND and PP information (profiles, bulletins, SLT updates) provided for all staff to support accurate identification of barriers and classroom adaptations.
- Progress, attendance and behaviour data for SEND and disadvantaged pupils is analysed at whole-school and cohort level, informing intervention decisions.

Pupil premium strategy and disadvantaged pupils

- A three-year pupil premium strategy addresses attendance, literacy and behaviour, with impact evaluated through attainment, progress and pastoral indicators and refined annually in response to emerging need.
- Leaders use progress, attendance and behaviour data to identify emerging barriers swiftly and deploy targeted classroom and pastoral support.

Successful Practice:

Strategic leadership of inclusion

- Inclusion is embedded within whole-school strategy through senior leadership oversight (DHT Inclusion and Culture, SENCo on SLT, AHT Pupil Development).
- Governors provide systematic challenge regarding the deployment and impact of SEND and disadvantaged funding, strengthening accountability.
- We work to ensure that everyone is included and do not face barriers to success through Protected Characteristics. There is a tireless effort to ensure that differences are valued.

Effective graduated approach and classroom inclusion

- Leaders implement a rigorous graduated approach, drawing on assessment, teacher feedback and external expertise to identify needs early and adjust provision.
- Detailed SEND and PP profiles enable teachers to plan precise adaptations, increasing access to the full curriculum.
- Sustained professional development has increased staff confidence and consistency in adaptive teaching.

Support, alternative provision and vulnerable groups • Leaders commission alternative provision thoughtfully, retaining oversight of progress, attendance and welfare through structured review processes and internal tracking. Staff training and classroom practice • Sustained CPD has strengthened adaptive teaching and confidence in meeting diverse needs. Ordinarily Available Provision is embedded and aligned with the graduated approach, ensuring consistent classroom practice. • There is a clear focus on disadvantaged and SEND pupils' outcomes, literacy and curriculum access. Pupil and parent voice • Regular parent surveys and structured student voice activities inform provision adjustments and demonstrate high satisfaction among families of pupils with additional needs. • Student voice through tutor groups, councils and targeted forums (e.g. equality groups) informs adjustments to support and provision for vulnerable pupils	Targeted support for disadvantaged and SEND pupils • The strategy is evidence-based and monitored carefully. The evidence-informed strategy has secured improved attendance, engagement and progress for disadvantaged pupils. • Attendance among SEND and disadvantaged groups has improved and is now better than national, reflecting focused pastoral and attendance work. Strong support and oversight for pupils with complex vulnerabilities • A designated lead for LAC/PLAC works closely with the Virtual School to ensure Personal Education Plans are sharply focused and impactful. Attendance, behaviour and engagement of key groups • Attendance of SEND and disadvantaged pupils is a leadership priority and a strand of pastoral appraisal. • Overall absence and persistent absence are significantly better than national, reflecting targeted strategies that benefit SEND and disadvantaged pupils as well as their peers. • Behaviour systems (including IER, ECO and restorative approaches) are used to reduce exclusions and keep vulnerable pupils engaged in learning. Inclusive participation in wider school life • Participation of SEND and disadvantaged pupils in enrichment, leadership and academic support has increased, demonstrating that inclusion extends beyond the classroom and into the full life of the school.
Areas for development • Disadvantaged attainment remains below peers, despite a whole-school focus. • Persistent absence and outcomes for disadvantaged/SEND are still an ongoing focus and appear in whole-school priorities ("Strengthen Inclusion", "Improve attendance further for SEND/PP groups", "Close the gap between disadvantaged and non-disadvantaged students"). • We need to ensure academic interventions are tightly aligned to identified needs for disadvantaged pupils, especially high prior attainers, and to strengthen communication/co-production with families.	
Priorities and next steps: • Continue refining our Ordinarily Available Provision in order to maximise provision for SEND and vulnerable students. • Improve precision of interventions for disadvantaged pupils, especially high prior attainers. • Strengthen parental communication around individual progress and support plans.	

CURRICULUM & TEACHING

Evaluative Summary

Self-Evaluation: Expected Standard

Curriculum and teaching at Harrow Way are characterised by clarity of intent, strong subject expertise and disciplined professional reflection, resulting in improving outcomes and sustained student engagement.

Our curriculum is broad, ambitious and knowledge-rich. It is cohesively sequenced and carefully mapped to ensure that knowledge builds cumulatively over time. Designed with long-term memory in mind, learning is revisited systematically so that students secure and apply powerful knowledge with increasing fluency and confidence. This shared approach establishes consistency and high expectations across subjects and key stages.

We are committed to providing an excellent education for all. The curriculum is rigorous and academically challenging, while remaining inclusive. It is deliberately designed to ensure that disadvantaged pupils and those with SEND access the same ambitious content and gain the cultural capital required for future success.

