

TRANSFORMATION PLAN 2025-2026

The Place to Fulfil Your Potential



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HEAD OF SCHOOL SUMMARY

Life is a series of hellos and goodbyes...

In August 2024 we welcomed 173 new Year 12 students to Harington. Whilst the majority of these students continue to join us from Catmose College and Uppingham Community College, we have seen consistent growth in numbers from Casterton College, John Ferneley College and Long Field Spencer Academy. We are so proud to be seen as the sixth-form of choice within Rutland and the surrounding area.

We also said goodbye to the Class of 2024. They obtained some of the best results in the School's history, with over 30% achieving A*-A and over 85% A*-C. They also secured a

Value-Added Score of 0.2 which places us 'Above Average' when compared to schools nationally.

Due to the strong examination results, and the vast array of extracurricular opportunities we provide, Harington students go on to study at the very best universities and apprenticeships in the UK. Last year over half the cohort joined universities ranked in the top 30 by The Times Good University Guide.

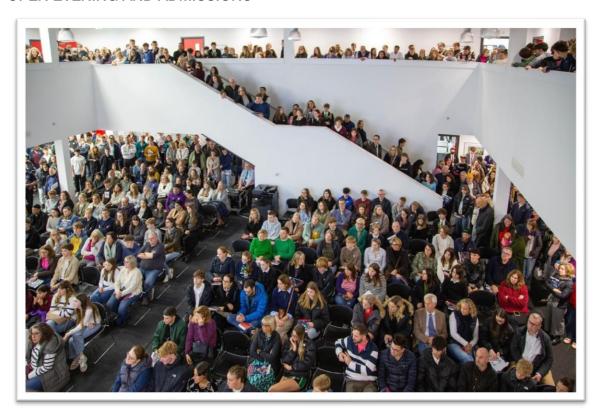




It was lovely to see so many of them return to us in December 2024 to collect their A level certificates. Even once students leave us, they are still a member of the Harington Family and will always be welcomed.



OPEN EVENING AND ADMISSIONS



Open Evening 2024 was incredibly well attended (as the photo above shows). We also welcomed over 200 Year 11 students to our Taster Sessions in December and January. 375 students have applied to join Harington in August 2025. This is a new record and beats the old record of 332 achieved last year. It is also the fourth year in a row where we have received over 300 applications.

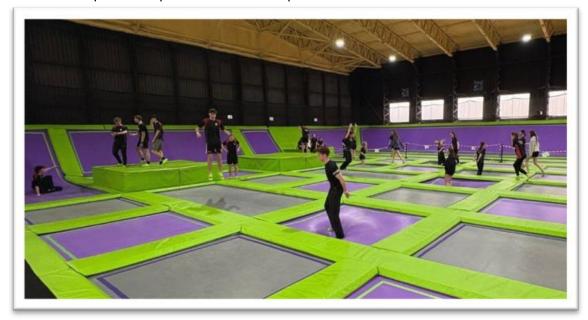
The most popular subjects at Harington remain maths, psychology and history.





TRIPS AND VISITS

We aim to run a vibrant and exciting trips and visits programme. Highlights this year include our trips to Jump Giants and the Aqua Park.



In December, Year 13 students attended a workshop at the University of Leicester on The Secret Diary of Adrian Mole. It was a great opportunity to explore this classic text and see the students engage in meaningful discussions.

From Shakespeare's birthplace to a brilliant production of Hamlet, our literature students spent an unforgettable day in Stratford. They explored his father's workshop, brought Hamlet's words to life in a workshop, and watched a gripping performance set on a tilting ship, symbolising Elsinore's corruption.





Year 13 history students had an insightful trip to the Imperial War Museum in London. They attended a powerful session on the Holocaust, exploring its causes, consequences, and legacy. Touring the Holocaust Galleries provided vital context for their coursework while deepening their understanding of this challenging subject. Afterwards, students explored the museum, with many focusing on the World War I Galleries, which tie into their current studies on the British Experience of Warfare.

A level French students enjoyed a 5-day study trip to Paris, staying with French students at our partner school. They participated in lessons one morning and then enjoyed visits to the Centre Pompidou, Louvre, Orangerie, Sacré Coeur and the Christmas markets in the Tuileries Gardens. A highlight was a meal for the whole group at the popular restaurant Bouillon de Pigalle.

In March, French A level students enjoyed an amazing opportunity to see Le Petit Prince at The London Coliseum. The

show, based on St Exupéry's famous novel, was in French with amazing dance, music and special effects.





30 geography students also explored Sicily's stunning volcanic landscapes and indulged in its rich culinary traditions. A highlight of the trip was climbing to the crater of Volcano, an active island in the Aeolian Sea, before taking on the mighty Mount Etna, Europe's highest active volcano.

SPORT

Huge congratulations to the Harington Under 19 mixed team, Jack, Orla, and Gracie, for their fantastic performance at the National Team Milano Gymnastics Competition in Stoke-on-Trent. After being crowned East Midlands champions, they rightfully earned their place in this prestigious final. The team delivered impressive individual floor and vault routines, along with a well-executed group performance. Their hard work and dedication paid off, earning them a well-deserved silver medal for the Regional Score—an incredible achievement!

The football team enjoyed another strong season which started with victories over Stamford School and Lutterworth College. We were then narrowly beaten (2-1) by a local football academy, Brooke House, before losing a friendly match (2-0) to Melton Vale-16.

Throughout the season our performances have been characterised by sportsmanship, unity and determination.

Harington School hit the rugby field for the first time, taking on Ratcliffe College in a series of friendly 7s matches. Both teams brought great energy, with some fantastic rugby played by both schools. We look forward to making this an annual event.



Our girls' netball team competed in the Leicestershire Tournament. We also entered county events in Golf, Cross Country and Track and Field. As the school grows, so does our reputation in sport.





MUSIC

In April we were delighted to take part in the Federation's Spring Concert. The evening showcased a fantastic variety of musical performances from Harington students – which included orchestral pieces, choral arrangements and solo performances. Other musical highlights this year included: the annual House Shout competition, Open Evening, the Harington Talent Show, Presentation Evening and the Christmas Concert. These events demonstrate our students' incredible talent and dedication.

ART

In March, our Year 12 A level art and design students took part in an inspiring oil painting workshop with professional artist Scott Bridgwood. For many, it was their first-time using oils, exploring colour mixing, composition, and the use of complementary colours to

create

depth and shadows. They produced stunning still-life pieces featuring fruit, jugs, and vases, learning how to balance hard and soft edges for a harmonious effect. This hands-on experience will be invaluable for their A level coursework and future art studies. A fantastic opportunity to learn from a professional and expand their portfolio.



STUDENT LEADERSHIP

We were delighted to announce our Head Students and Deputy Head Students for 2025-26. We had a large number of applications this year (over 50) which made our decision even more challenging. All applicants completed a one-minute video, attended an interview and took part in a group discussion. Congratulations to Hannah and George who have been appointed as Head Students together with Sam, Tahliya, Daniel and Laura as Deputy Head Students. I am sure they will make an excellent team.



GREENPOWER

Greenpower is a UK charity that promotes STEM education through electric car racing.

Our Year 12 team is competing in the F24+ category with their two cars, Vector and Scalar.

Taking part in Greenpower allows students to gain hands-on engineering experience while also developing management and finance skills in a fully student-led project. Now in its fourth year, the team aims to improve on last year's ranking of 25th overall and 10th in class. Good Luck!

1 im Norion

YOUNG ENTERPRISE

Year 12 students impressed at the Young Enterprise competition, with strong entries from Harington School, Dixie Grammar, and Leicester Grammar. Harington's Wild Flower Wishes won Most Innovative, Best

Presentation, and Overall Winner with sustainable planting kits designed for children. Road Refresh earned Best Sales and Marketing for their practical "License to Clean" car care bundles. The event also featured a motivational talk from entrepreneur Rosemary Conley, who is celebrating over 60 years in the health and wellbeing business. Congratulations to all the teams on a fantastic showcase of creativity and enterprise!



DOCSOC

Harington students had the pleasure of welcoming Professor Julian Barwell from the University of Leicester to give an enrichment lecture on genetics. He delivered an inspiring talk about his work with cancer patients and the crucial role of biology and chemistry in developing future medical advancements.



This year, Katy Atkinson has done a fantastic job of increasing the breadth of medical professionals giving talks to our future medics. For example, Lisa Barnett gave a talk to our students about her life as a speech and language therapist. She outlined the routes into the profession and gave an insight into the many roles you can perform once you have qualified.

DUKE OF EDINBURGH'S AWARD

Over 50 students are on course to complete their DofE Gold Award. The photo below was taken just before the Year 12s embarked on their practice expedition in Wales. Nothing says "fun" like carrying your own bodyweight in gear and navigating unfamiliar hills with a map and compass!



