



TRANSFORMATION PLAN

2023/2024



Contents

HEAD OF SCHOOL SUMMARY	3
SCHOOL ETHOS	8
STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS ANALYSIS 2023.....	10
SCHOOL LEADERSHIP	13
SUMMARY JUDGEMENTS.....	14
QUALITY OF EDUCATION: CURRICULUM	16
QUALITY OF EDUCATION: OUTCOMES.....	18
QUALITY OF EDUCATION: POST 18 PROGRAMME OF STUDY.....	24
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE.....	28
LEADERSHIP AND MANAGEMENT	34
YEAR PLANNER 2023-2024	38
QUALITY OF EDUCATION	38
POST -18 PROGRAMME OF STUDY.....	39
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE.....	40
LEADERSHIP AND MANAGEMENT	43

HEAD OF SCHOOL SUMMARY



ENROLMENT

In September 2022, 173 new Year 12 students joined the School, taking the number on roll to just under 340. The majority of these students continue to come from Catmose College and Uppingham Community College, however, we have seen an increase in numbers from as far away as Kibworth, Stamford and north of Melton Mowbray. We are proud to be seen as the post-16 school of choice by students in Rutland and the surrounding area.

CAREERS

Ensuring students are well supported in making the right post-18 decisions is paramount at Harington. Highlights of our careers programme include:

- The Academic Enrichment programme which provides opportunities to explore the sectors of: law, design, business, psychology, teaching, science and engineering.
- In March, Year 12 students attended the UK Universities and Apprenticeship Fair which took place at the King Power Stadium, Leicester to explore the vast range of opportunities on offer once they leave Harington.
- The post-18 days in June welcomed back a number of alumni as guest speakers to assist students with making future applications. Students also received specialist support from The University of Leicester on UCAS and student finance.
- During the summer term Year 12 mock interviews took place in partnership with Councillor David Wilby.

ENRICHMENT

Over the winter months the Green Power Team were busy improving Harington's electric car. Their efforts have been worth it! In the first race of the season at Mallory Park the team claimed victory in their category, covering a total 23.4 miles at a speed of just under 21 miles per hour. The team also won the Sustainability Award due to the steps they have taken to reduce their carbon footprint. We wish them the best of luck for the rest of the season, especially the Green Power International Finals at Goodwood later this year.

The Young Enterprise Team developed a product this year to help households cope with the increasing costs of living; a draught excluder. They developed and produced the excluders themselves, and put together a sales and marketing plan. They enjoyed early success, securing a stall at the Oakham Christmas Market and nearly selling out of stock. They followed this up by winning an array of national (best slogan) and county level awards (best presentation, sustainability award). They were subsequently awarded first place in Leicestershire and Rutland, going on to win a further accolade at regional level for team work.



The competition not only involves running your own enterprise, but teams are judged on presentations which were delivered at The University of Leicester and Nottingham Trent University. This included submission of a written business report and interviews by entrepreneurs about their business models. Winning outright as the best team at county level is a huge success, especially given the high calibre of competition from other school teams.

The Eco Team is a self-selecting group of experts and eco enthusiasts. This year they have organised visits to Ecology, Ahimsa Eco-Farm, Langham Eco-Churchyard, Stamford Community Orchard and the Community Orchard and Garden at the Rutland Showground. Activities have included planting a community orchard, wassailing of trees, giving assemblies to Year 12 and 13 students on environmental issues and winning the Schools Eco Award (Bronze). In the next academic year, they have plans to reduce the amount of rubbish produced at Harington School, increase the amount of recycling which takes place, visit the Rutland Water Egleton Nature Reserve and make a return visit to Ecology's field and Ahimsa Eco-Farm. They will also be maintaining their very own wild meadow!

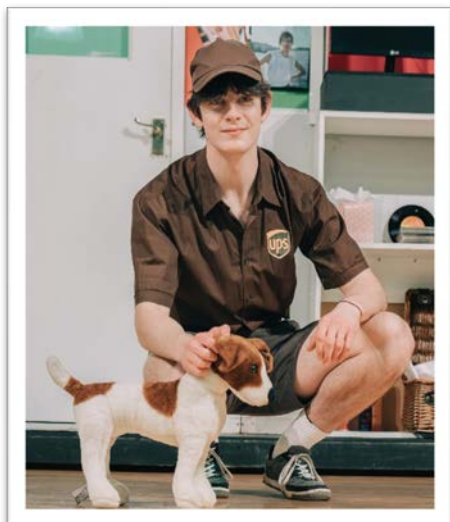


In April, four Year 12 students (Tomasz, Archie, Jasmin and Maya) represented Harington School in the inaugural Rutland Schools' Debating Competition hosted by local MP Alicia Kearns in Parliament. Students performed superbly on the day, debating topics such as 'Class B drugs should be legalised', 'Human cloning should be banned' and 'Everyone has the right to an assisted death'. All students involved should be incredibly proud of their performance. Despite missing out on the overall title.



Our aspiring doctors, dentists and veterinary scientists have continued to be supported by Katy Atkinson and her 'Doc.Soc.' group. Working in partnership with Oakham School, students are given invaluable guidance on their personal statement, interview technique, the University Clinical Aptitude Test (UCAT) and how to make the most of work experience opportunities. This year guest speakers have included Dr Sara Hall and Dr Katy Fitt, who gave students an insight into being a General Practitioner and Dr Rory O'Connor who spoke about his work

as a consultant in major trauma and maxillofacial surgery at Nottingham's QMC hospital.



A number of Harington students are in the process of completing the Gold Duke of Edinburgh's award. This has included expeditions to the Cambrian Mountains in mid Wales as practice for the qualifying expedition. For a period of four days, students typically journeyed for 8 hours a day unaccompanied and were self-sufficient. Given the wet conditions this required remarkable teamwork and resilience. Well done to all staff and students involved.

This year we have had a real push on the arts at Harington. A number of our students were involved in the Federation Musical 'Legally Blonde' in both acting and musical roles. During the year, we also welcomed Toilethorpe Youth Drama who held a workshop with our Year 12 and 13 students on their upcoming

production of Blue Stockings and eight of our students teamed up with Catmose College for the annual Christmas Concert at All Saints' Church, Oakham.

We were also visited by professional artist Scott Bridgewood who led a life drawing workshop with our Year 12 and 13 A level Art, Craft and Design students. As this was the students' first-time doing life drawing, Scott guided them through a series of studies using a range of drawing techniques including shadows, negative space and opposing curves. The workshops were an excellent opportunity for students to broaden their portfolio and gain knowledge from a professional practitioner.