At Key Stage 3, the curriculum meets all statutory requirements, including the National Curriculum, PSHE/Citizenship and SMSC, while remaining responsive to national developments. Teachers demonstrate strong subject knowledge and present content clearly and coherently. They check understanding regularly, identify misconceptions precisely and adapt teaching responsively without creating unnecessary workload. Over time, teaching supports students to integrate new learning into prior knowledge, strengthening retention and transfer.

Assessment is used purposefully to inform teaching and secure understanding. Leaders are mindful of its limitations and ensure that assessment practices avoid unnecessary burden while maintaining rigour.

A structured monitoring and evaluation programme provides assurance that curriculum implementation is effective. Where performance falls below expectation, timely and proportionate support is deployed to secure rapid improvement.

Key Strengths:

- Curriculum implementation is increasingly consistent and effective across subjects.
- Foundational knowledge and literacy skills are improving, particularly for lower attainers.
- Curriculum quality and sequencing have improved over time.
- Our CPD programme is robust, effective and allows teachers to gain the expertise they need.

Evidence Base:

Curriculum Intent and Design

- Curriculum Policy and published Curriculum Overview articulate a broad, ambitious and coherent curriculum for all learners.
- Curriculum maps, Medium Term Plans and clearly defined endpoints ensure sequencing builds cumulatively over time.
- Key Stage overviews, Year 8 Pathways and Year 9 Options processes support informed progression.
- External and internal performance measures (IDSR, SISRA, FFT and KS data) inform curriculum review and refinement.

Successful Practice:

An Ambitious and coherent Curriculum

- The curriculum is ambitious for all learners, with clearly sequenced knowledge and defined endpoints that build cumulatively across Key Stages.
- Year 9 progression routes (core plus six options) enable breadth while maintaining academic rigour.
- Strong governance oversight ensures curriculum intent translates into measurable outcomes over time.
- PSHE/RSHE delivered as a timetabled lesson; included in Key Stage 4 Carousel

Strong Implementation and Teaching Quality

Curriculum Implementation (Teaching)

- The Teaching and Learning Framework ("The Harrow Way") underpins classroom practice and professional expectations.
- METAL (Monitoring and Evaluating Provision) provides systematic review of curriculum implementation and its impact.
- Appraisal is rooted in Disciplined Inquiry, promoting sustained professional reflection and improvement.
- Lead Practitioners, subject specialists and prioritised curriculum planning time strengthen subject expertise and pedagogical consistency.

Assessment and Impact

- The Assessment and Feedback policies promote continuous assessment for learning, informing responsive teaching.
- KS3 and KS4 assessment data supports identification of gaps. This is leading to structured intervention programmes.

Literacy and Cultural Capital

- Internal reading age assessments inform targeted Year 7 interventions.
- The Tutor Reading Programme and subject-led literacy CPD promote reading fluency and disciplinary literacy.
- A wide extracurricular, trips and careers programme extends curriculum beyond the classroom.

- The Teaching and Learning Framework is embedded, resulting in purposeful lessons characterised by clear modelling, retrieval practice and high levels of student engagement.
- Departments deliberately plan retrieval of powerful knowledge to secure long-term retention at KS4 and is being embedded at KS3.
- Demanding & Coherent Work: Lessons align with curriculum aims, focusing on cumulative knowledge retention.
- Coaching from Lead Practitioners and a strong ECT/ITT programme sustain high expectations and consistent classroom practice.

Culture of Professional Growth

- A culture of disciplined inquiry and reflective practice drives continuous improvement, with appraisal and CPD closely aligned to curriculum priorities and student outcomes.
- Prioritising Curriculum Planning time for departments

Literacy and Reading

- A structured literacy strategy, including reading age assessment, targeted Year 7 intervention and the Tutor Reading Programme, has strengthened reading fluency and curriculum access across subjects.

Impact on Outcomes

- GCSE outcomes over time demonstrate sustained improvement and alignment with curriculum intent.
- KS3 progress data shows improving retention and application of key knowledge.

Wider Development

- Extensive extracurricular provision, educational visits and nationally recognised careers provision (Careers Education Gold Award) broaden students' aspirations and cultural capital.

Areas for development

- Further refine curriculum depth, particularly in humanities where progress is below average.
- Strengthen whole-school literacy consistency, ensuring "every teacher is a teacher of literacy" with particular focus on reading and writing.
- Continue to develop the Ordinarily Available Provision to ensure access and ambition remain high.
- Embed an evidence-informed approach to homework, ensuring tasks are meaningful, well-sequenced and designed to strengthen long-term learning.

