RECOVERY PLAN
2021-2022

Contents

HEAD OF SCHOOL'S INTRODUCTION

SEPTEMBER 2021

Reflecting on the start of the academic year 2020-21 reminded me what a roller coaster year the school community experienced and just how important it will be to have an effective recovery plan.

We began the academic year with mixed emotions. We were certainly excited to be welcoming all 150 Year 13 students back into School for what we hoped would be a far more conventional year. They were an amazing year group, both academically but also socially and truly embodied the Harington culture. We were however disappointed not to be at full capacity in Year 12 despite a great deal of effort going into recruitment. The first two terms were therefore focused both on ensuring our students made strong progress and felt a return to some normality, and that our recruitment for 2021-22 was further strengthened.

As early signs were indicating that another lockdown was likely, staff worked hard to ensure students consolidated their learning from Year 12 and developed their own IT skills so that they were as well prepared as possible for remote learning. As for recruitment, last year was by far the most comprehensive approach since the School opened its doors. Students at the two main partner schools completed initial surveys which provided crucial information on what their priorities were; strong interest in business studies resulted in this being added to the A Level curriculum for the first time. We then ran assemblies at both schools and after-School taster sessions which were attended in strong numbers. Our support for other local schools was also extended, including bespoke flyers personalised to their setting. Behind the scenes, staff worked tirelessly to produce promotional videos for their subject and our senior students did a great job with a student video which has been viewed over five thousand times.

Our work on the curriculum in the run up to Christmas proved to be time very well spent, as in January our planned return to School was interrupted by a second national lockdown. Whilst nothing compares to face-to-face teaching, the quality of support provided by our staff to students was something that we should reflect on with a huge amount of pride. There won't have been many schools where students were receiving Microsoft Teams lessons in just about every lesson on the curriculum. In addition to this our form tutors went the extra mile by providing much needed pastoral support and reassurance on an almost daily basis.

As lockdown ended, students benefitted from being able to access the Federation's Covid-19 testing centre with the capacity to test every member of our community quickly. This gave people the confidence to return to on-site learning and start the journey back to a full provision. As such, attendance levels were as strong as normal. Despite natural concerns, staff were incredibly positive about the progress students had made during lockdown and were very confident going into the rest of the year – a number of staff cited the benefits that remote learning had brought, especially in how they had been able to work effectively with students on their individual coursework pieces.

By the Valentine's Day admissions deadline, we had a very clear idea about the impact of our student recruitment work. We were delighted with the record number of applications and remained optimistic about the conversion through to starting in September.

As part of the ongoing process, all 300 students were supported with a one-to-one interview with a senior leader in which they could closely discuss the curriculum and their future aspirations. Subject staff set up email distribution lists so that they could continue to provide students with updates throughout the rest of the year and provide effective transition material to ensure students were well placed at the start of term. We were delighted on enrolment day to see such a strong desire for local students to study at the School and we began the 2021-22 academic year with our largest ever intake of students.

Our focus in the spring term became recovery; activities sessions began for students, we ran the usual competitive Head Student interviews and were delighted to run some small subject-based clubs. As always, another of our focuses at this time of the year was post-18 support. This year we have further strengthened our link with Leicester University. This has been both at governor level and on the ground with colleagues supporting our UCAS programme. Students have benefitted this year from a greater focus on degree apprenticeships with information sent on a weekly basis.

The lockdown inevitably impacted on government plans for Year 13 examinations this year, with schools being asked to grade students based on the work already completed, and that carried out upon their return. If asked, I am sure that all our staff would have much preferred a conventional examination series and felt very confident for our students. Thankfully we had incredibly strong assessment data including Year 12 mock data taken in the previous summer term. Teachers undertook the process with their usual high degree of professionalism – setting a number of carefully considered assessments, diligently marking and moderating work, and then skilfully considering the final grades to be awarded within the context of a whole-School policy. Our students subsequently achieved superb and well-deserved examination results of which they should be rightly proud.

In the summer term we were delighted to appoint our very first Deputy Head of School, Natalie Henry-Oliver. Natalie was appointed from an incredibly strong field and I know she will add expertise and capacity to our existing team. We said our farewell and thanks to Lisa Duffin and Sophie Green, two of Harington's original members of staff.

This recovery plan provides a review of all the core areas of the School from 2020-21, and sets key priorities for the next academic year. It utilises the quality assurance data collected from across the year, the results of our stakeholder surveys, and work produced in partnership with leaders at all levels.

In reviewing progress, we considered a range of quality assurance measures completed last year. This included at least one lesson observation for all teachers, subject reviews of the provision in psychology as part of the ongoing cycle of subject reviews across the federation, student and staff surveys, and reviews of the provision of remote learning. The lockdown during term 3 resulted in the German subject review being postponed. This will take place during the 2021-2022 academic year.
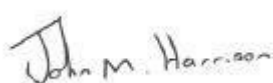
We gained parental feedback at virtual Progress Evenings and through communication with tutors and subject teachers, and ensured that they were informed of key events and information. Furthermore, students completed surveys throughout the academic year with areas of focus including remote learning, the tutorial programme and readiness for assessments.