TRIPS, VISITS AND CLUBS

Outside of lessons students have enjoyed a wide range of activities and trips. A few examples include:

- In December Year 12 and 13 Religious Studies students attended the Van Gogh's Immersive Experience in Leicester where 'paint swirled across the walls, leaving many of the students mesmerised, paralysed in Van Gogh's world'. (Baylie, Year 13).
- In March our Spanish A level students travelled to Málaga for their Spanish exchange. Highlights of the trip were a visit to the beach in the Malagueta area for a picnic, a walk around the old town in Málaga, flamenco dancing, the cathedral and obviously 'chocolate con churros'.
- The Harington School football team have continued their unbeaten run (which has now lasted two seasons), securing 3 – 2 victories over Lutterworth College and Wigston College.
- Our wellbeing programme on Friday afternoons has provided students with the opportunity to play recreational sport and take part in board games, music, drama and a philosophy debate group.



PSHE AND RELIGIOUS EDUCATION

The majority of our PSHE sessions are delivered during tutorial and assemblies. These sessions cover relevant topics such as: mental wellbeing, current affairs, drug and alcohol awareness, sexual consent and finance. A number of these sessions are led by external guest speakers.

For example, in May the Leicestershire Fire and Rescue Service (LFRS) visited the school to speak with students about road safety and 'the fatal four' – driving and using a mobile phone, driving under the influence of drink and drugs, not wearing a seatbelt and speeding. Students also had the opportunity to take part in a fully immersive 360-degree virtual reality experience.

This year, we launched a new project for Religious Education: The Harington Link! This has been led by Dr Smith and students which

promotes activities based around good mental health, wellbeing, self-reflection and spirituality, or in other words 'seeking to explore the myriad ways in which the 'physical' and 'spiritual' realms potentially LINK together' – thus the name of the group. This year the group has led on assemblies, workshops and trips. They provide strong evidence of our commitment to the Key Stage 5 Standard Advisory Council on Religious Studies (SACRE) curriculum.



STUDENT LEADERSHIP

Student leadership is another key feature of Harington School. This year the School Senate have played a key role in refining our Dress Code Policy and designing our 'With You in Mind' approach to mental wellbeing. Over the next 12 months our new student leadership team, led by Head Students Archie and Jasmin, have been tasked with improving our rewards system, embedding the Pledge Passport, supporting key strands of the Equality, Diversity and Inclusion (EDI) strategy, formulating an events calendar and running a vast range of inter-house competitions. Our newly elected Student Engagement Team will also play a key role in supporting the transition for our September 2023 intake of Year 12 students.



CHARITIES

This year the Charities Committee have raised £2291.21 for the following causes: Wear it Pink, Young Minds, Rutland Foodbank, SSAFA (armed forces charity) and Save the Children. The money was largely raised through non-uniform days and our Christmas Fayre. In the next academic year our causes are likely to be Well-Child and One Roof.

MENTAL WELLBEING

In Term 4 Harington School launched its mental wellbeing strategy 'With You in Mind'. This utilises the latest NHS guidance and suggests a variety of ways students can make



connections, be physically active, learn new skills, give to others and pay attention to the present moment. The student body have played a key role in designing and launching this initiative.

We have also continued with our Wellbeing Wednesday sessions, which allows students to take part in a variety of activities from arts and crafts to countryside walks.

To escape the stresses and strains of A level revision our Year 13 students were treated to Afternoon Tea on their penultimate afternoon with us. This is an event which we will be looking to repeat next year.

This year we also welcomed Catherine Tomson as our new Student Support Advisor. Catherine has done a fantastic job in supporting a variety of students with their A level studies.

The vast range of high-quality enrichment opportunities and support on offer at Harington School is something we are incredibly proud of. We are committed to raising student achievement and work tirelessly to ensure that no one is left behind.

KEY OBJECTIVES

At the end of 2022/23 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 2023/2024 are:

- Attendance – meeting our 96% target;
- PSHE Programme and role of the tutor;
- Growing the extracurricular offer and increasing the uptake;
- Increasing the percentage of A* grades achieved at A level.

Oliver Teasel
Head of Harington 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 over 30% 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', 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. Pro-active 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.



STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS ANALYSIS 2023

STRENGTHS	WEAKNESSES
<p>Leadership and Governance 97% of parents agreed with the statement: 'I would recommend the school to a friend who is looking for advice on where to send their child' (53% strongly agreed). 96% agree that the school is well led and managed (41% strongly agree).</p> <p>Teaching, Learning and Outcomes Lesson observation data shows that 100% of lessons were judged Good and 64% Outstanding. Over 95% of parents agree that their child is making good progress as a result of being well taught. In 2023, over 30% of grades awarded were A*-A and over 90% A*-C. This marks a significant improvement on the outcomes achieved in 2019.</p> <p>Safeguarding and Pastoral Support 98% of parents agree with the statement 'My child feels safe at school'. Almost 60% of parents strongly agree with this statement. Over 90% of students agree 'there is a member of staff I can speak to if I have a problem'. Over 85% feel that Harington effectively supports their mental, emotional and physical health.</p> <p>Behaviour and Independence 100% of parents agree with the statement 'My child behaves well at school' (69% strongly agree). The staff and student surveys produce similar responses.</p> <p>Ethos and Values Over 97.5% of learners said they were proud to attend Harington School.</p>	<p>Rewards and recognitions Almost 80% of students feel that their achievements are recognised and rewarded (12% strongly agree). We would like that percentage to be higher. This piece of work will be picked up by the Student Senate.</p> <p>Attendance Procedures Attendance in 2022/23 was consistently over 95%, however, our current systems for maintaining strong attendance are time consuming. Reviewing our processes around attendance will be a key part of this year's Transformation Plan.</p> <p>PSHE Programme Around 75% of students agree that the content of PSHE lessons were appropriate to their needs and just over 75% believe that the content was delivered in an interesting manner.</p> <p>Students Achieving A* grades Whilst examination results at Harington have improved on almost every measure since 2019, the percentage of A*s awarded went down from 10.2 to 9.1. A key focus of our intervention programme will be to rectify this.</p>

<p>Post-18 Support On the parent survey over 90% agreed with the statement 'The school supported my child's decisions about their next course and destinations with balanced and helpful information'. On the student survey 2023 around 94% agreed with the statement 'The post-18 careers support (including UCAS) has allowed me/will allow me to submit a strong and timely application'.</p> <p>Student Leadership and Independence Over 90% of learners feel that the school promotes independence and encourages them to take on positions of responsibility.</p>	
<p>OPPORTUNITIES</p> <p>Academic Enrichment Wednesday afternoons give students valuable volunteering experience and allow them to delve into areas such as law, medicine, science, engineering and psychology. To bolster the academic enrichment offer we will offer units on safeguarding, CV writing, target setting and memory and recall during these sessions.</p> <p>Uniform Last year the Student Senate did a fantastic job in reviewing and refining our Dress Code Policy and in winning support from the governing body to implement their changes. This year will be about ensuring that the policy is implemented consistently across the school.</p> <p>Degree Apprenticeships A number of students and parents would like to see more information and guidance on degree level apprenticeships and alternatives to university. This will be picked up by the Deputy Head of School and our Apprenticeship's Lead.</p>	<p>THREATS</p> <p>Ofsted Inspection At present the school is graded 'Outstanding' in all areas by Ofsted (2017). Any future inspection could see Harington downgraded which may impact admissions / student numbers.</p> <p>MIS System In the summer of 2023, the Federation was forced to move its MIS system. Managing the transition to SIMS will be a key piece of work over the next 12 months.</p>

Extracurricular

75% of students regularly take part in our vast range of extracurricular opportunities. We would like to increase that to 85%. Growing the house system and organising more sports fixtures with other schools will be a way to achieve this.

