



TRANSFORMATION PLAN

2020 - 2021



CONTENTS	
INTRODUCTION	3
SUMMARY OVERVIEW	5
QUALITY OF EDUCATION	5
PERSONAL DEVELOPMENT	6
BEHAVIOUR AND ATTITUDES	6
LEADERSHIP AND MANAGEMENT	6
QUALITY OF EDUCATION	7
OUTCOMES	7
SUMMARY ANALYSIS.....	7
HEADLINE MEASURES	7
ATTAINMENT	8
PROGRESS.....	9
QUALITY OF EDUCATION	11
CURRICULUM.....	11
Curriculum Impact of COVID-19	11
PRIORITIES FOR QUALITY OF EDUCATION	12
POST-18 PROGRAMMES OF STUDY	12
BEHAVIOUR AND ATTITUDES	17
WELFARE AND THE TUTORIAL PROGRAMME	18
KEY PRIORITIES BEHAVIOUR AND PERSONAL DEVELOPMENT.....	19
LEADERSHIP AND MANAGEMENT	20
SAFEGUARDING	20
RECRUITMENT	20
EXTRA-CURRICULAR.....	21
YEAR PLANNER 2020 - 2021	21
QUALITY OF EDUCATION.....	24
POST-18 PROGRAMME OF STUDY	25
PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	26
LEADERSHIP AND MANAGEMENT	27

INTRODUCTION

The COVID-19 pandemic posed a unique set of challenges for the School community to deal with last year. Despite this, there was a great deal to celebrate. Foremost, I was incredibly proud of how every student, member of staff and parent pulled together at such a difficult time. Students were provided with consistently high-quality online lessons that will no doubt ensure they are well prepared for the rigours of Year 13 and, for lots of staff will have transformed the way that learning is delivered. At the earliest opportunity the vast majority (97%) of students returned to School, maturely observing the measures in place, engaging in lessons, and philosophically accepting the decision to sit mock examinations.

Once the fall out of a summer of government announcements and re-announcements about examination results settled, the School took great pride in a superb set of results, richly deserved by a very strong cohort who felt more frustration than joy at not being able to sit their final examinations. We took pleasure in celebrating the range of student achievements from the three students who were able to confirm places at Oxbridge and the growing number who had decided to take an alternative path into local apprenticeships. With over 75% of students achieving their first-choice post-18 option and over 45% of student attaining places at Russell Group universities there was a great deal to admire about the quality of specialist support in this area.

Harington has, however, always been focused on more than just examination results. In the last academic year, despite the opportunities limited to pre-March lockdown, students had the opportunity to take part in a wide and impressive range of enrichment activities. In sport, our football team were unbeaten, topping the post-16 Leicestershire league whilst our netball team enjoyed an unrivalled reputation in the area. We saw a record number of students sign up to the Duke of Edinburgh's Gold Award, more sports leaders supporting students in the local area, and a thriving charity committee that raised more money than ever before. In Academic Enrichment, students took advantage of the range of pathways available, adding politics and criminology to an already extensive list.

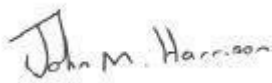
As Head of School, I feel fortunate to spend a lot of time with our students. They continue to be amazing ambassadors for both Harington and the local community. When prospective students and parents visit the School, I feel very confident when I open the door to any classroom. I know that visitors will quickly experience both the mature working environment and warm and friendly atmosphere between students and teachers. Last year all but one student who started with the School continued into Year 13. This is almost unheard of in post-16 education and speaks highly of the support staff give to all students. It is a headline that might not make the annual exam press releases, but is one that all staff take pride in.

Despite all the positivity currently associated with the School, we have no intention of standing still. Last year we increased our quality assurance further. This included subject specific reviews along with termly questionnaires to our students allowing them to rate the level of support they felt they had received. We are also aware of the need to ensure that our curriculum offering is flexible enough to respond to the needs of the local community whilst retaining a strong focus on facilitating subjects delivered within an academic setting.

This Transformation Plan aims to look at all elements of our provision and consider key priorities for our work moving forward.

The key priorities for 2020-2021 are:

- All subjects achieve strong progress at ALPS 3 or better, placing the School in the top 25% of all schools nationally for post-16 provision.
- Provision is in place to ensure high quality teaching and learning both to support students, consolidate their learning during lockdown and to carefully plan if an additional lockdown period is enforced.
- Active recruitment will continue to ensure that the School remains well attended from September 2021 with clear guidance at admissions ensuring that all students start on appropriate courses.
- All teams will review their curriculum to ensure that they have consolidated the sequence of delivery and the use of assessment and prep to support learning, particularly in light of any adjustments required due to lockdown. The success of this will be measured through a number of subject reviews and a target of ensuring that at least 90% of all lessons observed are good or better.
- To develop our careers-based programme further with a particular emphasis on the support provided to those students following alternative post-18 routes. We will set a target of 70% of all students achieving their first-choice destination with at least 40% of those applying to university securing places at Russell Group or similarly prestigious universities.
- To develop our Academic Enrichment programme further so that it feels relevant to all students regardless of their pathways. Our aim will be for at least 85% of all students to recognise the value of this programme in supporting their future career choices.
- To ensure that at least 75% of students view our tutorial programme as engaging and relevant to their futures.