Key objectives

At the end of the year we were in a strong position and our thoughts inevitably have turned to planning for next year. Our key priorities for the year 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.
- Active recruitment will continue to ensure that the School remains well attended from September 2022 with clear guidance at admissions ensuring that all students start on appropriate courses.
- All teams will review their curriculum to ensure that they have updated the sequence of delivery, prep to support learning and assessment, particularly in light of subsequent lockdowns and the impact of this on the prior knowledge and skills of students. This will ensure that we embed Rosenshine's principles into the curriculum. The success of this will be measured through a number of subject reviews and a target of ensuring that at least 90% of lesson observations are good or better. This will include formalising intervention with a particular focus on Year 13 students.
- Continue to develop our career-based programme with further focus on alternative post-18 routes such as apprenticeships. The 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. This will be complemented by a strong academic enrichment programme that considers opportunities for volunteering and work-related learning.
- To recover the extra-curricular and super-curricular opportunities for students, including those that prioritise enrichment and wellbeing. This will include ensuring that the Academic Enrichment programme feels relevant to all students irrespective of their pathways (aim for 85% of all students to recognise the value of this programme in supporting their future career choices), that the Friday activities sessions resume, and that students are given opportunities such as trips, visits and School events.

John Harrison

QUALITY OF EDUCATION: CURRICULUM

In 2020-21, 100% of lessons were judged as good or better with 53% of grades being outstanding, which is a small improvement on 2020-2021. This demonstrates that teaching across the School continues to be a strength despite the impact of covid-19 lockdowns. This year, common strengths identified in the observation data included detailed planning, strong subject knowledge and high expectations of students. In the student survey, 97% of students responded that they felt well supported by subject specialists in helping them achieve their best possible results. This was a reassuring response and reflected our own quality assurance of the work being set by teachers in School and through remote learning, where the vast majority of lessons had been delivered live via Teams. Our student survey also showed that over 90% of students believed that the prep being set supported their learning and sufficiently challenged them.

The psychology review conducted in term 2 allowed for an in-depth assessment of the provision offered by a new team in this popular subject. The formal review highlighted strengths in the areas of curriculum planning and delivery, and the use of assessments to identify gaps in learning, where recommendations have been under implementation and will be reviewed during the 2021-2022 academic year. The formal review of German was delayed in light of Covid-19 but will be added to the quality assurance programme for 2021-2022 along with business studies as they are both subjects that are relatively new additions to the School.

Last year, all our subject teams focused on the development of their curriculum. A common strand was closely reflecting on the spiral nature of the curriculum which allowed students multiple opportunities to engage with a topic, to build disciplinary knowledge and consolidate prior learning. Each subject captured this in their curriculum intent documents, with the work on embedding Rosenshine's principles such as retrieval practice and modelling continuing, and 2021-2022 will see this work extended.

During lockdown, live lessons on Microsoft Teams were well received by students, with all subjects using this for the majority of lessons. Subject areas carefully considered how they would need to adapt their curriculum, especially in light of the remote learning period in term 3. Strong communication between students and staff ensured that learning time was not lost. On the resumption of face-to-face teaching, subjects such as physical education, art, English and geography benefitted from the time they had spent providing detailed individual feedback on coursework. All subjects prioritised examination technique within lesson time as a key priority for development. Meanwhile, ensuring that students gained practical, hands-on skills with experiments was prioritised in biology, chemistry and physics, meaning that students were well prepared for subsequent examinations. The cooperation between students and teaching staff ensured that intervention was targeted on remotely delivered content inside and around lessons, particularly in the lead up to assessments to inform CAGs for Year 13, and mocks for Year 12. Whilst field trips were unable to occur in geography and biology, there are plans for these to return in the new academic year and a return to a wide range of curriculum trips is a key priority for this recovery plan.

Outcomes
Summary Analysis

We were delighted to celebrate another excellent set of results this year and this reflected the strong quality of education that students accessed throughout their two years at the School. The methodology for the award of centre assessed grades was agreed within each subject area, carefully standardised and moderated, and typically drew upon data and assessments from both years of study. This commonly included mock examinations, in-year assessments and a number of final assessments in summer 2021.

Headline measures

Key Headline Measure	2021	2020	2019	2018	2017
A*-A Grades (% of grades)	43%	40%	26%	36%	21%
A*-C Grades (% of grades)	90%	89%	79%	88%	77%
AAB (% of students)	39%	38%	21%	25%	18%
Progress Measure	N/A	N/A	0.0	+0.2	-0.09
Overall ALPS Score	3	3	5	3	6

Alps A level - Raw results

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Harington School
2020/21 | A level | Report no: 6 | 10.08.21