Priorities and next steps:

- Rigorous Evaluation: Regular lesson observations, book scrutinies, and learning walks ensure high teaching standards and expectations.
- Persistent absence of disadvantaged students continues to hold back teaching and learning having the desired impact.
- Ensure every teacher is a teacher of literacy: ensure whole school contribution to developing students' literacy skills (vocabulary, reading and writing).
- 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.
- Ensure an appropriate curriculum offer for students with SEND/vulnerable students.

ACHIEVEMENT

Evaluative Summary

Self-Evaluation: Expected Standard

Achievement is good overall. Attainment 8 remains stable and broadly in line with national benchmarks. Subject-level analysis highlights notable strengths in vocational subjects, dance, drama and catering. The number of students entered for the Ebacc has increased year on year for the last three years highlighting the ambitious curriculum on offer.

Although there were no Progress 8 measures in 2025, Progress 8 has remained in line with national statistics for the last three years, showing an improvement year-on-year for all pupils with 2024 outcomes showing P8 of +0.04. The Progress 8 gap between disadvantaged and non-disadvantaged pupils also narrowed in 2024.

Foundational knowledge indicators show that most pupils achieve secure reading, writing and maths skills, supporting success across the wider curriculum and are well prepared for the next stage of education, employment and training. Our recent KS3 data tracking system ensures that students develop the appropriate knowledge and skills across the curriculum, with assessment information used systematically to identify gaps and inform timely curriculum refinement and targeted support.

The attainment gap of disadvantaged students in 2025 remains inline with that of disadvantaged pupils nationally, however we note the gap widened in 2025. This was primarily due to the lower number of students achieving a Grade 5+ in both English and Maths. We have targeted interventions in place but this still requires a sustained focus. Higher prior attainers also require renewed attention to ensure they make progress in line with national comparators.

In summary, 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 (2024 P8 at +0.04) and examinations that meet government expectations, or in the qualifications obtained. Students' work across the curriculum is of consistently good quality.

There is no published data yet for prior attainment for 2025. However in 2024 pupils with lower prior attainment attained greater than the national average, pupils with middle prior attainment attained inline with the national average and pupils with higher prior attainment attained below that of the national average.

We are ambitious and recognise that to achieve excellent outcomes, our priorities must be:

- To secure the foundations at KS3 and improving our retrieval practice so all students have excellent knowledge before transitioning to KS4
- A relentless approach to closing the gap between our disadvantaged and non-disadvantaged students, and with a particular focus on achieving strong passes and higher grades.
- To ensure the level of stretch for our most able students enables them to achieve the highest grades.
- To share best practice between curriculum areas to improve the outcomes of all subjects and reduce in-school variations.

Key Strengths:

Attainment:

In 2025 Attainment 8 (44.4) continued to be inline with the national average. This was an increase from 43.0 in 2024.

Girls Attainment 8 (45.6) continues to be higher than that of boys (43.0)

The Attainment 8 for disadvantaged pupils was 33.6 - in line with the national average

The Attainment 8 for lower prior attainers was 25.2 - above national average

The Attainment 8 for middle prior attainers was 46.4 - in line with the national average

The Attainment 8 for higher prior attainers was 61.3 - below the national average

Progress:

Progress 8 for 2024 was +0.04. This was an increase from 0.01 in 2023. Although there was no progress measured in 2025, the increase in Attainment 8 from 2024 coupled with the relative stability of our cohorts leads to the secure conclusion that we would have also had positive progress in 2025.

The Progress 8 for disadvantaged pupils was -0.33 - in line with the national average

The Progress 8 for lower prior attainers was 0.13 - in line with the national average

The Progress 8 for middle prior attainers was 0.09 - in line with the national average

The Progress 8 for higher prior attainers was -0.39 - below the national average

Basics:

In 2025 the number of pupils achieving a Grade 4+ in English and Maths was 59.9%. This was an increase from 2024

The number of disadvantaged pupils achieving a Grade 4+ in English and Maths was 39.1% - in line with the national average but the IDSR highlights that the gap is narrowing

The number of lower prior attaining pupils achieving a Grade 4+ in English and Maths was 16.4% - in line with the national average

The number of middle prior attaining pupils achieving a Grade 4+ in English and Maths was 74.7% - in line with the national average

The number of higher prior attaining pupils achieving a Grade 4+ in English and Maths was 100.0% - above with the national average

In 2025 the number of pupils achieving a Grade 5+ in English and Maths was 36.9%. This was a very slight decrease from 2024

The number of disadvantaged pupils achieving a Grade 5+ in English and Maths was 13.0% - below the national average

The number of lower prior attaining pupils achieving a Grade 5+ in English and Maths was 7.3% - in line with the national average

