



# TRANSFORMATION PLAN

## 2022 -2023



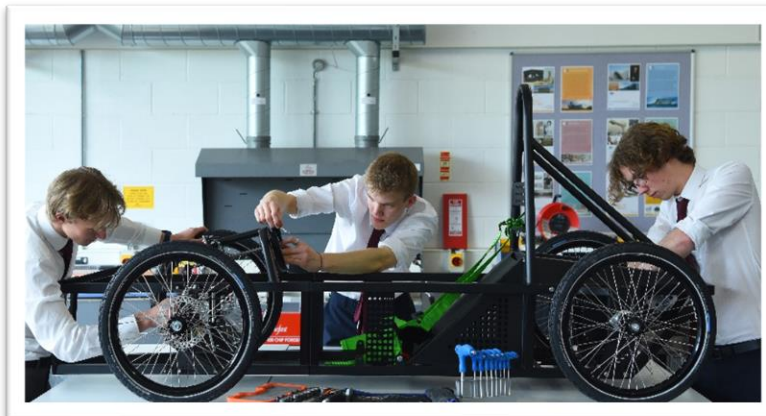
## Contents

INTRODUCTION.....	3
SCHOOL ETHOS.....	6
QUALITY OF EDUCATION: CURRICULUM.....	7
QUALITY OF EDUCATION: OUTCOMES.....	10
Key Priorities for Quality of Education.....	17
BEHAVIOUR AND ATTITUDE.....	19
Key Priorities for Behaviour and Attitudes.....	22
PERSONAL DEVELOPMENT .....	23
Key Priorities for Personal Development .....	25
LEADERSHIP AND MANAGEMENT .....	27
Safeguarding.....	27
Recruitment.....	28
YEAR PLANNER 2022-2023.....	30
QUALITY OF EDUCATION .....	30
POST 18 PROGRAMME OF STUDY .....	31
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE.....	32
LEADERSHIP AND MANAGEMENT .....	33

## INTRODUCTION

In 2021 Harington opened its doors to the largest ever cohort of students. We were proud that so many had trusted the School to deliver a first-class experience for their post-16 studies. We welcomed Natalie Henry-Oliver as our first ever Deputy Head of School and introduced Business Studies as a new subject due to the over-whelming demand.

This year our careers programme has gone from strength to strength and is a distinctive aspect of our offer. At the start of their time at the School, all Year 12 students opt into a careers pathway. These include an ever-growing range of routes including Law, Psychology, and Business. Engineering remains one of the most popular options and is an area where the School has a strong track record of success.



This year a group of innovative students also took the opportunity to fund and build an electric car as part of the Greenpower competition, completing over twenty miles of racing in their first outing. In the teaching pathway we benefitted from our close links with Catmose Primary and a number of students were able to spend time volunteering at the School. Our law group has significantly grown in popularity and students have benefitted from workshops with Lincoln University, a presentation from a senior partner of a law firm, as well as taking part in mock trials at Oakham Castle.

All students welcomed the opportunity to use Unifrog, a new online portal for accessing information about universities and apprenticeships, both in the UK and abroad. We also saw a significant increase in students completing work experience both face to face and via Springpod, an excellent free to use virtual work experience provider. As the year progressed, students also benefitted from guidance around interview technique, application forms and assessment centres. We were delighted to welcome over twenty former students to our post-18 days and to hear about the range of courses they are currently completing.

Outside of lessons, students have enjoyed a wide range of activities and trips. In the Autumn term the football team ended the season unbeaten and hope to continue this rich vein of form next year. Students took part in competitive sport in netball and, for the first time in basketball, with a large crowd watching the first ever victory in School colours. Away from competitive sport, a larger than expected number of students have enjoyed board games, Philosophy club and a range of field trips. The majority of the year group relived their youth



at Flip Out (trampoline park) and the Rutland Aquapark. Even teachers got in on the act with events being designed to bring the School community together.

Student leadership opportunities have remained a priority with a record number of students applying for senior leadership positions at the School. After a rigorous process of applications, interviews and hustings a new group of prefects were appointed taking responsibility across sport, transition and charity work. Our environmental group, driven by the passionate Mrs Green, has delivered key messages during assemblies, completed a Q&A session with our local MP Alicia Kearns, and have been hands on in planting more than one hundred trees on the School grounds. A newly formed wellbeing ambassador group has completed a number of training sessions in preparation for their work in the next academic year. In January, twelve students took part in a collaborative project with local schools, working on real life problems linked to the world of medicine. They acquitted themselves incredibly well. In May we celebrated the success of our Young Enterprise team who reached the regional finals for the first time, winning a number of prizes along the way.

In May we welcomed the Secretary of State for Education Nadhim Zahawi, and MP Alicia Kearns to the School who spoke passionately about the breadth of opportunities available to our students at Harington, validating further the approach we take to education.

In July we welcomed over 180 students into the School for their induction days. This was the cumulation of a year long process involving taster days, Post 16 events and an incredibly popular open evening. Nearly three hundred students benefitted from a one to one meeting with a senior leader, aiming to ensure that they are well advised and clear on what the School has to offer. In terms of the total number of students on roll, the School may have reached a tipping point in how applications for admission are handled into the future.

For the next academic year, we have successfully appointed a Student Support Advisor to enhance our existing pastoral offer. Catherine Tomson will assist students with issues relating to attendance, welfare and safeguarding and academic progress.



## Key Objectives

At the end of 2021-22 Harington School is in a very strong position and our thoughts have inevitably turned to planning for the next academic year. Our key priorities for 2022-2023 are:

- Consolidate the strong A level results achieved in 2022. All subjects to have a SISRA Value Added score of 0 or better.
- Ensure that teaching and learning remains a strength and that 90% of lesson observations are good or better (50% Outstanding)
- Ensure that post-18 careers guidance allows students to submit strong and timely applications, with 70% going onto their first choice of post-18 provider and 40% securing places at Russell Group universities.
- Grow our enrichment offer, increasing the percentage of students who take part in sport, music and drama; attend trips and visits; and take on positions of responsibility within School.
- Conduct a review of the School's Dress Code Policy and implement any changes.
- Review our student rewards system so that achievements are recognised and celebrated.
- Carefully plan recruitment to ensure that Harington remains well attended from September 2023 and that students commence the correct A level courses.



Oliver Teasel

Head of School

## SCHOOL ETHOS

I am so proud to be the Head of Harington School. We are an academic sixth form with a proven track record of delivering strong results at A Level. Last year 47% of grades awarded were A\*/A and over 90% A\*-C. Yet there is far more to Harington School than examination results. Our students benefit from a high-quality pastoral system, a wide range of extracurricular activities and from tailored careers advice. As a result, they go onto the very best universities and degree level apprenticeships.