John Harrison
Head of School

SUMMARY OVERVIEW

The School's self-assessment process 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 of Biology, Economics, Music and Sport provision this year. These subjects had been identified at the start of the year as part of an ongoing cycle of subject reviews. Due to the timing of lockdown, the planned review of German as a new course was unable to be completed, and will therefore be added to the Modern Languages Review in 2020-2021.

Parental feedback was gained at Progress Evenings focusing on transition, support, assessment and reporting. Parents, students and staff also had the opportunity to complete an online survey to comment on the School. Cluster leads took responsibility for the quality assurance within their own areas (e.g. tutorial learning walk, checking of quality of prep). Governors' meetings were also used last year to scrutinise key areas of the School operation. This included the leadership of the UCAS and post-18 programme of study, our careers provision and the use of ALPS, a new data system to monitor student progress.

QUALITY OF EDUCATION

In 2020 over 130 students were awarded centre assessed grades as a result of the COVID19 lockdown period. The School took the submission of grades very seriously with marks being data driven, considering prior performance and moderated carefully.

Although the government has committed to not publishing external results for any 2020 examination series, the headline measures were pleasing; 38% of students achieved the AAB measure with 40% of all grades at A*-A, and 89% of all grades at A*-C.

Subjects in which student progress was particularly strong (ALPS3 or better) were Computer Science, French, History, Psychology and Religious Studies. Performance was relatively lower (ALPS5) in Chemistry. All other subjects achieved just above or below national average (ALPS4-6).

Teaching across the School remained very strong with 98% of lessons judged as Good or Better. 46% of grades were Outstanding.

The focus next year will be to ensure that all subjects are supported to achieve ALPS 3 or better. During lockdown students received high quality support through our online system and regular face-to-face delivery through Microsoft Teams. Staff will naturally have a particular focus on ensuring that the impact of lockdown is minimised through effective teaching and prioritising of examination technique within the classroom. This will be supported through additional intervention where required, both during School time and outside of normal hours as required.

Building on the work from last year, a second significant focus will be for teams to continue to develop their approach to curriculum planning. In particular, teams will consider the sequence that topics are delivered in, the amount of time dedicated to particular sections and how prep can be used effectively to support learning. A particular focus will be on ensuring that any forced curriculum changes resulting from lockdown are mitigated against.

PERSONAL DEVELOPMENT

Students took part in a planned programme of tutorial sessions and assemblies across the academic year. Feedback from teaching staff was encouraging and the student feedback for our tutorial was more positive than in previous years. Developing this aspect of our work however remains a priority especially ensuring there is increased time given to mental health. Assemblies will be delivered virtually for the foreseeable future with an experienced colleague overseeing the programme for the year.

BEHAVIOUR AND ATTITUDES

We are blessed by the mature attitude of all our learners who understand the high standards set at the School. Each year a large number of students apply for senior prefect positions and this year was no exception. Despite the inevitable challenges brought about by lockdown, our students responded remarkably well, not only completing work but engaging with teachers and each other throughout the period.

LEADERSHIP AND MANAGEMENT

Student recruitment for 2020 was disappointing compared to the year on year growth over the last four years. We received over 235 initial applications but this only translated to a final uptake of 125 (25 students less than our capacity). Recruitment from Catmose College remained broadly consistent but we had a modest decline from our second partner School, Uppingham Community College, and a further drop from other schools outside our feeders. Whilst COVID-19 undoubtedly played a part, a key priority this year is ensuring that our recruitment process is as strong as possible.

The School fulfilled all its safeguarding requirements last year. In order to ensure ongoing compliance, we will complete a governor audit visit pre-Christmas.

QUALITY OF EDUCATION

OUTCOMES

SUMMARY ANALYSIS

The School celebrated an excellent set of examination results from our strongest cohort (based on prior attainment). All grades awarded were centre assessed. These had been based on an agreed and moderated methodology, typically drawing on data from a range of assessments that students had completed. This typically included mock examinations and in-year assessments.

HEADLINE MEASURES

Key Headline Measure	2020	2019	2018	2017
A*-A Grades	40%	26%	36%	21%
A*-C Grades	89%	79%	88%	77%
AAB	38%	21%	25%	18%
Progress Measure	N/A	0.0	+0.2	-0.09
ALPS Score	3	5	3	6

ATTAINMENT

Alps A level - Raw results

Harington School

2019/20 | A level | Report no: 6 | 31.08.20

Subject	Exams	A*	A	B	C	D	E	U	X	Q	A*>E%	A*>C%
A - Art (Craft)	11	2	4	5	0	0	0	0	0	0	100.0%	100.0%
A - Biology	29	4	3	5	14	2	1	0	0	0	100.0%	89.7%
A - Chemistry	32	6	7	4	12	2	1	0	0	0	100.0%	90.6%
A - Computer Science	8	3	2	1	2	0	0	0	0	0	100.0%	100.0%
A - Economics	31	2	12	10	6	1	0	0	0	0	100.0%	96.8%
A - English Literature	33	5	12	7	7	1	0	0	1	0	97.0%	93.9%
A - French	6	3	2	1	0	0	0	0	0	0	100.0%	100.0%
A - Geography	26	4	4	13	4	1	0	0	0	0	100.0%	96.2%
A - History	37	3	13	12	8	1	0	0	0	0	100.0%	97.3%
A - Mathematics	54	16	14	13	6	5	0	0	0	0	100.0%	90.7%
A - Maths (Further)	2	0	2	0	0	0	0	0	0	0	100.0%	100.0%
A - Music	4	1	1	0	2	0	0	0	0	0	100.0%	100.0%
A - Physical Education	9	1	2	3	3	0	0	0	0	0	100.0%	100.0%
A - Physics	22	5	4	7	2	2	2	0	0	0	100.0%	81.8%
A - Psychology	55	12	20	13	9	1	0	0	0	0	100.0%	98.2%
A - Religious Studies	26	5	5	7	8	0	0	0	1	0	96.2%	96.2%
A - Spanish	9	4	1	2	2	0	0	0	0	0	100.0%	100.0%
Totals	394	76	108	103	85	16	4	0	2	0	99.5%	94.4%