Subject	Exams	A*	A	B	C	D	E	U	X	Q	A*>E%	A*>C%	A*>B%	Avg GCSE
A - Art (Craft)	10	1	3	4	2	0	0	0	0	0	100.0%	100.0%	80.0%	6.08
A - Biology	33	3	11	5	8	3	3	0	0	0	100.0%	81.8%	57.6%	6.87
A - Chemistry	28	6	3	7	5	7	0	0	0	0	100.0%	75.0%	57.1%	7.08
A - Computer Science	17	4	3	6	3	1	0	0	0	0	100.0%	94.1%	76.5%	6.64
A - Economics	42	2	10	13	15	2	0	0	0	0	100.0%	95.2%	59.5%	5.97
A - English Literature	33	4	14	8	5	2	0	0	0	0	100.0%	93.9%	78.8%	6.16
A - French	5	0	2	3	0	0	0	0	0	0	100.0%	100.0%	100.0%	6.32
A - Geography	18	2	5	8	2	1	0	0	0	0	100.0%	94.4%	83.3%	6.40
A - German	6	3	0	3	0	0	0	0	0	0	100.0%	100.0%	100.0%	7.55
A - History	51	5	11	24	10	1	0	0	0	0	100.0%	98.0%	78.4%	6.19
A - Mathematics	61	17	20	7	9	6	2	0	0	0	100.0%	86.9%	72.1%	7.04
A - Maths (Further)	11	5	3	2	1	0	0	0	0	0	100.0%	100.0%	90.9%	7.51
A - Music	5	0	3	2	0	0	0	0	0	0	100.0%	100.0%	100.0%	6.73
A - Physical Education	9	0	3	3	1	1	1	0	0	0	100.0%	77.8%	66.7%	5.85
A - Physics	36	7	10	9	7	0	3	0	0	0	100.0%	91.7%	72.2%	7.18
A - Psychology	61	8	18	16	12	6	1	0	0	0	100.0%	88.5%	68.9%	6.16

Attainment
In summary, 39% of all students achieved an AAB grade profile, with 43% of all grades awarded at A*-A. 90% of students achieved A*-C grades. There was clearly much to celebrate in terms of outcomes. Attainment was particularly strong in art, computer science, English literature, French, geography, German, history, further mathematics and religious studies where over 75% of grades were A*-B.

Progress

Subject/Teaching Set	2020/21		
	Entries	Score	Grade
A - Art (Craft)	10	1.13	4
A – Biology	33	0.92	3
A – Chemistry	28	0.90	4
A - Computer Science	17	1.06	2
A – Economics	42	1.06	3
A - English Literature	33	1.14	2
A – French	5	1.12	2
A – Geography	18	1.09	2
A – German	6	1.09	2
A – History	50	1.09	2
A – Mathematics	61	1.03	3
A - Maths (Further)	11	1.08	3
A – Music	5	1.10	2
A - Physical Education	9	1.04	3
A – Physics	36	0.97	3
A – Psychology	61	1.08	2
A - Religious Studies	18	1.09	3
A – Spanish	8	1.05	3
AS – German	1	0.86	5
AS - Maths (Further)	6	1.04	4
AS – Spanish	1	1.34	2

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, however ALPS is useful in comparing how well students perform at Harington compared to similar students in different settings.

Performance was strongest (ALPS 1-4) in:
- Art
- Biology
- Chemistry
- Computer Science
- Economics
- English Literature
- French
- Geography
- German (A level)
- History
- Mathematics
- Further Mathematics (A and AS)
- Music
- Physical Education
- Physics
- Psychology
- Religious Studies
- Spanish (A and AS)

Progress was as expected (ALPS5-6) in:
- German (AS level) – only one candidate.

Year 12 Performance
During term 6, Year 12 students sat mock examinations to support their preparation for final examinations. The information generated from student outcomes was used to inform intervention (in-class and outside of lessons), give students the experience of a summer examination session (this cohort did not sit final GCSE/KS4 examinations) and educate students on their attainment with regards to Year 12 content, in order to make a strong start to Year 13. As part of this, students were assessed on content taught during the remote learning period of term 3. Therefore, it is essential that the challenging context of these examinations be considered when looking at outcomes. As below, the overall performance of the cohort was in-line with historical data. This is reassuring and reflects the consistency of delivery across the curriculum.

Key Headline Measure (at the same point in time)	2021 mock	2020 mock
A*-A Grades (% of grades)	35%	34%
A*-C Grades (% of grades)	78%	78%
AAB (% of students)	28%	25%

	Y12Mock2Curr		
Subject/Teaching Set	Entries	Score	ALPS Grade
A - Art (Craft)	9	0.95	7
A - Biology	23	0.89	4
A - Chemistry	16	0.85	5
A - Computer Science	14	0.95	3
A - Economics	44	0.87	7
A - English Literature	19	0.97	5
A - French	5	1.01	4
A - Geography	29	0.94	6
A – History	28	0.92	7
A - Mathematics	42	0.86	6
A - Maths (Further)	6	0.97	5
A - Physical Education	9	0.95	5
A – Physics	26	0.80	6
A – Psychology	58	0.87	7
A - Religious Studies	21	0.89	7
A – Spanish	5	1.03	4

Performance was strongest (ALPS1-3) in computer science, followed by strong performance (alps4) in biology, French and Spanish.
Performance was as expected (ALPS5-6) in chemistry, English literature, geography, mathematics, further mathematics, physical education and physics.
Performance was below expected (ALPS7) in art, economics, history, psychology and religious studies.

For 2021-2022 we will be focusing on how best to support our students to ensure that any gaps in knowledge and examination technique from Year 12 are addressed. Intervention during Wednesday enrichment time for economics, psychology, religious studies and mathematics will begin in term 1, with additional intervention being delivered in class, as part of prep and across all subjects throughout the year.

To provide additional line management capacity, psychology will be supported by the Deputy Head of School and economics by the post-16 lead. In addition, there will be subject reviews for:

Term	Subject Review
2	German
3	Psychology mini-review
4	Business studies
5	Religious Studies (Federation wide review)

This year, we have a modest number of students completing a slightly reduced offering (3 students on two A Levels). This is unusual but was agreed due to the individual circumstances of each student. To support these students, the Deputy Head of School will meet with them to help support learning habits and opportunities for additional work experience.