The School's ethos is based around 'Working Together for Success' and all staff work tirelessly to uphold the following principles:

- A total commitment to improving the life chances and aspirations of young people
- A relentless focus on raising student achievement, ensuring that no student is ever left behind
- Pro-active leadership at all levels which is visible and has a positive impact – "All of us, all of the time"
- A zero – tolerance approach to low level disruption and maintaining an environment where teachers can teach and learners can learn
- A determination to build kind and caring relationships, where every individual is valued
- A commitment to recruiting, retaining and developing highly effective staff
- A culture of no complacency and no acceptance of anything less than outstanding – If there is a problem "See it, sort it".

At Harington we also expect a lot from our learners. Our students are mature, hardworking and, despite their many successes, unbelievably modest. They support one another and take advantage of everything the School has to offer.

The Post-18 Pledge Passport encourages our students to exhibit the behaviours that the best universities and employers find desirable. Specifically:

- Strong attendance and punctuality, as well as adhering to our dress code
- Working hard in all lessons and using prep, private study and interventions effectively.
- Reading widely around each subject and presenting their findings to other students through the Harington Challenge
- Getting involved with our Academic Enrichment Programme and the broad range of extra-curricular activities
- Participating in events which support other students at the School
- Taking up positions of responsibility
- Volunteering to help other members of our community
- Undertaking work experience linked to future careers
- Attending academic, cultural and sporting events outside of School
- Overcoming challenges and adversity

By following these principles our students will establish the right behaviours and go on to be successful once they leave Harington.



## QUALITY OF EDUCATION: CURRICULUM

Effective teaching helps to ensure all students make strong progress across the curriculum.

In 2021/22 it was decided that teaching staff within the Federation would only receive one lesson observation. This was to support staff with workload after two years of disruption caused by the Covid-19 Pandemic. 100% of lessons observed at Harington were judged to be Good and 53% Outstanding. This is exactly the same percentage as 2020/21 and provides a strong indication that teaching at the School remains strong. Common strengths identified in the lesson observation data include:

- Strong planning and sequencing
- Effective use of assessment to identify next steps with teaching and learning
- Modelling and scaffolding of examination questions
- Tailored written and verbal feedback given to students
- Subject knowledge of staff
- Strong relationships between staff and students

All teachers have expert knowledge of the subject(s) they teach and a large proportion mark for examination boards. They also present information clearly, promoting appropriate consideration of the subject matter being taught.

Potential areas for development were around ensuring that student work is reviewed regularly and the monitoring of students who are under-performing. This will be picked up next year via the lesson observation schedule, subject reviews and the new intervention log which will provide an individual action plan for each student who is at risk of underperforming.



On the Student Survey 2022 students were very complementary about the quality of teaching and support they received. The following comments were common:

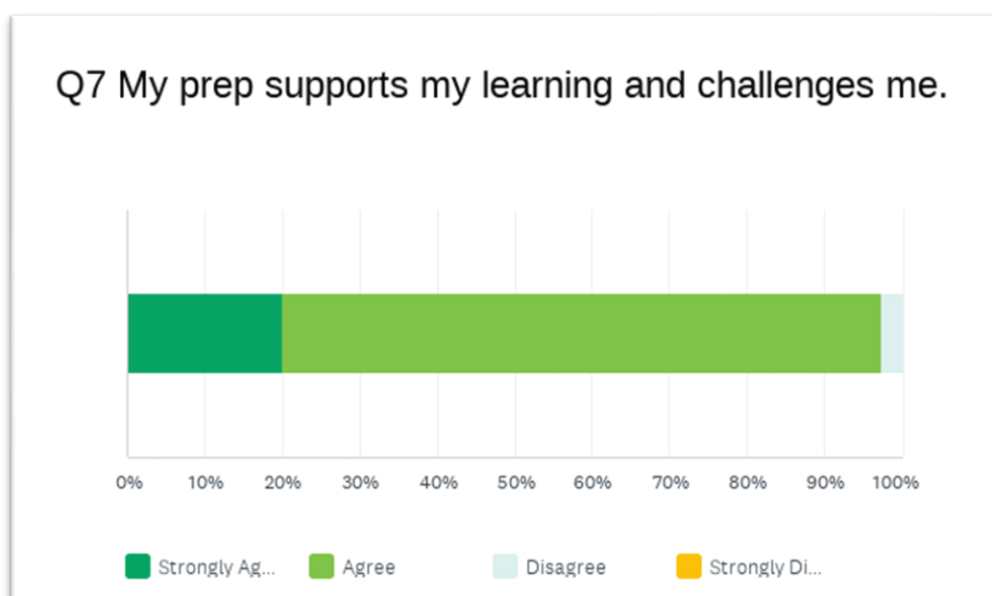
“The teaching quality is incredibly high; every member of staff has been incredibly helpful and committed”

“The strong sense of community and passion that students and teachers have for their subjects”

“Availability of teachers, they're always happy to help and always provide intervention/revision help if I need it”

“The staff are the best teachers I’ve ever had and the students are really nice”

Students were also positive about prep (with over 95% agreeing that it is worthwhile and challenging) and about the support they had received to achieve success in their final/mock examinations (In English Literature a staggering 80% Strongly Agreed with this statement).



Teaching was also a strength of the Parent Survey 2022. When asked ‘What is the School particularly good at’ parents replied with the following:

“Teaching and results. The School appears to be producing lovely young adults. My child is very happy and successful at Harington and her direct teachers and headmaster have been wonderful”

“In my experience, the level of support given to students from their teachers to help them achieve the best they can is outstanding. The School gets the balance just right between giving the students freedom and autonomy while ensuring good discipline and behaviour”

The Business Studies Review conducted in Terms 5 & 6 allowed for an in depth look at this new Harington course. The formal review highlighted strengths in the areas of: the use of prep booklets to support the learning of key content; effective use of case studies; and regular use of past paper questions as a teaching aid. Next steps for the subject were as follows: ensuring that folders are checked regularly and notes acknowledged; improving the quality of written feedback given to students; developing a wider variety of prep tasks; and a greater focus on the 20-mark examination questions. These areas will be revisited during the Business Studies mini-review scheduled for 2022/23.





For the last two years all subjects have focused on the development of their curriculum policies. A common feature is the spiral nature of each curriculum which allows students multiple opportunities to engage with a topic, to build disciplinary knowledge and consolidate prior learning.

The School's curriculum intent and implementation are embedded securely and consistently across the School. All subjects have revised their curriculum intent statements and schemes of work. However, we

are not complacent and plan to keep revisiting these documents to ensure that each lesson matches the aims of the curriculum in being "coherently sequenced towards building sufficient knowledge and skills for future learning and destinations".