The number of middle prior attaining pupils achieving a Grade 5+ in English and Maths was 45.2% - in line with the national average but IDSR highlights a significant increase from 2024

The number of higher prior attaining pupils achieving a Grade 5+ in English and Maths was 73.9% - below the national average

Evidence Base:

- Examination outcomes (to include all groups)
- IDSR
- School data compared with local and national; evidence of sustained and continuous improvement, particularly in terms of progress
- Internal data from KS3 and KS4
- Post data collection review work
- Evidence of high expectations and high quality work in books across the school
- Learning walks; intervention and support for teachers
- Data War Room strategies to raise standards (minutes demonstrate relentless drive to raise attainment)
- Curriculum Leader meetings
- Communication with parents

Successful Practice:

- Pupils generally leave well prepared for next steps, with stable destinations data.
- Progress outcomes demonstrate impact of curriculum and teaching improvements
- Performance is improving across multiple subject areas.
- Progress 8 score has improved year on year +0.04 in 2024
- Leaders consistently hold staff to account for outcomes. This has led to a sharper focus on improvement so that outcomes are now good.
- High outcomes in Catering and Performing Arts, especially Dance and Drama
- Increasing numbers of students choosing to learn at least one language to GCSE.
- High numbers of students continue to study History or Geography to GCSE.
- Introduction of GCSE intervention groups during registration for Y11 students proving effective in closing the gaps.
- Period 6 is an effective after school intervention strategy led by specialist teachers for subjects with NEA. (Unpaid voluntary intervention).
- 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.
- Core mock exam and Full mock exam series
- Recent introduction of a KS3 data collection and monitoring system to aid analysis of student progress over time.
- Creation of a "No Excuses group" to increase outcomes for students at risk..

Areas for development

- 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.

- Raise Attainment for Higher Prior attainers
- 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: the whole school contributes to developing students' literacy skills (vocabulary, reading and writing).
- Embed KS3 analysis of progress at whole school level, leading to effective curriculum and assessment review.
- Humanities VA (190 entries) was below the NA. A clear plan is in place to support raising attainment in History, Geography in 2026.

Priorities and next steps:

- Increase proportions of pupils achieving 9–4 and 9–5 in English and Maths.
- Accelerate progress for high prior attainers.
- Embed strengthened humanities improvement strategy.

Summary Data

	Current Year 7	Current Year 8	Current Year 9	Current Year 10	Current Year 11	Leavers 2025	Leavers in 2024
Y11 in year:	GCSE in 20230	GCSE in 2029	GCSE in 2028	GCSE in 2027	GCSE in 2026	GCSE in 2025	GCSE in 2024
Cohort size	178	211	194	207	199	187	174
KS2 Average Score	103.0	102.2	103.4	101.9	(No data)	(No data)	102.5
Low % / # / KS2 Jul	30.4% / 52	30.7% / 61	22.2% / 41	32.7% / 53			31.6% / 55
Middle % / # / KS2 Jul	46.8% / 80	45.3% / 108	64.9% / 120	57.4% / 93			54.0% / 94
High % / # / KS2 Jul	22.8% / 39	15.1% / 30	21.1% / 39	9.9% / 16			13.2% / 23
LAC	1.1%	0.9%	0.5%	0.0%	1.0%	0.5%	1.1%
SEND %	19.1%	19.4%	11.3%	15.5%	10.4%	11.2%	9.8%
EHCP %	5.1%	4.7%	5.2%	5.3%	4.5%	4.8%	5.2%
FSM EVER 6	30.9%	29.9%	31.4%	28.5%	22.4%	25.7%	25.9%
PP %	38.2%	37.0%	37.1%	33.3%	27.9%	30.5%	31.0%
EAL %	13.5%	7.1%	10.3%	11.1%	7.5%	12.8%	6.9%

ATTENDANCE & BEHAVIOUR

Evaluative Summary

Self-Evaluation: Expected Standard

Key Strengths:

We meet expected standard, with high, improving attendance significantly better than national and a calm, respectful behaviour culture. There are live, targeted actions to reduce persistent absence further for disadvantaged and SEND pupils, but current evidence shows clear and sustained impact of our strategies.

Behaviour at Harrow Way is calm, orderly and characterised by positive relationships between pupils and staff. Expectations are consistently high, and low-level disruption is rare, supported by clear systems such as ECO, restorative approaches and tiered pastoral support. This aligns closely with Ofsted's criteria for positive behaviour cultures.

Attendance is a notable strength. Overall absence (7.5%) is significantly better than national (8.9%), and persistent absence is 5.4 points lower than national. This reflects strong strategic leadership, increased communication with families, robust monitoring and effective interventions for key groups.