For 2021-22 there will be a small number of students who will be working towards resitting their GCSE's in maths. Again, this is unusual for the School due to our entry requirements, but we were keen to support students where we can. Students in this position will receive additional curriculum intervention to support them as they complete these qualifications.

Post-18 Programme of Study

Destination	Number of Students	% of Year Group
University in the UK	121	81
University abroad	1	1
Art Foundation Course (1 Year)	2	1
Gap Year	14	10
Degree Level Apprenticeship	6	4
Re-do Year 13/re-sit exams	3	2
Other	3	1
Totals	150	100

As can be seen from the table above, the vast majority of Harington students opted for a university route after leaving the School. Of these, 70% achieved places at their first-choice university, 46% were placed at Russell Group universities (including our partner university, Leicester). Three students achieved places at Oxbridge and six students secured entry to medical or veterinary courses – a historical high in this very competitive area.

This year group was our largest so far at Harington with 135 students out of the total of 150 initially applying to university. The strength of our established guidance and support with designated tutorial time in term 1 of Year 13 came into its own this year. Due to the severe disruption to learning experienced for the cohort in Year 12 in the summer of 2020, it was impossible to hold our usual Post-18 Choices Days with designated speakers, former students and time for personal statement writing.

This year being the second academic year in succession that exams were canceled led to more pressure on university places (as a result of more students meeting the conditions of their offer last year and with more of them being encouraged to defer their places to this year). It was noticeable this year that universities were less accommodating of students who had dropped a grade; whilst in previous years they might well have been accepted, this year fewer were. As a result, we had larger numbers of students entering the clearing process. A pre-results day study of their choices showed that a small but significant number of students had not made appropriate insurance choices and we have correspondingly addressed this with our new Year 13 in terms of issuing more focused advice regarding realistic insurance choices.

The UCAS (and post 18 careers) guidance allowed me / will allow me to submit a strong and timely application

The student survey presented a very positive picture of student perception regarding the level of support they felt they had received during their time at the School regarding post-18 support.
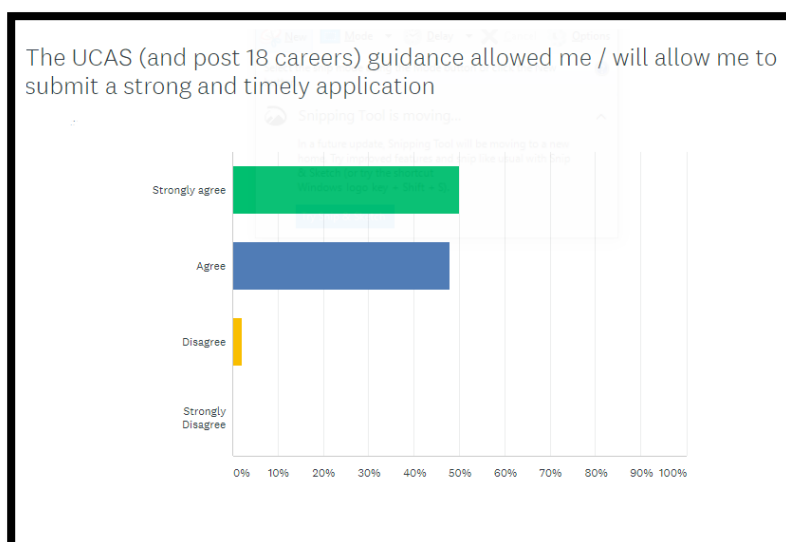
For a digest of final destination outcomes for our exiting cohort university entrance please see below:

Course	University
Accounting	Nottingham Trent University
Accounting & Finance with a year in industry	Swansea University
Accounting and Finance	Aston University, Birmingham
Accounting and Finance (with placement)	University of Southampton
Accounting and Financial Management	Nottingham Trent University
Accounting/Finance	Nottingham Trent University
Adult Nursing	Birmingham City University
Aerospace Engineering	University of Birmingham
Aerospace Engineering	University of Bristol
Animal Welfare and Society	University of Winchester
Applied Sport and Exercise Science	Manchester Metropolitan University
Architecture (with placement)	University of Bath
Biological Sciences	Loughborough University
Biomedical Sciences	University of Brighton
Bio veterinary Science (with science foundation year)	University of Lincoln
Business & Marketing	University of Lincoln
Business and Enterprise Management	Sheffield Hallam University
Business and Management	Oxford Brookes University
Business and Marketing	University of Lincoln
Business Management with Enterprise (with professional placement year)	Birmingham City University
Business Management with Marketing	Leeds Beckett University