The high-quality CPD programme helps to develop the expertise and effectiveness of staff. The recurrent theme of Rosenshine's principles in Federation training allows subject teams to reflect upon and update schemes of learning to ensure that key notions such as retrieval practice, and providing models and scaffolding are key feature of lessons. Furthermore, teaching staff attended training on 'ADHD solutions for teachers' and 'supporting students with dyslexia' to ensure that the SEND requirements of learners are addressed through quality first teaching. A session was also provided on how Unifrog can be used to increase access to supercurricular activities to enhance the interest and link career opportunities to each subject.

## QUALITY OF EDUCATION: OUTCOMES

### Summary Analysis

The impact of the taught curriculum is strong. Examination results in 2022 provide a strong indication that students were well taught and supported during the Covid-19 lockdown period and subsequent recovery. As a School we are delighted with the headline measures which indicate a significant improvement on 2019 results, as well as the Teacher Assessed Grades and Centre Assessed Grades awarded in 2020 and 2021.

### Headline Measures

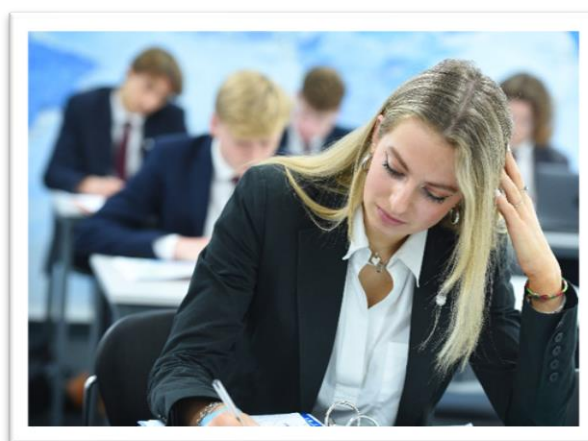
Key Headline	2022	2021	2020	2019	2018
A*-A Grades (% of Grades)	47%	43%	40%	26%	36%
A*-C Grades (% of Grades)	91%	90%	89%	79%	88%
AAB (% of Students)	45% 31.2% DfE	39%	38%	21%	25%
Value Added	0.08	N/A	N/A	0	0.2
Overall ALPS	Unknown	3	3	5	3

Note: The Department of Education AAB measure must now include two facilitating A levels. Previously, this was not the case.

### Attainment

In summary, 45% of students achieved the AAB grade profile. This marks a significant improvement on previous years. The fact that 31.2% of students achieved AAB with two facilitating A levels shows just how well our students perform with the demanding curriculum here at Harington. The A\*-A and A\*-C measures are also significantly up on the last year of formal examinations in 2019.

Attainment was particularly strong in Chemistry, Computer Science, English Literature, French, Further Mathematics, Geography, Physical Education, Religious Studies and Spanish, where over 75% of grades were A\*-B.



Subject	Total Grades	A*	A	B	C	D	E	U	A-E	A*-C	A*-A
Art	9	2	0	4	2	1	0	0	100	89	22
Biology	22	3	5	7	4	3	0	0	100	86	36
Chemistry	17	2	6	6	3	0	0	0	100	100	47
Computer Science	12	2	6	3	0	1	0	0	100	92	67
Economics	41	8	8	11	10	2	2	0	100	90	39
English Literature	20	5	6	6	3	0	0	0	100	100	55
French	5	1	3	0	1	0	0	0	100	100	80
Further Mathematics	5	0	3	2	0	0	0	0	100	100	60
Further Maths AS	2	0	1	1	0	0	0	0	100	100	50
Geography	27	6	6	9	5	1	0	0	100	96	44
German AS	1	0	0	0	1	0	0	0	100	100	0
History	26	1	7	9	9	0	0	0	100	100	31
Mathematics	40	7	14	6	6	4	3	0	100	83	53
Physical Education	9	0	4	3	1	1	0	0	100	89	44
Physics	26	6	5	8	4	2	1	0	100	89	42
Psychology	52	11	15	10	10	5	1	0	100	88	50
Religious Studies	20	3	9	3	4	1	0	0	100	95	60
Spanish	5	2	3	0	0	0	0	0	100	100	100
Summary	339	59	101	88	63	21	7	0	100	92	47

Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes.



## Progress Subject Breakdown

Since the Recovery Plan of 2021/22 the School has introduced a new data analysis system (SISRA) to replace (ALPS). Therefore, the analysis table below will look less familiar than normal. The caveat of being cautious when dealing with small subject sizes applies here.

It is also worth pointing out that for most students the target grade has been generated from GCSE Teacher Assessed Grades in 2020 (rather than formal GCSE examinations) and is therefore likely to be higher than normal. This in turn will have knock on implications for the value-added scores achieved below.

The data shows progress was strongest in Chemistry, Computer Science, Economics, French, Geography, Physical Education, Psychology and Spanish.

Name	Total Grades	Average Pts Per Entry	Average Grade	VA	Residual	Avg EAP Diff (Whole)	On/Above Track	Above Track	On Track	Below Track
Art	9	40	B=	-0.65	1.48	0.1	7	3	4	2
Biology	22	40.45	B=	-0.01	-3.22	0.1	15	9	6	7
Chemistry	17	44.12	B+	0.42	-0.05	0.4	14	8	6	3
Computer Science	12	46.67	A-	0.4	-0.83	0.3	11	4	7	1
Economics	41	40.98	B=	0.15	1.99	0.5	34	20	14	7
English Literature	20	46.5	A-	-0.01	1.17	0.6	18	11	7	2
French	5	48	A-	0.64	-2.67	0.8	5	3	2	0
Further Mathematics	5	46	A-	0.03	-6.5	0	4	1	3	1
Further Maths AS	2	45	A-	1.06	-3.33	-	-	-	-	-
Geography	27	44.07	B+	0.35	2.07	0.7	25	16	9	2
German AS	1	30	C=	0.72	0	2	1	1	0	0
History	26	40	B=	-0.05	-0.77	0.3	23	9	14	3
Mathematics	40	41.25	B=	-0.21	-1.17	-0.2	26	13	13	14
Physical Education	9	41.11	B=	0.36	0.93	0.9	9	6	3	0
Physics	26	42.31	B+	0.02	-2.47	0	17	8	9	9
Psychology	52	42.69	B+	0.14	1.92	0.5	45	27	18	7
Religious Studies	20	44.5	B+	-0.22	-1.46	0.4	18	9	9	2
Spanish	5	54	A+	0.65	1.67	1	5	4	1	0
Summary	339	42.76	B+	0.08	0	0.3	277	152	125	60

The results over the last six years provide strong evidence that students make substantial and sustained progress from their identified and recorded starting points.

