



TRANSFORMATION PLAN

2018 - 2019



CONTENTS

INTRODUCTION.....	2
EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT.....	4
Recruitment.....	4
Extra-Curricular Engagement.....	5
Key Leadership Priorities 2018-19	6
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	7
Attendance.....	7
Safeguarding.....	7
Behaviour.....	7
Welfare and Tutorial	8
Key Personal Development, Behaviour and Welfare Priorities.....	9
OUTCOMES	10
Summary Analysis.....	10
Attainment.....	10
Progress.....	11
Performance across groups.....	14
Teaching and Learning.....	15
POST-16 PROGRAMMES OF STUDY	17
Key Priorities 2019-19.....	20
YEAR PLANNER 2018 - 2019.....	21

INTRODUCTION

There was a great deal to celebrate during the last academic year. The most publicised headlines, of course, were the outstanding A level results achieved by our students. Nearly 90% of all grades achieved were at the higher level of A*-C with 36% of all grades at A*-A. These achievements allowed the graduating students to access a wider range of courses than they had aspired to, including confirmed places at Oxbridge, Medical School, Veterinary, and highly competitive apprenticeships.

Harington has always been more than just examination results. In just the last academic year, students enjoyed participating in a wide range of field trips and lectures. Highlights included the ski trip to Canada and the cultural exchanges to Vienna, both attended in large numbers. All team areas worked hard to run additional experiences outside of the classroom including residential trips for French, geography and biology.

One priority was to continue to develop our extra-curricular provision. Harington has competitive football and netball teams, which performed well throughout the season. Music has grown significantly with our talented musicians taking part in a range of performances culminating in winning the Oundle Music festival. The Duke of Edinburgh's Award has gone from strength to strength and nearly a third of our students are currently taking part in this great scheme.

I have spent a lot of time 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 School, 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 many of our students complete the Duke of Edinburgh's awards or become involved in other opportunities such as the National Citizen scheme, being a music scholar, sports leadership or supporting the School senate. If application numbers for senior roles is an indication of engagement, the School is in a healthy place!

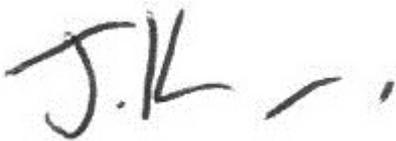
There is a strong confidence in the local community that Harington is the provider of choice for those students who wish to pursue an A Level pathway. We have continued to see our intake grow rapidly from originally 50 students to now over 140 talented students in Year 12.



Whilst the A Level results and growing intake has been a great confidence boost for the School community, we have no intention of standing still. This Transformation Plan aims to look at all elements of our provision and consider the key priorities moving forward. We have used surveys from parents, students and staff to focus our priorities this year, together with our quality assurance procedures.

The key priorities for 2018-2019 will be:

- Performance of all subjects is at least 0.2 DfE score and ALPS 4 or better whilst attainment measures continue to be at least in line with 2018 outcomes.
- Use the Gatsby benchmarks to enhance our careers based programme.
- Continue to grow our extra-curricular offering and range of subject based trips and visits.
- 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.
- Active recruitment ensures that there is an increase of uptake to enable the School to grow.

A handwritten signature in black ink, appearing to read 'J.H.', followed by a horizontal line and a comma.

John Harrison
Head of School

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

The School's self-assessment remains highly critical and a number of approaches are established to monitor the health of the School. In addition to lesson observations, the School completed an internal review (November 2017) of the Science provision due to a large number of students taking at least one Science based subject. The outcomes of the Science review then drove the key action points for the team.

Parental feedback was gained at Parents' Evenings focusing on transition, support, assessment and reporting. Parents, students and staff also had the opportunity of completing an online survey to comment on the School.

Cluster leads took responsibility for their own areas (e.g. tutorial learning walk, behaviour during private study, quality of tutorial programme).

Governors meetings were used to scrutinise key areas of the School operation, this included the management of the Extended Project Qualification (EPQ), a standalone qualification normally completed by approximately 25% of the intake; along with the leadership of the UCAS and post 18 programme of study.

Recruitment

The plan for student recruitment proved to be highly successful with a total of 143 students joining the School in September 2018, an increase of 28 students from the previous year. In addition to a busy Open Evening in November 2017, the School took part in five post-16 events (Catmose College, Uppingham Community College, John Ferneley, Stamford Welland, Longfield) along with leading a number of assemblies, and subject taster sessions. Individual interviews were held for nearly 230 students with senior leaders at the School.

As seen below, the large majority of our intake comes from Catmose and Uppingham Community College, our main partner schools. In addition to this, students opt to choose Harington from over ten other local schools, including the Independent sector and schools within Leicestershire and Northamptonshire. It was particularly pleasing to see a strong growth in numbers from Uppingham Community College.

Student Admissions for September 2018

School	2017	2018	Change	% Change
Catmose College	63	74	11	+17
Uppingham Community College	23	43	20	+87
Other	29	26	-3	-13%

Student recruitment remains a key focus, both in terms of ensuring the strong intake from Catmose College, but also to continue to grow numbers from partner schools, especially Uppingham Community College. In Term 6 we welcomed nearly 100 Year 10 students from UCC as part of an early induction to support this process.