Chemical Engineering		University of Nottingham
Chemistry		The University of Edinburgh
Chemistry		Clearing
Chemistry		University of Lincoln
Chemistry		Cardiff University
Cinematic Arts		Ulster University
Civil Engineering		University of Bath
Civil Engineering		University of Leeds
Civil Engineering		Bristol, University of the West of England
Civil Engineering		University of Bath
Civil Engineering		University of Warwick
Civil Engineering		University of Surrey
Computer Science (with placement)		University of Gloucestershire
Computer Science (with a year in industry)		University of Sheffield
Computer Science / Mathematics (Equal)		University of York
Computing		University of Lincoln
Criminology		Loughborough University
Criminology		Durham University
Criminology applied for, awaiting decision on new offer sociology/criminology		University of Sheffield
Drama and English		University of Birmingham
Economics		University of Sheffield
Economics		Loughborough University
Economics		University of Leicester
Economics		Swansea University
Electronic and Computer Engineering		University of Nottingham
Engineering		University of Warwick
English		University of Nottingham
English		University of York
English		University of Nottingham
English with Creative Writing BA		University of Leicester
Environmental Science (with a year in industry)		University of York
Events Management		University of Lincoln
French and Spanish (4 years)		Clearing
General Engineering		University of Sheffield
General Engineering		University of Sheffield
Geography		University of Nottingham
Geography		University of Nottingham
Geography and International Development		University of East Anglia UEA
History		University of Lincoln
History		University of Cambridge
History		University of Sheffield
History		University of Oxford
History		University of Loughborough
History and Criminology		University of Liverpool
History and International Relations		Aston University, Birmingham
History/Politics		Loughborough University

International Business (foundation year)	Manchester Met University
International Development with Anthropology	University of East Anglia
Law	De Montfort University
Law	University of Sheffield
Law	Nottingham Trent University
Law	University of Leeds
Law	University of Nottingham
Law	University of Bristol
Law	De Montfort University
Law	University of Leeds
Marketing Management	Leeds Beckett University
Marketing Management	University of Lincoln
Mathematics	University of Warwick
Mathematics and Economics	University of Sheffield
Mathematics, Operational Research and Statistics	Cardiff University
Mechanical Engineering	Cardiff University
Mechanical Engineering	University of Liverpool
Mechanical Engineering	University of Newcastle
Mechanical Engineering (with foundation year)	Liverpool John Moore's University
Medicinal Chemistry (with study abroad)	University of Sheffield
Medicine	University of Plymouth
Medicine	Clearing
Medicine	University College London
Medicine	Clearing
Medicine	Hull York Medical School
Medicine	University of Nottingham
Meteorology and Climate (with a year in Oklahoma)	University of Reading
Midwifery	University of York
Modern and Medieval Languages	University of Cambridge
Modern Languages and English	University of Leeds
Neuroscience	University of Leeds
Nursing	University of Nottingham
Nursing	Sheffield Hallam University
Pharmacology	University of Nottingham
Pharmacy with Science (foundation year)	University of Lincoln
Philosophy	University of Birmingham
Physiotherapy (with foundation year)	University of Leicester
Politics and International Relations	University of Bath
Professional Policing	John Moore's University
Psychology	Clearing
Psychology	University of Sheffield
Psychology	University of Leeds
Psychology	Lancaster University
Psychology	University of Warwick
Psychology	Aston University, Birmingham
Psychology	Bishop Grosseteste University

Psychology	Clearing
Psychology	University of Nottingham
Psychology	University of York
Psychology	University of York
Psychology	Aberystwyth University
Psychology	University of York
Robotics, Mechatronics and Control Engineering	Loughborough University
Sociology	Leeds Beckett University
Speech and Language Therapy	Newcastle University
Sport and Exercise Science	University of Lincoln
Sport, Physical Education and Coaching Science	University of Birmingham
Sports Journalism	University of Lincoln
Urban Planning	Oxford Brookes University
Veterinary	University of Nottingham
Veterinary Medicine	University of Nottingham

We were pleased that a member of the teaching staff significantly developed her role as our apprenticeship specialist. Students benefitted from a weekly email issued on Thursdays known as the "Apprenticeship Thursday Bulletin" which has raised the profile of these fantastic opportunities. During our Post-18 Choices Days in June she was able to work closely with those students who are definitely pursuing an apprenticeship route, as well as those considering both university and apprenticeships.

This year we were delighted that a number of students secured apprenticeships with highly reputable companies, including:

- Business Leadership and Management apprenticeship with Ernst Young
- Accountancy apprenticeship with Grant Thornton
- Test and Commissioning Engineering degree apprenticeship with BAE Systems Submarines in Barrow-in-Furness
- Warsash Maritime Academy, University of Solent, as an Officer Cadet in the merchant navy

During the latter parts of the term we were pleased to be able to further our partnership with Leicester University at both governor and operational level. This now means that we will benefit from their extensive outreach provision and can timetable key post-18 presentations into our termly tutorial and assembly planning. In June we were able to run Post-18 Choices Days for Year 12 students and benefit from presentations from the outreach team and current students, such as 'Making the Most of Open Days' and 'Making the Most of Your Summer' which were very well received by our students. Additionally, we have joined their pathways programme (part of their widening participation programme) which involved selected students working as part of a focus group and also allowed us to successfully bid for £5,000 worth of funding which we have spent on Unifrog. Unifrog is a 'one stop shop' for all post-18 related learning and progression. We feel it will make a significant impact on the School's post-18 provision; improving student experience and making it easier for staff to support and check on progress with, for example, student personal statements and academic references.

As our acquisition of Unifrog happened right at the end of the summer term, we are still in the initial set up process and staff will require extensive training. We will roll this out for Year 12 so they have access to the full package throughout their time with us so that managing

and supporting a large cohort (of nearly 190 students, our biggest year group by a long way) is achieved smoothly.

