

TRANSFORMATION PLAN

2017 - 2018



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INTRODUCTION

It has been an incredible two year journey for the School since the first cohort of students joined Harington in 2015. They have now left with a string of well-deserved A level grades and are excitedly beginning their next journey at university, in apprenticeships or in the world of work. Alongside their certificates we hope they will go away with so much more – memories of World Challenge adventures to Borneo, Duke of Edinburgh's success, tales of Geography residential field trips, involvement in charity events and, of course, the strong relationships they have forged along the way.



I have spent a lot of time this last year meeting with prospective students. Trying to summarise what makes Harington special is never easy. Central to our work is undoubtedly the close relationships students develop with our dedicated specialist teachers. Students continue to benefit from small group sizes and being really well known and cared for. We continue to support students closely as they consider their next path after leaving Harington. Whether this is the Oxbridge club, Doc Society with Oakham, the interviews with



local employers or the intensive UCAS programme, we want all students to feel as prepared as possible for the next stage in their lives. On arrival at the School, students hear a constant theme that academic achievement alone is never enough. That is why nearly half of our students complete Duke of Edinburgh's awards and a number are involved in other

opportunities including sports leadership, the National Citizen scheme, being a music scholar, or supporting the School senate. If application numbers for senior roles is an indication of engagement, the School is in a healthy place!

In January 2017 the School received its very first Ofsted inspection. With four inspectors visiting for three days, all aspects of the School were closely monitored. The Outstanding judgement we received in every category was a wonderful testament to the hard work of so many different groups – staff, students, parents and governors.

In September, 110 students joined the School, maintaining the rapidly growing number on roll. Whilst the Ofsted judgement and growing intake has been a great confidence boost for the School community, we have no intent in standing still. This Transformation Plan therefore aims to look at all elements of our provision and consider the key priorities moving forward. We have used surveys, the Ofsted action points, and our quality assurance procedures across the year to help focus our priorities.

This year these will be ensuring that:

- There is Outstanding teaching across all subject areas which will ensure students of all abilities make strong progress.
- Students benefit from increased work-related experiences, opportunities and guidance.
- There is an increased range of enrichment opportunities, especially in formalised Sport, Music and Drama.
- The tutorial programme covers the topics that students are most concerned about and is delivered to the same quality as other lessons in the School.
- A library is built that provides increased opportunities for independent research.
- Active recruitment ensures that there is an increase of uptake so the School continues to grow.



John M. Harrison

John Harrison
Head of School

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Self-assessment is highly critical (Ofsted, January 2017). Across the last academic year, the School completed one internal review (November 2016), was judged by Ofsted over three days (January 2017), completed two Governor Scrutiny Panel meetings (Outcomes March 2017 and Recruitment June 2017). In addition, parental feedback was gained at Parents' Evening, and students completed an online survey. Cluster leads took responsibility for their own areas of responsibility (e.g. Tutorial learning walk, October 2016).

Approaches to student recruitment were successful (Scrutiny Panel June 2017) with a total of 110 students joining the School in September 2017, an increase of 30 from the previous year. In addition to a successful Open Evening in November 2016, the School took part in four post-16 events (Catmose College, Uppingham Community College, John Fernley, Stamford Welland) along with leading a number of assemblies and post-16 clinics. Individual interviews were completed for nearly 160 students and induction sessions provided for students from Casterton, Uppingham Community College and Catmose College, in addition to the two full induction days held in July. The analysis below identifies the nature of the cohort:



STUDENT ADMISSIONS FOR SEPTEMBER 2017

SCHOOL	NUMBER JOINING
Casterton College	8
Catmose College	63
John Fernley	4
Leicester Grammar School	5
Other	7
Uppingham Community College	23

Student recruitment remains a key focus, both in terms of ensuring the strong intake from Catmose College, but also growing numbers in partner schools, especially Uppingham Community College, Casterton College and Stamford Welland.

The School has worked hard to ensure that outside of the curriculum there are a number of opportunities in leadership, Music/Drama and Sport to help students become well rounded individuals. 50% of the Year 12 cohort are currently working towards Duke of Edinburgh's qualifications in Silver or Gold. Six students were awarded music scholarship bursaries, and six students were appointed as Sports Ambassadors, working with students outside of the School. Nearly 50% of the cohort applied for senior prefect roles. An important area for development is to further strengthen enrichment opportunities including formal sporting

fixtures, as well as ensuring there is a wider range of well-organised opportunities for students to showcase their musical/Drama and leadership skills.

The Extended Project Qualification (EPQ) was completed by 21 students last year. This additional qualification broadened the curriculum and supported student applications. Results were very strong with 57% of grades A*-A, and 85% A*-C. The number of students expecting to complete this has grown to 33 for 2018 entry. As identified in the Ofsted report, a clear target is to build a library within the School that supports both students completing the EPQ and general independent learning across all curriculum areas.