Broadening the Curriculum

In September 2024 we are keen to introduce A level Design and Technology to our curriculum. This will allow us to make use of the new £5 million building at Catmose College and complement our existing A level courses such as maths, physics and art.

SCHOOL LEADERSHIP

Head of School – Oliver Teasel Strategic lead Transformation Plan and quality assurance Line management of NHO / CRA / RGU / SKA Governance Recruitment and admissions Activities programme Student Leadership Team

Deputy Head of School – Natalie Henry-Oliver Intervention Assessment, recording and reporting SEND support (including EHCP) Exams and access arrangements (including appeals) Line management of Business Studies / UCAS Advisor (JGR), Apprenticeships (HJA), Mock Exams (GAU), Access Arrangements (KS), SENDCO (RME) Post 18 support		
Cluster Lead - Safeguarding and Welfare Safeguarding Attendance Medical conditions Student mental wellbeing Duties School Senate Behaviour and Rewards House system Line management of CSA (CTO)	Cluster Lead – Curriculum Curriculum Assemblies PSHE / Tutorial Academic Enrichment Subject Reviews UCAS and Oxbridge Support	Additional Responsibilities Doc.Soc. (KAT) Mock exams (GAU) Post 18 and Oxbridge (JGR) Apprenticeships (HJA) Access Arrangements (KSM) RS and SACRE compliance / academic mentoring (MSI) EPQ (HTI)

SUMMARY JUDGEMENTS

Quality of Education – Curriculum (Outstanding)

- In 2022/23, 100% of lessons observed at Harington were judged to be Good and 64% Outstanding. Curriculum intent was particularly strong – judged Outstanding in 86% of lessons.
- Teachers possess exceptional subject 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.
- Our strongest subjects include: chemistry, history, maths, modern foreign languages and physical education.
- 93% of learners agree that Prep effectively supports their learning
- In 2024 the school will be introducing A level Design and Technology.

Quality of Education – Outcomes (Outstanding)

- A level outcomes at the school are very strong and show a significant improvement on those achieved in 2019. Over 30% of grades awarded were A*-A and over 90% were A*-C. These results helped to ensure that Rutland was the highest performing county in the country at A level in 2023.
- Results were slightly down in Religious Studies and Computer Science. These subjects will undergo subject reviews in terms 2 and 3 to establish the reasons behind this underperformance.
- Disadvantaged students perform exceptionally well at Harington. Last year they achieved an average point score of 41, which is significantly higher than the school average of 39.2. At Harington we adopt a disadvantaged first strategy and provide intervention and post-18 support.

Quality of Education – Post-18 (Outstanding)

- 94% agreed with the statement - 'The Post-18 careers support (including UCAS) has allowed me / will allow me to submit a strong and timely application'.
- Last year 2 former students went on to Oxford, 2 to Cambridge and over 45% went to Russell Group Universities. They are also studying some of the most prestigious courses including law, engineering and veterinary medicine.
- The school will continue to support those learners who wish to pursue degree level apprenticeships once they leave Harington.

Personal Development, Behaviour and Welfare (Outstanding)

- On the recent surveys 96% of parents agreed that their child is happy at the school (43% strongly agree) and 97.5% of learners said they were proud to be a student at Harington School (over 30% strongly agreed).
- Students can take part in a wide range of extracurricular and super curricular activities. These include Academic Enrichment on a Wednesday, Wellbeing Activities on a Friday, Greenpower, Eco Team, Doc.Soc., Young Enterprise, Charities, student leadership roles, sports teams and trips to name but a few.
- Our 'With you in mind' strategy does an effective job of supporting students with their physical, emotional and mental wellbeing.
- 2023/2024 will see a big push on the House System, PSHE and the role of the tutor.

Leadership and Management (Outstanding)

- Over 95% of parents agree with the statement that the school is well led and managed (over 40% strongly agree).
- The school communicates effectively with all key stakeholders.
- Staff at Harington feel valued and around 90% agree that they are able to manage their workload effectively. However, in order to support staff, 'workload' will remain an agenda item throughout 2023/2024.
- Governance and safeguarding arrangements at the school remain strong. However, there is no complacency and an external safeguarding review will be conducted in October 2023 to ensure full compliance with Keeping Children Safe in Education and other relevant legislation.
- Harington School remains the sixth form of choice within Rutland and the surrounding area. Last year we received over 300 applications and 163 students joined us in August 2023. Well over 90% of parents and students would recommend Harington to a friend.



QUALITY OF EDUCATION: CURRICULUM

The school's curriculum intent and implementation are strong. This is true across all subject areas. Subject leaders have constructed a curriculum which is ambitious and gives all learners the knowledge and skills they need to be successful at A level and in later life.

As the table below shows, curriculum intent and implementation are a particular strength at the school.

Lesson Observation Section	Outstanding	Good
Overall judgement	64%	100%
Intent	86%	100%
Implementation	64%	100%
Impact	64%	100%

An analysis of the evidence forms completed over the year show the following common strengths:

- each curriculum is logically sequenced
- teachers have expert knowledge of their subject / subject areas
- high-quality discussions take place in lessons
- teachers present information clearly
- teachers check learners' understanding systematically and provide feedback
- interventions are targeted and effective

The student and parent surveys 2023 provide further evidence to support this judgement. A number of comments relate directly to the high-quality teaching on offer at the school:

'The fact that teachers have kept me on track with my studies and I know exactly what I need to improve upon'.

'Individual teachers are praised by my child as engaging and very good at providing feedback to pupils'.

'I would say that the teaching at Harington is excellent'.

'Standard of teaching is fantastic. Our daughter has had incredible support, guidance and encouragement from all of her teachers. Pastoral care is very good'.

'The quality of teaching is outstanding. All of the teachers my daughter has are exceptional'.

'Enabling students to stretch themselves and reach their potential'.

This leads to students at Harington feeling well supported and prepared for their A levels. Students overwhelmingly agreed with the statement 'I am well supported to achieve success', in chemistry, economics, French, German, history, further maths, physical education and Spanish 100% agreed or strongly agreed. The following comments were also made on the 'What are we particularly good at?' section:

'The support from teachers in improving work'.

'The support I receive from teachers at any time, and how they are always happy to help and answer my endless questions'.

'How easy and accessible the teachers are to speak and ask them questions'.