In 2020-21, students invariably found accessing work experience more challenging than in previous years. To support students, they were provided with a number of opportunities to access virtual work experience (which was one of the positive outcomes of the pandemic). We have now been included within our regional careers and enterprise network. This will mean we benefit from working with Debbie Boon, Enterprise Coordinator for South Kesteven, North Kesteven and Rutland. Debbie will work with us to strengthen our progress towards the Gatsby Careers benchmarks. She has also introduced us to Jayne Stuart, from CS Ellis Group in South Luffenham, who will be acting as our Enterprise Adviser this year. She will visit the School and discuss the benefits of apprenticeships, the roles available and bring with her one of the apprentices from her company. She is also working with us in other ways, for example promoting key skills for the world of work such as interview techniques and CV writing. This will complement our existing offer we deliver through our academic enrichment sessions.

Key Priorities for Quality of Education
- To ensure that students make outstanding progress in all subjects. We are particularly mindful of the challenges faced by our Year 13 students and intervention will be focused here.
- Ensure that economics and psychology are supported so that students make good progress from their Year 12 mock starting point.
- Ensure all subjects review their curriculum intent, implementation and impact documentation in light of the pandemic. All curriculum areas will be supported to develop their curriculum overview documents that will explicitly consider how knowledge (core content and disciplinary) is mapped across the two-year course.
- Ensure subject teams work towards returning to a full offer of curriculum fieldtrips and competitions.
- Roll out Unifrog to current Year 12 and ensure all staff are trained in its use to so that students receive the best possible careers and post-18 advice and support.
- Continue to raise the profile of higher-level apprenticeships as an alternative to university.
- Ensure a return to our programme of career-based interviews, either through the careers network or through our established connections.
- Develop our support for work experience, either live or virtual.
- Develop our Academic Enrichment Programme so that students have access to a programme that offers career pathways, volunteering and careers-based guidance in-line with supporting the Gatsby career benchmarks.

BEHAVIOUR AND ATTITUDE

We are incredibly proud that our students have such 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. Last year we had no fixed-term exclusions and the number of behaviour related incidents was minuscule. Visitors to the School consistently comment on the mature and purposeful attitude of learners. We are a quiet and calm environment. Students' own perception of behaviour at the School is very positive – this year, all but one student believed there was a positive learning environment in the majority of their lessons (Student Survey 2021). 100% of students were proud to be a student at Harington which is a great testament to the strong relationships that exist between staff and students.
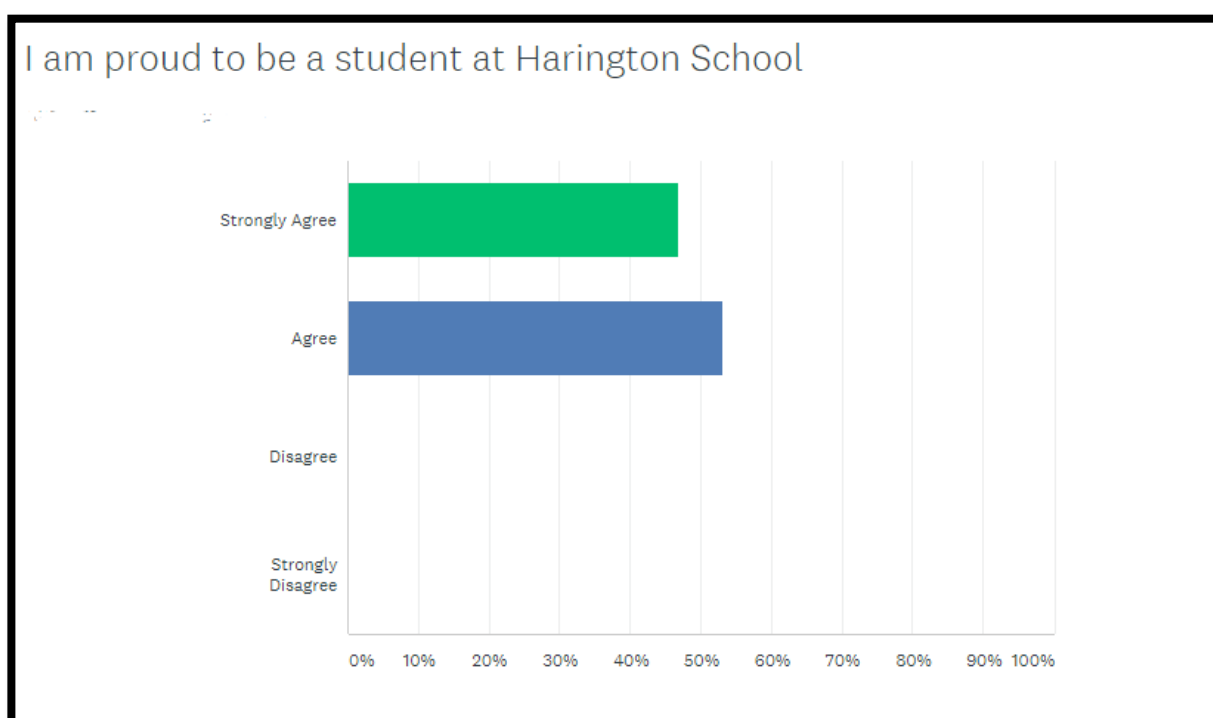
The mature behaviour of students is consistently seen within lesson observations. In 2020-21, behaviour was deemed at least good in 100% of lessons observed, and typically outstanding. This judgement considered students' active contribution to lessons, not just conformity. Harington students take an active part in learning.