Extra-Curricular Engagement

An important area of development for the School during 2017-18 was to further enhance the extra-curricular provision for students. For the first time in the School's history, Harington students competed in fixtures for football and netball. Nine fixtures were completed in total, all friendlies against local schools.

To develop this provision further the School has entered the post 16 Leicestershire league for football, netball and Girls' Futsal, along with the post 16 FA cup in football.



Our social sport has also grown, as a large number of students enjoyed badminton and basketball as part of the Friday afternoon provision. We were pleased to see a girls' after school football team, led by students, run throughout the year with strong numbers. We aim to grow the number of students involved in the Rutland Gold Sports Ambassador Scheme, with early interest in this scheme being very encouraging. From September 2018 students will wear a new Harington leisure top during activities and volunteering.

Music went from strength to strength last year. Students had opportunities to engage in a wide range of activities and competitions. Highlights included performing at the Christmas concert, winning the Oundle Festival and a memorable tour to Amsterdam.



The number of Music Scholars grew from four to seven. In 2018-19 students will benefit from increased collaboration with Oakham School, leadership opportunities at Catmose College, and the opportunity to perform in the very first Federation musical, 'Sister Act'.

The Duke of Edinburgh's Award continues to form part of the core Harington offering, supported by a paid structure of Harington Lead and three team leads. We were pleased to see the completion rate in the award grow from 38% (national average 32% whilst completing two year post 16 course) to 68%. Our aim is to continue to grow our numbers both undertaking and subsequently completing the awards during their time at the School.



There was a wide range of field trips and visits completed, with all subject teams contributing. Highlights included a Canada ski trip and Vienna visit; residential trips in biology, geography and French, and subject lecture days in maths, chemistry and physics.

Artists and musicians were supported through a number of visiting workshops led by subject specialists.



The Extended Project Qualification (EPQ) was completed by 20 students last year. This additional qualification broadened the curriculum and supported student applications. Results were very strong with 60% of grades A*-A, and 95% A*-C. The number of students expecting to complete this has grown to 36 for 2019 entry. As identified in the Ofsted report, a target was to build a Library within the School that supports both students completing the EPQ and general independent learning across all curriculum areas. This was opened in June 2018.

Key Leadership Priorities 2018-19

- Enhance our existing extra-curricular provision through the entry into a sporting league structure.
- Develop leadership opportunities such as volunteering, Sports Ambassador Scheme and student led groups.
- Continue to grow student numbers with an active and targeted recruitment programme.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Attendance

Attendance last year was strong with an overall attendance of 97.6% with no obvious in-year variations. Two Year 13 students were supported by senior staff, with both completing the full programme of study.

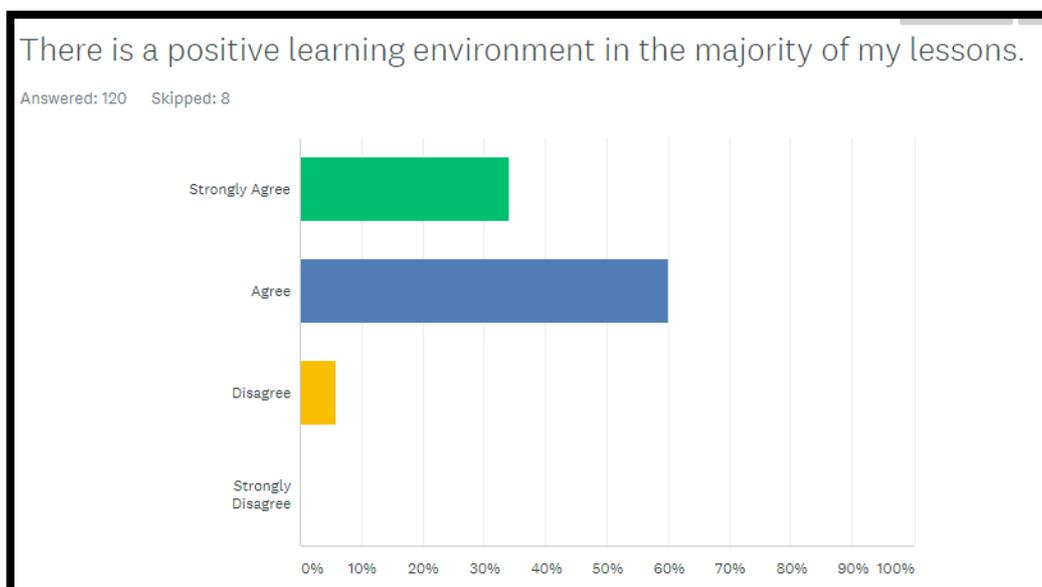
Attendance is captured formally through the morning registration and during the afternoon tutor session. Increased focus will be given towards supporting students' mental health.