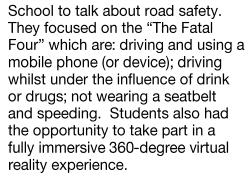
PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

We were delighted to welcome Alicia Kearns MP to the Federation, where she spoke with our Senate about the apolitical petition to save Rutland's ceremonial county status. Our students engaged in a thought-provoking discussion and asked fantastic questions. A huge thank you to Alicia Kearns for taking the time to speak with us.

As a large number of Year 12 students have started driving lessons and a few have passed their test, we thought it would be a good time to discuss the topic of being safe behind the wheel. Thank you to the Leicestershire Fire and Rescue Service (LFRS)



team who came into



Leicester University's Oddballs Foundation representative, Liam Selwyn, visited Harington to raise awareness about testicular cancer. Speaking to Year 12 and 13, he stressed the importance of self-checks and early diagnosis, as young men are most at risk. Liam also highlighted ways students can support fundraising efforts. It was great to see Harington students engaged in such an important talk, taking in vital health advice that could save lives.



CHARITIES

On the last school day of 2024 staff and students wore their Christmas jumpers to raise money for extracurricular activities, including performing arts, music and sports. This year we also held non-uniform days for Young Minds (a mental health charity) and Heart Link, as well as made donations to the local food bank.



We were honoured to welcome the Lions Club of Rutland into School to present Year 12 student Ryan with a Community Service Award. Ryan has been making a positive impact by volunteering at Park Play in Uppingham every Saturday morning. Park Play, a national charity, creates a space for all generations to come together, enjoy free community play, and connect through fun and inclusive activities. A huge congratulations to Ryan on this well-deserved recognition.

OFSTED INSPECTION

We were delighted with the outcome of our recent Ofsted inspection. Harington School continues to be an Outstanding provider.

I would like to thank everyone who has contributed to the school's success over the last 10 years. Our staff provide incredible learning experiences, our students are "respectful,

highly motivated and consistently work hard to achieve their goals" and our parents who willingly offer support and feedback. Harington is a really special school and does a fantastic job at preparing students for their next steps. As one student said to the lead inspector "Harington is shaping who I am and who I want to be".



KEY OBJECTIVES

- Improve outcomes in mathematics and physical education. A subject review to be conducted in mathematics by the end of term 2 and we will review the entry requirements for physical education.
- Review the PSHE curriculum to ensure that it remains relevant to students and that they have a voice in the topics which are covered.
- Continue to focus on the role of the form tutor and support them with their work on attendance, progress, mentoring, pastoral support and delivery of the PSHE programme.
- Explore how the school can secure the funding for an extension and take the number on roll up to 400.

Oliver Teasel



SCHOOL ETHOS

I am 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. Each year over 30% of grades awarded are A*/A and 80% A*-C. This helps to ensure that Rutland is one of the highest performing countries in the country. 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 students fulfilling their potential, with traditional 'family values' at the heart of everything we do. Our small school allows us to build strong relationships and ensure that every student is celebrated for their individual talents, passions and personality.



All staff at Harington work tirelessly to uphold the following 10 principles:

- 1. A relentless focus on raising student achievement, ensuring that no student is ever left behind.
- 2. A total commitment to improving the life chances and aspirations of young people, actively promoting social justice and social mobility.
- 3. Providing an engaging curriculum which is fit for purpose both academically and financially.
- 4. Proactive leadership at all levels which is visible, effective and accountable. Living by the motto "all of us, all of the time".
- 5. A promise to act ethically and with integrity. To embrace challenge and feedback, to always listen and to be open and honest.
- 6. A zero-tolerance approach to low level disruption and maintaining an environment where teachers can teach and learners can learn. To operate a behaviour system which is age appropriate and based on respect, fairness and consistency.

- 7. A determination to build kind, caring and safe relationships, where every individual is valued. To keep our warm and welcoming "small school" feel.
- 8. A commitment to recruiting, retaining and developing highly effective staff who share our vision and values.
- 9. To make ethical and prudent financial decisions which deliver 'best value'. To always compare, challenge, consult and compete when committing Federation resources.
- 10. A desire to always improve, to always be better. To establish a culture of no complacency and no acceptance of anything less than outstanding.

In return we expect our learners to aim high, work hard, stay safe, treat everyone with respect and get involved with everything the School has to offer. These principles form the basis of our approach to behaviour management.

Ready	Respect	Safe
Work Hard		

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 extracurricular 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.

TRANSFORMATION PLAN TARGETS 2024/25 REVIEW

KEY PRIORITIES	OUTCOME
Teachers to refine their schemes of work, reflect of the sequencing of lessons / series of lessons.	The curriculum at Harington is incredibly strong. In 100% of lesson observations the curriculum was judged to be effective and in almost 40% it was judged exemplary.
Improving the Academic Enrichment Programme by introducing 2 accredited leadership courses: Sports Leaders Award (Level 3) and the Just Hack Me course on cyber security. We also plan to bring Greenpower (Engineering), Young Enterprise (Business) and Doc Soc (Medicine) into the Wednesday afternoon programme.	Sports leaders and Just Hack Me were added to the Wednesday afternoon programme. They now sit alongside GreenPower, DocSoc, Young Enterprise and a wide range of other super curricular activities. This was praised by Ofsted in our 2025 inspection.
Focus on the role of the form tutor and support them with their work on attendance, progress, mentoring, pastoral support and delivery of the PSHE curriculum.	Unfortunately, the percentage of students who agree the tutorial programme is relevant to their needs and is delivered in an interesting manner has fallen from over 75% to 69%. The reasons for this need to be established and an action plan put in place.
Explore how the School could secure the funding for an extension to the Harington building, thus allowing us to take more students in the future and meet the local demand for places.	This is a 3-to-5-year project. The next step is to commission an architect who will produce plans of what the extension will look like. The Trust has approved the funding for this.



STRENGTHS, WEAKNESSES, THREATS AND OPPORTUNITIES (SWOT)

STRENGTHS

Admissions

This year over 370 students applied to join Harington School, which is a new record. We welcomed 192 new Year 12 students (PAN 150). This takes the number on roll to over 360.

Behaviour and Independence

Students behave impeccably and regularly seek to take on positions of responsibility. On the Ofsted Student Survey 97% agreed that the school is safe, disciplined and fosters a positive environment. 92% agreed that they are treated fairly.

Curriculum, Teaching and Learning

Schemes of Work were judged to be Effective in 100% of lesson observations carried out at Harington. On the Ofsted Student Survey 2025, 100% of learners agreed that their A levels were "effectively meeting their needs" (61% strongly agreed).

Disadvantaged First Strategy

This year our disadvantaged students outperformed our non-disadvantaged students. They achieved an average point score of 40.83, A*/A of 45.8% and A*-C of 83.3%. Our outcomes for SEND students (both EHCP and K code) were also positive.

Enrichment

Over 90% of students agree they have participated in a wide range of extracurricular activities (over 45% strongly agree)

Leadership, Management and Governance

100% of staff and over 97% of parents agree that the school is well led and managed. During the Ofsted inspection a number of stakeholders commented upon the "clear and strong leadership". Governance was also praised.

"Leaders and governors are exceptionally effective. They have a clear and ambitious vision for delivering high-quality, inclusive education. This permeates throughout the school." OFSTED, 2025

On the Ofsted Survey 2025, 96.4% of parents agreed that they would recommend the school to a friend (81.7% strongly agreed). There was a similar response to the same question on the Student Survey.

WEAKNESSES

Mathematics

37% of grades awarded in mathematics were A*/A and 72% were A*-C. Given that prior attainment in maths is 7.2, these results are disappointing. There is a subject review already underway in maths which will be completed by the end of term 2.

Physical Education

PE results are also disappointing with under 60% of students achieving grades A*-C (National 69.8%). We feel that this can be addressed by looking at the admissions criteria for PE and insisting that students are playing a sport to a suitable standard.

PSHF

Only 69% of students agreed that PSHE sessions (the tutorial programme and assemblies) were appropriate to their needs and were delivered in an interesting manner. We will undertake a review of the PSHE programme this academic year.

Interaction between Year Groups

Perhaps the weakest element of the Student Survey was that only 17% agreed with the statement "there are strong interactions between years 12 and 13". Improving this percentage will be a key focus of the student leadership team.

Ofsted

The School retained its Outstanding status in March 2025.

Outcomes

Over the last three years we have steadily increased the number of students obtaining the top grades at A level (A*/A 2023 – 31.3%, 2024 – 31.4% and 2025 – 33.2%). A*-C is consistently around 85% and our average points score ranges between 38 and 40. On the EPI a staggering 91% of students achieved A*/A.

Post 18 Support

77% of students secured a place at their first choice of university. 44% will be attending Russell Group Universities, 2 will be going to Oxbridge and 6 to study Medicine or Veterinary Science. The University of Nottingham ranked top amongst Harington students, with 11 opting to study there. On the Ofsted Student Survey 96% agreed that they were prepared for their next steps and 92% said they were well informed regarding careers choices and opportunities.

Safeguarding

Safeguarding is the 'golden thread' at Harington and runs through all that we do. In March 2025 Ofsted judged our safeguarding practices to be effective. In the Student Survey over 96% agreed that there was a member of staff they can speak to if they have a problem (almost 50% strongly agreed).