Attendance at Harington is very strong – in a year heavily disrupted by Covid-19, student attendance averaged only slightly lower than our historical norms at 94.17% in Year 12 (previously 97%), and 93.18% in Year 13 (previously 95.25%). These figures were affected by a small number of students whose attendance required additional support. Where students have difficulties with attendance, this is monitored closely by the Pastoral Lead and tutors who play an active role in monitoring attendance and liaising closely with parents. During covid lockdown we were proud to support some of our more vulnerable students to work daily on site.

Last year we continued to work with our local partner Resilient Rutland to promote positive mental health. One legacy of this work has been the outside area of the School which was fitted with a range of sporting equipment and soft planting. This has given all the students

another space to access to wind down away from the rigours of A Level lessons. We were also able to successfully bid for a range of books for the library which were linked to adolescent mental health, especially in females. Both of these projects had been initiated by a small student focus group and we were grateful for their input.

As part of our investment into supporting mental health, a number of colleagues completed training within this area. Courses included mental health first aid, anxiety and eating disorders.

Safeguarding
In term 4, the School completed its annual safeguarding review which provided a very positive report on the safeguarding arrangements in place at the School. Last year the we benefitted from the introduction of CPOMS as a tool for recording safeguarding incidents. This allows for smoother transfer of previous safeguarding information, especially from our two partner schools that utilise the same system.
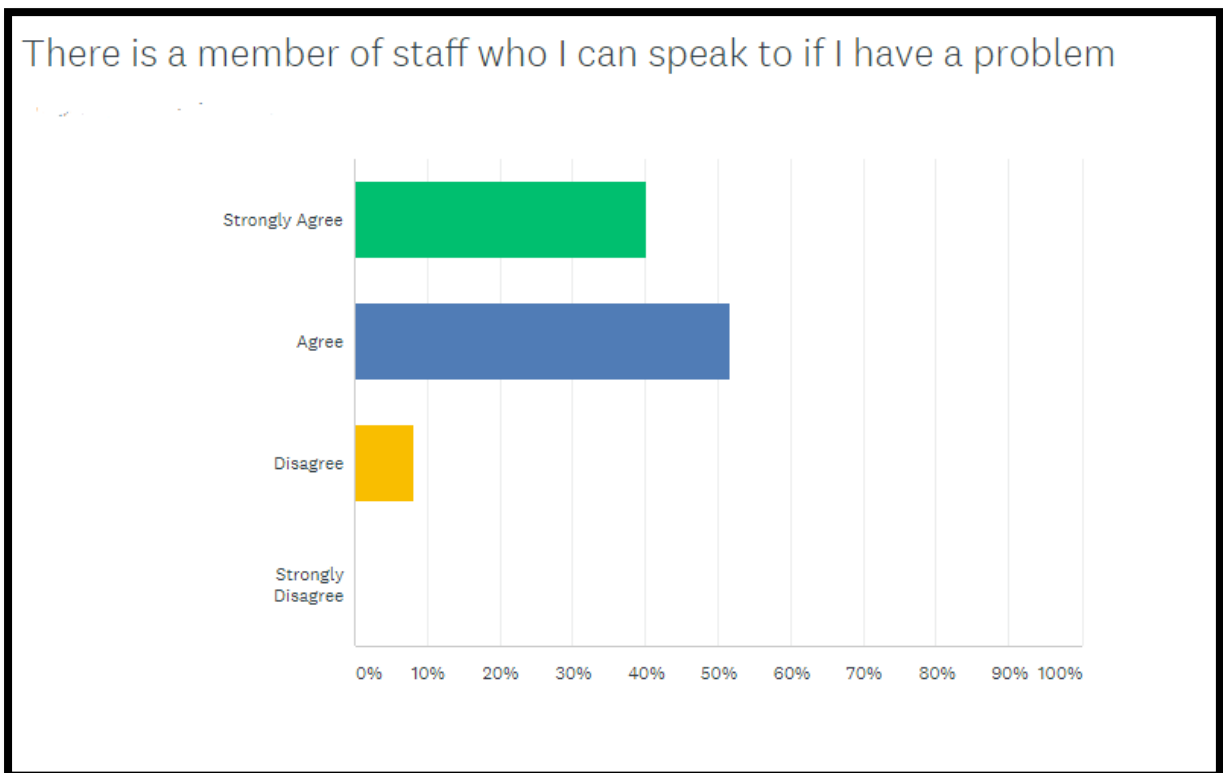
Key Priorities for Behaviour and Attitudes

- Attendance returns to at least 97% for both year groups.
- We aim to complete a review into sexual harassment. Although we have had no recorded incidents within the School, we know from the commissioned reports into incidents that all schools need to be vigilant and pro-active in their approach.
- Continue to evaluate and refine our approaches to mental health, in particular by ensuring resources such as counselling are signposted effectively to parents and students.

PERSONAL DEVELOPMENT

Tutorial Programme

A key focus for the School is ensuring that students have opportunities to further develop their character. This is achieved through our activities and enrichment programme and key knowledge provided through our tutorial / assembly programme. This tutorial curriculum covers a wide range of topics including, but not limited to, mental health, safe relationships, British values, drink driving and money and finance. In the 2021 survey we were pleased that 82% of students believed that this programme prepared them effectively for post-18. This was an increase of 12% from the previous year and at a time where due to Covid-19, many sessions had to be delivered online. Last year we asked a number of form tutors to present on their own journeys into teaching which was well received and further developed relationships between students and staff.