## Year 12 Mock Examinations

Year 12 completed their Summer mocks during the second and third weeks of Term 6 (Monday 13 June – Wednesday 22 June 2022). Students typically sat two papers each of 90 minutes in length for each subject, the results of which are summarised below.

### Overall Outcome

Year 12 – Mock 2 (June 2022)					
Contextual Information					
		2021 – 22		2020 - 21	
Cohort Size		175		124	
Average GCSE Points Score		6.82		6.9	
Grade Equivalent		B-		B/7	
Male / Female Split		84/91		68/52	
No. of Disadvantaged Students		3		2	
Whole School Attainment and Progress Measure					
Measure	Agreed Target	2021-22 Current	2021-22 Prediction	2020-21 Current	2020-21 Prediction
AAB Grades or better (% of students)	25%	28%	35%	28%	36%
A*/A Grades (% of Grades)	30%	37%	44%	35%	39%
A*-C Grades (% of grades)	80%	84%	91%	78%	92%

The overall picture of results at this stage is positive with 28% of grades achieved in the mocks being AAB (agreed target 25%). This was the same % as Year 13 achieved at this stage in their education. 37% of all grades were A\*/A (agreed target 30%) and 84% were A\*-C (agreed target 80%).



## Subject Breakdown

Subject	Total Grades	Average Pts Per Entry	Average Grade	VA	Res	Avg EAP Diff (Whole)	On/Above Track	Above Track	On Track	Below Track
Art	19	33.68	C+	-1.02	-0.18	-0.6	10	2	8	7
Biology	40	36.25	B-	-0.36	-3.69	-0.4	22	14	8	18
Business Studies	43	33.95	C+	-0.37	1.82	-0.2	25	12	13	18
Chemistry	29	44.48	B+	0.16	-0.32	0.1	25	7	18	4
Computer Science	20	35.5	B-	-0.28	-2.29	-0.3	12	7	5	8
Economics	31	37.42	B-	-0.27	-2.37	-0.1	23	6	17	8
English Literature	28	40.71	B=	0.12	5.77	0.3	23	12	11	5
French	6	45	A-	-0.45	-2.78	-0.3	3	1	2	3
Geography	30	42.67	B+	0.12	2.22	0.4	26	15	11	3
German	5	44	B+	-0.28	-1.33	-0.2	3	2	1	2
History	66	38.18	B-	-0.08	0.86	0.1	52	17	35	14
Mathematics	52	45.38	A-	0.01	-0.37	0.1	39	20	19	13
PE	14	30	C=	-0.46	-4.05	-0.3	8	4	4	6
Physics	32	44.06	B+	0.21	0.42	0.2	25	16	9	7
Psychology	76	35.39	B-	-0.3	-0.37	-0.1	47	24	23	29
RS	21	35.71	B-	-0.58	0.48	-0.1	15	7	8	6
Spanish	9	43.33	B+	0.09	2.22	0.1	6	4	2	3
Summary	521	38.69	B=	-0.18	0	-0.1	364	170	194	154

Based on the Mock 2 data performance is strongest in Chemistry, English Literature, Geography, Physics and Spanish.

Performance is weakest in Art, Biology, Business Studies, Computer Science, Economics, French, German, Physical Education and Psychology. In Biology, Business Studies and Psychology the large number of students (both raw data and as a %) under target will inevitably result in these being a high focus for intervention and challenge next year.

Intervention during Wednesday enrichment time 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 continue to be supported by the Deputy Head of School and Economics/Business Studies by a Cluster Lead.

In addition, there will be subject reviews in 2022/23 for:

Term	Subject Review
1	Religious Studies (Federation Wide Review)
2	Business Studies (Mini Review)
3	History



## Post 18 Programme of Study

The overwhelming majority of students go on to secure their first choice of further higher education provider and/or employment.

Destination	Number of Students	% of Year Group
University in the UK	89	79%
Art Foundation Course (1 Year)	2	2%
Gap Year	9	8%
Clearing	4	4%
Apprenticeship	1	1%
Other	7	6%

As can be seen from the table above, the vast majority of Harington students opt to study at a UK university after leaving School. Of these 86% achieved places at their first-choice university and 44% were placed at Russell Group Universities (including 1 student at our partner university, Leicester). One student achieved a place to read English Literature at St Catharine's College, Cambridge and one student to read veterinary medicine. These students are ready for the next stage of their education and have obtained qualifications which allow them to go on to destinations that meet their interests, aspirations and intended course of study.

The universities and courses where our students will be studying from September 2022 are listed below:

Course	University
Accounting and Finance	Leeds Beckett University
Accounting and Finance	University of Chester
Accounting and Finance	Lancaster University
Acting	Anglia Ruskin
Acting for Screen	Met Film School
Agriculture (with Placement)	Harper Adams University
Animal Science	University of Nottingham
Applied Medical Sciences	Swansea University
Automotive Engineering	Sheffield Hallam University
Automotive Engineering (with placement year)	Loughborough University
Biochemistry	University of Surrey
Biomedical Science	University of Sheffield
Building Surveying	Oxford Brookes University
Business & Management	Leeds Beckett University
Business and Management with Psychology	Sheffield Hallam University
Business and Management with Psychology with Foundation Year	Sheffield Hallam University
Business Economics	University of East Anglia UEA
Business Entrepreneurship	University of Southampton
Business Management	Swansea University
Business Management	Lancaster University
Business Management	University of Sheffield

Business Management	Sheffield Hallam University
Business Management and Marketing	Nottingham Trent University
Business Management and the Human Resource	University of Leeds
Business Management with Psychology	Sheffield Hallam University
Business Psychology	Lincoln University
Chemistry	University of Cardiff
Chemistry with a Year in Industry	University OF Cardiff
Civil Engineering (with placement year)	Loughborough University
Computer Science	University of Nottingham
Computer Science	University of York
Computer Science	University of York
Computer Science	University of York
Computer Science	University of York
Criminology	University of Lincoln
Criminology	University of Sheffield
Criminology	Leeds Beckett University
Criminology/History	Oxford Brookes University
Economics	University of Sheffield
Economics	University of York
Economics	University of Sheffield
Economics	University of Sheffield
Economics and Politics	University of Bath
Education with Psychology (Full-Time)	University of Bath
Engineering	University of York
English	University of Cambridge
English	University of Exeter
English Literature	University of Warwick
English Literature	Sheffield Hallam University
Exercise and Sport Sciences	University of Exeter
Food Business Management and Marketing	Newcastle University
French and Italian (year abroad)	University of St Andrews
French and Linguistics	The University of Edinburgh
Games Development	Norwich University of the Arts
Games Production	De Montford
Geography	Durham University
Geography	Lancaster University
Geography (with placement year)	Loughborough University
Health & Exercise Science	Lincoln
History	University of Sheffield
History	University of Manchester
Illustration with Arts Foundation Year	Lincoln
Industrial Design with Placement	Brunel University
International Relations	Gap Year
Law	University of Leeds
Law	Leicester University
Marketing with Foundation Year	Sheffield Hallam University
Mathematics (with placement year)	Loughborough University
Mathematics with a year in Europe	University of York
Mechanical Engineering (with placement year)	Loughborough University
Mechatronics and Robotics	University of Leeds
Medical Engineering	University of York
Motor Sport Engineering	Derby University
Nursing Science Registered Nurse (Child)	Northumbria University, Newcastle