Wellbeing and Mental Health

I am happy at Harington School – 96% of students agreed with this statement (50% strongly agreed). 98% agree that the school encourages them to look after my physical, mental and emotional wellbeing (40% strongly agree).

OPPORTUNITIES

Apprenticeships

Over the last 3 years students have secured apprenticeships at some of the top employers in the UK e.g. Airbus, KPMG and the police. However, we feel we can bolster our apprenticeship support by working more closely with companies.

Attendance

For the last 3 years attendance has been around the 94% mark. We would like to increase this to the target of 95%. This is likely to place us well-above 6th forms and colleges nationally.

THREATS

Coursework

This year we saw coursework marks brought down in computer science, English Literature, geography and the EPQ. Teams will need to reflect on their approach to coursework marking to avoid a repeat next year.

Space

There are an extra 40 students in the building. This

Developing A level teaching

To run a series of A level specific CPD sessions on content delivery and revision.

New build and expansion

To look at ways in which we can increase the size of the Harington building.

will put a strain on classrooms, workspaces, computers, toilets and staff time. Managing this will be a key focus of this year's Transformation Plan.

New Ofsted Framework

The Transformation Plan this year has attempted to adopt the new Ofsted strands. However, more training will be required throughout 2025-26

Workload

On the Ofsted Survey 2025 97.5% of staff said they were able to manage their workload effectively. However, as the School continues to grow in size this will need to be managed carefully.



LEADERSHIP TEAM 2025/26

HEAD OF SCHOOL

Governance
Quality Assurance
Recruitment and Admissions
Strategic Lead
Student Leadership and Senate
Transformation Plan

Subjects - physical education, biology and physics

DEPUTY HEAD OF SCHOOL

Activities
Attendance
Behaviour and Rewards
Medical Conditions
Mental Wellbeing
Post-18
Safeguarding (DSL)
SEND

Subjects – chemistry, psychology and geography

CLUSTER LEAD

Assemblies PSHE Deputy DSL

Subjects - maths, CS and MFL

DEPUTY HEAD OF SCHOOL

Academic Enrichment
Access Arrangements
Assessment, Recording and Reporting
Curriculum
Disadvantaged 1st Strategy
DofE
Exams and Mock Exams
Intervention
Duties

Subjects - art, business and economics

CLUSTER LEAD

Assemblies RS & SACRE UCAS & Oxbridge

Subjects - history, English and RS

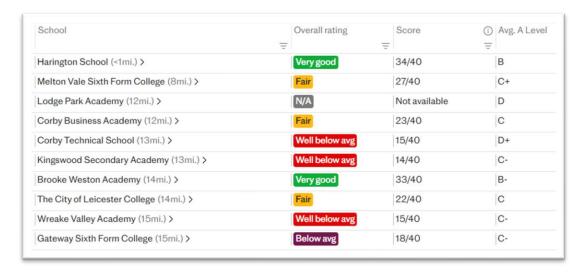
ADDITIONAL ROLES

Post 18
Apprenticeships
K Access Arrangements
EPQ
Doc.Soc.

SUMMARY

Leadership

- Harington School remains the sixth form of choice within Rutland and the surrounding area. Last year we received over 375 applications and 192 students joined us in August 2025.
- On the Ofsted Parent Survey 2025 96.4% of parents agreed that they would recommend the school to a friend (81.7% strongly agreed). There was a very similar response to this question on the Student Survey.
- 90% of parents agreed that the school deals with concerns raised (Ofsted, March 2025) and 84% of students agreed that they felt listened to.
- 100% of teaching staff said that they were proud to work at the school and 100% agreed that the school is well led and managed.



• In the Telegraph Best Sixth Forms and Colleges 2025, Harington scores a very respectable 34/40. This ranks us alongside the best post-16 providers in Leicestershire and the East Midlands.

Inclusion

- Support for students with SEND is very strong. These students successfully access the same curriculum as their peers. The School has clear procedures in place for identifying students' needs and produces highly effective support plans (PSPs). These allow teachers to adjust the classroom environment and modify teaching materials to ensure that these students make strong progress. EHCP and K code students achieved an average points score of 34.29 (C+) and 85.7% on the A*-C measure. This is a fantastic achievement.
- Disadvantaged students perform well at Harington and are effectively supported by our Disadvantaged 1st Strategy. This year they achieved A*/A at 45.8%, A*-C at 83.3% and an average points score of over 40. This provides strong evidence that we live by the motto "no one gets left behind".
- On the Ofsted Survey 2025 94% of students stated that they felt effectively supported.

Safeguarding

• Safeguarding at Harington is highly effective.

Curriculum

- Students receive an ambitious curriculum which consists of 11 facilitating and 7 supporting A levels. In each subject the curriculum intent and implementation are strong.
- The plan is to re-introduce A level music in September 2026.
- In 100% of lesson observations the curriculum was judged to be Effective (Exemplary in 39%).
- On the Ofsted Student Survey 2025 100% agreed that the course is effectively meeting their needs (61% strongly agreed with this statement)

Developing Teaching and Training

• Teaching at Harington is exceptional. Last academic year (2024/25) 97% of lessons were judged to be effective and 26% were judged to be Exemplary. The quality of teaching and learning was also praised by the Ofsted Inspection team who stated:

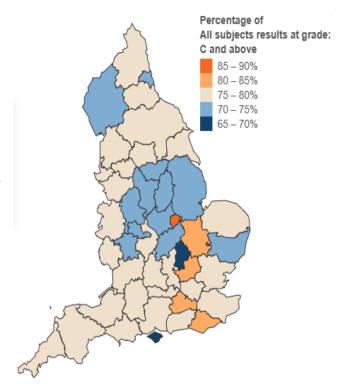
"Teachers are experts. Students benefit greatly from teachers who are knowledgeable and passionate about their subjects. Teachers plan and teach interesting and challenging lessons".

- Teachers possess exceptional knowledge, present information clearly, facilitate high quality class discussions and give useful feedback to learners. As a result, students feel well supported and prepared for their A level examinations.
- On the Ofsted Parents Survey 2025, 97% agreed that the School provides regular and helpful feedback (96% agreed with a similar statement on the Student Survey).
 98% agreed or strongly agreed with the statement "the school provides effective support to complete the course or programme"
- Teachers at Harington are highly motivated, with 100% stating this on the Ofsted Survey. 97.5% of responses agreed that CPD sessions were useful and helped them to improve their practice.



Achievement

- A level Outcomes at the School are very strong and show a significant improvement on those achieved in 2019 (pre-pandemic). We have seen an increase those achieving A*/A grades, which is now above 33%, and have consistently achieve above 80% on the A*-C measure. These results helped to ensure that Rutland was once again the highest performing county in the country in 2025.
- Our strongest subjects in terms of attainment include: French, art, religious studies, economics, history, physics, Spanish, geography and chemistry. However, students make strong progress in biology, business studies and literature.
- EPQ results were incredibly strong with 90.5% of students achieving A*/A (33% A*). This is a slight improvement on the 85.7% achieved in 2024.



- Last academic year we conducted a subject review in physics and have seen a significant improvement in examination performance. The average points per entry have gone from 36.43 (B-) to 40.8 (B=), A*/A has increased from 25% to 44% and A*-C has increased from 78.6% to 85.3%.
- This year results were slightly down in maths and physical education. To address this, maths will undergo a subject review in terms 1 and 2 and we will make some changes to the PE admissions criteria from September 2026 (students who wish to study PE will need to have a grade 6 (or equivalent) in the subject, a letter of endorsement from a qualified sports coach and a grade 6 in a science).
- 77% secured a place at their first-choice university, 2 students were successful in securing places at Oxbridge and 6 to study medicine and veterinary science. 44% of students have secured places at Russell Group universities.
- The School has continued to support those learners who wish to pursue degrees level apprenticeships once they leave Harington. This year students have secured prestigious degree level apprenticeships at Airbus, Mark J Rees LLP and Leicestershire Police.

Participation and Development

- There is a positive learning environment and atmosphere at Harington School.
- Transition arrangements are strong with 96% of parents agreeing that their child was well prepared and settled quickly into Harington (55% strongly agreed with this statement).
- Students can take part in a wide range of extracurricular and super curricular activities. These include Academic Enrichment on a Wednesday (GreenPower, DocSoc, Young Enterprise, Sports Leaders etc) and Wellbeing Activities on a Friday (Board Games, Running Club, Just Dance, Charities etc). There is also the Duke of

- Edinburgh's Award, a vast number of trips and visits and the opportunity to take on student leadership roles.
- Students take pride in helping their younger peers at Catmose College, supporting them with their reading in Years 7 and 8 and by volunteering with the Electives programme on a Wednesday afternoon. We also run a 'befriending' scheme with three local care homes.
- On the Student Survey 2025 96% of students agreed that they were prepared for their next steps and 92% said they were well informed regarding their careers choices and opportunities.
- Only 69% of students agree that the PSHE programme is relevant to their needs and is delivered in an interesting manner (down from 76% in 2024). This will need to be improved over the next 12 months.