Safeguarding

Safeguarding provision is robust as evidenced by the successful Safeguarding Governor visit in April 2017. The School has a Designated Safeguarding Lead (DSL) whose training was renewed in May 2017. A second Cluster Lead is to be trained during the academic year to provide additional capacity if required. No formal referrals were made during the academic year. All students receive safeguarding training at the start of the year, this is then reinforced to those students who volunteer at Catmose College and who will work closely with younger students. Pertinent safeguarding issues are reinforced through the delivery of the PHSE (Personal, Social, Health and Economic) programme. The safeguarding arrangements between the School and Catmose were reviewed regularly throughout the year with students who turn 18 continuing to be DBS checked.

Behaviour

Behaviour at Harington is outstanding and internal lesson observations demonstrated it was judged as good or better. Apart from a small minority of students, the perception of the student body matches this (please see graph below).



Students act as strong role models within the community. Over three quarters of students volunteered their time (for example, 16 students read with Year 7 students twice a week at the College). During the year, a programme of assemblies were delivered by outside speakers. These were designed to promote a positive culture, including charities, National Citizens Service, counselling and mental health.

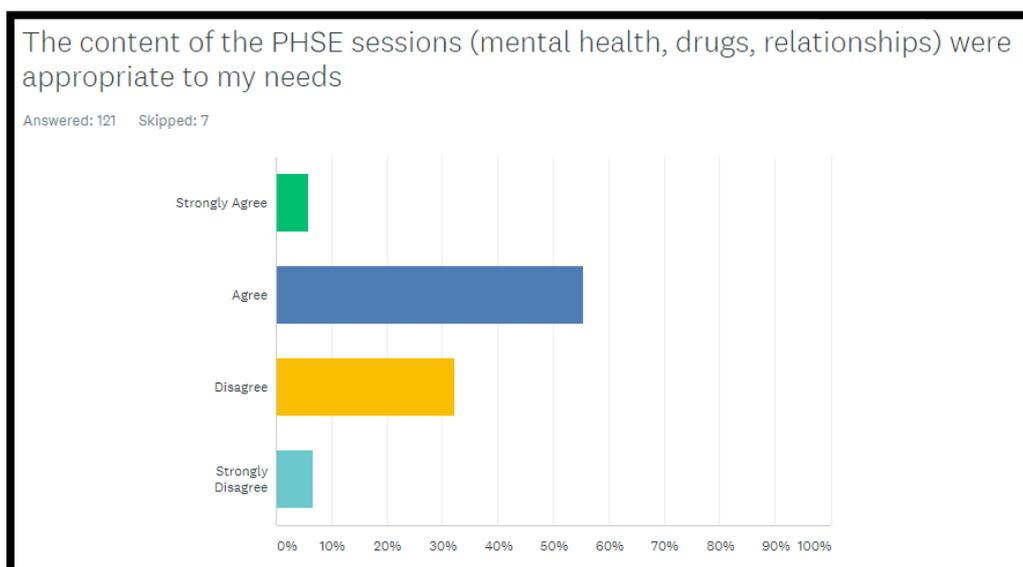


A large number of students applied for senior roles; a good indicator of their willingness to contribute back to the community. Students take responsibility and leadership roles throughout the School (e.g. sport, music, charity leads). A Formal and Year Book committee managed two important end of year events / productions.

Welfare and Tutorial

The majority of students feel there is a member of staff they can speak to regarding any pastoral or welfare concerns.

Despite a real strength in the central planning of resources, the feedback from the student survey below suggests that the quality of our tutorial programme needs to remain a focus. Smaller focus groups identified that some concerns over quality were tutor specific and these issues have been addressed. For 2018-19, a greater focus on quality assuring this aspect of our provision will be required.



In 2018 the Pastoral or post 18 programme of study leads will have a tutor group. This will add to the capacity to quality assure the tutorial provision further. We also use staff on the Upper Pay Spine to contribute further to the development of Schemes of work to enhance the provision further.

Key Personal Development, Behaviour and Welfare Priorities

- Work closely with local providers and the School body to enhance our support for mental wellbeing further.
- Enhance the PHSE and tutorial programme so that 85% of students or more believe it is appropriate to their needs.

OUTCOMES

Summary Analysis

Harington celebrated a strong set of outcomes in the second set of examination results with improvements made in every headline indicator compared to the 2017 outcomes. All subjects, except maths and further maths were examined under the new linear examination system. For six subjects (geography, French, Spanish, philosophy and ethics, physical education and music) this was the first sitting of this new examination.

Headline Measures

Key Headline Measure	2018	2017
A*-A Grades	36%	21%
A*-C Grades	88%	77%
AAB	25%*	18%
Progress Measure	+0.2	-0.09

Attainment

There was a great deal to celebrate in the 2018 outcomes. 25% of all students achieved a AAB profile, with an additional 14 students missing this important indicator by only one grade. 36% of all grades were A*-A (15% improvement) and 88% of all grades were A*-C (11% improvement).