Pharmacology	University of Nottingham
Pharmacy	Newcastle University
Philosophy, Politics and Economics	University of York
Physics and Philosophy	University of Bristol
Politics & Spanish	Newcastle University
Psychology	Leeds Beckett University
Psychology	University of Birmingham
Psychology	Oxford Brookes University
Psychology	Durham University
Psychology with Placement Year	University of Sheffield
Renewable Energy Engineering	University of Exeter
Sociology	University of Sheffield
Sociology	University of Sheffield
Sport and Exercise Psychology	University of Portsmouth
Sport and Exercise Sciences	University of Leeds
Veterinary Medicine	University of Nottingham

Students receive high quality careers advice. This helps the overwhelming majority move on to their preferred choice of high education provider/employer once they leave School. In response to the statement 'The UCAS (and Post 18 careers guidance) allowed me/will allow me to submit a strong and timely application' 95% of students agreed and almost 60% strongly agreed. When asked to suggest ways in which the Post 18 guidance could be improved one student wrote "It was brilliant – can't fault it!" and another stated "The School was an incredible help towards helping apply for university and gave an amazing amount of guidance for personal statements". However, other students stated that greater support around Apprenticeship applications, more information on gap years and timely information on university fees and loans would be beneficial. This feedback will be actioned as part of this year's Recovery Plan, which will continue the work begun with the 2021-2022 Year 12 cohort with the being invited to a local Apprenticeship event, a visit to the UK Universities and Apprenticeship Fair in March, the June 2022 Post 18 days featuring Degree Apprenticeships prominently, and the use of Unifrog throughout the year, to further explore higher level Apprenticeships from a range of providers.

#### Key Priorities for Quality of Education

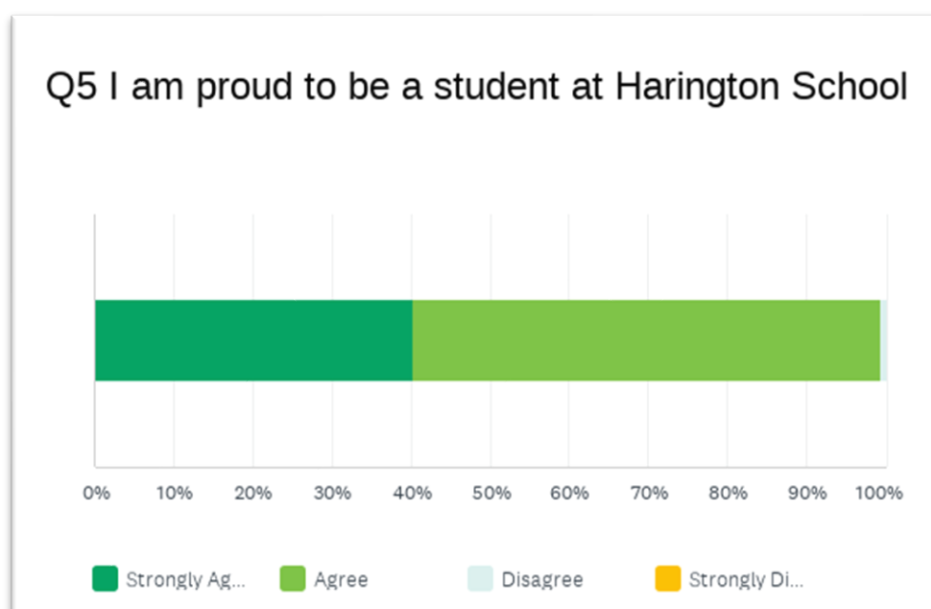
- To ensure that students make outstanding progress in all subjects. A new intervention log will be introduced to monitor and support those students who are at risk of underperforming.
- Continue to support the small number of students with SEND and those from a disadvantaged background. These students will be discussed first at all leadership meetings and targeted support put in place as and when required.
- To revisit the curriculum intent statements and schemes of work to ensure that each lesson, and series of lessons, build towards clearly defined end points.
- Teachers to routinely check student folders to ensure that they are organised and neatly presented.
- Ensure that business studies and psychology are supported so that students make strong progress from their Year 12 mock starting points.
- Continue to raise the profile of Higher/Degree level Apprenticeships as an alternative to university.

- Ensure that all students in Year 12 have the opportunity to take part in one to one mock interviews.
- Explore ways to enhance the KS5 Religious Studies offer and ensure that the intended aims of SACRE (Agreed RE syllabus) are delivered.



## BEHAVIOUR AND ATTITUDE

Students at Harington demonstrate consistently positive attitudes and commitment to their education. They have consistently high levels of respect for others. On the Student Survey 2022 99% stated that they were proud to attend Harington School (40% strongly agree with this statement). They also felt that the learning environment was calm and purposeful and that interactions between staff and students were articulate and polite.



The survey captured many comments about the warm and welcoming environment at the School:

“I love the welcoming yet professional atmosphere, it’s structured but not stifling”

“The people and teachers are welcoming and friendly”

“The working environment, it’s really nice being able to sit and work in a positive atmosphere where I don’t get too distracted and it’s also easy to find teachers when I need help with my subjects”

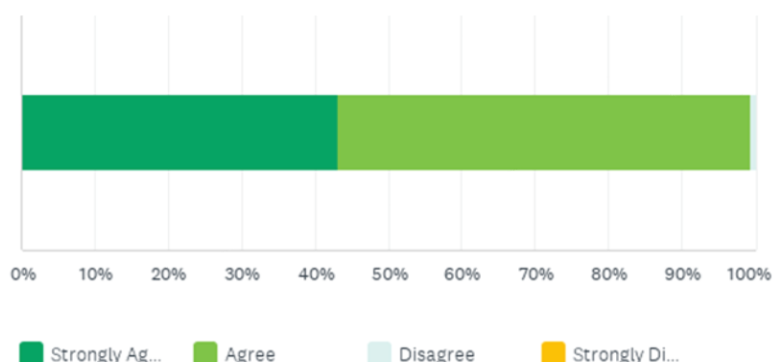
The Parent Survey 2022 was also positive about the learning environment at the School and our ethos. In the section on what are we particularly good at, many commented upon the “safe environment” and our culture which promotes “learning and achievement”.