We have robust reporting systems for behaviour incidents and we monitor them frequently. Suspensions and exclusions are used proportionately and monitored closely. The IER supports positive behaviour while minimising lost learning time.

Evidence Base:

Attendance outcomes and trends

- Overall absence in 2024–25 was 7.4%, compared to 8.1% nationally, demonstrating stronger attendance than national benchmarks despite cohort growth.
- Persistent absence is 20.3%, below the national figure of 21.9%, reflecting targeted attendance intervention.
- The ABIE Report ranks the school 2nd out of 20 similar schools for good attendance.
- IDSR indicates a relative dip in overall attendance compared with similar schools in 2024–25; however, this is contextualised by increased pupil numbers and ongoing improvement work.
- The school works closely with families, combining supportive strategies with statutory measures, including fixed penalty notices where necessary.

Behaviour outcomes and exclusions

- Since 2021, exclusions have fallen significantly, evidencing sustained improvement in behaviour for learning.
- In 2024–25 there were 2 permanent exclusions; 52 pupils received suspensions (180 total days; 31 single incidents); and 240 pupils received

Successful Practice:

High expectations and calm culture

- Clear routines and consistent application of the behaviour policy create a calm and orderly learning environment in which disruption is infrequent.
- The ECO 'on call' system ensures swift resolution of incidents, minimising learning loss and reinforcing shared expectations.
- The inclusive pastoral model enables early intervention, contributing to sustained reductions in exclusions over time.

Proportionate and effective use of sanctions

- Suspensions are reserved for serious breaches (e.g. child-on-child abuse, racism, assault or serious safety concerns), reinforcing a culture of high standards.
- Internal exclusion (IER), overseen by pastoral leaders, focuses on reflection and academic continuity, contributing to reduced repeat suspensions.
- Tiered behaviour support, including Pastoral Support Plans and external agency work, leads to measurable improvement for pupils with additional needs.

Strong attendance strategy with measurable impact

- Attendance is understood as a whole-school responsibility, driven by a dedicated Attendance Officer and accountable Year Leaders.

internal exclusion (565 days; 120 single incidents). This indicates proportionate and graduated use of sanctions. • IDSR identifies a significant decrease in total and repeat suspensions compared with similar schools. Culture and perceptions • The school is characterised by high expectations and positive relationships; the overwhelming majority of pupils engage well in lessons and wider learning. • Parent and pupil feedback confirms that bullying is addressed effectively; restorative approaches underpin relationship repair. • Site improvements (vaping detectors, enhanced CCTV and secure gates) have strengthened perceptions of safety in identified areas. Systems and strategic approach • Attendance and behaviour are leadership priorities, underpinned by aspirational internal targets (96% attendance; <10% persistent absence). • A tiered pastoral structure, including non-teaching Assistant Year Leaders, provides targeted early intervention. • The IER model enables internal reflection and academic continuity, reducing reliance on suspension. • Explicit data analysis supports early identification of trends and rapid response. • External partnership with the Hampshire Attendance Team (LIT) provides challenge and support in complex cases. Attendance and behaviour are characterised by high expectations, consistent implementation and strong pastoral oversight, resulting in a calm learning environment, sustained reductions in exclusions and attendance outcomes that compare favourably nationally.	• Overall and persistent absence remain better than national and place the school among the strongest-performing quintile nationally. • Weekly analysis using FFT Aspire and Bromcom enables rapid identification of emerging concerns; attendance accountability is embedded within pastoral appraisal. Inclusive and preventative approaches • Transition support for vulnerable pupils establishes strong attendance and behaviour expectations from Year 7. • Staff are equipped with detailed contextual information (SEND and PP profiles) to maintain high standards while adapting support appropriately. • Behaviour and attendance strategies deliberately focus on disadvantaged pupils and those with SEND, contributing to reduced exclusion rates and improved attendance within these groups. Environment and student voice • Strategic site improvements (vaping detection, CCTV, secure gates and mobile phone policy) have reduced identified risk behaviours and strengthened safeguarding. • Consultation with pupils and parents informs refinements to expectations (e.g. summer uniform), modelling responsive leadership. • Weekly tutor team meetings ensure consistent follow-up of attendance and behaviour concerns.
Areas for development We continue to set an ambitious attendance target of 96%, demonstrating the value and importance of face to face learning. Improve attendance further for students with SEND/PP	
Priorities and next steps: • Sustain improvements in attendance of SEND and disadvantaged pupils. • Continue development of staff confidence addressing low-level disruption. • Further enhance student understanding of online safety and child-on-child harm.	