SUBJECT	CUMULATIVE ATTAINMENT BY SUBJECT							
	Cohort	A*	A	B	C	D	E	U
Art	5	0%	20%	40%	100%	100%	100%	0%
Biology	13	8%	38%	46%	92%	92%	92%	8%
Chemistry	24	4%	42%	58%	79%	92%	100%	0%
Computer Science	4	0%	25%	50%	100%	100%	100%	0%
Economics	15	0%	27%	60%	93%	93%	100%	0%
English	17	18%	47%	76%	94%	100%	100%	0%
Further Maths	3	33%	33%	67%	100%	100%	100%	0%
French	4	50%	75%	100%	100%	100%	100%	0%
Geography	13	15%	31%	69%	92%	92%	100%	0%
History	23	0%	13%	61%	91%	100%	100%	0%
Mathematics	33	3%	61%	85%	94%	97%	97%	3%
Music	3	0%	0%	33%	100%	100%	100%	0%
Philosophy & Ethics	13	0%	8%	62%	69%	85%	100%	0%
Physical Education	4	0%	0%	50%	75%	100%	100%	0%
Physics	23	13%	39%	61%	87%	96%	100%	0%
Psychology	27	15%	33%	81%	96%	96%	96%	4%
Spanish	3	0%	0%	100%	100%	100%	100%	0%

The subject variations above needs to be viewed with care due to the small cohort size in some subjects and the different academic profile of each group. However, it was pleasing to note that six subjects achieved 100% A*-C and another seven with 90% plus.

Progress

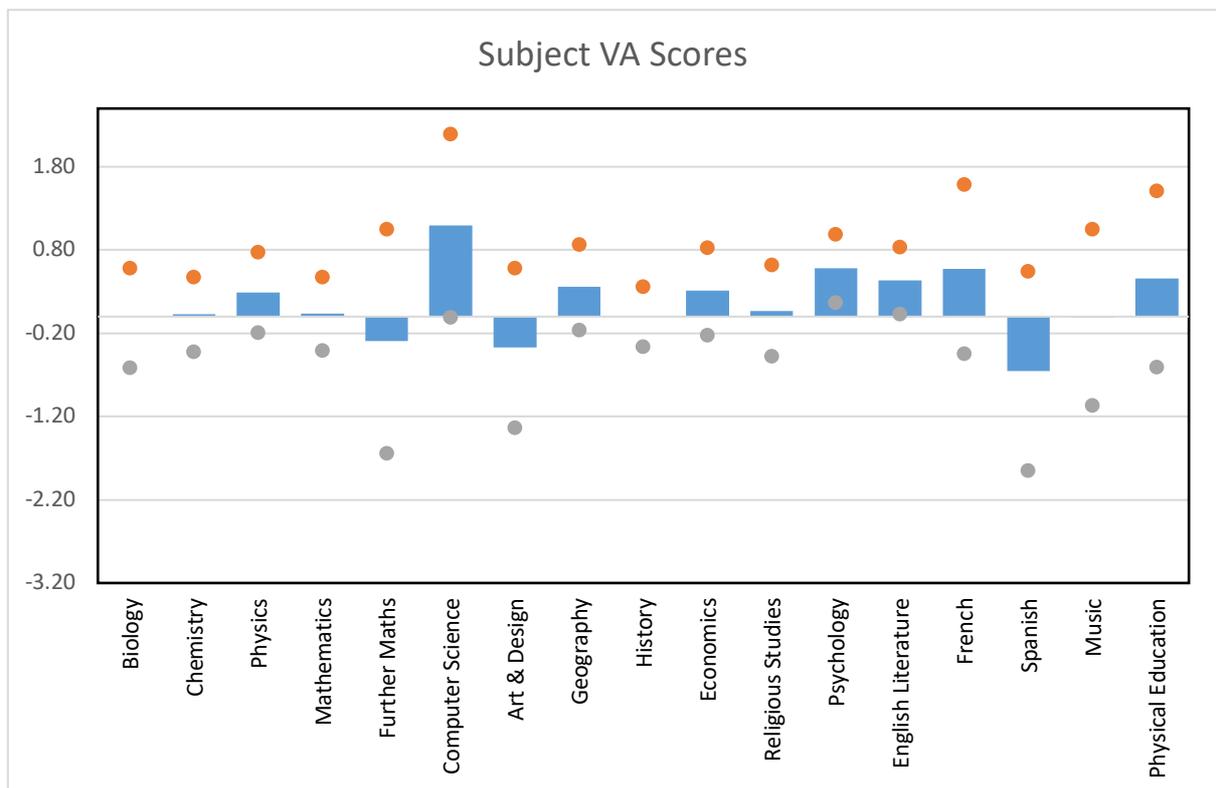
The progress measures remain provisional until officially validated, but our internal analysis shows the overall DfE headline measure as 0.2, which is above national average and a strong performance for a school with an academic intake. This year we have cross-referenced subject performance with ALPS thermometers which run from 1 (red hot) to 8 (cold blue); 5 = satisfactory.

The following table shows the overall progress scores per subject. The usual caution should be applied to those subjects with smaller numbers of students (Further maths, computer science, art and design, French, Spanish, music and physical education) and this is shown in the confidence intervals in the graph.

Progress was particularly strong in a number of subjects – computer science, geography, economics, psychology, English Literature, French and physical education. In the majority of these subjects, the in-school residual was also strong.