Students at Harington behave extremely well. This statement is supported by lesson observation data which judged behaviour in 100% of lessons to be good (in 87% of lessons behaviour was judged outstanding). Comments such as “students focused” and are “purposeful” were common on the lesson observation forms. 99% of students agreed that “there is a positive learning environment in the majority of my lessons” (over 40% strongly agreed with this statement) and 100% feel that they are focused and get on with their work.

There were no internal isolations, suspensions or permanent exclusions in 2021/22.



Q10 There is a positive learning environment in the majority of my lessons.





Leaders at the Harington do not tolerate bullying or discrimination. The Staff, Student and Parent Surveys made the following comments: “Everyone has respect for each other”, “The people - both staff and students are incredibly supportive of everyone” and “Everyone is just lovely”.

The overwhelming majority of students at the School attend well. Last year whole School attendance was 94.1% which includes absence through the Covid Pandemic (some students were infected by the Delta variant in the autumn and then the omicron version from January). From January Rob Gumber became responsible for attendance and punctuality and has raised the profile of this area through refinements such as regular reminders of absence procedures to parents, a training session for form tutors who receive regular attendance and punctuality data for their forms to allow for more pro-active contact with parents regarding any issues, together with regular reviews of persistent absentees. The new Student Support Officer will have a clear role to play in supporting those whose attendance/punctuality most places at risk successful A Level outcomes.

As we come out of the Covid-19 Pandemic, increasing attendance to above 96% will be a key priority. The School has a number of robust strategies in place to achieve this aim. Attendance will also be scrutinised by governors during 2022-23.



As part of the training for the role of Senior Mental Health Lead a Whole School Mental Health Audit was completed at the start of this academic year. The survey (based on the Public Health 8 point model) enabled us to identify areas of strength and where the school should focus its attentions in the coming year. Of the eight areas the strongest categories were how well the PSHE curriculum is tailored to meet the needs of the students and the overall strength of the teaching of PSHE, how well the school uses pupil voice to monitor the effectiveness of the Mental Health provision and how we target support for those who need it. The priorities for the next 12 months are improving the communication of where and how to access support outside of school and increasing the degree of clarity regarding how the mental health policy is implemented within the School.

## Key Priorities for Behaviour and Attitudes

- Conduct a review of the School's Dress Code Policy, consulting all key stakeholders to ascertain their views.
- Continue to evaluate and refine our approach to mental health, in particular by ensuring that the school updates the website to include signposts directing parents and students alike to support. Ensure all of the different elements of Mental Health provision are brought together in one cohesive document.
- Use the newly appointed Student Support Advisor to effectively monitor student absence and support those students at risk of persistent absence. Refining our current approach to attendance will make achieving our 96% target realistic. Attendance will also form the basis of a Governor Scrutiny Panel this academic year.
- Enhance our student rewards system so that achievements are recognised and valued.
- In preparation for higher education we need to explore ways to develop independent study. This will include: a review of Private Study and the use of study skills workshops to promote effective behaviours.

## PERSONAL DEVELOPMENT

The School prepares students thoughtfully for their next steps in life and works hard to develop character. From the moment they arrive students are exposed to the best of what has been thought, said, done and created in every field of human endeavour. These experiences include: our Academic Enrichment programme on a Wednesday afternoon, Activities on a Friday, trips and visits at home and abroad and guest speakers from industry and academia.

Many students also hold positions of responsibility, such as Senior Students and ambassadors for sport, transition and charity. These roles help to develop confidence and allow students to contribute to the smooth and efficient running of the School.

### TUTORIAL PROGRAMME

Over 75% of students agreed with the statement 'The content of PSHE sessions (e.g. mental health, sexual relationships, finance) were appropriate to my needs'. A similar percentage of students agree with the statement 'My tutor covered the PSHE content in an interesting manner' (almost 30% strongly agreed). The comments section revealed that student would like to see a greater focus on financial matters (specifically student loans, mortgages, bills, taxation, insurance and budgeting), university life and sexual / gender identity. Incidentally, these topics are already covered within the PSHE programme, but do not occur until Year 13. This raises questions about the order in which topics are visited / revisited. In order to ensure that students received appropriate and timely information the programme of study for PSHE will be reviewed this year.

The PSHE programme also allows student to develop an age – appropriate understanding of healthy relationships through appropriate relationships and sex education.





## EXTRA CURRICULAR ACTIVITIES

There are a wide range of enrichment-based activities which all add to student's cultural capital. These include Subject-based excursions such as the Mathematics trip to the University of Warwick, an English Literature visit to The House of Frankenstein in Bath to explore the scientific backing to the lurid work of Victor Frankenstein, and a French immersion day in London encompassing a guided tour of the French Institute and viewing the French impressionist collection at The National Gallery, in addition to the aforementioned School community focussed Aqua Park and Flip Out trips. Psychology and Economics students encountered lectures from experts in their

fields, whilst English Literature students enjoyed an inclusive production of *Much Ado about Nothing* from the RSC in Stratford. Those studying Biology partook in field practicals which included a day at Hunstanton, whilst in July the Geography residential including a captivating visit to The Mo Museum and being able to observe the dynamic nature of the North Norfolk alongside data collection and analysis tasks. German students enjoyed a trip to Berlin during the Summer holidays, where they appreciated the culture of the city in addition to practicing their craft.

The Friday activities programme has continued to develop with the Charities committee arranging events such as 'Wear Yellow' for World Mental Health day, and being central in organising a highly successful Easter Fayre for Year 7 pupils from Catmose College, the Young Enterprise team winning several awards at the regional stage of the competition, and the work of the environment committee resulting in a community planting event and the opportunity to share their work and desires for the future with the MP Alicia Kearns. Sport senior prefects organised an engaging sports afternoon, which is reflective of the large proportion of students who chose to partake in sport-based activities such as football and badminton. Furthermore, the request for ideas from the student body resulted in a student-led philosophy debate group and teacher led yoga featuring during the last academic year.

Trips and visits associated with Post 18 continues to be a prominent feature of our recovery plan, with Year 12 students visiting the UK Universities and Apprenticeship Fair in March. Each student was able to gain information and guidance to make the right decisions about their future, aiding them in exploring the correct route for their progression after leaving Harington School. The event included presentations on 'Careers and employability' and 'Higher and Degree Apprenticeships' alongside allowing students to meet a host of universities, HE institutions and Apprenticeship providers. This visit supported the Post 18 aspect of the careers programme delivered in tutorial and during academic enrichment. Throughout the year multiple teams had guest speakers, principally Harington School alumni who were in the process of studying or had recently completed degrees in related subjects. This was also a key feature of the Post 18 days in June, with a range of guest speakers sharing their knowledge and experiences in engineering, music production, history, forensic chemistry, mathematics, philosophy, languages, medicine and psychology. We are particularly pleased that a growing number of students completing Degree



Apprenticeships presented the benefits of this route (in accounting and taxation, finance and as a paramedic practitioner), in addition to several alumni discussing their experience of gap years and wider university life.