A number of these quotations were taken from our most disadvantaged students and from the small number who have SEND. This shows just how supportive the school is towards each and every one of our learners, living by our motto 'no one gets left behind'.

Over 95% of parents agree that their child is making good progress as a result of well taught lessons (over 45% strongly agree with this statement).

The school sets incredibly high standards for students and the work given to them is appropriately demanding. Over 93% of learners agreed that their Prep (homework) 'supports my learning and challenges me' (23% strongly agree). A target on this year's Transformation Plan will be to increase the percentage of students who strongly agree with this statement to above 30%. On the parent survey 2023 around 85% of parents agreed that they were able to monitor and support their child's prep. Given the complexity and volume of prep which students receive at A level this is an impressive percentage.

In the summer of 2022, a review of Business Studies was conducted which highlighted the following strengths in this new course: the use of Prep booklets to support the learning of key content; effective use of case studies and the regular use of past paper questions. Next steps for the subject were; ensuring folders were checked regularly; improving the quality of written feedback; developing the variety of Prep tasks; and a greater focus on the 20-mark questions. In Term 1 of 2022/2023 a follow up mini-review of Business Studies found that these areas for development were being addressed and that students on the course were making good progress. Outcomes for Business Studies were strong with 88.1% achieving A*-C and 16.7% A*-A and a residual of +0.46. A pleasing set of results for this new course.

In 2024 we are keen to add A level Design and Technology to our curriculum. This will allow us to benefit from the new building at Catmose College and add another course which complements our existing A level offer. A key part of this year's Transformation Plan will be marketing this new course and preparing the necessary resources.

2023/2024 will also see changes to the Federation's lesson observation protocol. We are moving away from the Ofsted driven model which grades lessons 1-4 (Outstanding to Inadequate) to our own approach which grades lessons 1-3 (Exceeding, Expected, Requires Support) and looks in detail at Curriculum, Pedagogy, Relationships and Outcomes. This change, which fits neatly into the Federation's appraisal process, will need to be carefully managed.



QUALITY OF EDUCATION: OUTCOMES

The impact of the Harington curriculum is strong. Learners acquire and develop high-quality skills and produce work of a consistently high standard. This is reflected in the consistently strong outcomes achieved at A level.

Headline Measures

After three years of Teacher Assessed Grades (TAG), Centre Assessed Grades (CAG) and generous examination board methodologies, 2023 saw a return back to the stricter pre-covid grade boundaries of 2019. The table below provides a comparison between 2023 and 2019 on the key headline measures.

Measure	2023	2019
Number on roll	168	105
A*-C (% of grades)	90.3%	78%
A*-A (% of grades)	31.3%	27.6%
AAB (Including 2 facilitating A Levels)	24.4%	20%
Average points Score	39.19	36.35
Average Grade	B=	B-

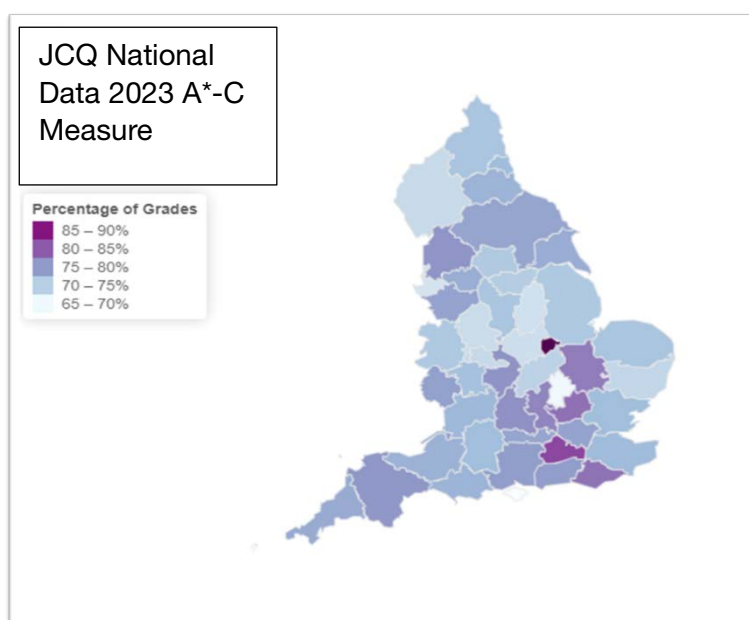
Attainment

In summary, 24.4% achieved the AAB grade profile. This marks a significant improvement on the 20% achieved in 2019. The A*-A and A*-C measures also show a significant improvement on the results achieved in 2019 when the cohort was far smaller.

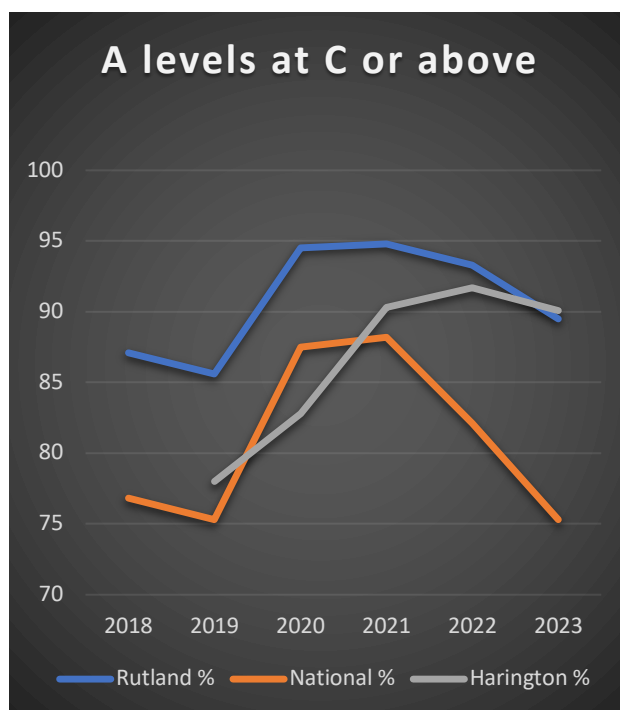
With regards to the JCQ National Data, Rutland was the highest performing county in the country on the A*, A*-A, A*-B and A*-C measures.

On the A*-C measure it was the only county in the country to achieve between 85-90%.

At Harington we achieved a very respectable 90.3% on this measure, which is only slightly down on the 91% we achieved in 2022.



The graph below compares Harington School, Rutland and National data on the A*-C measure between 2019 and 2023. During this time the gap between Harington and National has significantly extended and the gap between Harington and Rutland has significantly reduced. This is very encouraging and shows just how effective the school has been during the Covid-19 pandemic.



In each subject, learners develop detailed knowledge across the curriculum, and as a result, achieve well across almost all areas of their study. Attainment was particularly strong in chemistry, geography, German, physical education and psychology where outcomes were significantly above the national data on the A*-A and A*-C measures.