Progress, in relative terms, was weaker in Spanish, further maths, art and design (but only 11 students between them). Under-performance in religious studies becomes more apparent once using the in-school residual (comparing how the same students did in all their subjects); conversely the in-school residual suggested that any concerns regarding art and design were not as significant as first assumed (6th best residual).

Subject name	No of Students	Value added score (grades)	In School Residual	ALPS Score
Biology	13	0.00	-0.01	5.00
Chemistry	24	0.03	-0.45	5.00
Physics	23	0.29	-0.24	3.00
Mathematics	33	0.04	0.03	4.00
Further Maths	3	-0.29	-0.08	5.00
Computer Science	4	1.10	0.5	1.00
Art & Design	5	-0.37	0.13	6.00
Geography	13	0.36	0.26	3.00
History	23	0.00	-0.17	5.00
Economics	15	0.31	0.01	4.00
Religious Studies	14	0.07	-0.52	7.00
Psychology	28	0.58	0.46	2.00
English Literature	18	0.43	0.59	2.00
French	4	0.57	0.25	2.00
Spanish	3	-0.65	-0.31	7.00
Music	3	0.00	-0.56	5.00
Physical Education	4	0.46	-0.08	3.00



Subject areas that will be a particular focus for improvement through the Transformation Plan this year are religious studies, Spanish and further maths, whilst we will continue to work hard with those subjects that remain on a journey of improvement from 2017 (biology chemistry, 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.

Performance across groups

Progress Measures	
All Cohort (75 students) - GCSE APS = 6.53	RESULT
% Achieving KS4-5 Min Target (% of grades)	87%
Progress Score (KS4 Ave Point v AP (Average of cohort))	0.2
% Attaining ALPS Aspirational (Top 10%) (% of grades)	29%
Male (36 students) - GCSE APS = 6.53	RESULT
% Achieving KS4-5 Min Target (% of grades)	91%
Progress Score (KS4 Ave Point v AP (Average of cohort))	0.38
% Attaining ALPS Aspirational (Top 10%) (% of grades)	32%
Female (39 students) - GCSE APS = 6.53	RESULT
% Achieving KS4-5 Min Target (% of grades)	84%
Progress Score (KS4 Ave Point v AP (Average of cohort))	0.0
% Attaining ALPS Aspirational (Top 10%) (% of grades)	25%
Ever6 (4 student(s)) - GCSE APS = 6.68	RESULT
% Achieving KS4-5 Min Target (% of grades)	85%
Progress Score (KS4 Ave Point v AP (Average of cohort))	0.21
% Attaining ALPS Aspirational (Top 10%) (% of grades)	31%

On progress measures alone, males outperformed females (0 compared to 0.38). This matched the national picture of males performing well in A Levels.

Group 1 (21 student(s)) - GCSE APS = 7.58	RESULT
% Achieving KS4-5 Min Target (% of grades)	85%
Progress Score (KS4 Ave Point v AP (Average of cohort))	-0.19
% Attaining ALPS Aspirational (Top 10%) (% of grades)	18%
Group 2 (17 student(s)) - GCSE APS = 6.72	RESULT
% Achieving KS4-5 Min Target (% of grades)	89%
Progress Score (KS4 Ave Point v AP (Average of cohort))	0.33
% Attaining ALPS Aspirational (Top 10%) (% of grades)	22%
Group 3 (22 student(s)) - GCSE APS = 6.04	RESULT
% Achieving KS4-5 Min Target (% of grades)	97%
Progress Score (KS4 Ave Point v AP (Average of cohort))	0.59
% Attaining ALPS Aspirational (Top 10%) (% of grades)	42%
Group 4 (15 student(s)) - GCSE APS = 5.58	RESULT
% Achieving KS4-5 Min Target (% of grades)	76%
Progress Score (KS4 Ave Point v AP (Average of cohort))	0.05
% Attaining ALPS Aspirational (Top 10%) (% of grades)	31%

There were some variations between the broad four groups by ability. It was particularly pleasing to see the relatively weaker (based on GCSE average point score) students performing well.

This was a focus from 2017 and reflected both clear guidance on curriculum choices and the high quality of teaching.

Teaching and Learning

In the last academic year, twenty-seven formal observations took place at Harington with 85% of all lessons being graded good or better. 52% of all observed lessons were outstanding. There were no noticeable differences between subject areas with at least one Outstanding been achieved in all areas. Where Outcomes were particularly strong (French, Psychology, Physics and Computer Science this had already been reflected in consistent Outstanding lesson observation judgements.