On the Student Survey 2022 there were a number of positive comments about the Extra-Curricular programme and careers support:

“My son has just started doing his personal statement for UCAS and he was saying how good it is because of the experiences Harington have given him with the volunteering and the EPQ which he is really grateful for”.

However, as part of the School ongoing recovery from Covid-19 we will continue to look at ways to improve and monitor our extracurricular offer, particularly in the areas of sport and performing arts.

The Duke of Edinburgh Award continues to go from strength to strength, despite the 2020-2022 cohort of 17 students having to work through the challenging landscape of changes to their programme as a result of Covid-19. Students completed a 6-day expedition in central Wales, which combined the practice and qualifying aspects of the Gold Award. In their walk from Llanidloes to Borth (on the Welsh coast), students developed their practice, with nearly 50% of students already having completed additional sections to obtain the Gold Award (higher than the national pass rate). The current 2021-2023 cohort had their practice expedition during the Easter break in the west Brecon Beacons. The taxing conditions of cold weather, rain and thick fog has left the 29 students well prepared for their qualifying expedition in central Wales during the October break. We are confident that the programme will continue to increase in popularity as we move forward.

In 2022-23 the School will recommence foreign trips and visits programme with trips planned to South Africa for the Netball World Cup, a Venture Force expedition to Morocco, and language trips as part of the French residential Paris study trip and a Spanish residential. This will complement the UK-based excursions as part of the Duke of Edinburgh award, Post 18 programme and subject-related visits.

At Harington we consistently and extensively promote learner's personal development. All our learners have access to a wide, rich set of experiences that teach them why it is important to contribute actively to society. The introduction of the Post-16 Pledge Passport next academic year will further underpin our commitment to developing each individual.

### Key Priorities for Personal Development

- Introduce the Post 18 Pledge Passport. This should support students with their involvement in extra-curricular activities and strengthen their university/Degree level Apprenticeship applications.
- Re-establish the Student Senate to debate key School issues. We are particularly interested in the “you said, we did” updates to show the impact of student suggestions.
- Review the structure of the PSHE programme to ensure that student receive the right advice at the right time. This would be a good agenda item for the Student Senate to discuss.
- Ensure that students have the opportunities to enter competitions in sport, performing arts and academic subjects.

- Look at ways we can enhance the Friday Activities offer – including a more diverse range of activities.
- Introduce Inter-form competition in a wide range of sports and activities.





## LEADERSHIP AND MANAGEMENT

### Continued Professional Development

The Senior Leadership Team at Harington and wider Federation ensure that teachers receive focused and highly effective professional development. Teacher's are constantly improving their subject knowledge, which in turn leads to improvements in the classroom. Over the next academic year CPD sessions will focus on the following areas:

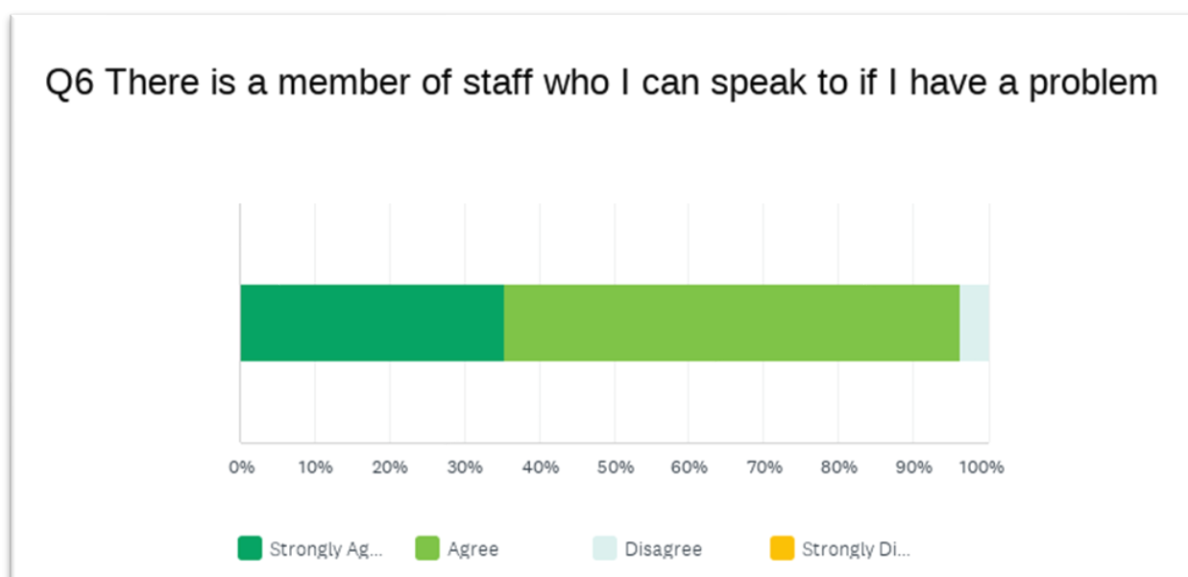
- Supporting the different groups of students effectively (boys and girls, SEND and disadvantaged).
- Promoting equality, diversity and inclusion (EDI) effectively and raising the awareness of unconscious bias.
- Effective use of Intervention for those students who are at risk of underperforming.

### Workload

During the school improvement process, highly effective and meaningful engagement takes place with Harington staff i.e. surveys, probation meetings, performance reviews meetings and during lesson observation feedback (to name but a few opportunities). When issues are identified they are carefully considered and dealt with quickly by the Senior Team. For example, last academic year, a number of staff who work across Catmose College and Harington School raised issues around the volume of parents evenings they are required to attend and the number of data points throughout the year. In an attempt to reduce staff workload, we have reduced the number of assessment points in Year 12 from four to three and reduced the number of progress evenings from three to two. We have also worked hard to ensure that no two parents' evenings or data points fall on the same week. This year there have been attempts made to streamline the performance management and probation processes in an attempt to ease time pressures. The issue of staff workload will remain under review throughout 2022/23.

## Safeguarding

The arrangements for safeguarding are effective. The safeguarding team work closely with staff to raise awareness of student safety. All staff have received annual safeguarding training which covers the signs of abuse, issues in the local area and how to raise concerns with the DSL and other agencies.



Students are positive about safeguarding arrangements and over 95% agreed with the statement 'There is a member of staff who I can speak to if I have a problem' (over 35% strongly agree). The annual governor report on safeguarding (2021/22, Term 5) praised the School's approach. This academic year three more Harington staff will complete the DSL qualification, which will grow capacity in this area.