Last year, a key leadership focus was on ensuring that the assessment and reporting structure across the school was fit for purpose and identified those students that needed additional support. Ofsted reported that managers employ sophisticated systems to monitor the progress of students and intervene quickly (Ofsted January 2017). A target moving forward is to ensure that intervention approaches are consistently applied across all subject teams to ensure the best possible outcomes for learners.

Key Priorities 2017-18

- Formalise a wide range of sporting, music and leadership opportunities to enhance the existing provision and ensure that the student experience at Harington is maximised.
- Target a continued increase in student numbers through a detailed recruitment plan that looks at both immediate student needs (Year 11) and younger year groups so that Harington is seen as a natural school of choice.
- Ensure that systems designed to target student intervention are fine tuned to ensure that students of all abilities make strong progress.
- Complete the build of a School library to support independent learning and those completing the EPQ.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Attendance

Attendance last year was strong, with an overall attendance of 97.6% versus an agreed target of 98%. National average for post-16 provision is 95%. Students were registered formally last year at the start of the day by their tutors. Students were expected to stay on site until 4pm. Two identified students had a proportionally larger impact on the attendance figures. Both students had a programme of support put in place and were monitored by their form tutors and Head of Pastoral Care. Punctuality was good overall with any repeat lateness dealt with by tutors and staff. Ofsted 2017 stated that “attendance is very high and punctuality to lessons is excellent”. From September 2017, students will be registered in their first lesson by their class teacher and then registered by their tutor in an afternoon tutorial. As part of a transition towards university we intend to allow Year 13 students who are performing at target level to have some greater flexibility (e.g. leave during afternoon private study).



Safeguarding

Safeguarding provision is robust. The Department for Education (DfE) visit by Margaret Bell (October 2016) acknowledged this as a strength. This was supported by a successful safeguarding Governor visit in September 2016 and during the Ofsted inspection in January 2017. The School has a Designated Safeguarding Lead (DSL) whose training was renewed in May 2017. Students receive assemblies on both safeguarding and prevent, and have received up-to-date safeguarding training. Pertinent safeguarding issues are reinforced through the delivery of the PHSE (Personal, Social, Health and Economic) programme. There were two safeguarding referrals. One did not proceed due to the age of student and one is being dealt with by external agencies. The safeguarding arrangements between Harington School and Catmose College were regularly reviewed throughout the year. From September 2017, students who are approaching their 18th birthday will be DBS checked to help aid movement between the two Schools.

Behaviour

Behaviour at Harington is Outstanding and within all lesson observations it was viewed as Good or better. The Ofsted inspection in January 2017 noted behaviour as 'Exemplary', stating that students were 'Respectful and supportive of each other'. Students are strong role models within the community and a professional dress code is expected. The Dress Code and Behaviour and Learning Policy were both updated in June 2017. A behaviour monitoring system was put in place last year which allowed greater monitoring and consistency across staff. A behaviour stages of support model was also implemented to ensure students and staff are supported equally and puts in place support for the escalation and de-escalation of behavioural issues. The tutorial programme emphasises the expectations placed on students as well as the School's ethos contributing to the overall behaviour of students. We currently have only a very small number of students involved in mentor work with younger students at partner schools and this is something we aim to promote further.



A programme of assemblies was delivered throughout the year with the Pastoral Lead organising a number of outside visitors. These include pastoral topics (sex education), links to local charities, and careers guidance and support. Students take responsibility and leadership roles throughout the School, such as leading the Charity Committee, organising the end-of-year Formal, sitting on the School Senate, being a Sports Ambassador, and being a Senior Prefect.

The School offers a good range of enrichment activities that help students develop their personal, social and employability skills such as team working and problem solving (Ofsted, January 2017). Currently 50% of the cohort is engaged with either Duke of Edinburgh's Silver or Gold awards.