Extra-curricular Activities

In 2020-2021 over 40 students applied for Head Student positions; a clear sign of engagement 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. Senior prefects played a key role during the Year 12 induction, leading a range of ice-breaker activities.

We were pleased that Year 12 students were able to access an activities programme but frustrated that Covid-19 restrictions prevented Year 13 from enjoying the programme at the same time. Due to the pandemic, all normal sporting and musical competitions were sadly cancelled. Restabilising a wide range of activities in our usual sporting, musical and community areas will be a key aspect of this recovery plan.

Key Priorities for Personal Development

- Restabilising a full and exciting activities programme in areas such as sport, music and community events.
- Ensure students have opportunities to enter competitions in sport, music and academic subjects.

LEADERSHIP AND MANAGEMENT

Recruitment

After a disappointing intake for 2020 we were delighted to see such a strong enrolment for 2021 which resulted in a historical high of 181 students. As important was the quality of support students received in order to ensure they were enrolled on the correct courses.

Over the course of the academic year over 320 one-to-one discussions were completed with potential students. These were completed with senior staff and gave students guidance on subject combinations and future career progression.

A number of events and approaches were taken to ensure strong enrolment. These included initial questionnaires to see if there were any subjects that had strong interest from our local students. As such, business studies was introduced into our curriculum offering. Students benefitted from a number of taster sessions, bespoke marketing and a wide range of course material available online.

As can be seen in the table below, we secured growth in all areas, especially from our two partner schools, Catmose College and Uppingham Community College.

Student Admissions for September 2021

SCHOOL	2017	2018	2019	2020	2021
Catmose College	63	71	56	57	91
Uppingham Community College	23	43	48	38	59
Other	29	26	46	25	31
Total	115	140	150	120	181

Key Priorities for Leadership

- Active recruitment to ensure that the School remains well attended from September 2022.
- Review admission criteria to ensure that all students are well supported to be on the correct course.

YEAR PLANNER

	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 team recovery plan summary submitted New Year 12 targets and new trackers on Google Doc Year 12 informal parents' evening Performance review meetings including Year 13 outcome targets agreed Year 12 assessment Point 1 and review Term 1 Year 13 intervention GCSE Maths / English intervention in place	Year 13 Progress Evening ALIS testing for Year 12 Year 12 mock exams Subject mini review: psychology Show My Homework analysis and feedback Year 13 German review	Year 13 mock exams (including access arrangements) Year 13 intervention plan post mocks SMHWK analysis and feedback Year 12 Year 12 progress evening and survey Curriculum intent, implementation and impact documents updated	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) Business studies review	Year 12 mocks Year 12 form tutor report Year 13 public examinations Religious studies review

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
QUALITY OF EDUCATION POST-18 PROGRAMME OF STUDY 70% of students achieve first choice offer 40%+ of students achieve Russell Group (plus Leicester) places, including at least two Oxbridge places and one medic 85% of students agree that the academic enrichment programme provided useful advice and guidance	Early entries approved and sent Individual tutor feedback for statements Subject predicted grades and subject statements submitted Academic enrichment (engineering, teaching, psychology, science) Term 1 volunteering Year 12 Harington Challenge launch and Year 13 EPQ group CPD Rosenshine	Remaining UCAS applications submitted Careers meeting all students non-university route Year 13 EPQ completed and presentations Academic enrichment term 2 (law, IT industry) Term 2 volunteering Harington Challenge presentations	UCAS tracking system used to monitor Year 13 offer Unifrog launch to Year 12 students Academic enrichment term 3 Year 12 begin EPQ	Careers week including higher tier apprenticeships Oxbridge group starting Academic enrichment term 4 Year 12: one-to-one interview Year 12 virtual work experience	Work related learning scheme of work Year 12 Year 13 results day guidance including clearing Academic enrichment term 5 (career pathways / soft skills)	Year 12 post-18 week programme Academic enrichment term 6 (UCAS focus, including UCAS week)

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE 85% of students agree that there is a wide range of enrichment activities. 85% of students agree that the tutorial programme is appropriate for their needs	Programme of activities agreed for the year Young Enterprise launch Student bursaries launched Mental health charity day New attendance system in place CPD: Delivering RSE with confidence Gold DofE launch event	Music scholarship auditions Federation Christmas concert DofE launch Christmas charity event Post-16 Leicestershire league for sports (football, basketball, badminton) begins CPOMS training (report generation) Whole-school event (trampoline park)	Safeguarding governor review PHSE tutorial learning walk (Year 13) Peer mentoring scheme Activities learning walk	Sexual harassment school review Whole-school charity event (Rutland Water Walk)	Gold DofE expedition PHSE tutorial learning walk (Year 12) Young Enterprise presentation evening	Harington summer concert Sports Day Whole-school event (Aqua Park)

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
LEADERSHIP AND MANAGEMENT Student recruitment is >150 but <175	Student surveys for UCC and CC – curriculum offering decisions made Database updated and applications live Tutorial assemblies CC and bespoke flyers Taster sessions for CC Assemblies UCC, JF and bespoke flyers Longfield marketing event Website updated including curriculum and extra-curricular Confirm any changes to admission 2022 criteria	Open Evening Taster sessions for UCC Student interviews partner school Head student Video Website check and update	Application deadline Student Interviews Taster session virtual follow-up	Student interviews Subject distribution emails and induction material.	Two-day induction programme	Preparation for enrolment day