IN-DEPTH ANALYSIS

Leadership

"Leaders and governors are exceptionally effective. They have a clear and ambitious vision for delivering high-quality, inclusive education. This permeates throughout the school." Ofsted, 2025.

On the Parent Survey 2025, 98% agree that the school is well led and managed (almost 70% strongly agreed with this statement). Both these percentages are a slight improvement on 2024 where we achieved 97% agree and 60% strongly agree.



In response to the question 'what are we particularly good at' a number of responses commented upon the strong leadership and governance:

"Everything, absolutely brilliant school"

"Strong school management and leadership"

"My son also told me how good Mr Teasel was in terms of always having an open-door policy and leading by example, e.g. picking up litter, reminding children of behaviour expectations but in a friendly way"

"Brilliant 6th form - Great head, wonderful dedicated teachers. Personal support"

"My child is very happy at Harington. I couldn't ask for anything better"

"Encouraging good academic habits and ensuring pupils meet their potential"

"Strong academic culture and expectations around behaviour, attendance and commitment. A friendly atmosphere where children can mix and make friends and different groups of people"

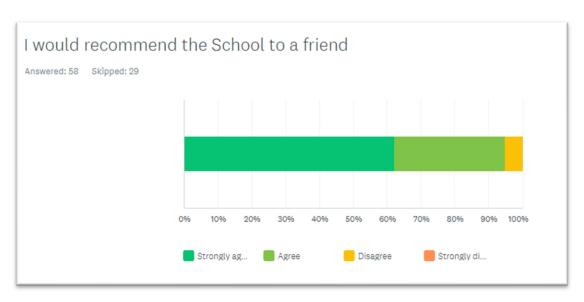
"The sixth form teaching and care my daughter has received at Harington has been really good. I would have no hesitation recommending it"

"You've created a learning culture. My child is curious and keen to try new things and take on challenges"

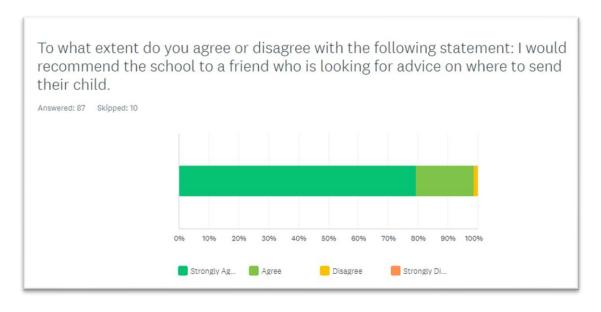
"Encouraging my child to be the best that can be"

"You put private schools to shame, massive pat on the back"

On the annual Student Survey (2025) over 94% agreed that they would recommend the school to a friend (62% strongly agreed with that statement).

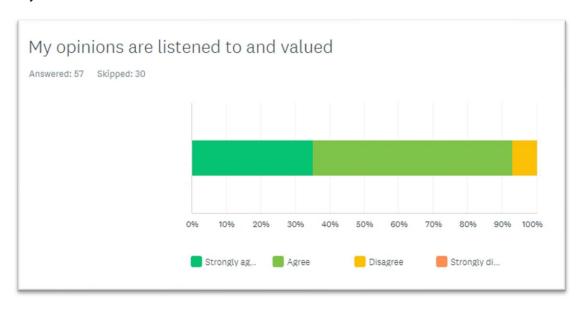


Slightly higher percentages were achieved on the Parent Survey and Ofsted Parents Survey, with almost 80% strongly agreeing that they would recommend the school to a friend.



"Leaders use their highly rigorous quality assurance procedures to drive improvements very effectively. Leaders and governors have a clear understanding of the school's strengths and areas for improvement" Ofsted 2025.

This leads to key stakeholders feeling listen to and valued. As data from the Student Survey shows:



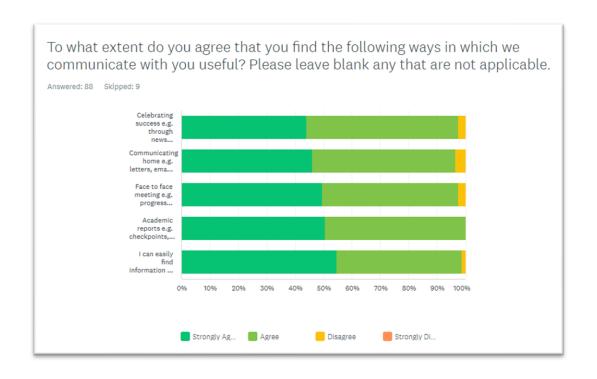
"Senior leaders are quick to intervene when subject performance falls below their very high expectations" Ofsted, 2025. This has been demonstrated by our work in Computer Science and Religious Studies in 2024 and Physics in 2025. All of these subjects have seen a significant improvement in attainment and progress.

Governance

The School has also established effective governance. We have a highly experienced and committed local governing body which contains five headteachers (two former, three current), three representatives from higher education and other professions including law and data analysis. The valuable insight they gain from first hand experiences (such as Governor Days, safeguarding visits, supporting projects such as Greenpower and local governing body (LGB) meetings) allows them to better understand the School and to be a critical friend. Last year governor scrutiny panels were held on safeguarding and Early UCAS Applications. Members of the LGB work exceptionally well together to provide direction, challenge and support. There is a shared commitment and an unswerving determination to make continuous improvements at the School.

Communication

The school's engagement with learners, employers, parents and the local community is very effective. On the Parent Survey 2025, the following responses were received to the question 'To what extent do you agree that you find the following ways in which we communicate with you useful?' These responses mark a slight improvement on the responses received in 2024.



Under the section 'what are we particularly good at' a number of parents also commented on the positive communication:

"Communication, socials and connecting parents with what is going on in school is truly excellent"

Admissions

Harington School remains extremely popular within the local community. In 2024/25 375 students applied to join the School, beating the previous record of 332 set in 2023/24.

In August 2025 we welcomed 192 new Year 12 students to the School (PAN 150). The majority of these students continue to come from Catmose College and Uppingham Community College, however in recent years we have seen a further increase in interest from Casterton College, John Ferneley College, Stamford Wellend Academy and the independent sector.



SCHOOL OR COLLEGE	NUMBER
Catmose College	78
Uppingham Community College	49
Casterton College	29
John Ferneley College	7
Kibworth Mead Academy	7
Stamford Welland Academy	3
Independent Sector	>10

RECOMMENDATIONS

Explore ways in which the Harington building can be extended and take the number on roll up to 400 students.

Given the significant increase in student numbers (an extra 30 students in the School) recourses and staff workload will need to be carefully managed.

2024/25 Target Review

TARGET	FINAL OUTCOME
Over 95% of students agree (40% strongly	This question was not asked in 2025,
agree) that they are proud to be a student	however, 96% of students agreed they
at Harington.	would recommend the school to a friend.
95% of parents agree that the school is	98% of parents agree with this statement.
well led and managed.	Almost 70% strongly agree.
Over 300 students apply to join Harington	Last year we received a record number of
	applications – 375.
Student recruitment is >150 but <170	192 students joined Harington in August
	2025. This takes the total number on roll to
	360.
90% of staff agree that their workload is	On the Ofsted Survey 2025 97.5% of staff
manageable.	agree that their workload was manageable.
School is rated Good or Better by Ofsted	The school continues to be rated
	Outstanding (March 2025).

INCLUSION

"Leaders and staff take pride in a curriculum that allows students from all backgrounds to grow into well-rounded individuals who achieve excellent academic results" Ofsted, 2025

Our Disadvantaged 1st Strategy aims to support all students who qualify for FSM (or were PP), have parents in the armed forces or have a K code or EHCP.

They should be our '1st thought and our 1st action' which in practice means we should identify them first, support them first and review their progress first.

The outcomes for these groups are incredibly strong as the table below show:

Performance Measure	Pupil Premium	SEND (K code and EHCP)
A*/A	45.8%	14.3%
A*-C	83.3%	85.7%
AAB (including 2 facilitating A levels)	25%	14.3%
Average Grade	B=	C+
Average Points Score	40.83	34.29
Value Added	Likely to be around +0.5	Likely to be around 0.25+

On the Ofsted Survey 2025, 94% of students agreed that they were effectively supported by the School. The Disadvantage 1st Strategy will therefore continue in 2025/26.

RECOMMENDATIONS

Continue to run the Disadvantaged 1st Strategy.

Effectively promote the Discretionary Bursary with both Year 12 and 13 students.



SAFEGUARDING

The arrangements for safeguarding are effective.