PERSONAL DEVELOPMENT & WELLBEING

Evaluative Summary

Self-Evaluation: **STRONG**

Key Strengths:

Personal development and wellbeing are a major strength of the school. A coherent, specialist-taught programme, rich enrichment and leadership offer, and high-quality careers education (validated by multiple national awards and strong destinations) ensure pupils develop character, resilience, confidence and a strong sense of social responsibility. Survey feedback and external reviews (including Ofsted 2022 and LA good-practice visits) consistently recognise the positive culture, inclusive ethos and the way Harrow Way prepares pupils exceptionally well for life in modern Britain and their next steps in education, employment or training.

Personal development is a significant strength, with a well-sequenced curriculum for PSHE, RSHE, SMSC and careers education, which covers the issues most relevant to our school community, particularly online risks, and pupils feel able to discuss them openly in class. The curriculum addresses locally relevant issues, including online safety and respectful relationships. We adjust and tailor personal development to make sure every group can participate and benefit fully, including pupils with SEND, pupils who are disadvantaged, and pupils who are vulnerable. Pupils demonstrate high levels of respect for diversity and inclusion, and discriminatory incidents are rare. Student feedback surveys show that pupils feel valued and respected.

Enrichment is broad and well-attended, supporting character development, cultural capital, teamwork and resilience. Student leadership is embedded, with roles such as sports leaders, librarians, council representatives and club leaders strengthening pupils' confidence and sense of responsibility.

Careers education is strong, meeting the Gatsby Benchmarks with high-quality impartial guidance. Students participate actively in workplace experiences.

Evidence Base:

Curriculum and Statutory Coverage

- A fully sequenced Personal Development curriculum (Years 7–11) delivers RSHE, online safety, mental health, equality and diversity, fundamental British values and careers through a specialist teaching team.
- Cross-curricular mapping evidences how PSHE, SMSC, safeguarding and British Values are reinforced through subjects, assemblies and themed days (e.g. consent and positive relationships).

Pastoral Support and Culture

- Structured pastoral systems (tutor model, Year Leaders, targeted interventions) with case studies evidencing impact on engagement and progress.
- Rewards and achievement data demonstrating consistent recognition of positive attitudes aligned to school values and the house system.
- Behaviour and bullying logs, including tracking of discriminatory language, evidencing a zero-tolerance approach and improving trends over time.

Student Leadership and Participation

- Records of School Council, Year Councils and specialist forums (Equality, Eco, etc.) demonstrating pupil influence on decision-making.
- Registers and role descriptions for a wide range of leadership roles (Sports Leaders, librarians, House Captains, Prefects, enrichment leaders).

Enrichment, Trips and Community Engagement

Successful Practice:

A Coherent and Responsive Personal Development Curriculum

- The specialist-taught programme ensures pupils develop secure understanding of relationships, equality, online safety and mental health. Pupils articulate sensitive issues confidently and apply learning to real-life contexts.
- The curriculum is responsive to contemporary issues, ensuring relevance and credibility.

Leadership, Responsibility and Belonging

- A wide range of meaningful leadership roles enables pupils to shape school life, fostering confidence, independence and civic responsibility.
- Student voice structures influence policy and culture, strengthening pupils' sense of belonging.

Celebration and Community Identity

- A consistent rewards culture reinforces positive conduct and effort, contributing to a warm yet ambitious learning environment.
- The house system and inter-house events build community identity, resilience and healthy competition, with high participation across year groups.

Enrichment with Measurable Reach

- Enrichment provision is broad and responsive, with participation tracking evidencing good engagement, including uptake from vulnerable groups.
- Opportunities for social action, eco leadership and community partnership develop active citizenship and moral purpose beyond the classroom.