Subject	Exams	A*	A	B	C	D	E	U	X	Q	A*>E%	A*>C%
EPQ - Extended Project	16	6	7	1	2	0	0	0	0	0	100.0%	100.0%

There was a great deal to celebrate in the 2020 outcomes. 38% of all students achieved an AAB grade profile, with 40% of all grades awarded at A*-A.

Attainment was particularly strong in Art, Computer Science, Geography, History, Further Maths and Religious Studies where over 75% of grades were A*-B. It was relatively weaker in Biology, Chemistry, Physical Education where grades of A*-B were lower than 50%.

PROGRESS

Subject	2019/20		
	Entries	Score	Grade
A - Art (Craft)	11	1.20	3
A - Biology	29	0.90	3
A - Chemistry	32	0.92	3
A - Computer Science	8	1.06	2
A - Economics	31	1.09	2
A - English Literature	33	1.08	2
A - French	6	1.13	2
A - Geography	26	1.08	2
A - History	37	1.05	3
A - Mathematics	54	1.05	2
A - Maths (Further)	2	0.96	5
A - Music	4	0.91	5
A - Physical Education	9	1.15	2
A - Physics	22	0.97	3
A - Psychology	55	1.18	1
A - Religious Studies	26	1.07	3
A - Spanish	9	1.06	3
EPQ - Extended Project	16	1.15	3
AS - Maths (Further)	1	1.05	3

Progress at A Level can be measured through ALPS which compares the performance of students in different subjects from the same academic starting point at GCSE. Care has to be taken with small groups. ALPS consider how well students at Harington do compared to similar students in different settings.

Performance was strongest (ALPS1-4) in:

- Art
- Biology
- Chemistry
- Computer Science
- Economics
- English Literature
- French
- Geography
- History
- Mathematics
- Physical Education
- Physics
- Psychology
- Religious Studies
- Spanish

Progress was as expected (ALPS5-6) in:

- Further Maths
- Music

YEAR 12 MOCK DATA

In the summer term, the School made the decision that Year 12 students would take mock examinations. This decision was not typical across the country but we were convinced that the information provided would ultimately support students and staff to identify where any significant gaps in learning were, and therefore ultimately make the start of Year 13 more productive. The data below therefore needs to be considered within the context of remote learning which makes focusing on exam technique particularly challenging and all mocks (3 examinations) being sat on the same day.

Subject	Y12Mock		
	Entries	Score	Grade
A - Art (Craft)	10	1.05	6
A - Biology	34	0.97	2
A - Chemistry	29	0.73	7
A - Computer Science	17	0.73	7
A - Economics	43	0.86	7
A - English Literature	33	1.17	2
A - French	4	1.03	3
A - Geography	18	1.02	4
A - German	6	0.86	6
A - History	49	1.05	3
A - Mathematics	59	1.02	3
A - Maths (Further)	11	0.97	5
A - Music	5	0.98	4
A - Physical Education	9	0.93	5
A - Physics	36	0.76	7
A - Psychology	63	0.92	5
A - Religious Studies	17	0.83	8
A - Spanish	8	1.02	4

As can be seen, performance was stronger in Biology, English Literature, French, History, Maths; as expected in Geography, German, Further Maths, Physical Education, Psychology and Spanish; and below expected in Chemistry, Computer Studies, Economics, Physics and Religious Studies.

For 2020-2021 a clear focus is considering how students can be best supported to ensure that any gaps from Year 12 are addressed. Intervention will begin as early as Term 1 with support being available in all subjects as the year progresses.

In order to provide targeted support for 2020-2021 there will be two subject reviews throughout the academic year. A summary of which is below:

Term	Subject Review
2	Psychology
3	N/A
4	German
5	N/A

QUALITY OF EDUCATION

CURRICULUM

Teaching across the School remained very strong with 98% of lessons judged as Good or Better. 46% of grades were Outstanding, this included observations conducted remotely during the lockdown period. Common strengths across the year included outstanding behaviour, the rigour linked to assessment and reporting, and a commitment to supporting underperforming students through timely intervention. 90% of students (Student Survey 2020) believed that prep supported their learning effectively. This was supported by a number of positive work scrutinies throughout the academic year. Students' perception of the support they received was positive across all subjects, with an average of 94% of students agreeing they felt well prepared across all subjects.

For 2019-2020, German had been added to the curriculum for the first time. This was as a result of increased numbers studying the subject within our partner school and the need to ensure there was an appropriate pathway through to A level. Unfortunately, due to lockdown, a formal review of this provision was unable to take place and therefore has been added to the Modern Foreign Languages review for 2020-2021.

Curriculum Impact of COVID-19

Throughout lockdown, lessons continued virtually. This included a growing percentage of lessons that were delivered 'live' via Microsoft Teams. In the summer term, students were able to return to School for face-to-face lessons, albeit at 25% of our cohort at any one time. With attendance as this strong (all but 2 students attended), staff were able to focus on key areas of curriculum that students found challenging. All curriculum areas reflected carefully on how their A Level curriculum needed to be adapted. The list below is not exhaustive but includes the typical careful modifications made to ensure that students were not disadvantaged.