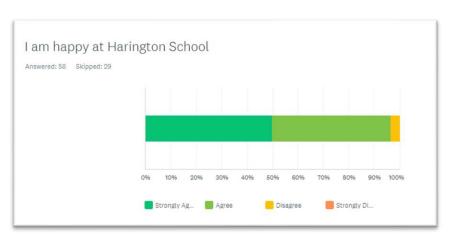
Safeguarding and student wellbeing are priorities at Harington, where it is essential that all members of the community understand and execute their roles and responsibilities. The school has updated and implemented appropriate policies and procedures to ensure that all students are safeguarded. When safeguarding or welfare concerns are raised, appropriate and timely action is taken. CPOMS is used to log all concerns and/or incidents, alongside actions, which are taken in a timely manner. The school works effectively with external agencies such as social care, health professionals and the police to safeguard all students.

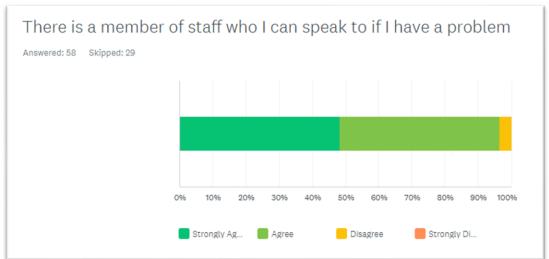
Key features of our approach to safeguarding include:

- Annual safeguarding training for all stakeholders.
- Regular safeguarding updates
- Our termly safeguarding newsletter, which makes key stakeholders aware of local issues.
- Governor Safeguarding Audit and Scrutiny Panel

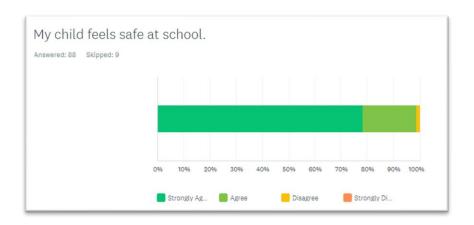
On the Student Survey 2025, over 96% of students agreed with the statement "I am happy at Harington School" (50% strongly agreed).

In response to the question 'there is a member of staff I can speak to if I have a problem' over 96% agreed and almost 50% strongly agreed.





On the Parent Survey, almost 80% strongly agreed with the statement "my child feels safe".



As Ofsted found:

"Students thrive at Harington. They feel safe and study in an environment of like-minded peers who are equally committed to their academic studies".

On the Staff Ofsted Survey 2025 100% agreed that students were well supported and that safeguarding arrangements were effective.

RECOMMENDATIONS

- Maintain training and updates to ensure best practice (including Prevent Duty)
- Send a safeguarding newsletter each term
- Increase opportunities for students to explore safeguarding topics, particularly in a post-18 context



2024/25 Target Review

TARGET	FINAL OUTCOME
Safeguarding arrangements are judged to	The Ofsted inspection judged safeguarding
be effective.	to be effective
Over 90% of students agree that "there is a	Over 95% strongly agreed with this
member of staff I can speak to if I have a	statement (almost 50% strongly agreed.
problem".	

CURRICULUM

"Leaders and teachers offer exceptional learning experiences and opportunities. They provide a diverse range of academic qualifications that meet the needs of students effectively. The comprehensive, well-rounded curriculum supports both academic and social development. As a result, almost all students progress successfully on to higher education, apprenticeships or employment". Oftsed, 2025.

Harington School opened in September 2015 with the aim of getting students from Rutland into the most prestigious universities in the country, specifically Oxbridge and Russell Group.

Over the last 10 years this goal has not changed, with the slight exception of supporting those students who wish to pursue a degree level apprenticeship. As a result, the School has designed and implemented a broad and ambitious curriculum which has 11 facilitating A levels at its heart. Alongside this, we offer 7 supportive A level subjects that allows students to play to their strengths and explore areas they find interesting.

A LEVEL SUBJECTS OFFERED:		
FACILITATING: (two of these are recommended)		SUPPORTIVE:
 Biology Chemistry Computer science English literature French Geography German* 	 ✦ History ✦ Mathematics ✦ Further mathematics* ✦ Physics ✦ Spanish * Subject to demand and resources. 	 Art, craft & design Business studies Design technology* Economics Physical education Psychology Religious studies

Most learners study a combination of three A levels, with a small number of learners studying four (further mathematics is often the fourth subject). The courses with the largest number of learners are mathematics, psychology and history.

At Harington we also offer the Extended Project Qualification (EPQ), a comprehensive Academic Enrichment programme (Post-18), a Wellbeing Activities programme (mental health) and PSHE which is delivered during tutorial. In all areas of the School we have worked hard to ensure that students benefit from a well informed and up-to-date curriculum.

"Teachers design a rich academic curriculum that goes beyond the core topics required for A-level study. For example, A-level history students benefit from talks with Holocaust specialists and visits to Belgium and the Imperial War Museum, which help provide an extensive understanding of the impact of war. These well matched, subject-related enrichment activities ensure students develop a comprehensive understanding of the subjects they study". Ofsted, 2025

This year we will explore the possibility of offering A level music from September 2026. A key part of this year's Transformation Plan will be marketing this new course and preparing the necessary resources.

RECOMMENDATIONS

- Update the curriculum content section of the website.
- Make preparations to launch A level music in August 2026.
- Teams will continue to refine their schemes of work and reflect on the sequencing of lessons.

2024/25 TARGET REVIEW

TARGET	OUTCOME
Schemes of Work and sequencing of lessons judged 95% Expected.	The curriculum was judged to be Effective in 100% of lesson observations (a good number of these observations were conducted alongside an Ofsted Inspector). In 39% of lesson observations, the curriculum was judged Exemplary.



DEVELOPING TEACHING AND TRAINING

"Students are highly satisfied with the exceptional education and support they receive at Harington. Their teachers challenge and inspire them to reach their highest potential" Ofsted, 2025.

Teaching at Harington School is incredibly strong. Last academic year 97% of lessons were judged to be expected and over 25% exemplary. This is in line with previous years. Lesson observations strongly indicate that teachers are passionate about their subjects and use highly effective teaching techniques to present key concepts. The following are consistently identified as strengths in terms of teaching and learning over the last 3 years:

- Teachers have expert knowledge of their subject / subject area.
- High-quality discussions take place in lessons.
- Teachers present information clearly.
- Teachers check learners' understanding systematically and provide feedback.
- Teachers systematically revisit content taught previously.
- They structure lessons carefully and thoughtfully, making links to topics in their own subject and those on different courses. Examples of this include energy systems in PE and biology and mechanics in maths and physics.
- Interventions are targeted and effective.

This finding is supported by Ofsted who stated:

"Teachers are experts. Students benefit greatly from teachers who are knowledgeable and passionate about their subjects. Teachers plan and teach interesting and challenging lessons. In A-level computer science, teachers continually challenge students to problem-solve when writing code and increase the complexity of projects. Students produce excellent work."

"Teachers use a variety of well-planned assessment strategies, including retrieval quizzes, weekly homework and formal mock exams, to track students' understanding and reinforce learning. They make excellent use of this data to adapt and plan their lessons. Teachers are skilled in using direct questioning to assess students' knowledge and review key concepts from previous lessons. They have a clear understanding of students' knowledge and address any gaps or misconceptions very effectively".

The student and parent surveys 2025 provide further evidence to support this judgement. A number of comments relate directly to the high-quality teaching on offer at the School:

"The course content and the teacher's passion for their subject, they inspire me to do well"

"The constructive and supportive feedback from teachers"

Students are also complimentary about the support they receive from teaching staff.

"The teachers are very approachable and are always willing to sit down and help explain a concept"

"It's easy to talk to the teachers and ask for help when I need it and they're always kind and helpful".

"Our strong relationships with teachers"

"Teachers and relationship you build with them"

"Teachers and academic support"

These statements are supported by the Ofsted Parents Survey 2025 which found that 97% agreed with the statement "the school provides regular and helpful support" and 98% agreed with the statement "the school provides effective support to complete the course or programme".

CONTINUED PROFESSIONAL DEVELOPMENT

Teaching and learning at Harington are underpinned by a strong professional development offer for staff that focuses on using researched based approaches. Last academic year the CPD offer focused heavily on Rosenshine's Principles of Instruction and the Learning Walkthrus of Oliver Caviglioli and Tom Sherrington. A large number of staff have continued to mark A level examination scripts for the Examination boards and the Deputy Head of School is nearing completion of the NPQH qualification.

RECOMMENDATIONS

A level specific CPD sessions to support staff with the delivery and revision of key content.

2024/25 TARGET REVIEW

TARGET	OUTCOME
Lesson Observations at 95% expected	97% of lesson observations conducted at Harington in 2024/25 were judged to be effective. Many of these observations were conducted alongside a trained Ofsted inspector.



ACHIEVEMENT

"Leaders are aspirational for students, and they set exceptionally high standards". Ofsted, March 2025

A Level results at the school remain exceptionally strong. Over 33 percent of grades awarded were A*-A, and more than 82 percent were A*-C. These outcomes contributed to Rutland once again being recognised as the highest-performing county in the country at A Level in 2025.