		Harington	National		Harington	National			
Name	Total Grades	A* - A %	A* - A %	Difference	A* - C %	A* - C %	Difference	Average Pts Per Entry	Residual
Art	17	29.4	31.2	-1.8	94.1	85.1	9	40	2.83
Biology	38	34.2	27	7.2	84.2	68.6	15.6	37.37	-2.15
Business Studies	42	16.7	16.2	0.5	88.1	75.1	13	35.95	0.46
Chemistry	28	42.9	32.2	10.7	96.4	71.6	24.8	42.5	-1.09
Computer Science	20	15	22.2	-7.2	75	65.8	9.2	35	-0.54
Economics	29	34.5	29.3	5.2	86.2	80.2	6	38.97	1.24
English Literature	26	30.8	25.9	4.9	96.2	83.2	13	40.38	1.78
French	6	33.3	38.7	-5.4	100	84.7	15.3	43.33	-2.22
Further Maths	2	50	58.5	-8.5	100	88.5	11.5	50	-1.04
Geography	29	37.9	24.8	13.1	96.6	79.7	16.9	40	-0.13
German	5	60	45.5	14.5	100	87.5	12.5	48	0.79
History	64	23.4	24.7	-1.3	96.9	80.8	16.1	39.53	1.5
Mathematics	52	44.2	41.9	2.3	92.3	76.5	15.8	42.5	-0.59
PE	13	53.8	18.7	35.1	92.3	69.1	23.2	46.15	2.82
Physics	33	30.3	31.7	-1.4	84.8	69.3	15.5	37.58	-3.32
Psychology	72	31.9	19.1	12.8	90.3	69.9	20.4	39.03	1.29
RS	20	15	26.3	-11.3	75	79.6	-4.6	30.5	-4.55
Spanish	9	22.2	36	-13.8	88.9	84.9	4	40	-0.37
Summary	505	31.3	27.2	4.1	90.3	76	14.3	39.21	0.01

Religious Studies is the only subject which is down against national data on both of these.

		2023	2019		2023	2019			
Name	Total Grades	A*-A %	A*-A %	Difference	A*-C %	A*-C %	Difference	Average Pts Per Entry	Residual
Art	17	29.4	40	-10.6	94.1	100	-5.9	40	2.83
Biology	38	34.2	16.7	17.5	84.2	69.4	14.8	37.37	-2.15
Business Studies	42	16.7			88.1			35.95	0.46
Chemistry	28	42.9	25.8	17.1	96.4	64.5	31.9	42.5	-1.09
Computer Science	20	15	37.5	-22.5	75	87.5	-12.5	35	-0.54
Economics	29	34.5	10.5	24	86.2	78.9	7.3	38.97	1.24
English Literature	26	30.8	16.7	14.1	96.2	100	-3.8	40.38	1.78
French	6	33.3	66.7	-33.4	100	83.3	16.7	43.33	-2.22
Further Maths	2	50	55.6	-5.6	100	88.9	11.1	50	-1.04
Geography	29	37.9	35	2.9	96.6	90	6.6	40	-0.13
German	5	60			100			48	0.79
History	64	23.4	24.1	-0.7	96.9	100	-3.1	39.53	1.5
Mathematics	52	44.2	43.9	0.3	92.3	70.7	21.6	42.5	-0.59
PE	13	53.8	18.2	35.6	92.3	63.6	28.7	46.15	2.82
Physics	33	30.3	20.6	9.7	84.8	55.9	28.9	37.58	-3.32
Psychology	72	31.9	21.6	10.3	90.3	91.9	-1.6	39.03	1.29
RS	20	15	44.4	-29.4	75	88.9	-13.9	30.5	-4.55
Spanish	9	22.2	60	-37.8	88.9	80	8.9	40	-0.37
Summary	505	31.3	27.6	3.7	90.3	78	12.3	39.21	0.01

Subject data 2023 vs 2019 shows that religious studies and computer science both experienced a significant drop in their percentage of A*-A and, to a lesser extent, their A*-C outcomes, with RS receiving a residual of -4.55. In order to gain a better understanding as to why this has occurred, subject reviews will be conducted in both of these areas over the next six months.

A special mention should be given to biology, chemistry and physical education who have seen a significant improvement in their outcomes since 2019.

Groups of students

At Harington all learners, including those with SEND and the most disadvantaged, go on to achieve the best possible outcomes.

The data for disadvantaged students was significantly above the whole school performance data (average score was above 41 for disadvantaged students / just over 39 for non-disadvantaged students). This provides a strong indication that the disadvantaged first strategy introduced in 2022 is working.

Conversely, the data for SEND students was slightly lower than the data for non-SEND students. However, given the very small number of students in this cohort, it is not appropriate to go into any further detail here.

Measure	Whole School	Boys	Girls
A*-C	90.3	91.3	89.6
A*-A	31.3	36.4	28.9
AAB	24.4	25.6	23.3
Average Points	39.19	40.12	38.5
Value Added	-0.16	-0.01	-0.31

With regards to the performance of boys vs girls, it is clear that the former performed better on almost every measure. This was despite both groups achieving a similar GCSE average points score. When working with the current Year 12 and 13 cohorts we will be mindful of this observation and take action if we feel that a pattern is emerging.

Year 12

Year 12 completed their mock examinations during the summer term. Students typically sat two papers of 90 minutes in length for each subject. The results of which are summarised below. The column on the right contains results from the 2021/2023 cohort's summer 2022 mock examinations so that a direct comparison can be made.

	2022/24 (Current 12)	2021/23 (Current 13)
Cohort Size	167	170
Average GCSE Points Score	6.9	6.83
Grade Equivalent	6-7	6-7
Male / Female Split	77/90	82/88
Number of disadvantaged students	7	7

Measure	Agreed Target	Current 2022/23	Current 2021/22
A*/A	30%	41%	38%
A*-C	80%	86%	85%
AAB (including 2 facilitating A levels)	25%	31.1%	28.8%
Average Points Score		40.16	39.10
Average Grade		B=	B=
Overall average points per student		120.72	117.29
Value Added	0	-0.05	-0.15

On every measure the Year 12 cohort outperformed the Year 13 cohort and exceeded the agreed Transformation Plan targets. We can therefore be reasonably optimistic that our A level results next summer will be as good (if not better) than those achieved in 2023.

At a subject level we saw strong performances in biology, computer science, French, geography, history, maths, physics, religious studies and Spanish, where over 35% of grades awarded were A*-A and over 85% were A*-C. The performance in physical education is significantly down on Assessment Points 1 and 2, however very strict grade boundaries were applied when marking these papers which explains the under-performance. If the 2023 grade boundaries were applied to the PE mock, then the results would be some of the best in the school.