Welfare and the Tutorial Programme

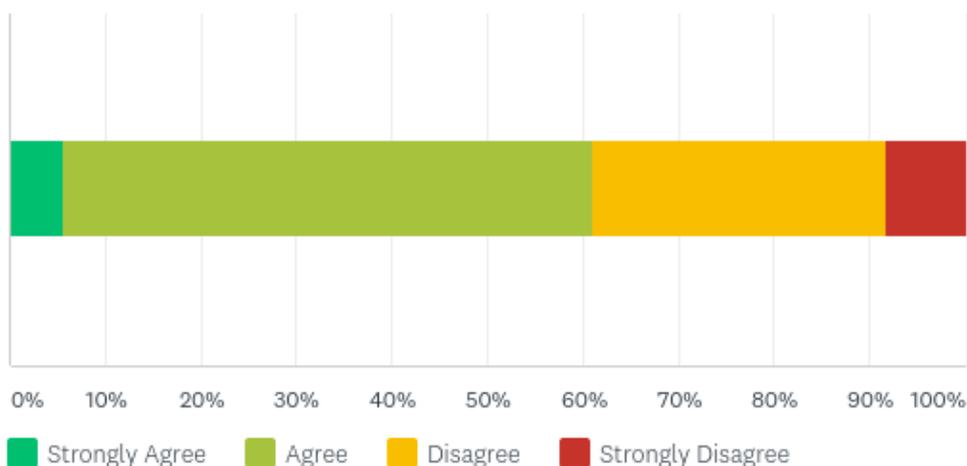
Ofsted 2017 praised the tutorial programme, stating that the 'Programme of assemblies and tutorials is effective in helping students to understand a range of themes about life in Britain and the world, and potential risks to their health and wellbeing'. This shows the content is relevant to the cohort, despite some students feeling this is not the case. Further discussions with students showed that this is due to the topics being more relevant to some students than others, or them not enjoying certain topics due to the sensitive nature.



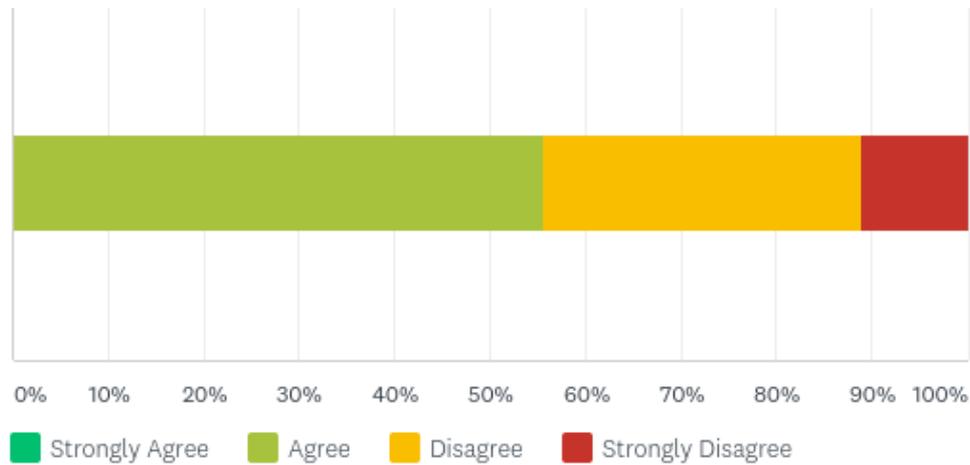
However, the student surveys completed at the end of the year suggested inconsistencies in the way that the tutorial programme was being delivered, with only 60% of students agreeing the programme is planned and delivered effectively. Schemes of work are in place and have been reviewed this year. Additional focus groups showed that the main issues are with the delivery of the programme. Staff are aware that, from September 2017, one of their lesson observations may be within their tutor group.

The tutorial programme currently covers a wide range of issues including Prevent, Safeguarding, and age-appropriate issues. The priority moving forward is to ensure that the quality of this provision in Year 13 matches the quality of the Year 12 programme and there is consistency in the delivery of the programme across all tutor groups. The teaching and learning aspect of the programme is also being reviewed to ensure the needs of the students are being adequately addressed. The Pastoral Lead does not have a tutor group this year in order to provide additional support and quality assurance of this provision. Tutors also received full mental health first-aid training to help some of the more vulnerable students. Staff will also receive mental health awareness training this year to enhance their ability to mentor and deliver certain programme aspects.

Student Survey July 2017: response to whether the PHSE lessons in tutorial sessions were clearly planned and delivered.



Student Survey July 2017: response to whether the PHSE content was relevant to my needs.



Key Priorities 2017-18

- To ensure that the Year 13 tutorial programme is as structured and relevant as the Year 12 tutorial programme:
 - Expansion of PHSE programme into Year 13.
 - Review of Teaching and Learning programme.
 - More quality assurance of tutorial – including lesson observations.
 - Mental health awareness training for tutors.

OUTCOMES

Summary Analysis

Harington celebrated a strong set of outcomes in the very first set of examination results with most students making good, and many making excellent progress. Of our seventeen subjects, eight followed the older AS/A2 specification (Geography, French, Spanish, Philosophy and Ethics, Physical Education, Music, Maths, Further Maths), with the remaining ten subjects being examined against the new linear style examination. Our modest sized year group had 49 students of which all but one student sat examinations in at least three subjects. Performance was particularly strong, both in terms of attainment and progress, across English, Psychology and the Humanities-based subjects (Geography, History and Religious Studies).