	2018	2019	2023	2024	2025	National 2025
Number of students	49	105	168	166	157	
Average points Score		36.35	39.30	39.07	38.14	
Average Grade		B-	B=	B=	B-	
A*		10.2%	9.1%	10.8%	9.8%	9.4%
A*/A	20.95%	27.6%	31.3%	31.4%	33.2%	28.2%
A*-C	77%	78%	90.3%	85.9%	82.7%	77.7%
AAB (2 facilitating)	18.37%	20.0%	24.4%	22.3%	25.6%	
AAB (3 facilitating)		15.2%	8.9%	9.6%	14.7%	

Over 25% percent of students achieved three A levels of AAB or higher (with two facilitating A levels), a figure that mirrors the February 2025 mock results and aligns closely with the end-of-Year 12 mock outcomes. This consistency suggests that internal assessments are a reliable reflection of final examinations, giving students a clear understanding of expectations.

Subjects showing particularly strong performance include art, biology, business studies, chemistry, computer science, economics, French, geography, history, physics, psychology and religious studies.

Extended Project Qualification outcomes were exceptional, with 90% of students achieving A*-A grades.

Following a subject review in physics last year, there has been significant improvement. Average points per entry increased from 36.43 to 40.88, and the A*-C pass rate rose from 79 percent to 85 percent. Physics is now among the highest-performing subjects.

The following table shows a comparison between Harington School results 2025 and the national data 2025 and against Selective Schools. On the A*-C measure the School is above the national percentage (light green) and Selective Schools (dark green) in most subjects. The vast majority of subjects also performed well against the national A*-A measure, but there is some work to do in terms of A*/A compared to Selective Schools. Improving our performance on this measure will be a key focus of the Transformation Plan in 2026 and beyond.

A level (GCE)

	Total Grades	Average Pts Per Entry	Average Grade	A* - A %	National A*/A	Selective A*/A	A* - C %	National A*-C	Selective A*-C
Art,Craft & Design	4	47.5	A-	75	35.4	58.8	100	77.7	96.3
Biology	43	35.81	B-	30.2	27.6	44.4	69.8	71.2	86.4
Business	24	35.42	B-	20.8	16.1	36.6	75	76.7	88.1
Chemistry	36	39.44	B=	41.7	32	44.5	88.9	73.3	84.4
Computer Science	25	36	B-	32	24.9	45.2	80	69.8	85.9
Economics	23	41.3	B=	30.4	29.6	44.3	100	82.5	92.7
English Literature	34	36.18	B-	20.6	24.6	39.3	91.2	81.7	93.2
French	4	57.5	A*-	100	38.8	50.5	100	84.7	91.8
Further Mathematics	6	40	B=	50	58	63.7	66.7	89.9	94
Geography	26	39.62	B=	38.5	24.1	37.1	88.5	79.8	90
History	53	41.13	B=	37.7	24.9	39.6	92.5	83.9	93.6
Mathematics	75	36	B-	37.3	41.3	54.3	72	77.9	87
Physical Education	12	26.67	C-	0	17.4	26.2	58.3	69.8	80.5
Physics	34	40.88	B=	44.1	31.9	43.5	85.3	71.3	82.8
Psychology	57	36.36	B-	22.8	19.3	32.8	80.7	72.4	86.1
Religious Studies	16	44	B+	43.8	25.5	41.8	93.8	80.7	91.8
Spanish	7	40	B=	14.3	25.8	49.8	100	86	92.8

Results in mathematics, further mathematics and physical education were slightly lower this year. Maths will undergo a detailed review by terms 2 to identify and address the causes of underperformance. In physical education we will be making changes to the admissions criteria, specifically the practical requirements.

Male and female students performed in line with each other, indicating no gender gap in attainment.

Year 12

Year 12 students completed their mock examinations during the summer term (2024/25). Most students sat two 90-minute papers per subject. The overall results are summarised below:

Measure	Agreed Target	Year 12 Mock Outcomes 2025
A*/A	30%	33.8%
A*-C	80%	85.6%
AAB (including 2 facilitating subjects)	25%	22.4%
Average Points Score	39.00	38.50
Average Grade	B=	B=

Our primary aim is to support students in improving their grades—particularly those moving from D to C and B to A. At the same time, we will work to maintain the current A*/A attainment rate, which stands at 33.8%.

At subject levels we saw strong performance in chemistry, computer science, DT product design, English Literature, further mathematics, history, mathematics and physics where over 35% of grades were A*/A and over 80% A*-C.

A level (GCE)

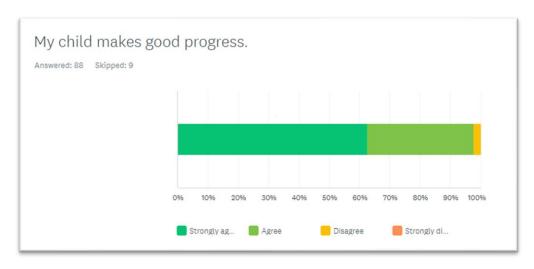
Name	Total Grades	A * %	A* - A %	A* - C %	Average Pts Per Entry	Average Grade	Residual
Art, Craft & Design	16	6. 3	25	100	40.63	B=	1.98
Biology	32	6. 3	28.1	75	33.13	C+	-4.58
Business	30	6. 7	10	76.7	32.67	C+	0.44
Chemistry	40	7. 5	35	95	41.25	B=	0.69
Computer Studies	20	2 5	70	95	46.5	A-	0.38
DT Product Design	10	0	50	90	42	B+	5
Economics	26	0	11.5	80.8	33.46	C+	-3.49
English Literature	42	1 4. 3	35.7	92.9	41.19	B=	3.21
French	8	2 5	37.5	75	38.75	B=	0.42
Further maths	11	5 4. 5	81.8	100	53.64	A+	-1.59
Geography	33	3	24.2	97	38.18	B-	4.34
History	46	0	32.6	93.5	39.35	B=	2.25
Mathematics	72	1 6. 7	43.1	83.3	39.58	B=	-2.35
Physical Education	12	0	8.3	66.7	28.33	C-	-0.28
Physics	41	2 6. 8	63.4	90.2	45.61	A-	1.57
Psychology	56	8. 9	17.9	71.4	32.5	C+	-1.46
Religious Studies	22	4. 5	22.7	72.7	34.55	C+	-2.88
Spanish	4	0	25	100	40	B=	-1.67

Male and female students performed in line with each other, showing no significant gender gap in attainment.

In the Year 12 mocks, disadvantaged students underperformed compared to their peers, with 75% achieving A-C* and 24% achieving A/A*. These students will now be a key focus of our Disadvantaged First strategy, which proved successful with last year's Year 13 cohort. Our next step is to refine this approach to ensure it is equally effective in supporting current Year 12 students as they move into Year 13.

SEND students performed broadly in line with A*-C outcomes, but only 6.7% achieved A/A*, highlighting a clear need for further support. Our ongoing priority is to provide targeted intervention for this small cohort, with a particular emphasis on helping students progress from B to A and A to A* grades.

On the Parent Survey 2025, most parents were satisfied that their child was making good progress (over 60% strongly agreed with that statement).



POST-18

"Leaders provide an excellent and well-designed careers programme tailored to students' aspirations. Students benefit from a wide range of high-quality, career focused activities, including meaningful work experience, academic enrichment, guest speakers and mock interviews. Students have a clear understanding of the choices available to them. They make confident, well-informed decisions based on the guidance they receive" (Ofsted 2025).

Students are supported in finding the correct route for them, including courses at the most competitive universities and degree level apprenticeships. 77% of students placed with their firm university choice, increasing to 87% of students when those who placed with their insurance choice are included. 48% of students will be attending Russell Group universities, with 18 of the 24 institutions noted for their academic excellence being the next step for learners.

Popular universities are summarised in the table below (Russell Group universities in bold):

	Number of
University	students
University of Nottingham	11
University of Lincoln	10
Nottingham Trent University	8
University of Liverpool	8
Sheffield Hallam University	6
University of Sheffield	6
University of York	6
Loughborough University	5
Northumbria University,	
Newcastle	5
University of Exeter	5
University of Manchester	5
Lancaster University	4
University of Birmingham	4
Durham University	3
Manchester Metropolitan	
University	3

Bespoke support for specialised routes enables all students to explore and have high success rates in achieving their aim. This includes DocSoc and Oxbridge groups where key staff inform and assist students in finding the right experiences to make strong applications. This is reflected in six students achieving places to study medicine and veterinary science/medicine and two at Oxbridge (natural sciences at University of Cambridge and philosophy, politics and economics at University of Oxford). Three students securing degree apprenticeships with Airbus, Mark J Rees LLP (accountancy firm) and Leicestershire Police conveys the similar bespoke support students pursuing the apprenticeship route receive.

RECOMMENDATIONS

Conduct targeted subject reviews in mathematics and further mathematics, to better understand the factors contributing to the decline in outcomes in 2024 and to identify actionable steps for improvement.

Make changes to the physical education admissions criteria, specifically a grade 6 (or equivalent) in GCSE PE, grade 6 in a GCSE science and a letter of endorsement from a suitably qualified coach.