Name	Total Grade s	A*/A	A*-C	A*	A	B	C	D	E	U	Average Points Score	Average Grade
Art	9	33	89	0	3	3	2	1	0	0	38.89	B=
Biology	50	42	88	8	13	11	12	4	2	0	40.6	B=
Business	23	9	57	0	2	6	5	5	4	1	27.39	C-
Chemistry	35	34	91	5	7	9	11	1	2	0	39.43	B=
Computer Science	22	64	95	3	11	4	3	1	0	0	45.45	A-
Economics	35	14	69	0	5	9	10	9	2	0	31.71	C+
English Literature	37	35	84	7	6	5	13	5	0	1	38.11	B-
French	5	40	100	0	2	3	0	0	0	0	44	B+
Geography	30	37	90	3	8	11	5	3	0	0	41	B=
History	39	41	100	7	9	15	8	0	0	0	43.85	B+
Maths	62	58	89	15	21	11	8	4	1	2	43.87	B+
Physical Education	15	7	60	0	1	1	7	5	1	0	27.33	C-
Physics	28	75	93	7	14	3	2	0	2	0	47.14	A-
Psychology	81	42	83	20	14	15	18	11	3	0	40.62	B=
Religious Studies	21	43	95	4	5	7	4	1	0	0	43.33	B+
Spanish	10	50	90	3	2	2	2	1	0	0	44	B+
Summary	502	41	86	82	12	11	11	51	17	4	40.16	B=

Groups

Measure	Male	Female
Cohort	77	90
Points on entry	6.9	6.9
AAB (including 2 facilitating A levels)	36.4%	26.7%
Average Points Score	41.39	39.11
Average Grade	B=	B=
Overall average points per student	124.16	117.78

Again, we see a similar pattern of boys performing better than girls. This will be monitored closely over the academic year.

Given the very small number of students classified as disadvantaged and SEND, it would not be appropriate to comment on their outcomes in any great detail. However, both groups will continue to be supported by the disadvantaged first strategy and by our SEND team in order to achieve the best possible outcomes.

RECOMMENDATIONS

- Lesson observations will shift from the Ofsted 1-4 judgement-based system to a 1-3 (Exceeding, Expected, Requires Support), which looks at Curriculum, Pedagogy, Relationships and Outcomes. This change will need to be managed carefully.
- Introduction of the A level in Design and Technology in August 2024.
- Conduct subject reviews in Religious Studies and Computer Science to gain a better understanding of why outcomes dropped in 2023.
- Continue to monitor the performance of girls vs boys and take action to close the gap in attainment.
- Ensure the intervention programme targets those students who are currently on a B grade, but are capable of achieving an A*/A.



2022/2023 TARGET REVIEW

Target	Final Outcome
AAB (Must include 2 facilitating A Levels): 25%	24.4%
% A*- A grades: 30%	31.1%
%A*-C grades: (80%)	90.3%
Lesson Observations: 85% Good or Better (50% Outstanding)	100% of lessons were judged to be Good and over 60% Outstanding.
Value Added Score at 0 or better	-0.17 It is important to recognise that target grades for this cohort were set using GCSE Centre Assessed Grades (CAG). Consequently, student target grades are typically higher than pre-Covid which makes obtaining a positive VA score more challenging. Especially as examination boards have returned to traditional grade boundaries in 2023.

QUALITY OF EDUCATION: POST 18 PROGRAMME OF STUDY

Learners at Harington are well supported when it comes to making applications to university and degree level apprenticeships. On the student survey 2023 around 94% agreed with the statement 'The post 18 careers support (including UCAS) has allowed me / will allow me to submit a strong and timely application'. 27% of students strongly agreed with this statement. In the comments section learners were also positive about: the support they had received with their personal statements, the use of Unifrog, the use of guest speakers and ex – Harington students, the post-18 days at the end of Year 12 and Doc.Soc.

In terms of areas for development, learners would like to see more information on gap years, advice on student finance / student loans, a bigger push on apprenticeship options, representation from the armed forces and more guidance on firm and insurance offers with UCAS. These are all things we will take on board when planning next year's post 18 programme.

On the parent survey, over 90% agreed with the statement 'The school supported my child to make decisions about their next courses and destinations with balanced and helpful information'. (Over 30% of parents strongly agreed with this statement.

Under the section of the survey 'What are we particularly good at?' a number of students and parents commented on the UCAS support:

'The enrichment activities and university application preparation are impressive and very much valued. I think it makes the difference to my son's confidence as he moves toward a new experience'.

'The preparation for university applications has been Outstanding'.

'Preparing students for life beyond A levels'.

'Preparing students for life post-18 e.g., assemblies, guest speakers, UCAS days'.

They were also positive about our Academic Enrichment Programme which gives students the opportunity to experience careers in law, engineering, science, psychology and teaching.

On top of this they also gain valuable volunteering experience with the Catmose College Electives programme. Looking at new ways to improve the Academic Enrichment offer will be a key focus of this year's Transformation Plan.

Learners leave Harington ready for the next stage of education training and employment. They gain qualifications which allow them to go on to destinations which meet their interests and aspirations. The table below shows the Time University Guide 2024 (Overall Rankings) and the number of Harington students who attended these institutions in 2023. Overall, 57 of students (34%) went on to a university ranked in the top 30 in the UK, with 2 students going to Oxford and 2 to Cambridge.



Ranking	University	Number of Harington Students
1	University of St Andrews	
2	University of Oxford	2
3	University of Cambridge	2
4	London School of Economics and Political Science	
5	Imperial College London	
6	University College London	
7	Durham University	1
8	University of Bath	3
9	University of Warwick	4
10	Loughborough University	2
11	University of Exeter	1
12	University of Glasgow	
13	University of Edinburgh	2
14	Lancaster University	
15	University of York	8
16	University of Bristol	1
17	University of Southampton	2
18	University of Sheffield	9
19	University of Aberdeen	
20	University of Strathclyde	
21	University of Surrey	
22	University of Birmingham	1
23	University of Manchester	
24	University of Leeds	8
25	Cardiff University	4
26	University of East Anglia	1
27	King's College London	
28	SOAS University London	
29	University of Liverpool	7
30	Royal Holloway, University of London	

Other popular universities were: Newcastle University (7), University of Leicester (7), University of Lincoln (6) and University of Nottingham (6).

At the top 30 universities, students went on to study some of the most prestigious courses. These include Astrophysics, Computer Science, Engineering, Economics, History, Law, Mathematics, Modern and Medieval Languages, Natural Sciences, Physics and Veterinary Medicine.

On the other key measures relating to post-18 destinations 73% of the cohort secured a place at a university; 74% of those secured their first-choice university and 47% have gone to a Russell Group. 6 students in the cohort have gone onto degree – level apprenticeships at: BAE Systems (engineering), KLM Norwich (aeroplane maintenance based), Price Waterhouse Coopers, Law firm, Jaguar Land Rover (engineering), Rolls Royce (nuclear engineering).

The next steps in terms of our post-18 offer are to ensure students have sensible first-choice and insurance university offers and continue to provide relevant information about degree level apprenticeships.