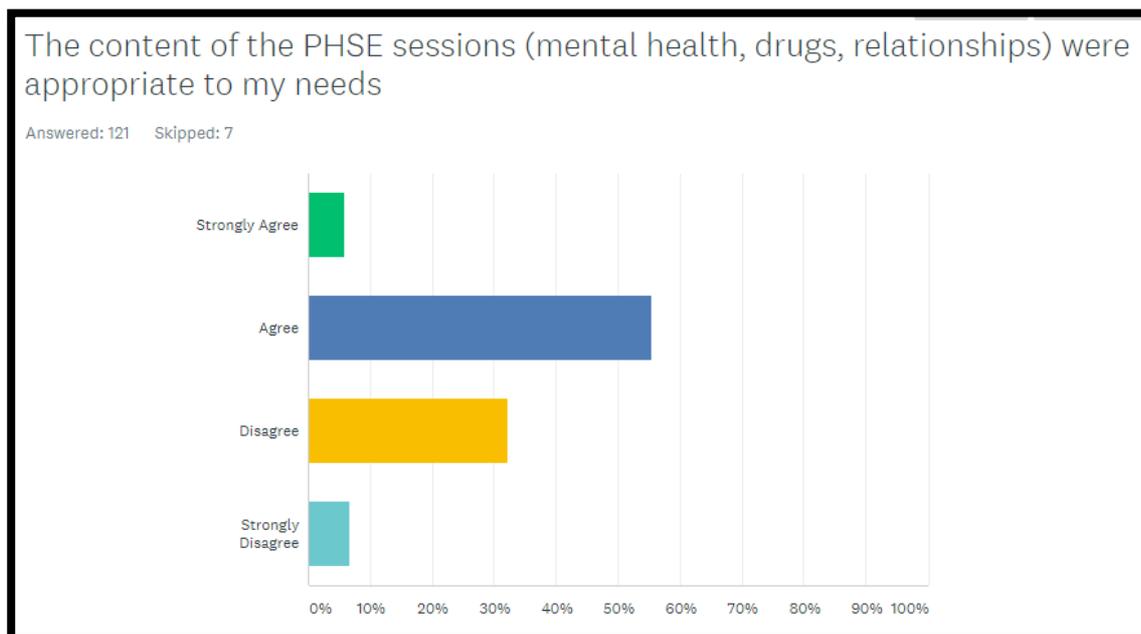
Subject staff were supported through a CPD programme that ran across the year, alongside subject based partnership with other local Schools. The CPD programme was well received with topics covered such as effective intervention, stretching the most able through effective prep alongside post 16 specific content such as how to effectively mentor students completing an EPQ and how to write strong UCAS references.

The student surveyed showed that Prep was being regularly set through Show My Homework (91% Agreed or Strongly Agreed). This was supported through regularly quality assurance checks completed by cluster leads.

It was pleasing to see that over 95% of students believed there was a positive learning environment in their classroom. From the small number of students whom had disagreed there was no strong correlation with subject choices.

Both parents and students believed they received reports and assessment data in a timely manner that was useful to interpret.

Feedback from tutorial sessions were less strong and this remains an area for the School to continue to develop



Further analysis did show a strong correlation between students voting disagree and one individual form. This suggests that the issue was less about content and more about strength of delivery.

POST-16 PROGRAMMES OF STUDY

The vast majority of our students who left Harington last year have opted to complete a university route. Of these, 75% of students achieved their first choice place at university. 44% of students achieved places to join Russell Group universities. Two students took up places to study medicine, one to study veterinary science and a further two students were successful in gaining admission to Oxford and Cambridge (one in each university). Overall, 85% of students were confident that the UCAS programme had prepared them well for a successful application (student survey, June 2018).

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	COURSE
Loughborough	Automotive Engineering	Cambridge	Engineering
Exeter	International Relations	Newcastle	Chemical Engineering
Lincoln	Psychology	Oxford Brookes	Biomedical Sciences
Lincoln	Computer Science	York	Accounting, Business & Finance
Leeds Beckett	English Lit	Newcastle	History
Sheffield	Civil Engineering	Leicester	English
Leeds Beckett	Physical Education	De Montfort	Psychology
Bristol	Biology	Birmingham	English Lit
University East Anglia	Medicine	Leeds	Italian & Spanish
University East Anglia	Energy Engineering	Plymouth	Medicine
Liverpool	English Literature	Loughborough	Automotive Engineering
Sheffield Hallam	Human Geography	Kent	Film & Philosophy
Newcastle	English Literature	Lancaster	PPE
York	Maths	Harper Adams	Agriculture
Birmingham	French/History	Bath	Chemical Engineering
Sheffield	Physics	Leicester	Economics
Oxford Brookes	Architecture	Birmingham	Mechanical Engineering
Nottingham	Philosophy	Durham	Geophysics with Geology
De Montfort	Computing	Newcastle	English Literature
Manchester Met	Accounting/Finance	Salford	Mechanical Engineering

Warwick	Philosophy	Manchester	Engineering
Surrey	English Lit & Creative Writing	Sheffield	Economics
St Mary's Twickenham	Acting	York	History
Kent	English Literature	Birmingham	Maths/French
Lancaster	Physics	Loughborough	Business, Economics & Finance
Kings College, London	English & French Law	Nottingham	Biology
Chester	Psychology	Brighton	Architecture
Oxford	French/Russian	Cardiff	Biomedical Sciences
Sheffield	Mechanical Engineering	Lincoln	Economics
De Montfort	Midwifery	Lancaster	Psychology
Sheffield	Business Studies	Bristol	Veterinary Science

For current Year 13 students, the UCAS provision has been modified to reflect the importance of growing a sustainable programme as the School expands. UCAS week was streamlined to a two day process and the School ensured more effective use of this time was made than in previous years' by providing more time for students to work on their personal statements, as opposed to setting up their UCAS apply accounts or researching university choices, which can be done at other times. We also benefitted from the input of Dr Nathan Waddell, Senior Lecturer in English Literature at the University of Birmingham (who lives in Oakham). Dr Waddell spoke to students about life at university from the perspective of a university lecturer as well as providing valuable insight into personal statement writing for English applicants and the Oxbridge Group. He will be a valuable contact for the School moving forward.