In History, the team have built in extra time in Year 13 to develop some of the key skills. This has been achieved through an intense focus in Term 1 alongside developing similar skills through the Year 13 content.

In Chemistry, core content was delivered virtually throughout lockdown but as practical demonstrations / experiments were impossible these have been front loaded in Terms 1 and 2 of Year 13.

In Art, the team have focused on closing any gaps by increasing practical time and reducing written work (which was set over the summer holidays). Intervention has been put in place for those students who require one-to-one assistance to develop specific projects (e.g. building a ceramic head).

In French, even though students had lots of practice of one-to-one orals during lockdown, the team have focused on class discussion and oral work at the start of Term 1 to develop those key skills. This curriculum time was achieved by starting the literary text earlier during lockdown as this type of work led itself more to remote learning.

In Geography, the team have moved the coursework element to Term 2 to maximise in school teaching time to cover as much of the specification as possible. By moving the coursework element, the team can be in a strong position to respond to the guidance from the examination board regarding the scope of the coursework element and tweaks to the mark scheme. The intent this year will be for students to focus their projects locally within Oakham to minimise any risk of future lockdowns.

PRIORITIES FOR QUALITY OF EDUCATION

A priority for 2020-2021 will be to work with specific subjects in order to ensure that progress remains strong, at least achieving ALPS5. In particular this will be:

- Chemistry
- Physics
- Biology
- To provide greater bespoke support at a whole school level to those students underperforming in two or more subjects;
- To ensure that all subject areas have reviewed curriculum with a particular focus on considering the most effective way to sequencing learning and consolidate understanding, and respond to the impact that Covid-19 and the subsequent lockdown may have brought.

POST-18 PROGRAMMES OF STUDY

The vast majority of students who left Harington last year have opted for a university route. Of these, 72% of students achieved their first-choice place. 41% of students achieved places at Russell Group universities. Two students took up places to study medicine, one to study veterinary science and a further three students were successful in gaining admission to Oxford and Cambridge (two at Cambridge and one at Oxford). This is the second year in a row we have had 3 successful Oxbridge applicants.

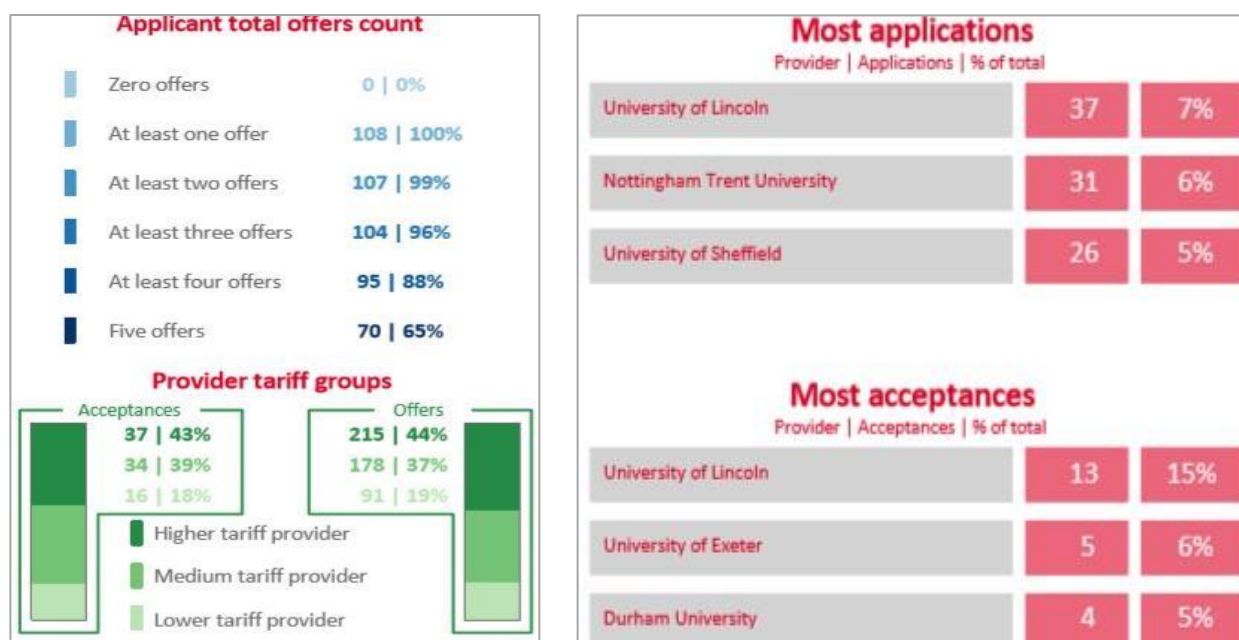
The School's aim continues to be to provide students with guidance, support and motivation throughout their time at Harington. Clear messages about the need for academic and extra/super-curricular engagement are made clear from the initial interview with the Head of School, through to applications being submitted. The following table reflects the range of courses and universities that students from Harington went on to study and attend.