## Recruitment

The strong numbers in Years 12 and 13 indicate that the local community has confidence in Harington School and our curriculum offer. We were delighted to see such a strong enrolment for 2022 which resulted in 173 students joining the School. This takes the overall number on roll to over 340 students for 2022/23. Managing these numbers (in terms of private study space) will be a key challenge over the next 9 months.

The School is extremely proud of the support and advice we offer to prospective students. Last academic year over 300 one-to-one meetings were held with Year 11 students from local Schools. These were conducted by senior staff and gave students guidance on subject combinations and future career progression.

As can be seen from the table below, the majority of students continue to come from our two partner secondary schools - Catmose College and Uppingham Community College.

## Student Admissions for September 2018 to 2022

	2022	2021	2020	2019	2018
Catmose College	84	91	57	56	71
Uppingham Community College	55	59	38	48	43
Other	34	31	25	46	29
Total	173	181	120	150	140

## Key Priorities for Leadership

- Continue to look at ways to reduce staff workload, without having a detrimental impact on the education of our students.
- As the School continues to grow, now seems like an appropriate time to review the roles of the two cluster leaders. This review will take place in the Autumn term of 2022-23.
- Active recruitment to ensure that the School remains popular in 2023 and beyond.
- Review admissions policy to ensure that all students are well supported and on the correct A Level courses.



## YEAR PLANNER 2022-2023

QUALITY OF EDUCATION	AUTUMN TERM	SPRING TERM	SUMMER TERM
OUTCOMES			
<p>AAB (Must include 2 facilitating A Levels): 25%</p> <p>%A* - A grades: 30%</p> <p>%A*-C grades: (80%)</p> <p>Lesson Observations: 85% Good or Better (50% Outstanding)</p> <p>Value Added Score at 0 or better</p> <p>Value Added Score for different groups (boys v girls, SEND and Disadvantaged) at 0 or better</p>	<p>New Year 12 Targets and new trackers on Google Docs</p> <p>Year 12 Informal Parents Evening</p> <p>Performance Review meetings including Year 13 outcome targets agreed</p> <p>GCSE English and Maths intervention in place if required</p> <p>Year 12 Assessment Point 1 and Review</p> <p>Year 13 Assessment Point 1 and Review</p> <p>Introduce the Disadvantaged 1<sup>st</sup> strategy to ensure that SEND and Disadvantaged students are making good or better progress.</p>	<p>Interim Performance Review Meetings</p> <p>Year 12 Assessment Point 2 and Review</p> <p>Year 13 Mock Examination, Review and Intervention</p> <p>Disadvantaged 1<sup>st</sup> Strategy update</p>	<p>Year 12 one to one interview</p> <p>Year 12 Parents Evening</p> <p>Year 12 Form Tutor Reports</p> <p>Year 12 Mock Examination Data</p> <p>Year 13 Public Examinations</p> <p>Disadvantaged 1<sup>st</sup> Strategy update</p>

	Year 13 Intervention  Year 13 Progress Meeting  Subject Mini Review - Business Studies  KS5 RS Review complete and actions implemented  Show My Homework Analysis and Feedback  Curriculum intent statements updated / completed for each subject	Year 13 Intervention   Subject Review – History  KS5 RS follow-up to ensure compliance with SACRE  Show My Homework Analysis	
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QUALITY OF EDUCATION  POST 18 PROGRAMME OF STUDY	AUTUMN TERM	SPRING TERM	SUMMER TERM
70% of students achieve first choice university offer  40% + of students achieve Russell Group places. This	UCAS Predictions and References  Early entries approved and sent	Year 12 Careers Interviews  UCAS tracking system used to monitor Y13	Year 13 results day guidance including clearing

<p>includes at least 2 Oxbridge places and 2 Medics</p> <p>85% of students agree that the academic enrichment programme provided useful advice and feedback.</p> <p>85% agree that the UCAS (and post 18 careers) guidance allowed me / will allow me to submit a strong and timely application</p>	<p>Individual tutor feedback for statements</p> <p>Academic Enrichment Groups/ Volunteering</p> <p>Year 12 Harington Challenge and presentations</p> <p>Year 13 EPQ competed and presentations</p>	<p>Careers week including higher level apprenticeships</p> <p>Academic Enrichment Groups</p> <p>Oxbridge group started</p> <p>Year 12 begin EPQ</p>	Academic Enrichment Groups
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PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>85% of students agree that there is a wide range of enrichment activities</p> <p>85% agree that the content of the PHSE sessions (e.g. mental health, sexual relationships, finance) were appropriate to my needs</p> <p>80% agree my tutor covered the contents of the PHSE session in an interesting manner</p>	<p>Medical Information update for all students</p> <p>Pledge Passport Launched</p> <p>Programme of activities agreed for the year</p> <p>Young enterprise launched</p> <p>Student bursaries launched</p>	<p>Pledge Passport update</p> <p>Activities Learning Walk</p> <p>Whole School charity event</p>	<p>Pledge Passport update</p> <p>Sports Day</p>



Attendance at 96% or better	Attendance monitoring (weekly)  Duke of Edinburgh Award  Music Scholarship auditions  Federation Christmas Concert Post 16 Leicestershire League for Sports  Support the Rutland Water Junior Parkrun  Inter-form competitions  A review of Private Study to ensure effectiveness  Elect Student Senate - Student Senate Meetings X 2	Attendance Scrutiny Panel          Inter-form competitions   Study Skills workshop to ensure effective use of Private Study   Student Senate meetings x 2	          Inter-form competitions          Students Senate Meetings x 2
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LEADERSHIP AND MANAGEMENT	AUTUMN TERM	SPRING TERM	SUMMER TERM
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<p>Student recruitment is &gt;150 but &lt;175</p> <p>90% of staff agree that their workload is manageable</p> <p>Safeguarding arrangements are judged to be effective</p>	<p>Student Surveys for CC and UCC - curriculum offering decisions made</p> <p>Update admissions policy - confirm any changes to admissions criteria 2022</p> <p>Database updated and applications live</p> <p>Tutorial assemblies CC and bespoke flyers</p> <p>CC and UCC taster sessions</p> <p>Assemblies at UCC / JF and bespoke flyers.</p> <p>Harington School Open Evening</p> <p>Review the middle management structure at Harington in an attempt to build capacity</p>	<p>Student Interviews - partner schools</p> <p>Admissions data base maintain</p> <p>Implement any changes to middle management structure</p> <p>Update medical information for all students</p>	<p>Two day induction programme</p> <p>Preparation for enrolment day</p> <p>Update medical information for all students</p>
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	<p>Update medical information for all students</p> <p>Review the middle management structure – specifically the role of the two Cluster Leads</p>		
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