

Harrow Way Community School

Address: Harrow Way, Andover, Hampshire, SP10 3RH

Unique reference number (URN): 116431

Inspection report: 15 July 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Personal development and wellbeing

Strong standard 

Leaders have designed an inspiring programme that prepares pupils extremely well for adult life. The curriculum is sequenced carefully so that pupils' knowledge builds deeply over time. Personal development lessons are taught expertly. Leaders adapt content thoughtfully to respond to local and national issues, with a focus on teaching pupils to keep themselves safe. For example, pupils value a recent focus on water safety.

Pupils have an excellent understanding of different cultures and beliefs. They can reflect responsibly on moral dilemmas. Leaders ensure that pupils receive age-appropriate lessons on relationships and sex education. Pupils speak maturely about healthy relationships. They also have a deep knowledge of British Values. Pupils' success at displaying these values is regularly celebrated in assemblies. Pupils appreciate the culture of praise and rewards in the school.

Leaders place great importance on pupils' wellbeing. Pastoral support is a particular strength of the school and pupils value this greatly. Leaders have developed effective mental health provision. This ensures that both pupils and their families receive appropriate and timely support. Pastoral staff work with both the inclusion and safeguarding teams highly effectively to ensure that pupils are safe and happy.

Pupils enjoy a wide range of enriching opportunities, which help to develop their understanding of the world. This includes many trips and whole-school events, such as the annual festival and sports day. Pupils appreciate greatly the many opportunities to represent the school in competitive sport. Leaders remove any participation barriers for the most vulnerable pupils. This means that all pupils benefit significantly from the carefully designed offer.

Leaders ensure that careers support is highly effective. Staff provide a wide range of opportunities for pupils to learn about different options beyond school. Pupils benefit from personalised support. Leaders ensure that vulnerable pupils receive additional guidance, increasing their ambitions for the future.

Expected standard

Achievement

Expected standard 

Pupils, including those who are disadvantaged, generally achieve well and secure GCSE outcomes in line with national averages. They move on to appropriate next steps in education, employment or training. Pupils with special educational needs and/or disabilities make secure progress from their starting points.

Leaders ensure that gaps in basic skills, such as reading, writing and mathematics, are addressed quickly. For example, some pupils in Year 7 attend a nurture class where they are helped to catch up with their learning. This in turn helps them to keep up with the full

curriculum as they move through the school. The school encourages pupils to read for pleasure. Pupils also benefit from many opportunities to develop their reading skills in lessons and through bespoke extra help where necessary.

In lessons, pupils' knowledge builds steadily over time. Teachers provide regular opportunities for pupils to develop extended pieces of writing. In the most successful lessons, pupils are challenged to develop sophisticated and creative responses. However, this level of challenge is not embedded in all subject areas.

Attendance and behaviour

Expected standard 

Leaders have created a positive and welcoming culture, which means pupils want to come to school, and most do so regularly. All staff work together effectively to promote the importance of high attendance. Leaders provide timely and thoughtful support for any pupil who may struggle to come to school, quickly removing any barriers. Leaders are ambitious to improve attendance further and reduce rates of persistent absence. They have clear plans to achieve this.

Pupils display the school's aims to 'be ready, be respectful, be your best'. They are polite, enthusiastic and take pride in their school and community. For example, pupils take responsibility so that litter is not seen on the school site. Pupils generally behave well in lessons and social times. They benefit from high expectations and clear routines. Leaders support staff consistently to address any challenging behaviour swiftly and effectively. Staff adapt their support for pupils with special educational needs and/or disabilities effectively. Bullying is unusual. When it does occur, it is dealt with quickly. Staff teach pupils to be tolerant. For example, a recent focus on prejudicial language has encouraged pupils to reflect on how they communicate with each other. Pupils are proud that discrimination is not accepted in the school.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching in the school. The curriculum is inclusive and engaging. Recently, leaders have reviewed the key stage 3 curriculum carefully so that it is well sequenced and allows pupils to develop their knowledge deeply as well as broadly. The positive impact of this work can be seen in all subject areas.

The curriculum is generally taught well. Teachers ensure that content is revisited over time so that pupils' long-term knowledge is developed securely. Teachers generally identify gaps in pupils' knowledge and address misconceptions swiftly. Pupils are usually engaged in lessons and benefit from their teachers being subject experts. In the most successful lessons, teachers model their expectations and ask questions in a sophisticated way. This guides pupils skilfully through complex learning. However, this practice is not embedded across all subject areas.

Leaders ensure that literacy underpins the whole curriculum. In all subjects, pupils benefit from opportunities to develop their knowledge of key vocabulary. Where relevant, pupils

receive support from staff in lessons to catch up. Staff also provide effective help for pupils who need extra support over time, such as with their phonics, reading and mathematics.

Inclusion

Expected standard 

Leaders have established an inclusive culture in the school. They ensure that all pupils feel a sense of belonging. Leaders identify pupils' needs accurately and adopt appropriate strategies to remove any barriers to learning. These strategies are developed in discussion with pupils and parents and, where appropriate, external agencies. In the classroom, teachers typically put the right support in place for pupils, including those with special educational needs and/or disabilities. High-quality pastoral support enhances the wellbeing of vulnerable pupils. This enables them to make secure progress in their learning.

Leaders use additional funding appropriately to make a positive difference to disadvantaged pupils' learning and wider experiences. For example, an engaging reading programme ensures that all pupils can enjoy reading a range of texts. However, the impact of this funding is not always reviewed precisely.