This summer also marked the first time that we were able to obtain the services of a number of former Harington students who are now undergraduates to provide assistance to the Year 12 students with their personal statements. In addition to this, former Head Boy Rhys Hill delivered an inspirational assembly to Year 12. Lydia Simms, our first student to receive a place at Oxford, was able to speak to the Oxbridge group about her experiences and offer advice for the application process, and Freya Menzies spoke about the demands of a medical course. This link with Harington alumni is extremely positive for the School and will be strongly nurtured in future years. The partnership with Oakham School provided the opportunity for students to attend an apprenticeship evening event, which saw a strong turnout with over 20 students and their parents attending. The Doc Soc link continues to thrive and several of our medical applicants have benefitted from strong links with Oakham School in preparation of their personal statements whilst Katy Atkinson has continued her hard work at overseeing the medics programme at Harington. As part of our UCAS process we now have increased capacity with Judith Green offering support with personal statements.

2017-2018 saw a chance to refine our 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. There is now a more coherent structure and rationale to this with all students having the chance to volunteer to support Catmose Electives or reading programmes, which has proved popular and is to be

further expanded during this academic year. In term 3 there has been a focus on controversial issues such as medical ethics. In the latter part of Year 12 there is a focus on skills such as interview technique, leadership and presentational skills which are all designed to support and equip students for their mock interviews and for the real thing when they enter Year 13. The Harington challenge, completed by all students in Year 12 continues to complement the development of softer skills such as presenting to a large audience. In September, a group of our engineers, inspired by the Academic Programme set a new world record for the World's Fastest Toilet – a great achievement.



Those students who do not wish to follow a university route still benefit from high-quality, impartial careers advice provided by teachers and the Federation’s Student Progression Coordinator. All students not applying to university were provided with at least one careers interview. Of the students that did not go to university, please see below their post 18 destinations.

POST – 18 DESTINATION
Finance Apprenticeship
MOD Apprenticeship
Kingston School of Art
Job (Finance) in Stamford
Turned down Computing Apprenticeship in Uppingham. Still looking for local employment
Employment
TEFL Course with view to teach in China

With higher and degree level apprenticeships becoming increasingly attractive alternatives to university, there has been more emphasis on this with material incorporated into the Year 12 tutorial programme and several talks from providers, such as the MD from Hanson Cement Work, Ketton.

Once again, 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. This process identified a need for greater support to be provided to students on writing strong CVs and applications, and this was addressed through our tutorial programme with materials produced by Justine Copas as part of her UPS responsibilities. Interviewers were impressed with the higher quality of applicant letters.

Key Priorities 2019-19

- To use the Gatsby benchmarks to enhance and judge our careers based provision.
- To be proactive in identifying and forging links with companies who may be able to offer valuable work experience opportunities for Harington students to assist with specific career paths.
- To raise the profile of degree and higher level apprenticeships as an equally challenging, yet alternative route to university and to support greater numbers of students seeking this as an option.
- Continue to strengthen the academic enrichment programme and super-curricular opportunities so that students recognise the importance of this aspect of our work in preparing them for successful post-18 applications.

YEAR PLANNER 2018 - 2019

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>OUTCOMES</p> <p>Progress measure 0.2</p> <p>AAB: 25%</p> <p>%A*-A grades: 30%</p> <p>A*-C (80%)</p> <p>Lesson Observations: 85% Good or Better (50% Outstanding)</p>	<p>Subject analysis 2018 Outcomes and Action Points</p> <p>Year 12 Informal Parents' Evening</p> <p>Year 13 Progress Evening</p> <p>Year 13 Assessment Point 1 and review.</p> <p>PR Meetings including Year 13 Outcomes</p> <p>Investigate ALPS Package and Alternative</p>	<p>Year 12 Assessment Point 1 and review.</p> <p>Year 12 Mock Exams</p> <p>Year 12 Progress Evening and Survey.</p> <p>Cluster lead QA: Trackers and Intervention (Y13 focus).</p> <p>Year 13 Assessment Point 2 and review.</p> <p>QA: Maths</p> <p>QA: Scrutiny Panel</p>	<p>Year 13 Mock Exams (including access arrangements)</p> <p>Year 13 Intervention Plan post mocks.</p> <p>QA: Religious Studies</p>	<p>Year 12 Assessment Point 2</p> <p>Year 13 Progress Evening (2)</p> <p>Interim Performance Review Meeting (outcome focus)</p>	<p>Year 13 Assessment Point 3</p> <p>Year 13 Progress Evening and Survey.</p> <p>Year 13 Form Tutor Reports</p> <p>Year 12 Assessment Point 3</p> <p>Year 12 Progress Evening (2)</p>	<p>Year 12 Mocks</p> <p>Year 12 Form Tutor Report</p> <p>Year 13 Public examinations</p>