Attainment

18.37% of students attained at least an AAB profile of grades. This is against a national average of 14.7%. 20.95% of students achieved A*-A grades against a national average of 26% of grades in all subjects. 77% of all grades were A*-C which is the same as the national average profile. For 2018 we have set attainment targets at least in line and often above national targets.

	CUMULATIVE ATTAINMENT BY SUBJECT						
	No. in Cohort	A*	A	B	C	D	E
Art	1	0.0	0.0	100.0	100.0	100.0	100.0
Biology	19	10.5	26.3	31.6	63.2	89.5	94.7
Chemistry	14	7.1	21.4	35.7	50.0	78.6	100.0
Comp. Science	1	0.0	0.0	0.0	100.0	100.0	100.0
Economics	11	0.0	9.1	45.5	63.6	63.6	100.0
English	12	16.7	50.0	91.7	100.0	100.0	100.0
F. Mathematics	2	0.0	0.0	50.0	100.0	100.0	100.0
French	2	50.0	50.0	50.0	100.0	100.0	100.0
Geography	8	0.0	25.0	50.0	87.5	87.5	100.0
History	14	0.0	7.1	50.0	85.7	85.7	100.0
Mathematics	15	20.0	26.7	40.0	73.3	86.7	93.3
Music	1	0.0	0.0	0.0	100.0	100.0	100.0
Phil. and Ethics	11	0.0	0.0	45.5	90.9	90.9	100.0
Physical Ed.	5	0.0	0.0	0.0	20.0	40.0	100.0
Physics	4	0.0	50.0	50.0	75.0	75.0	100.0
Psychology	25	0.0	16.0	48.0	88.0	88.0	100.0

Spanish	2	0	50	50	50	50	100
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The subject variations above needs to be viewed with care due to the small cohort size and the different academic profile of each group. However, performance was particularly strong in English (50% A*-A, 100% A*-C), Geography (87.5% A-C), History (85.7% A*-C), Philosophy and Ethics (90.9% A*-C) and Psychology (88% A*-C), and cohorts were statistically large enough to make more reliable judgements. Conversely, attainment was weaker in Biology (63.2% A*-C), Chemistry (50% A*-C), Economics (63% A*-C) and Physical Education (20% A*-C).