GRADES	UNIVERSITY	COURSE
A*A*A*	Durham	Philosophy
AAC	Newcastle	International Business Management with Placement
AAA	Bath	Civil Engineering
A*AB	Coventry	Midwifery
AAA	Nottingham	Psychology
AAA	Lancaster	Modern Languages
A*AB	Exeter	Psychology
BCC	Westminster	Biomed
AAB	Sheffield	Law
A*A*A	Birmingham	Medicine
A*A*A	Lincoln	Business Psychology
AAB	Lincoln	English & Journalism
AAB	Leeds	Business Management
A*A*A	Leeds	Mechanical Engineering
ABC	Clearing	Psychology - Still unplaced
BBD	Nottingham Trent	Quantity Surveying
A*A*A*	Warwick	Maths & Physics
A*BC	Loughborough	Fine Art
AAC	York	Maths/Physics

AB	Loughborough	English with Business Studies
A*AB	York	Psychology
A*A*A	Keele	Philosophy
BBB	De Montfort	Architecture
AAB	Northampton	Illustration
AAA	Exeter	Law
ABC	Northumbria	Psychology
A*A*A*	Cambridge	History
ABB	Lincoln	Business Studies
BCC	Lincoln	Psychology
ABC	York	English
A*A*A	Leicester	Criminology
BBD	Lincoln	Psychology
CC	Sheffield Hallam	Sport & Exercise Science
A*A*A*	Durham	History
A*AA	RAU	Bloodstock and Performance Horse Management
BBC	Harper Adams	Agri-Food Marketing with Business (with Placement)
AAB	Newcastle	Agribusiness Management
CCD	Lincoln	Forensic Science with Foundation Year
A*BC	Lincoln	Psychology
BBC	RAU	Agri-food Business Management
AAB	Loughborough	Geography
A*A*A	Bristol	Economics & Finance
ABC	Cardiff	Modern Languages
CCC	York St John	Psychology
AAB	UEA	Physiotherapy
A*AB	Birmingham	Physics
BCC	Lincoln	Product Design with Arts Foundation Year
ABC	Birmingham City	Sound Engineering and Production
BCC	Lincoln	Sports Business Management
BBC	Leeds Beckett	Interior Architecture and Design
CCC	UEA	Computer Science
BCD	Birmingham City	Automotive Engineering
A*A*A*	Kings, London	Philosophy
AAB	Lincoln	Psychology
ABD	Hull	Computer Science
AA	Loughborough	Sports & Exercise Psychology
CCC	Chichester	Outdoor and Adventure Education
A*BC	Manchester	Geography
A*A*A*	Exeter	Marine Biology
A*A*A*	Birmingham	Chem Eng
A*A*A*	Birmingham	Psychology
A*A*A*	Leeds	Languages, Culture & History
ABB	Leicester	Engineering
CCD	UCFB	International Football Business
CCC	Leeds Beckett	Criminology

ABC	Nottingham Trent	Forensic Science
ABC	Nottingham Trent	Chemistry
ABC	Lincoln	Psychology
ABB	Lincoln	Business Economics
ABB	Lincoln	Sports Journalism
ACC	Leicester	Psychology
A*A*A*	Durham	Natural Sciences
BCC	Kent	Forensic Science
A*AA	Imperial	Earth and Planetary Science
BBC	De Montfort	English
ABB	Nottingham Trent	Psychology
AAA	Nottingham	Psychology
BBC	UEA	Law & International Law
BBC	John Moores	Psychology
BBC	Lincoln	Philosophy
AAB	Nottingham	Geography with Business
AAC	Dundee	Law
AAB	Exeter	English
ACC	Reading	Maths & Economics
ABB	Sheffield Hallam	Sport
A*AA	Cambridge	French/Spanish
BCD	Sheffield Hallam	Education Studies
BBB		English
A*AA	Edinburgh	Spanish & Business
BBC	Coventry	Geography
CCE	Birmingham City	Civil Engineering
BBC	Leicester	Biology
ABB	De Montfort	Economics & Finance
BCC	John Moores	History
AAB	Leicester	Medical Biosciences (Microbiology)
AAC	Lincoln	Psychology
A*A	Exeter	Economics
A*AA	Liverpool	Vet
A*A*A	Loughborough	Economics
A*A*A*	Newcastle	Medicine
ABC	Lincoln	Forensic Science
AAB	Manchester	Management (Accounting & Finance)
BB	Hull	Philosophy
A*A*A	Durham	General Engineering
A*A*A*	Oxford	Chinese & Philosophy

The success of the application support this year is evident from the table below which shows that the overwhelming majority of Harington students received multiple offers. The most popular institutions amongst students during the application process can be seen below along with those that accept the highest proportion of our cohort. It is notable that those universities in 2nd and 3rd position are Russell Group institutions.



Despite the challenges of lockdown, the School worked creatively to support all Year 12 students as they began the process of applying to university. Pre-lockdown, students attended a University and Careers Search Fair held at the King Power Stadium in Leicester. Although some annual events had to be postponed, (most noticeably the one-to-one career interviews), we were still able to provide a great deal of support and guidance virtually. Much of the advice was delivered via email; circulating examples of super-curricular opportunities, masterclasses and virtual open days, all of which have migrated online. We also made the most of developments in remote learning and established a group on Microsoft Teams for the early applicants (Oxbridge and medics), who would have been mentored during Academic Enrichment time. The post-16 Cluster Lead produced a number of audio enabled presentations for students and parents to help guide them through the UCAS process. This included clear guidance on how to draft a personal statement, which was quickly supplemented by face-to-face guidance at the start of this academic year.