RECOMMENDATIONS

- Continue to raise the profile of degree level apprenticeships as a viable alternative to the traditional university route.
- Ensure that all students receive appropriate advice regarding first choice and insurance university offers.
- Look at ways to improve the Academic Enrichment Programme and effectively prepare students for the one-to-one interviews at the end of Year 12.

2022/23 TARGET REVIEW

Target	Final Outcome
70% of students achieve first choice university offer.	74% of students achieved their first-choice university offer.
40% + of students achieve Russell Group places. This includes at least 2 Oxbridge places and 2 medics.	47% of students secured places at Russell Group Universities. 4 of our former students secured places at Oxbridge and 3 students secured places on veterinary science courses.
85% of students agree that the academic enrichment programme provides useful advice and feedback.	This question was not asked on the survey.
85% agree that the UCAS (and post 18 careers) guidance allowed me / will allow me to submit a strong and timely application.	Over 90% of students agreed with this statement.



PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Environment

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. Bullying and harassment are never tolerated.

On the student survey 2023 a number of responses commented on the positive learning environment and family feel at Harington.

'The supportive and non-pressured environment, and the helpful kind teachers who genuinely support students'.

'Closeness / interconnection / knowing everyone'.

'The people – community and great teachers'.

'The aspect of community, constant support and constant encouragement to reach your full potential'.

'The structure and routine of the day – teachers are supportive'.

'Encouraging and professional atmosphere'.

'The safe feeling of lessons – feeling able to contribute without being nervous'.

The parent survey also commented upon the 'healthy learning environment where children can repress themselves'.

'Creating an environment to nurture dedicated and capable talent to make the most of those capabilities'.

'A warm approachable and caring community. A fabulous learning environment where the pupils are all treated as individuals'.

'Our son said his experience at Harington was his happiest school experience as he felt respected by the staff and supported to learn in an environment where others wanted to learn – thank you'.

On the recent surveys, 96% of parents agreed that their child is happy at the school (43% strongly agree) and 97.5% of learners said they were proud to be a student at Harington School (over 30% strongly agreed).

Transition

Despite the fast turnaround between GCSE results day and students starting at Harington, the overwhelming majority of parents feel that 'my child was well prepared for their first year and settled quickly'. (Over 90% agree with this statement and 44% strongly agree). This is largely down to our carefully thought-out admissions process which includes assemblies at the local 11-16 schools, open evening, taster sessions, one-to-one meetings with all applicants and our two-day induction programme. This gives prospective students and parents a clear insight into our ethos and routines and allows students to hit the ground running when they enrol in Year 12.

Independence

Learners demonstrate consistently positive attitudes and commitment to their studies. They work independently and are persistent in the face of difficulties. On the student survey 2023, well over 90% agreed with the statement 'The School encourages me to be independent and to take on positions of responsibility' (just under 30% strongly agree). In February 2023, over 50 students applied for the position of Head Student, with all applicants having to submit a 1-minute video and attend a formal interview. 6 candidates were taken through to the final round which required them to take part in a group discussion and give a presentation to their year group. The successful Head Students were Archie and Jasmin and Deputy Head Students were Jenny and Jaskiran.

Almost all of the remaining applicants have gone on to fulfil successful roles as Subject Ambassadors, Engagement Team, Sports Ambassadors, Performing Arts Ambassadors, Reporter, Charities Committee and members of the School Senate.



In response to the question 'what have you enjoyed most about studying at the school?' students were positive about the supportive environment which encourages independence.

'The freedom we are given'

'Independence and the availability of teachers'

'The independence especially through private study'

'Having independence, everyone is nice'

'Being able to work with my friends, which I have found have massively helped my confidence and ability. I really appreciate the private study sessions while also being able to find my teachers for help if needed'.

Extracurricular

The curriculum at Harington allows learners to develop their character. Specifically, their resilience, confidence and independence. There are countless examples of students getting involved in the extracurricular and super curricular activities on offer at Harington School.

Some opportunities are built into the timetable (for example volunteering at Catmose College on a Wednesday afternoon and the wellbeing activities on a Friday afternoon), however, other activities (Duke of Edinburgh's Award, Greenpower and Young Enterprise) require students to devote their time at evenings and weekends. Despite the vast extracurricular programme, just over 75% of students said that they regularly take part in a wide range of activities, trips, visits and experiences. Increasing this percentage to above 85% will be another key feature of this year's Transformation Plan and developing the house system and Pledge Passports will be two key vehicles for achieving this.



When asked the question 'what other non-academic activities do you believe the school should offer' a number of students said yoga and pilates, a wider range of sports fixtures with other sixth-form colleges, opportunities to learn about 'cooking and food hygiene' and more local trips and visits. These are all things we will action this academic year.

On the parent survey almost 90% agreed with the statement 'The extracurricular programme is an important part of the school week that enriches my child's experiences'. On the section 'What are we particularly good at?', a large number of parents commented upon the extracurricular programme.

The overwhelming majority of students at Harington are keen to take part in skills competitions and social action projects. The first 20 Facebook posts of 2022/23 were celebrating students' achievements, for example; participation in DofE, charity work for Kidney Research UK (Wear it Pink), William in Year 12 receiving his Arkwright Engineering Scholarship, our Greenpower Team competing in the international finals at Goodwood, wellbeing activities on a Friday, Act of Remembrance with Liz Mitchell from the Royal British Legion, reading stories in French to Year 5 students at Catmose Primary School and Jaskiran receiving the Lion's Club Award for her work with Mencap.

Harington School consistently and extensively promotes the personal development of learners. Opportunities for learners to develop their talents are of an exceptional quality. The school goes above and beyond the expected, so that learners have access to a wide, rich set of experiences. Wherever possible Harington is keen to give back to the community it serves.



Personal, Social, Health and Economic (PSHE) Education

Our PSHE programme is well established and covers topics such as mental wellbeing, student finance and sexual relationships. Around 75% of learners agree that this programme is appropriate to their needs and over 75% believe that the content is delivered in an interesting manner. However, this is an area of the school we are keen to develop and over



the next academic year we will be holding a review of the PSHE programme to establish where these gains can be made. Based on the student survey, learners would like a bigger focus on 'later life and preparations such as finance, tax, pensions, university loans', better advice around sexual health and contraception and an improvement in the quality of PowerPoint presentations and lesson resources.

On the staff survey 2023, 100% of staff agreed with the statement 'The tutorial curriculum is well resourced and planned allowing me to deliver PSHE to a high standard'.

The school effectively prepares learners for life in modern Britain by teaching them how to protect themselves from radicalisation and extremist views. Our students are responsible, respectful, active citizens who contribute positively to society. Last year we worked closely with the St Philips Centre in Leicester on their initiative Cops, Community and Consent. We were also visited by David Hobbs, former Secretary General of NATO who gave his thoughts on the Ukraine conflict.