Strengthen the intervention programme by prioritising students currently achieving B grades who have the potential to reach A*/A. Over the next three years, the goal is to raise the A*/A attainment rate to align more closely with national benchmarks for Selective and Free Schools.

Refine and extend the Disadvantaged First strategy to ensure it is as impactful for Year 12 students as it has been for Year 13, with a focus on early identification and tailored support.

Continue to raise the profile of degree level apprenticeships as a viable alternative to the traditional university route.

Conversations with each Year 13 UCAS applicant regarding firm and insurance choices following the choices assembly.

2024/25 TARGET REVIEW

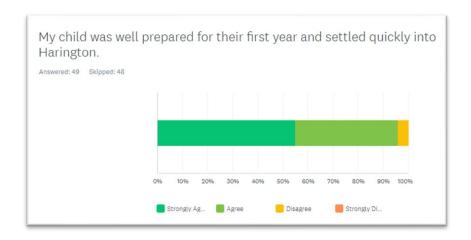
TARGET	FINAL OUTCOME
30-35% A*/A	33.2% This is the third year in a row where we have seen an increase in the A*/A measure. Whilst this target has been met, the percentage of grades awarded at A* has dropped from 10.8% to 9.8%. We will need to keep an eye on this over the next 12 months.
85% A*-C	82.7% This target was missed. The reason for this can be partially explained by a small, yet significant number of students who were unable to sit the final examinations. Based on mock data, the current Year 13 cohort (2024-26) should exceed this target next summer.
AAB (must include 2 facilitating A levels) 20-25%	The 25.6% achieved in 2025 was the highest in the school's history and marks a significant improvement on the 22.3% achieved last academic year.
Value Added Score of 0 or better.	The VA score is likely to be positive. Using the 2024 methodology it is calculated to be 0.32. Official data will be released later this year.
Value Added Score for different groups (boys v girls, disadvantaged and SEND) at 0 or better.	This group performed exceptionally well and are highly likely to have value added scores of 0 or better.
80% of students achieve first choice of university	This year 77% of students achieved their first choice of university (this increases to 87% if you include first and insurance). Given that our students apply to some aspirational universities and courses, this is a fantastic achievement.
40% of students achieved Russell Group places	44% of students secured places at Russell Group Universities. The University of Nottingham was most popular with 11 students, followed by the University of Liverpool with 8.
2 x Oxbridge and 2 x medics	2 students secured places at Oxbridge (Politics, Philosophy and Economics at Oxford and Natural Sciences at Cambridge) and 6 students secured places on Medicine or Veterinary Science courses. The latter is a new Harington record.
90% agree that UCAS guidance allows them / will allow them to submit a strong and timely application.	On the Ofsted Survey 96% agree that they were prepared for their next steps.

PARTICIPATION AND DEVELOPMENT

"Learners work very hard. Their behaviour, attendance and punctuality are excellent. Learners are respectful, highly motivated and consistently work hard to achieve their goals". Ofsted, 2025

Harington School provides a calm and purposeful learning environment. Learners consistently have high levels of respect for others and play a highly positive role in creating a school which values and nurtures difference. The rare instances of bullying and harassment are never tolerated.

Transition arrangements at the school are strong with 96% of parents agreeing with the statement "my child was well prepared for their first year and settled quickly"



On the Student Survey 2025 a number of students commented on the positive learning environment under the section "what is the best thing about Harington"

"The people and freedom both academically and socially"

"The responsibility and having independence whilst also having the organisation"

Everyone's dedicated to their studies.

"The school is always tidy"

"How clean and nice it is"

"Feels like 2nd home"

"The environment of everyone being friendly yet still working hard whilst having fun"

"The support and friendly atmosphere"

"The way it feels like one big family"

"I feel like I am able to get on and do work (outside of lessons) in a way that suits me"

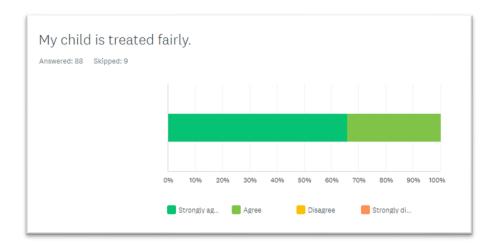
"The emotional support from staff, the kindness and encouragement from teachers, the welcoming and non-

judgemental environment, the Wednesday and Friday activities, the UCAS and post 18 support and information/opportunities"

"The people/overall attitude towards learning and wanting the students to push themselves forward".

"The teaching support and safe environment"

A large number of positive comments focus on the environment, culture and ethos, where students are treated as adults and valued for the talents, passions and personalities.



ACADEMIC ENRICHMENT

This year's academic enrichment programme broadened the scope of student opportunities, offering 15 distinct options across the academic calendar. Designed to complement the core curriculum, the programme empowers students to pursue personal interests, gain valuable experience and enhance future applications. Students select what they wish to be involved in. Each term, 60% of students secured their first-choice enrichment, while 96% were placed in their second choice.

New enrichments included university-level modules such as Cybersecurity and the Sports Leader Award, which carries UCAS points. Students also explored subjects beyond the standard curriculum through offerings in law, psychology, engineering, and leadership. Volunteering pathways expanded to include three care home placements and a primary school, supported by strong partnerships with Oakham Grange Care Home and Catmose Primary. Established enrichments like Oxbridge and EcoLeaders remained popular, while DocSoc continued to support aspiring medical and veterinary students through external speakers and workshops.



The GreenPower team built on last year's success by further developing their electric cars and competing in national races. Meanwhile, the Young Enterprise programme saw two student-led companies launch, both earning awards for innovation and marketing, with one team advancing to the regional finals.

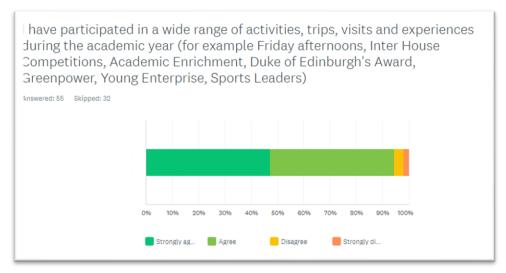
EXTRACURRICULAR

Trips, competitions and opportunities to contribute to school-based events result in students extending their skillset beyond their academic subjects. Some of the activities on offer in 2024/25 included:

- Charities events such as 'Wear Yellow' for a mental health charity, Christmas jumper day, collections for the local foodbank
- Wellbeing events such as Diwali day, the Year 13 afternoon tea
- Wellbeing trips to Jump Giants and the Aqua Park.
- Interhouse competitions of the House shout, speed stacking and sports afternoon
- Netball, football and rugby fixtures against local post-16 education providers, and participation in golf, cross country and track and field county events
- Competitions such as Young Enterprise, Rutland Young Musician competition, National Team Milano gymnastics competition and Greenpower
- Music as part of the Federation Christmas and Spring concerts, and performances at open evening and during end of term assemblies
- Subject-based workshops in oil painting, Shakespeare's Hamlet
- Subject-based trips to the Imperial War Museum
- Residentials to Paris for the French exchange, Sicily for geography
- Duke of Edinburgh Gold and Silver awards

On the Student Survey 2025, well over 90% agreed that they have participated in a wide range of extracurricular activities (over 45% strongly agree with this statement).

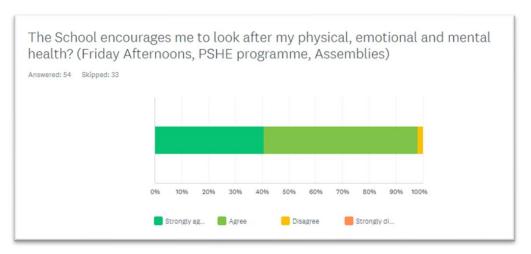




"Students benefit from extensive, high-quality academic enrichment opportunities, including Young Enterprise, DocSoc, GreenPower and Cybersecurity. They also have access to a wide range of extracurricular activities that support their physical and mental well-being. These experiences enhance students' knowledge, resilience and confidence and ensure they are very well-prepared for their next steps. Students say the school is 'shaping who they are and who they want to be'" Ofsted, 2025.

On the Student Survey 2025, 98% of students agreed that the school does a good job of supporting their physical, emotional and social wellbeing:

Under the section "what is the best thing about Harington?" A number of comments from students were highly complementary of the extracurricular activities on offer:



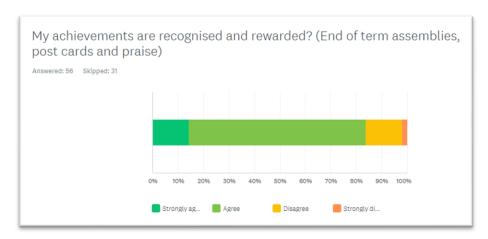
"The staff are always approachable and it's good to have the Wednesday enrichment and Friday activities to be able to have some time away from the A level content"

"The environment is very friendly and supportive. All of the teachers are willing to help you whenever you need it. There is also a large focus on making sure that we have time to relax and switch off from the stress of our studies (Friday activities, trips, etc)"

"The trips and opportunities that we get"

"Everything there is to get involved in"

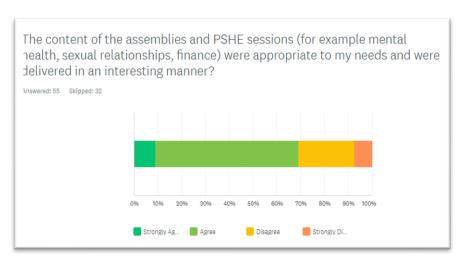
On the Student Survey 2025, over 80% felt that their achievements were recognised and rewarded. The new Head Students (Hannah and George) have been tasked with improving this perception.