This has enabled our cohort to be in a strong position to take their next steps and has ensured that they are as prepared and well-supported as ever. Our internal School deadlines for the UCAS process reflect this; being in-line with how we have operated in the past. We have surveyed students as to their preferred intentions beyond Harington and again found the overwhelming majority are favouring a university route. Those that have chosen to pursue an apprenticeship, or are still unsure of what they wish to do, will be followed up within tutorial by our designated apprenticeship specialist who has capacity to speak to these students termly to offer support and guidance. We are also benefitting from the Federation Careers Advisor, to whom we can refer students who are particularly uncertain about their futures for follow-up interviews.

She has also been very proactive in circulating relevant careers and university related opportunities to the year group as a whole.

The Academic Enrichment Programme, which is designed to widen, support and encourage students' academic interests beyond the parameters of their A level subjects, and to bolster their applications to university, continues to develop. Pre-lockdown over 90% of our students had gained a volunteering experience, either through their involvement in the Duke of Edinburgh's Award or Academic Enrichment.

A priority this year is to refine further our careers pathways in order to create opportunities to give students more of an insight into specific industries. We have offered enrichment sessions on law and careers within the IT industry.

Key Priorities 2020-2021

- We will set a target of 70% of all students achieving their first-choice destination with at least 40% of those applying to university securing places at Russell Group or similarly prestigious universities. Our expectation each year is that at least 2-3 students will successfully achieve places at Oxbridge and medicine/ veterinary science.
- To develop our Academic Enrichment programme further so that it feels relevant to all students regardless of their pathways. Our aim will be for at least 85% of all students to recognise the value of this programme in supporting their future career choices.
- Continue to enhance and refine remote and technological solutions to the post-18 Guidance Programme.
- Develop apprenticeship profile and level of support available to Harington students.

BEHAVIOUR AND ATTITUDES

In the School, students' have positive attitudes and commitment to their education; they demonstrate high levels of respect for each other and this is reflected in their positive behaviour and conduct. Visitors to the School consistently comment on the calm, mature and purposeful attitude of learners. We are a quiet and calm environment. Students' perception of behaviour is very strong – all bar three students believed there was a positive learning environment in the majority of their lessons (Student Survey 2020). This is reaffirmed as 98% of students are proud to be a student at Harington (Student Survey 2020).

This mature behaviour of students is consistently seen within lesson observations. In 2019/2020, behaviour was deemed at least Good in 100% of lessons observed. This judgement considered students' active contribution to lessons, not just conformity. Students take an active part in learning.

Students at Harington are encouraged to act as positive role models for younger students within the Federation. In 2019-2020 over 90% of students participated in volunteering. This was mainly through either Academic Enrichment sessions on Wednesdays where students volunteered at Catmose College during their elective, or through volunteering in the community as part of their Duke of Edinburgh's Award. In addition to this, we were very proud of the sixteen students who volunteered every week throughout Year 12 to support readers in Year 7. Sixteen reliable students also participated in the Gold Sports Leaders Award, volunteering to support a number of sporting events across the county and beyond. A small but growing number of our students began volunteering at Catmose Primary and supporting School teams as coaches.

In 2019-2020 a large number of students applied for senior prefect positions, a clear sign of engagement with the School and a mature commitment to support others. The School now has prefects in sport, music and charities and, for the first time, mental health and transition. This year was the first year we held a Positive Mental Health Week in School, with all activities during over the week solely organised by the student body. An active Senate meet termly, feeding ideas back into the School via a designated assembly point. Senior prefects played a key role during the Year 12 induction, leading a range of ice-breaker activities.

Attendance at Harington is very strong (96%) and student attendance is monitored closely by the Pastoral Lead. Tutors are expected to play an active role in monitoring attendance and liaising closely with parents.

In 2019-2020 we began working as a key strategic partner with Resilient Rutland, a local charity, to consider carefully how we can work to address the mental health needs of our student body. As part of this work we will agree a clear action plan with Young Minds, a national charity who are supporting all Rutland secondary schools and sixth forms. At the start of 2020 the School introduced a new IT system (CPOMS) to effectively record any welfare, attendance or behaviour concerns. Implementing this system will be an important priority for the year ahead.

WELFARE AND THE TUTORIAL PROGRAMME

During lockdown, students were supported via regular contact on Microsoft Teams with their class teachers. Where students developed signs of increased anxiety we were able to offer additional support from a student's form tutor. Where additional support was required, students could access a weekly meeting with our Academic Support Advisor. A number of staff took advantage of the training offer via Resilient Rutland to complete their Mental Health First Aid training, with senior staff completing the longer two day course.

The tutorial programme currently covers a wide range of issues including Prevent, Safeguarding and age-appropriate issues. Schemes of work are in place for both Year 12 and Year 13 PSHE (Personal, Social, Health and Economic), with new schemes been written by staff to improve the quality of Year 13 PSHE for the new year. Harington's first Positive Mental Health Week was organised by our charity prefects, and ran alongside the PSHE lessons on mental health, which was received well by students and staff alike. Training was offered and delivered to tutors by the Pastoral Lead to help them deliver more sensitive topics such as sexual consent.

The student surveys completed at the end of the year suggested only 64% found that the PSHE lessons are appropriate to the needs of students. Reviews of both the survey and questionnaires handed to Year 12 students suggested the quality of delivery and enthusiasm for topics varied between tutors, causing inconsistencies between tutor groups, with more successful delivery seeing an 80% satisfaction rate.