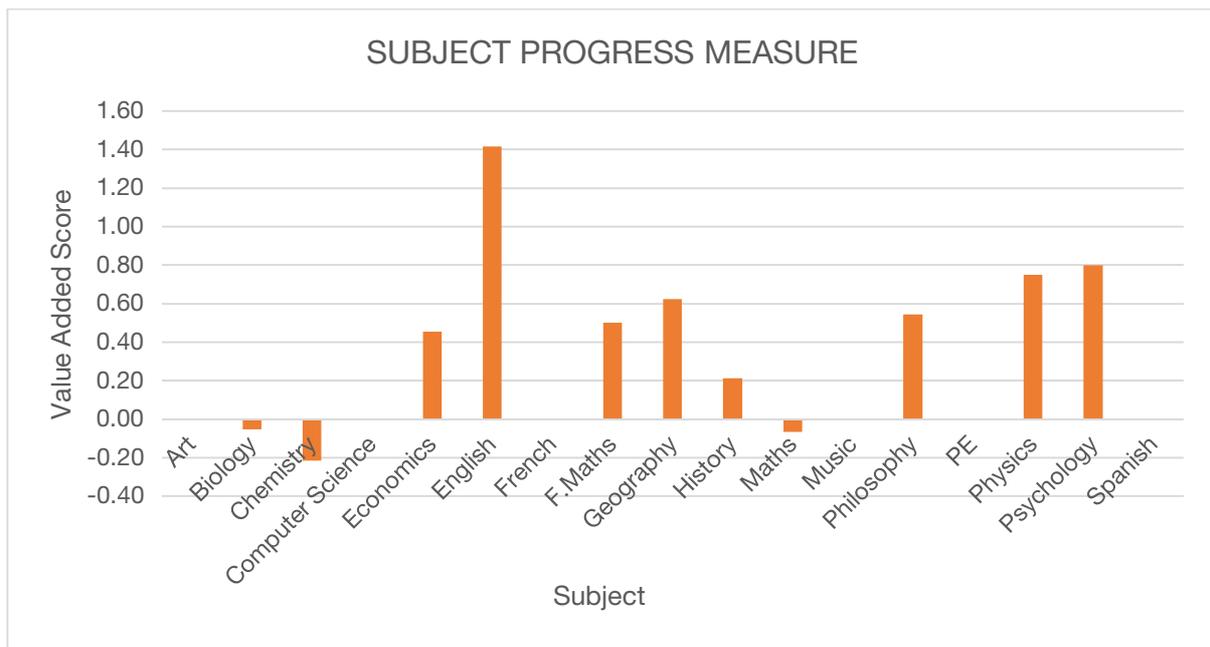


Progress

The progress measures remain provisional until officially validated but our internal analysis shows the overall measure as 0, which is national average. There was relatively small variations between progress for our high achieving (on entry) and low achieving (on entry): with the progress of the higher 0.04 stronger. 80.41% of grades were at least at DfE target. This was against an agreed target of 80%. Within the School there was a variation range from -0.21 (Chemistry) to +1.42 (English).

Subject Areas

The most accurate of measure of subject performance is to review outcomes versus expected outcomes.



Subject progress performance against internal targets

Subject	Size	Value Added Score	% at min	% at or over ALPs 25
Targets		0.1	80	50
Art	1	0.00	100.00	100
Biology	19	-0.05	68.42	36.84
Chemistry	14	-0.21	57.14	35.71
Computer Science	1	0.00	100.00	0.00
Economics	11	0.45	81.82	36.36
English	12	1.42	100.00	91.67
French	2	0.00	50.00	50.00
F.Maths	2	0.50	100.00	50.00
Geography	8	0.63	87.50	75.00
History	14	0.21	78.57	57.14
Maths	15	-0.07	60.00	40.00
Music	1	0.00	100.00	0.00
Philosophy	11	0.55	90.91	72.73
PE	5	0.00	80.00	40.00
Physics	4	0.75	100.00	50.00
Psychology	25	0.80	96.00	68.00
Spanish	2	0.00	100.00	50.00

Whilst caution should be applied to the analysis of small groups, strong performance could be noted in English (1.42), Economics (0.45), Further Maths (0.5), Geography (0.63), Philosophy (0.55), Physics (0.75), and Psychology (0.8).

Subject areas that will be a particular focus for improvement through the Transformation Plan this year are Chemistry, Biology and Maths.

Each team across the School has already analysed their results in detail. This is made easier by the sophistication of the examination websites which allow a detailed analysis of performance by student and against other centres. This allows subject teams to plan effectively. For example, Biology and Chemistry have identified the importance of increased focus on applying skills from the practical aspects of the course and integrating more carefully the synoptic elements throughout the A2 year as key priorities; Religious Studies identified relative weakness in the Ethics part of the course; Physical Education had a stark difference between performance in the Physical aspect and the theory. On further analysis this was specifically the Psychology of Sport element that was far weaker across the board and therefore this is being given greater emphasis; History and Psychology are considering how, despite strong overall performance, they can ensure a stronger performance of the A-A* students whilst still supporting those middle/lower ability students. The subject level analysis also allows teams to consider where there are student variations. In all three Sciences the performance of the most able was very strong but there was a strong drop-off with those on middle to lower targets (especially B-C). This was not noticeable in the Humanities subjects (and is reflected in stronger value added scores).

AS Performance

Maths and Further Maths were the only subjects where students sat formal external AS examinations in the summer which will count towards their final A-level grade. Performance of students was particularly strong with 44% of grades being A, and 75% of students achieving A or B. In Further Maths, 50% of grades were A and 83% A or B. This performance is particularly pleasing as Maths remains our most popular subject with 34 students taking the subject. In addition, in order to improve their grades further, students will still be able to re-sit any units that were relatively weaker.

The scorecard at the end of Year 12 suggests that staff confidence is strong overall. There does remain a gap between mock performance and predictions which will need reviewing carefully throughout this year's assessment cycle (in Year 13 86% of predictions were within one grade). This is particularly true for those students who started at the School with lower average point scores.