Strong Careers Preparation

• Enrichment registers evidence breadth and participation, including tracking for SEND and disadvantaged pupils. • Records of residentials, educational visits and community engagement activities that build cultural capital. • Documentation of eco and social action work, including external recognition. Careers Education (CEIAG) • Careers programme mapped against the Gatsby Benchmarks, with structured employer encounters, FE/HE input and work experience. • Guidance records from the Careers Leader and adviser, including student action plans. • Destination data demonstrates sustained post-16 progression. Wellbeing and Mental Health • Named Mental Health Lead and staff trained in Mental Health First Aid. • Published mental health resources and structured curriculum content on resilience and emotional regulation. • Partnership work with external agencies, including Simon Says. • A range of interventions to support well being, alongside ELSA and counselling, such as CAMHS anxiety; Self-esteem and Resilience; Best Version of You; Big Life Journal; Zones of Regulation; Understanding Myself. External Validation • Survey data evidencing high levels of confidence in equality and school culture (e.g. 94% agreement that intimidation based on protected characteristics is not tolerated). • External validation through awards including Green Flag Award, BIG Anti-Bullying Award and Quality in Careers Standard. • Ofsted (July 2022) and Hampshire advisory reviews identifying personal development and culture as strengths.	• A comprehensive careers programme ensures pupils access impartial advice, employer encounters and work experience. • External accreditation and strong destination data demonstrate that pupils are well prepared for sustained post-16 progression. Proactive Wellbeing Support • A structured approach to mental health, led by trained staff and reinforced through curriculum content, promotes resilience and emotional regulation. • Combined pastoral and wellbeing systems contribute to pupils feeling safe, supported and ready to learn. External Validation of Impact Inspection evidence and multiple national awards consistently recognise personal development and school culture as strengths, confirming the positive impact on pupils' character and readiness for adult life. Personal development and wellbeing are strengths of the school, characterised by coherence, inclusivity and genuine pupil leadership, resulting in confident, respectful and socially responsible young people.
Areas for development • Increase and track involvement for disadvantaged pupils and those with SEND, so that they benefit as consistently as their peers from the wider offer. • 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. • To protect the breadth and quality of enrichment, trips and careers experiences, and to further develop aspects such as financial education, digital/media literacy and preparation for work in a rapidly changing world • Consider how the school value of "resilience" might support the mental health curriculum. • Develop a proactive, educational response to the rise in insidious prejudicial language, embedding clear expectations, restorative dialogue and curriculum opportunities to address underlying attitudes.	
Priorities and next steps: • Increase participation and leadership for disadvantaged and SEND pupils: use registers to track participation by group, set targets and ensure proportionate representation in enrichment, trips and student leadership. • Sharpen evaluation of PD/RSHE impact: Develop a simple annual PD/RSHE evaluation cycle (pupil/parent surveys, focus groups, behaviour/safeguarding indicators) and use the findings to adapt curriculum content, sequencing and delivery.	

- **Protect and evolve the wider offer:** In medium-term planning and budgeting, prioritise funding and staffing for enrichment, trips, careers and social action, and continue to develop strands such as financial education and digital/media literacy to ensure pupils remain exceptionally well prepared for life beyond school.

LEADERSHIP & GOVERNANCE

Evaluative Summary

Self-Evaluation: Expected Standard

Key Strengths:

Leadership and governance are highly evaluative, evidence-informed and outward-facing, with a clear, shared vision that has driven sustained improvement in curriculum, teaching, behaviour, attendance and personal development. Robust quality-assurance systems, a research-informed CPD offer and skilled governance ensure that priorities are sharply focused on improving outcomes for all pupils, particularly disadvantaged and high prior attainers. Leaders are honest about remaining challenges (including closing attainment gaps and improving communication about progress) and have the capacity, systems and track record to secure further rapid improvement.

Leadership is highly reflective, data-driven and aligned with clear strategic priorities. The leadership team has a strong understanding of our school's context, strengths and areas for development, informed by data and evidence. Leaders have used Ofsted's previous inspection outcomes to strengthen curriculum, culture and teaching. Our school improvement plan (SIP) is clearly aligned with data-driven self-evaluation.

Governance is strong: governors challenge leaders effectively and understand the school's context, financial pressures and improvement priorities. Board meeting minutes and records of committee work show that governors ask probing questions, hold leaders to account, and strategically review key decisions

Staff morale is high. Staff have opportunities to share their perspectives through meetings, participation in working groups and surveys. Surveys and retention data shows low turnover, suggesting a good working environment and manageable workload and show staff feel valued and supported. Professional development is embedded, with clear impact on teaching quality.

Evidence Base:

Strategic Planning and Self-Evaluation

- School Improvement Plan and SEF cycles demonstrate clearly prioritised strategic objectives, measurable success criteria and structured review points, aligned to internal data and external evaluation.
- Department Improvement Plans and line-management documentation show how whole-school priorities (e.g. disadvantaged, SEND, curriculum refinement) are enacted through subject leadership.

Quality Assurance and Monitoring

- A structured monitoring cycle (METAL), including learning walks, work scrutiny and performance reviews, identifies strengths and underperformance, with follow-up actions tracked at SLT and governor level.

Successful Practice:

Strategic and Coherent Leadership

- Senior leaders maintain a clear, shared vision for curriculum, culture and inclusion. Improvement priorities are tightly aligned to self-evaluation and remain live, measurable and responsive to emerging needs.
- Whole-school priorities translate consistently into departmental practice, ensuring coherence from strategy to classroom.

Rigorous Improvement and Accountability

- Quality assurance systems enable leaders to identify underperformance quickly, provide targeted support or challenge and evaluate impact over time.
- Curriculum Leaders are developed as strategic leaders, strengthening distributed leadership and succession capacity.

- Impact reviews are recorded and revisited to ensure improvement actions lead to measurable change.