Areas of strength:

- PSHE sessions on topics specialised to their age group were received well. Issues such as driving and gap year information were particularly useful for Year 13.
- PSHE sessions on the law and issues surrounding sexual consent in Year 12 were particularly well received.
- Sessions were well structured and resourced well, with staff and students both stating the sessions with short videos and opportunities for discussion were received the best.
- Any sessions that focused on myth-busting were found useful by students.

Areas of development:

- Students found topics that have been repeated throughout secondary school e.g. sexting and alcohol, added less value to the programme as they felt to already have a strong understanding of the topic.
- Students commented that sometimes teaching staff were not always as confident as they could be with some aspects of the PSHE provision. This resulted in a lack of consistency between staff regarding frequency of delivery and how much of the scheme of work had been covered. For 2020-2021 there will be increased opportunities for staff to update their knowledge on these issues through either the CPD programme or tutor meetings.

KEY PRIORITIES BEHAVIOUR AND PERSONAL DEVELOPMENT

- Increase frequency of quality assurance within tutorial sessions – including lesson observations and learning walks.
- Work closely with tutors who have been identified through surveys as not delivering the programme to its full potential and deliver training as appropriate.
- Rationale behind each lesson to be provided so that staff can alter resources to fit their tutor group's needs.
- Create an action plan through the Academic Resilience Programme to support mental health.

LEADERSHIP AND MANAGEMENT

SAFEGUARDING

Safeguarding provision is robust. The School has a Designated Safeguarding Lead (DSL) whose training was renewed in June 2020, and a deputy DSL who was also trained this academic year. A new IT system has been introduced at the start of this academic year. The system automatically transfers welfare and safeguarding concerns from a student's previous school. With both our major partner schools also using the system, this should ensure earlier identification of any welfare or safeguarding issues. Only a small number of referrals were made during the academic year. All students received 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 PSHE (Personal, Social, Health and Economic) programme. The safeguarding arrangements between the School and Catmose College were reviewed regularly throughout the year. Key safeguarding updates were shared with staff and parents where necessary by email.

RECRUITMENT

Student recruitment for 2020 was disappointing, especially as the School had been on a rising roll in the four proceeding years. Although overall applications remained strong at 235, the final number enrolled was below our estimations at 125.

As seen below, the School continued to recruit strongly from Catmose College. Numbers from our second partner school, Uppingham Community College, were however slightly lower than previous. We also saw a reduction in students attending the School from other providers, most noticeably Casterton College and John Ferneley. Identifying the reasons for the fall is challenging due to the lack of easily available data. We do know that the lockdown period resulted in less students being able to see the School first hand which will have been to our detriment.

Student Admissions for September 2020

SCHOOL	2017	2018	2019	2020
Catmose College	63	71	56	57
Uppingham Community College	23	43	48	38
Other	29	26	46	25
Total	115	140	150	120

Student recruitment therefore remains a key focus and we have a clear plan in place that includes both a bespoke recruitment campaign and also a review of our curriculum offering. This will be data driven with a particular focus on the views of students from our two main partner schools.

Key Priorities for Leadership

- Active recruitment to ensure that the School remains well attended from September 2021 with clear guidance at admissions, ensuring that all students start on appropriate courses.

EXTRA-CURRICULAR

The ability for Harington students to take part in a wide range of extra-curricular activities has always been an important feature of the School. Despite the lockdown, students had already taken part in a diverse range of activities.



In sport, our football team entered both the Post-16 Leicestershire League and the newly formed FA Super League for football (the latter plays against Schools with football academies). In the post-16 Leicestershire League we had won 3/3 games prior to lockdown, topping our local league. The FA Super League provided invaluable if challenging experience to the team!

In the county netball tournament, our girls played some fantastic games of netball winning 5 of their 8 games beating WQE, Hinckley Academy, Loughborough Amherst, Leicester Grammar and Ratcliffe College.

Unfortunately, we did lose out to Loughborough High, Oakham and Uppingham therefore finishing fourth overall.

During Activities we broadened our Activities programme further by introducing a new fitness yoga class (led by a Year 13 student) and an environmental group (led by Mrs Green) to our options.