End of Year										
Contextual Information										
Cohort Size	76									
Ave GCSE Point Score	6.52									
Grade Equivalent	B									
Male / Female Split	36/40									
No. Pupils Ever 6	4									
Progress Measures										
All Cohort										
	National Ave	Target	AP1	AP2 (Mocks)	AP3	AP4	AP5 (Mocks/Ma)	Predictions		
% Achieving KS4-5 Min Target (% of grades)	N/A	90%	74.25%	71.05%	89.66%	87.31%	81.17	96.65		
Progress Score (KS4 Ave Point v AP) (Average of cohort)	0	0.1	-0.18	-0.26	0.19	0.15	0.01	0.34		
% Attaining ALPS Aspirational (Top 10%) (% of pupils in all subjects)	N/A	35%	19.81%	17.67%	23.75%	20.77%	20.08	33.1		
Ever 6 (4 pupils)										
	National Ave	Target	AP1	AP2 (Mocks)	AP3	AP4	AP5 (Mocks)	Predictions		
% Achieving KS4-5 Min Target (% of grades)	N/A	90%	58.33%	76.92%	92.31%	100.00%	100	100		
Progress Score (KS4 Ave Point v AP) (Average of cohort)	0	0.1	0.006	0.04	0.43	0.96	0.58	0.73		
% Attaining ALPS Aspirational (Top 10%) (% of pupils in all subjects)	N/A	35%	25.00%	20.77%	30.70%	46.15%	30.77	46.15		
Higher Achievers (Ave GCSE Score) (21 pupils)										
	National Ave	Target	AP1	AP2 (Mocks)	AP3	AP4	AP5 (Mocks)	Predictions		
% Achieving KS4-5 Min Target (% of grades)	N/A	90%	62.50%	66.20%	84.29%	90.00%	81.16	95.65		
Progress Score (KS4 Ave Point v AP) (Average of cohort)	0	0.1	-0.29	-0.28	-0.1	-0.02	-0.15	0.23		
% Attaining ALPS Aspirational (Top 10%) (% of pupils in all subjects)	N/A	35%	4.76%	8.45%	11.45%	8.57%	17.39	38.5		
Lower Achievers (Ave GCSE Score) (14 pupils)										
	National Ave	Target	AP1	AP2 (Mocks)	AP3	AP4	AP5 (Mocks)	Predictions		
% Achieving KS4-5 Min Target (% of grades)	N/A	90%	66.07%	64.91%	86.54%	74.51%	73.81	91.1		
Progress Score (KS4 Ave Point v AP) (Average of cohort)	0	0.1	-0.4	-0.43	-0.14	-0.3	-0.36	0.29		
% Attaining ALPS Aspirational (Top 10%) (% of pupils in all subjects)	N/A	35%	17.86%	10.53%	19.23%	17.65%	21.43	38.89		
Attainment Measures										
	National Ave	Target (ALPS)	Target (ALPS)	Target (DFE)	AP1	AP2 (Mocks)	AP3	AP4	AP5 (Mocks)	Predictions
AAB or Higher (% of pupils)	14.7	15.1	24.5	6.1	16.28%	17.65%	29.76%	36.90%	25.64	36.15
A*/A Grades (% of grades)	25.9	18.2	31.7	7.5	20.15%	24.81%	30.65%	36.15%	28.87	35.61
A*-C Grades (% of grades)	77.3	96.2	99.4	68.13	74.63%	71.43%	83.91%	81.54%	79.92	84.21
Retention and Destination										
	National Ave	Target	AP1	AP2 (Mocks)	AP3	AP4	AP5 (mocks)	End Term		
Attendance (%)	95	98	97.43	97.0553	97.035	96.78	97.08	97.04		
15% or more absence	5	1	2	1	1	2	2	2		
Retention Rate	NA	100	100	98.84	100	100	96.30%	92.6		
Intervention Stages (76)										
	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4					
	47	24	4	1						

Progression

From the start of the academic year, student numbers reduced from 85 to 76 students. Two students left the School early (by Christmas of 2016). Of the remaining 7 students, 1 is resitting the year. All other students have left the School to complete a non A level route in education, with New College Stamford being significantly the most popular destination. All students left on very good terms following meetings with the Head of School and parents.



Key Priorities 2017-18

- Ensure that the performance in Chemistry, Biology and Maths is at least in line with School average.
- Fine tune our approach to intervention so that it is more robust and consistent across the School.

POST-16 PROGRAMMES OF STUDY

Staff provide excellent guidance to students who apply to university (Ofsted, January 2017). This included a comprehensive programme of support including a designated UCAS week. For the 2017 cohort, 47% left School to join Russell Group Universities; 55%, including Leicester (Post-18 destination data). 100% of students who wished to attend university secured places (38). The School's aim continues to be to provide students with guidance, support and motivation throughout their time at the School. Clear messages about the need for academic and extra / super-curricular engagement are made clear from the initial interview with the Head of School through to students collecting their final results. The following table reflects the range of courses and universities that students from Harington left to attend.