Professional Development and Leadership Capacity

- CPD strategy documentation evidences a coherent, research-informed programme, including recognition through the Teacher Development Trust Silver Award.
- Records of lead practitioner deployment, NPQ participation and ECT/ITT provision demonstrate sustained investment in leadership development and instructional quality.
- Appraisal documentation shows a disciplined inquiry model focused on improving teaching and pupil outcomes.

Governance and Accountability

- Governor minutes, committee reports and skills audits demonstrate structured oversight of curriculum, safeguarding, attendance, disadvantaged/SEND funding and finance, aligned to NGA guidance.
- Pupil Premium strategy documentation and evaluation reports show how funding decisions are reviewed for impact.
- Budget monitoring and medium-term financial planning evidence prudent resource management and benchmarking.

Stakeholder Engagement and External Validation

- Staff and parent survey analysis, engagement records and consultation events evidence responsive leadership and high levels of stakeholder confidence.

High-Quality Professional Culture

- A research-informed professional development model has strengthened subject expertise, curriculum thinking and instructional consistency.
- The disciplined inquiry approach to appraisal fosters reflective practice and sustained improvement rather than compliance.
- Thoughtful allocation of collaborative planning time enables staff to focus on curriculum and school priorities.

Strong Governance with Clear Line of Sight

- Governors provide robust yet constructive challenge, maintaining clear oversight of safeguarding, outcomes and the impact of targeted funding.
- Financial decision-making protects curriculum breadth and inclusion, ensuring equity remains central despite fiscal pressures.

Positive Staff Culture and Retention

- Leaders prioritise workload and wellbeing when implementing change, streamlining systems where possible and responding to staff feedback.
- As a result, the school is fully staffed with subject specialists and maintains low turnover, contributing to stability and sustained improvement.

Partnership and Future-Focused Leadership

- Engagement in local networks and advisory partnerships strengthens self-evaluation and enables external challenge.
- Long-term strategic planning, including sustainability and estate development, demonstrates leadership beyond short-term performance metrics.

Areas for development

- **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 pupils and HPA.
- **Financial Sustainability:** Given low per-pupil 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 pupils.

Priorities and next steps:

1. **Deepen middle and subject leadership capacity:** Continue to develop Curriculum Leaders as precise evaluators of impact, ensuring they use performance data, METAL findings and pupil work to diagnose need and secure consistently strong outcomes, particularly for disadvantaged pupils and high prior attainers.
2. **Maintain financial resilience while protecting equity and breadth:** Use rigorous financial planning and governor oversight to sustain a balanced budget, while prioritising funding for curriculum breadth, inclusion, and evidence-based PPG/SEND strategies; ensure that impact of spending is regularly reviewed and informs future decisions.

Whole School Summary

Harrow Way demonstrates secure and coherent practice across all areas of the framework. Leaders maintain a clear and ambitious vision, ensuring that curriculum, teaching, behaviour, attendance, personal development and inclusion are strategically aligned and mutually reinforcing. Self-evaluation is rigorous and evidence-informed, drawing on internal performance data, stakeholder voice and external validation to identify priorities and monitor impact.

The curriculum is carefully sequenced and inclusive, enabling pupils — including those who are disadvantaged or have SEND — to access ambitious content and achieve well. A calm and orderly learning environment, underpinned by strong relationships and consistent expectations, supports positive behaviour and attendance that compare favourably with national figures. Personal development is comprehensive and thoughtfully delivered, preparing pupils for life beyond school through leadership opportunities, enrichment and high-quality careers education.

Governance is effective and well-informed, providing robust oversight of safeguarding, outcomes and resource deployment. Leaders demonstrate the capacity and determination to refine practice further where needed, ensuring that standards are sustained and strengthened over time. Pupils are safe, well supported and well prepared for their next stages of education and adulthood.

Key Priorities for 2026

1. Raise Achievement Further

- Improve outcomes in English and maths (particularly 9–5).
- Accelerate progress for boys and high prior attainers.
- Close the gap between disadvantaged and non-disadvantaged students
- Strengthen humanities outcomes.

2. Strengthen Inclusion

- Secure provision for SEND and disadvantaged pupils with consistent and high quality Ordinarily Available Provision, leading to stronger outcomes.
- Enhance communication and co-production with families.

3. Deepen Curriculum & Teaching Quality

- Reinforce whole-school literacy strategies.
- Ensure adaptations for SEND continue to be highly effective.

4. Sustain Behaviour & Attendance Excellence

- Improve attendance further for SEND/PP groups.
- Embed consistent low-level behaviour strategies for all staff.

5. Enhance Personal Development Offer

- Expand mental health curriculum.
- Increase targeted enrichment participation.