Leaders use off-site alternative provision appropriately and always in pupils' best interests. Leaders ensure that pupils who attend alternative provision still have access to the full curriculum and wider opportunities. Similarly, vulnerable pupils spend time in 'The Link', the school's own inclusion space. In 'The Link', staff ensure that pupils receive personalised support, which enables them to return to their normal classroom as quickly as possible.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths. Where improvements are needed, they make changes thoughtfully and always in the best interests of pupils. Leaders act as role models. Staff and pupils rise to their high expectations with enthusiasm. Leaders are not complacent and have clear plans to further improve the school, building on the strengths in personal development and wellbeing.

Governance is effective. The board has a range of expertise and educational experience, which enables them to challenge and support school leaders effectively. Governors fulfil their statutory duties well. They ensure that school improvement priorities are firmly grounded in the school's vision and values.

Staff feel trusted and are proud to work at the school. They value the community feel, supportive and organised leadership, and clear communication from leaders. Leaders think about staff workload and wellbeing carefully. Staff benefit from high-quality professional learning. This includes an effective coaching programme. Where standards fall below expectations, leaders generally act swiftly and successfully. Teachers new to the profession receive effective support.

Leaders have developed positive relationships with parents. Parents are supportive of the school and feel included in their children's education. Parents praise particularly the school's pastoral support, warm culture and clear communication. One parent, representing the

views of many, said, 'Our child is happy, safe and thriving at Harrow Way Community School.'

What it's like to be a pupil at this school

Pupils are proud to attend Harrow Way Community School. They value the support they receive from staff. Pupils feel a sense of belonging in both the whole school and within their smaller 'house community'. They champion their house's success with enthusiasm, displaying loyalty and a healthy competitive spirit.

Pupils are safe and happy. They benefit from the inclusive culture that leaders have created and the superb pastoral care. Pupils are confident that there is always someone they can talk to if they have any concerns. Any barriers to learning or wellbeing are carefully removed, allowing most pupils to thrive in the school. Pupils behave well. They are focused, respectful and ready to learn. Pupils attend school regularly. They want to come to school and enjoy being here.

Positive relationships exist between pupils and staff. Pupils show kindness towards each other. They respect differences in their community. Bullying occurs occasionally but is not tolerated.

Pupils are generally ambitious and keen to do well in their learning. They benefit from effective teaching and high-quality careers education, which develops their aspirations. This means that most pupils achieve well and are firmly prepared for life after school. Pupils enjoy celebrating their achievements through a range of awards. This includes receiving certificates from staff and praise from their peers in assemblies.

Pupils value greatly the excellent personal development lessons. They reflect maturely on their learning in this subject. Pupils embrace the extensive range of enrichment activities on offer in the school. They thrive in experiences such as musical performances and competitive sport. Pupils are able to adopt a wide range of pupil leadership roles during their time at the school. This includes the highly coveted 'student executive team', whose members ensure that pupils' opinions are carefully considered by school leaders. Pupils develop their confidence and democratic skills through these opportunities.

Next steps

- Leaders should continue their work to ensure that highly effective teaching is securely embedded across all subjects and year groups, so that pupils achieve consistently well at the end of key stage 4.
 - Leaders should continue to implement and further strengthen their work to secure increased improvements in pupils' attendance at school.
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About this inspection

The chair of the board of governors in this school is David Lincoln.

Inspectors carried out this full inspection under section 5 of the Education Act 2005. Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, members of the senior leadership team, other members of staff, members of the board of governors, a representative from the local authority and pupils. Inspectors considered the response to Ofsted's surveys.

The inspectors confirmed the following about the school:

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 11 with information and engagement about approved technical education qualifications and apprenticeships.

The current headteacher took up her post in September 2023.

The school currently makes use of 6 alternative provisions, including 4 that are unregistered.

Headteacher: Dawn German

Lead inspector:

Louise New, His Majesty's Inspector

Team inspectors:

Alan Johnson, Ofsted Inspector

Chris Anders, Ofsted Inspector

Rachel Russell, His Majesty's Inspector

Derren Gray, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 15 July 2026

School and pupil context

Total pupils

998

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

900

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

27.15%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

5.11%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

12.73%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	36.9%	45.4%	Close to average
2023/24 (final)	37.4%	45.9%	Close to average
2022/23 (final)	40.7%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	44.4	46.1	Close to average
2023/24 (final)	43.0	45.9	Close to average
2022/23 (final)	47.0	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.04	-0.03	Close to average
2022/23 (final)	0.01	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	13.0%	25.8%	Below
2023/24 (final)	14.6%	25.8%	Below
2022/23 (final)	19.6%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	33.6	34.9	Close to average
2023/24 (final)	33.8	34.6	Close to average
2022/23 (final)	37.8	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.33	-0.57	Close to average
2022/23 (final)	-0.53	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	13.0%	53.1%	-40.1 pp
2023/24 (final)	14.6%	53.1%	-38.6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	19.6%	52.4%	-32.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	33.6	50.4	-16.8
2023/24 (final)	33.8	50.0	-16.2
2022/23 (final)	37.8	50.3	-12.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.33	0.16	-0.50
2022/23 (final)	-0.53	0.17	-0.69

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	93%	92%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	95%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.8%	8.4%	Close to average
2023/24 (3 term)	7.9%	8.9%	Close to average
2022/23 (3 term)	8.0%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	21.2%	23.4%	Close to average
2023/24 (3 term)	23.2%	25.6%	Close to average
2022/23 (3 term)	23.4%	26.5%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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