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<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. 90% of students agree they have received high quality careers advice and guidance.</p>	<p>Early entries approved and sent</p> <p>Personal statements completed for early applicants</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) /volunteering (50% cohort)</p> <p>Year 12 Harington Challenge</p>	<p>Remaining UCAS applications submitted.</p> <p>Draft of personal statement completed for all students</p> <p>Student Assembly on next stage.</p> <p>Careers meeting all students non university route.</p> <p>Year 13 EPQ completed and presentations</p> <p>Academic Enrichment Term 2 (Breadth of curriculum) / volunteering (50% cohort)</p> <p>Harington Challenge presentations</p>	<p>UCAS tracking system used to monitor Y13 offers.</p> <p>UCAS launch to Year12 students</p> <p>Academic Enrichment Term 3 (controversial issues)</p> <p>Year 13 Mocks</p> <p>Year 12 begin EPQ.</p>	<p>CV writing clinic prior to 1:2:1 interviews.</p> <p>Year 13 Review Mock v Offers.</p> <p>Careers stall including higher tier apprenticeships</p> <p>Oxbridge student conference Year 12 UCAS conference in partnership with Oakham school</p> <p>Oxbridge Group starting</p> <p>Academic Enrichment Term 4 (controversial issues)</p> <p>Year 13 progress evening</p>	<p>Year 12: 1:2:1 interviews</p> <p>Work related learning scheme of work Year 12</p> <p>Year 13 Results Day guidance including clearing.</p> <p>Academic Enrichment Term 5 (career pathways/ soft skills)</p>	<p>Year 12 UCAS week programme</p> <p>Mock Interviews</p> <p>Academic Enrichment Term 6 (UCAS focus, including UCAS week)</p>

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
LEADERSHIP AND MANAGEMENT Student Recruitment 150	<p>Training- Best Practice</p> <p>Y11 Assemblies and letters: CC, UCC, JF, SWE</p> <p>Post-16 Evenings: CC, UCC, JF, SWE, and LF.</p> <p>Academic Admission Criteria confirmed. Harington</p> <p>Open Evening</p> <p>Year 12 Tutor review</p>	<p>Targeted Facebook campaign (area specific + focus on USPs)</p> <p>Taster Lessons (Economics, Psychology, plus subjects <10 students)</p> <p>SWE / JFE Assembly</p>	<p>First round applications submitted and reviewed.</p> <p>Individual student interviews.</p> <p>Harington Presents: Evening Lectures. Science Lecture Days</p> <p>Year 13 Tutor review</p> <p>Mentoring on back of mocks (Year 12)</p> <p>Joint Music with Oakham School</p>	<p>Individual student interviews.</p> <p>Final deadline for confirmation of places.</p> <p>Year 13 intervention /UCAS</p>	<p>Y9 Music and Art competition for G+T.</p> <p>Y10 Post -16 Assemblies.</p> <p>Training</p> <p>Training</p>	<p>Induction Days at School.</p> <p>Year 10 UCC student morning.</p> <p>Focus group / QA for tutorial</p> <p>Year 12 resits</p> <p>Year 12 Progress Evening</p> <p>Mentoring following Year 12 mock examinations</p> <p>UCAS predicted grades</p> <p>Review of students underperforming overall</p> <p>Focus group / QA for tutorial</p>

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TEACHING AND LEARNING	Learning Walk – Use of Private Study	Year 12 Progress Evening Maths review of provision Music Scholarship auditions Mentoring on back of Year 12/ Year 13 AP1 EPQ Training	Subject Partnership Meetings Learning Walk – Folder check and organisation.	Year 13 intervention /UCAS RS review of Provision	Subject Partnership Meetings	Year 12 resits Year 12 Progress Evening Mentoring following Year 12 mock examinations UCAS predicted grades Review of students underperforming overall
PERSONAL DEVELOPMENT,	Formalised staffing in place for activities.	Safeguarding review	Joint Music with Oakham School	Harington Presents – Maths Lecture	Geography / Biology residential trips	Harington summer concert

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>BEHAVIOUR & WELFARE</p> <p>85% of students agree that there is a wide range of enrichment activities.</p>	<p>Launch music scholarship, LAMDA</p> <p>Football and netball fixtures</p> <p>Pop-up performances</p> <p>Canada, Scilly, Poland trips launched</p> <p>Young Enterprise launch</p> <p>Student Bursaries launched</p> <p>Friday Activities/ Volunteering</p>	<p>Music Scholarship auditions</p> <p>Football, netball, Futsol fixtures</p> <p>Federation Christmas concert</p> <p>DofE launch</p> <p>Maths in Action Trip</p> <p>Biology inaction Trip</p>	<p>Science Lecture Days</p> <p>Second DSL Trained</p> <p>Joint Music with Oakham School</p> <p>Science Lecture Days</p> <p>Second DSL Trained</p>	<p>History, Psychology and Philosophy & Ethics trip – Poland</p>		<p>Sports Day</p> <p>Ecuador Trip</p>