UNIVERSITY	COURSE
University of Oxford Brooks	Anthropology
University of Nottingham Trent	Bio Medical Sciences
University of Leeds	Linguistics and Phonetics
University of Newcastle	Mathematics
University of Leicester	History and Politics
University of Leeds Beckett	Sport and Exercise Science
University of Sheffield Hallam	Biochemistry
University of Cambridge	Veterinary
University of Nottingham	English
University of Durham	Engineering
University of York	Psychology
Royal Agricultural University, Cirencester	Land Management
Harper Adams University	Agri-Food Marketing with Business
University of Hull	Psychology
University of Leicester	Politics and International Relationships
University of Nottingham	Psychology
University of Sheffield Hallam	English
University of Lincoln	Business and Economics
University of Exeter	English with North American
University of York	Sociology

University of Leeds	French and History
University of Plymouth	Biomedical Sciences
University of Leicester	Medicine
University of Bath Spa	English
University of Anglia Ruskin	Biomedical Sciences
University of York	English
University of Sheffield	Biochemistry
University of Liverpool	History and Politics
University of Oxford	Chemistry
University of Liverpool Hope	Early Childhood
University of Leeds Trinity	Primary Education
University of Sheffield	Chemistry
University of Nottingham	Geography
University of Nottingham Trent	Philosophy and Media
University of Leeds Beckett	Accounting and Finance
University of Birmingham	Biomedical Science
University of Liverpool	Psychology

For the current Year 13 students, the UCAS provision has been modified to reflect the importance of growing a sustainable programme as the School expands. The partnership with Oakham School provided the early opportunity for our students to attend the UCAS Fair and meet a wide range of university providers. The newly appointed cluster lead for the post-16 programme of studies has identified the need to begin some aspects of the UCAS programme even earlier in the year. 98% of students were confident that the UCAS programme had prepared them well for a successful application (student survey, June 2017).



Staff and students have high aspirations for their next steps in education. Teachers provide excellent support for students applying to university and make good use of local partnerships to support those who have specific needs in relation to their higher education choices, such as those who wish to apply to Oxbridge and those wishing to follow medical careers. Two students were successful in their Oxbridge application, with the medic student securing her place at The University of Leicester. The Doc Soc link with Oakham remains strong, with three current Harington students actively involved and preparing applications; the intent is to review other similar opportunities to develop our provision.

This year saw the launch of the first Academic Enrichment Programme designed to widen, support and encourage students' academic interests beyond the parameters of their A level subjects, and to bolster their applications to university. Students enjoyed options such as Engineering and the launch of the Harington Science Magazine. As the year developed, this time was also used for the Oxbridge Group where 16 students had been identified from exam and progress data as possessing the potential to put in an early application. For the current Year 12 we have increased the number of staff engaged in the programme and worked hard to ensure a balance across curriculum specialisms. Year 12 have, for example, access to engineering schemes, Popular Psychology, Conversational Spanish, Impact of Brexit, Mindfulness, science experiments outside the curriculum, and leadership lessons from the World Wars.



Those students who do not wish to progress to higher education benefit from high-quality, impartial careers advice provided by teachers and the Federation's Student Progression Coordinator (Ofsted, January 2017). All students not applying to university were provided with at least one careers interview. Of the students that did not go to university, three went directly into work and the remaining students (8) have begun gap years or foundation courses. 84% of students felt well supported in pursuing their future career path (student survey, June 2017). Further analysis showed that the greatest gap appeared to be around non university applications. Therefore, moving forward, the School plans to offer a greater amount of support for students considering a higher level apprenticeship scheme, and this will be incorporated into the careers programme across the year.



Every Year 12 student was provided with a one to one interview with a local employer. This is an excellent aspect of our provision and a very valuable learning experience for the students. This process identified a need for greater support to be provided to students on writing strong CVs and applications, and this will be addressed through our tutorial programme. 45% of students had accessed at least 5 days of relevant work experience (student survey, June 2017). As identified in the Ofsted report, there remains a need to support all students in accessing work experience opportunities in a more systematic manner.



Key Priorities 2017-18

- Implement a clear process to identify students who would benefit from work experience or other arrangements to develop their work-readiness, support them to access appropriate opportunities, and evaluate the quality of these experiences.
- Strengthen the academic enrichment programme so that students recognise the importance of this aspect of our work in preparing them for successful post-18 applications.
- To increase the level of expertise and support available for non-university route applicants, especially higher level apprenticeships.

YEAR PLANNER 2017 - 2018

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>OUTCOMES</p> <p>Progress measure 0.1</p> <p>AAB: 25%</p> <p>%A*-A grades: 27%</p> <p>A*-C (80%)</p>	<p>Subject analysis 2017 Outcomes and Action Points</p> <p>Y12 Informal Parents' Evening</p> <p>Y13 Parents' Evening</p> <p>Y13 Assessment Point 1 and review.</p> <p>PR Meetings including Y13 Outcomes</p>	<p>Y12 Assessment Point 1 and review.</p> <p>Year 12 Mock Exams</p> <p>Y12 Parents' Evening and Survey.</p> <p>Cluster lead QA: Trackers and Intervention (Y13 focus).</p> <p>Y13 Assessment Point 2 and review.</p> <p>QA: Chemistry Review</p> <p>QA: Scrutiny Panel</p>	<p>Y13 Mock Exams (including access arrangements)</p> <p>Y13 Intervention Plan post mocks.</p> <p>QA: Biology Review</p>	<p>Y12 Assessment Point 2</p> <p>Y13 Parents' Evening (2)</p> <p>QA: Maths Review</p> <p>Interim Performance Review Meeting (outcome focus)</p>	<p>Y13 Assessment Point 3</p> <p>Y13 Parents' Evening and Survey.</p> <p>Y13 Form Tutor Reports</p> <p>Y12 Assessment Point 3</p> <p>Y12 Parents' Evening (2)</p>	<p>Y12 Mocks</p> <p>Y12 Form Tutor Report</p> <p>Y13 Public examinations</p>