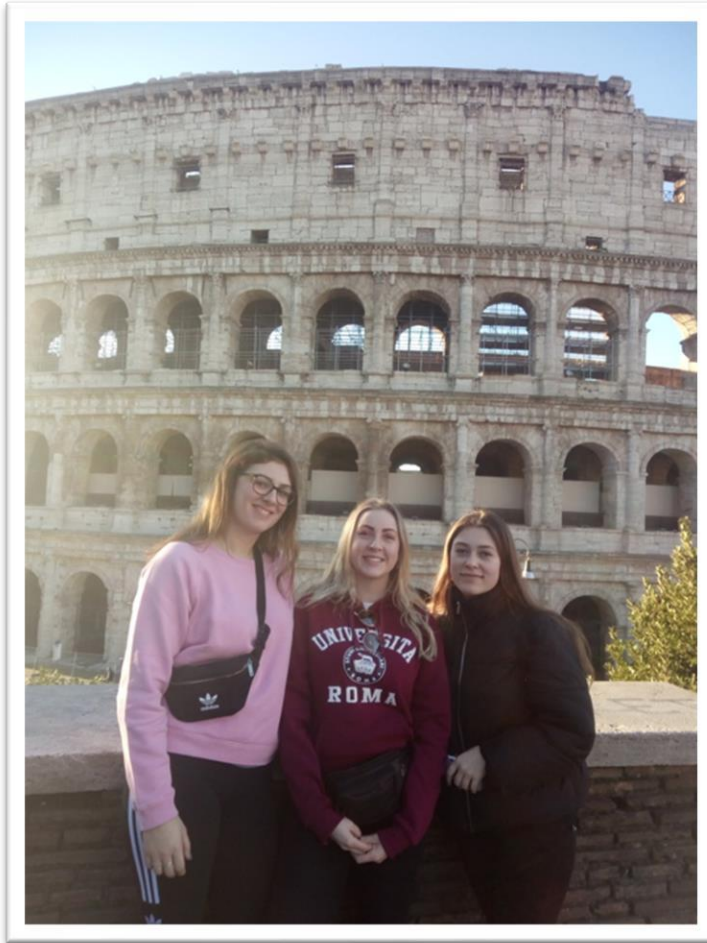


Music continued to be an important part of our offering with a record number of students applying and being awarded Music Scholarships. Alongside opportunities to perform in front of their peers and successfully, again, at the Oundle Music Festival, Harington students played a far more significant role at the Federation's Christmas Concert.

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. Over fifty students opted into the Gold Duke of Edinburgh's Award; a record number whom we remain committed to supporting despite the inevitable challenges being faced. 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 last year and they continue to be a really important part of our offering. Despite lockdown, over 70% of our students had already taken part in at least one trip outside of School. I have included a few highlights below.





Over the October break, a number of students visited Sicily as part of their Geography course. They visited the ancient city of Syracuse, climbed La Fossa di Vulcano, and enjoyed the view from Mount Etna.

In addition to our normal range of fieldtrips, last year we added a German Exchange for the first time, which was based near the Black Forest. Students had a great time developing language skills and friendships.

Religious Studies students across both Year 12 and 13 visited London to take part in an A Level conference. The highlights for students was listening to renowned Atheist speaker AC Grayling.

Our School community came together for a number of charity events – highlights included a charity collection of teddies to be

sent to children in war torn countries and more locally, a food collection for vulnerable members of the community.

YEAR PLANNER 2020 - 2021

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
QUALITY OF EDUCATION OUTCOMES AAB: 25% %A*-A grades: 30% A*-C (80%) Lesson Observations: 85% Good or Better (50% Outstanding)	Subject analysis 2020 Outcomes and Action Points Year 12 Informal Parents' Evening PR Meetings including Year 13 Outcomes Year 12 Assessment Point 1 and review. Virtual CPD training: Online learning	Year 13 Progress Evening Year 12 Mock Exams Maths for Scientists (Biology and Chemistry) begins. Cluster lead QA: Trackers and Intervention (Year 13 focus). Subject Review: Psychology SMHWK Analysis and feedback Maths for Biology Academic Intervention	Year 13 Mock Exams (including access arrangements) Year 13 Intervention Plan post mocks. Prep Scrutiny Year 12 Year 12 Progress Evening and Survey.	Year 12 Assessment Point 2 Year 13 Progress Evening (2) Interim Performance Review Meeting (outcome focus)	Year 13 Assessment Point 3 Year 13 Progress Evening and Survey. Year 13 Form Tutor Reports Year 12 Assessment Point 3 Year 12 Progress Evening (2)	Year 12 Mocks Year 12 Form Tutor Report Year 13 Public examinations

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>POST-18 PROGRAMME OF STUDY</p> <p>40%+ of students achieve Russell Group (plus Leicester) places. This includes at least 2 Oxbridge places and one Medic. 85% of students agree that the academic enrichment programme provided useful 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+2 options planned and signed up.</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 nonuniversity 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 12 begin EPQ.</p>	<p>CV writing clinic prior to 1:2:1 interview.</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 interview</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
<p>PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE</p> <p>85% of students agree that there is a wide range of enrichment activities.</p> <p>85% of students agree that the tutorial programme is appropriate.</p>	<p>Formalised staffing in place for activities.</p> <p>Young Enterprise launch</p> <p>Student Bursaries launched</p> <p>Sports Leadership Applications</p> <p>Mental Health Charity Day</p>	<p>Music Scholarship auditions</p> <p>Federation Christmas concert DofE launch</p> <p>Christmas jumper day</p>	<p>Safeguarding review</p> <p>Joint Music with Oakham School</p> <p>Science Lecture Days</p> <p>Second DSL Trained</p> <p>Science Lecture Days</p> <p>Football, netball, Futsol fixtures</p>	<p>Tutorial Programme – Review Year 13</p>	<p>Tutorial Programme Review Year 12</p>	<p>Harington summer concert</p> <p>Sports Day</p>

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>LEADERSHIP AND MANAGEMENT</p> <p>Student recruitment is 140</p>	<p>Student surveys for UCC and CC – curriculum offering decisions made</p> <p>Database updated and applications live</p> <p>Tutorial assemblies CC and bespoke flyers</p> <p>Assemblies UCC, JF and bespoke flyers</p> <p>Website updated including curriculum and extra-curricular</p>	<p>Social media campaign begins for applications</p> <p>Taster sessions x2 for UCC and CC</p> <p>Student Interviews</p> <p>Head Student Video</p>	<p>Application deadline</p> <p>Student Interviews</p> <p>Taster session virtual follow up</p> <p>Subject videos</p>	<p>Student Interviews</p> <p>Subject Videos</p>	<p>Induction</p>	<p>Preparation for results day</p>