A key focus of this year's Transformation Plan will be improving the interactions between Years 12 and 13. Last academic year only 17% felt that there was a strong connection. The head students have been tasked with improving this percentage.

PSHE

Survey data for the PSHE Programme is disappointing, with only 69% agreeing that the content was relevant to their needs and delivered in an interesting manner.



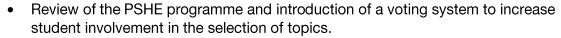
From reading the students' comments they would like to see the following changes to the programme:

- More information about university and student finance
- More financial information in general e.g. bills, mortgages, taxes, budgeting
- More on driving and road safety
- More on achieving a positive work life balance
- Less on gender and gender identity.
- Less about drugs and alcohol as this has been covered extensively in KS4.

Ways to improve the PSHE programme will be discussed at the first Senate Meeting of the academic year and an action plan drawn up. This is likely to include a student voting system on the order in which topics are covered.

RECOMMENDATIONS

- Look at ways to increase interactions between Years 12 and 12 students. For example, an Autumn Ball.
- Continue to grow the inter-house system to include more competitions and increase participation.
- Adapt interview practice to include peer interviews
- Re-launch the postcard system and look at new ways in which we can celebrate the achievements of staff and students.





2024/25 TARGET REVIEW

TARGET	FINAL OUTCOME
85% agree that they have participated in a wide range of extracurricular activities.	Around 95% of students agree that they have participated in a wide range of activities.
80% feel that their achievements are recognised and rewarded.	Over 80% feel that their achievements are recognised and rewarded.
80% agree that their form tutor is supportive and delivers the PSHE content in an interesting manner	Only 69% agreed with this statement
80% agree that the school encourages them to look after their physical, emotional and mental health.	98% agree and 40% strongly agree
Attendance is at 95% or better.	Attendance is consistently at 94%. This is impressive when you consider that students are permitted to take time off for university open days, interviews, work experience (up to 5 days per year) and driving tests.

TRANSFORMATION PLAN SUMMARY OF TARGETS AND ACTIONS 2025/26

	Term 1 and 2	Term 3 and 4	Term 5 and 6
LEADERSHIP	Publish free rooms list for Private Study (RKE)	Harington Link Newsletter (NLA)	Harington Link Newsletter (NLA)
Over 90% of parents feel that the school is well led and managed	Set up private study rooms on for Year 13 (RKE)	Governors Scrutiny Panel - Safeguarding (NHO)	Governors Scrutiny Panel - Student Experience
90% of students agree that they are proud to be a	Duty Rota (RKE)	Interim Performance Reviews	Two Day Induction programme (OTE)
student at Harington School.	Subject review for maths (OTE) Harington Link Newsletter (NLA)	A level taster session 14.1.25 (OTE)	Preparation for enrolment (OTE)
Over 300 students apply to join Harington	Governors Scrutiny Panel - Disadvantaged 1st Strategy	Student one to one meetings (OTE)	
Student recruitment is over 175 but less than 200	Harington Specific PR targets (OTE)		
90% of staff agree that their workload is manageable	Performance Review Meetings (ALL)		
, and the second	Admissions Policy update including changes to PE (OTE)		
	Open Evening 11.11.25 (OTE)		
	Post 16 assemblies at UCC, JF and Casterton		
	Post 16 events at CC, UCC, KMA, LF and Casterton.		

	A level taster session 3.12.25 (OTE)		
INCLUSION Performance of boys, girls and disadvantaged students in line with the rest of the cohort (see achievement strand) 90% of students agree that they have been effectively supported by the School	SEND Report on website (JPE) SEND Update for subject leaders (JPE) Review and update personal profiles for Year 13 students (JPP/NHO) SEND information for parents (Year 12 informal parents evening) (JPP) Identify Year 12 students with SEND needs and make contact with parents (JPP) Produce personal profiles for Year 12 students (including meeting with students) (JPP/NHO) Tutors to review personal profiles with SEND students post November Assessment Point (JPP/NHO) Disadvantaged 1st Strategy updated (OTE) Student Bursaries launched (OTE)	SEND Update for staff (JPE) Tutors to review personal profiles with Year 13 SEND students post February Mock Exam Assessment Point (JPP/NHO) Tutors to review personal profiles with Year 12 SEND students post March Assessment Point (JPP/NHO) Disadvantaged 1st Strategy updated (OTE) Review of student bursaries (OJT)	SEND update for staff (JPP) Tutors to review personal profiles with Year 12 SEND students post June Mock Exam Assessment Point (JPP/NHO) Review disadvantaged first students (NHO) Review of student bursaries (OJT)

Safeguarding at Harington School is judged to be effective Policies and procedures adhere to KCSIE 2025 Over 90% of students agree 'there is a member of staff I can speak to if I have a problem'. 90% of parents agree their child feels safe at school. Attendance at 95% or better	Safeguarding update to staff and students - policy, training and website (NHO). Transfer of safeguarding files from former schools (first 5 days) (SKA) Review and meetings with key students (CTO/NHO) Medical information (CTO) Safeguarding assemblies for students (NHO) Safeguarding Newsletter Attendance policy update (NHO) Attendance Monitoring (weekly) Reduced timetable production for relevant Year 13 students (CTO/NHO)	Review and meetings with key students (CTO/NHO) Safeguarding Newsletter (NHO) Medical information (CTO) Attendance fortnightly monitoring and actions (CTO/NHO) Reduced timetable production for relevant Year 13 students (CTO/NHO)	Review and meetings with key students (CTO/NHO) Safeguarding Newsletter Medical information (CTO) Attendance fortnightly monitoring and actions (CTO/NHO) Reduced timetable production for relevant Year 13 students (CTO/NHO) KCSIE 2026 update / Safeguarding Policy updated
CURRICULUM (including skills needs) Schemes of work and sequencing of lessons judged 95% effective To successfully launch A level music in 2026	Check and update subject overview sections of the website Coaching observations conducted Marketing of A level music including taster sessions.	Lesson Observations	Lesson Observations

strong and timely application.	Early applicant references written and UCAS applications approved and sent (RGU/NHO) Remaining application references written and UCAS applications approved and sent (RGU/NHO) EPQ continuation for Year 13 (HTI) Apprenticeship emails and support begins for Year 13 (HJA)	Apprenticeship assembly for Year 12 (HJA) DocSoc group begins for Year 12 (KAT) Year 12 Oxbridge Group (RGU) EPQ presentations and completion of projects (HTI) Year 12 EPQ begins (HTI)	
PARTICIPATION AND DEVELOPMENT	Academic Enrichment organised for the academic year (RKE)	Pledge Passport review by tutors	Year 12 and 13 Form Tutor Reports
85% feel that their achievements are recognised and rewarded. 75% agree that their form tutor is supportive and delivers the PSHE content in an interesting manner. 80% agree that the school encourages me to look after my physical, emotional and mental health 85% agree that they participate in a wide range of extracurricular activities	Year 12 Harington Challenge (All) Year 12 informal parents evening (OTE) Zander Letter (OTE) Pledge Passport is launched with Year 12 (OTE) Harington Challenge for Year 12 (RGU) Young Enterprise launched (KSM) DofE (RKE) GreenPower Team compete at Goodwood	Student leadership interviews (OTE) House Competitions Progress Rewards Assembly Trip to Melton Cinema (OTE)	Year 12 one to one interviews House competitions including tug of war and sports day Trip to Aqua Park (OTE) Afternoon tea for Year 13 (OTE)

80% of students feel that	Music Scholarship Auditions	
there is a strong connection between Years 12 and 13	Wasic Scholarship Additions	
	Federation Christmas Concert, Presentation Evening and Open	
	Evening Evening	
	Enter Leicestershire Schools League in Football, Basketball and Netball.	
	House Competitions e.g. House Shout	
	Charity events - Wear Yellow non-	
	uniform day and collection for the Oakham foodbank / Advent	
	Trip to Jump Giants (OTE)	
	Progress assemblies (RKE)	
	With You in Mind and postcards launch for Year 12 and reminder for Year 13	
	(NHO)	
	Friday activities planned and student ideas gathered for future terms (NHO)	
	Student leadership priorities formalised (OTE)	
	PSHE - Student vote on topics for future terms and implementation into tutorial programme (CRA)	