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<p>BEHAVIOUR, SAFEGUARDING AND ATTENDANCE</p> <p>97% attendance</p> <p>Statutory safeguarding duties completed</p> <p>85% of students agree that behaviour is outstanding.</p>	<p>Roll call checked + am accuracy</p> <p>Staff SG training completed</p> <p>Year 12/13 SG training</p> <p>Update risk assessment with CC</p>	<p>Implement changes to pm private study</p> <p>All 18+ DBS completed</p> <p>Year 12 appointed to school Senate.</p>	<p>Electronic attendance system implemented</p> <p>SG Governor Visit (JG/SPR)</p>	<p>Attendance Review (15% or more).</p> <p>Senior Prefect appointments</p>	<p>Behaviour LW: Use of private study and expectations</p> <p>Senior Prefects begin duties.</p>	<p>Review attendance policy</p> <p>Review Federation SG Policy</p>

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<p>POST-16 PROGRAMME OF STUDY</p> <p>50%+ of students achieve Russell Group (plus Leicester) places. This includes at least 2 Oxbridge places and one Medic.</p> <p>90% of students agree they have received high quality careers advice and guidance.</p>	<p>Early entries approved and sent</p> <p>Draft of personal statement completed for all students</p> <p>Individual tutor feedback for statements.</p> <p>Subject predicted grades and subject statements submitted</p> <p>Academic Enrichment Term 1 (Breadth of curriculum)</p>	<p>Remaining UCAS applications submitted.</p> <p>Student Assembly on next stage.</p> <p>Careers meeting all students non university route.</p> <p>Year 13 EPQ completed</p> <p>Academic Enrichment Term 2 (Breadth of curriculum)</p>	<p>UCAS tracking system used to monitor Y13 offers.</p> <p>Y13 Review Mock v Offers.</p> <p>UCAS launch to Y12 students</p> <p>Oxbridge student conference Y12</p> <p>UCAS conference in partnership with Oakham school.</p> <p>Academic Enrichment Term 3</p>	<p>CV writing clinic prior to 1:2:1 interviews.</p> <p>Careers stall including higher tier apprenticeships</p> <p>Academic Enrichment Term 4</p>	<p>Year 12: 1:2:1 interviews</p> <p>Work related learning scheme of work Year 12</p> <p>Year 12 begin EQP.</p> <p>Academic Enrichment Term 5 (career pathways)</p>	<p>Year 12 UCAS week programme</p> <p>Year 13 Results Day guidance including clearing.</p> <p>Academic Enrichment Term 6 (UCAS focus)</p>

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		Year 12 Harington Challenge				
LEADERSHIP AND MANAGEMENT Student Recruitment 130 School library completed	Y11 Assemblies: CC, UCC, JF, SWE Post-16 Evenings: CC, UCC, JF, SWE, and LF. Y12 Letters Students	Targeted Facebook campaign (area specific + focus on USPs). Harington Open Evening Updated Prospectus completed Plans for library design completed. Ordering of resources.	First round applications submitted and reviewed. Individual student interviews. Harington Presents: Evening Lectures. New library opens	Individual student interviews. Final deadline for confirmation of places.	Y9 Music and Art competition for G+T. Y10 Post -16 Assemblies.	Induction Days at School.

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<p>PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE</p> <p>85% of students agree that there is a wide range of enrichment activities.</p>	<p>Formalised staffing in place for activities.</p> <p>Launch Music Scholarship, LAMDA</p> <p>Football and netball fixtures</p> <p>Pop-up performances</p> <p>Venture Force launch.</p>	<p>Remembrance Service (Music and Drama showcase)</p> <p>Football and netball fixtures</p> <p>Federation Christmas Concert.</p> <p>DofE launch</p>	<p>Activities Programme</p> <p>Ski Trip</p> <p>Iceland trip</p>	<p>Debating competition entered.</p>	<p>Geography / Biology residential Trips</p>	<p>Harington Summer Concert</p> <p>Sports Day</p>