Mental Wellbeing

2023 saw the launch of the Harington School 'With you in mind' strategy to improve the mental wellbeing of staff and students. The strategy, which was heavily influenced by the Student Senate and is available on the school website, draws on the latest NHS guidance and suggests ways students can make connections, be physically active, learn new skills, give to others and pay attention to the moment. The strategy has been well received by the student population and over 85% agreed with the statement 'The school encourages me to look after my physical, emotional and mental health'. The School Senate and Engagement Team will take an active role in consolidating this strategy and in rising the profile of wellbeing here at Harington.



On the student survey a number of students commented on Mental Wellbeing under the section 'What are we particularly good at?':

'Ensuring students' wellbeing is looked after'

'Keeping people physically and mentally healthy'

'Providing support for children with mental health issues has improved this year'

Behaviour Management

Behaviour at Harington School is impeccable. Students have high levels of self-control and consistently positive attitudes to their studies. 100% of staff agree that they are able to effectively manage the behaviour of students at Harington (44% strongly agree).

On the student survey 2023, 97% agreed with the statement 'there is a positive learning environment in my lessons' (38% strongly agreeing). If learners struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their programme of learning. There were no permanent exclusions in 2022/2023 and the number of suspensions and internal isolations is exceptionally low.

Attendance

Learners have high attendance and are punctual. Last year attendance was consistently above 95% and there was a comprehensive plan in place for all learners who were classed as persistently absent.

On the parent survey 2023 over 97% agreed that 'I know what my child's attendance is and where to seek support if required'. (Over 64% strongly agreed with this statement).

Rewards

At Harington learners are treated as individuals and are celebrated for their talents, passions and interests. On the student survey 2023 almost 80% agreed that their 'achievements are recognised and rewarded' (12% strongly agreed). However, this is an area of the school we are keen to develop and the student senate will look to at new ways to recognise and reward achievements. These are likely to include the use of staff and student postcards, the use of social media and end of term assemblies.

RECOMMENDATIONS

- Growing the inter-house system to include more competitions and increase participation.
- The School Senate have been tasked with improving the school's rewards system and embedding the Pledge Passport.
- Conduct a subject review of the PSHE programme and bring tutorial sessions into the lesson observation schedule. Make PSHE sessions / content a standing agenda item at each pastoral meeting.
- Refine our approach to attendance, specifically monitoring and intervention.

2022/2023 TARGET REVIEW

Target	Final Outcome
85% of students agree that there is a wide range of enrichment activities	Just over 75% of students agreed that they regularly take part in extracurricular activities at Harington.
85% agree that the content of the PHSE sessions (e.g., mental health, sexual relationships, finance) were appropriate to my needs	Around 75% felt that the content of PSHE was relevant to their needs.
80% agree my tutor covered the contents of the PSHE session in an interesting manner	Around 75% felt that the content was delivered in an interesting way.
Attendance at 96% or better	Attendance throughout the year was above 95%.

LEADERSHIP AND MANAGEMENT

Leaders have a clear and ambitious vision for the School and are committed to providing a high-quality and inclusive education for all. On the parent survey 2023, over 95% agreed with the statement that 'The school is well led and managed'. (41% strongly agree) and over 95% stated that 'I know who to contact to raise any concerns'.

In response to the questions 'what are we particularly good at?', one parent responded: 'Everything! I've been so impressed with the sixth form; the communication is excellent and the support is outstanding. Well done!'.

Another commented:

'We have been impressed with Harington from day one. The school seems to be very well managed and communications are very good. There is a great ethos at the school which rubs off on the students. They are treated with respect and there are high expectations for behaviour and progress'.



Communication

The school's engagement with learners, employers, parents and the local community is very effective. Over 96% of parents agree that they receive valuable information from the school about their child's progress. Parents were also overwhelmingly positive about the different methods of communication adopted by the school. In response to the question 'To what extent do you agree that you find the following ways in which we communicate with you useful', we received the following response.

Method of communication	Agree	Strongly Agree
Celebrating Success e.g. social media	93%	39%
Communicating Home e.g. letters and Xpressions	94%	44%
Face to face meetings e.g. progress meetings	97%	42%
Academic reports e.g. assessment points	94%	38%
Website	98%	49%

Under the section what are we particularly good at? A large number of parents commented upon communication.

'Communication through email'

'Good focus on academic achievement. Excellent communication with school office. Flexible to provide intervention support lessons, extracurricular, Doc Soc. Excellent support given to students with their university personal statements'.

Workforce

Staff at Harington feel valued and report high levels of job satisfaction. On the staff survey, we received the following responses:

Question	Survey Response
At work, I have the opportunity to do what I do best every day.	100% agree / 22% strongly agree
Recently, I have received recognition or praise for doing good work.	88% agree / 22% strongly agree
My Line Manager, or someone at work, seems to care about me as a person.	100% agree / 44% strongly agree
There is someone at work who encouraged my development.	100% agree / 22% strongly agree
My team and fellow employees are committed to doing quality work.	100% agree / 78% strongly agree
In the last six months, someone at work has talked to me about my progress.	77% agree / 11% strongly agree
This last year, I have had opportunities at work to learn and grow.	88% agree / 11% strongly agree
I would recommend the Federation as a place to work to a friend	89% agree / 22% strongly agree

Over the last 12 months we have taken a number of steps to reduce staff workload by: removing one of the Year 12 Progress Evenings, removing 2 x assessment points and removing the need for form tutors to attend the weekly assemblies (thus gaining an extra 25 minutes per week). However, as the school has grown (from around 280 in September 2021 to over 330 in September 2022) there has been a noticeable increase in workload, particularly for the core Harington staff.



On the staff survey 2023 just under 90% of staff agreed that they were able to manage their workload. However, in order to maintain the quality of service we provide, whilst at the same time looking after our staff. Workload management will remain a key agenda item this academic year, as we attempt to build additional capacity.

High-quality pastoral and subject leader meetings (termly) help to ensure that teachers receive focused and highly effective professional development. This year meetings will focus on: SEND support across the curriculum; PSHE resources and delivery; and revisiting Rosenshine's Principles of Instruction / the Learning Walkthrus of Oliver Caviglioli and Tom Sherrington. A large number of staff will continue to mark A level scripts for the examination boards and the Deputy Head of School is set to start her NPQH course.

Governance

Those responsible for governance understand their role and carry it out effectively. The governing body contains a wealth of experience, including 4 serving head teachers and 2 retired head teachers. There are also representatives from higher education (University of Leicester), local business and child protection. Last academic year governor scrutiny panels were held on attendance, safeguarding and post-18 support. This year governors have already expressed a wish to conduct a panel on PSHE and the role of the tutor.

Safeguarding

Harington School takes its safeguarding responsibilities incredibly seriously and has a culture which enables staff to identify, help and protect learners who need help or who are at risk of harm. All Harington staff have completed the annual safeguarding training, the Federation's safeguarding booklet and read Part 1 of Keeping Children Safe in Education (KCSIE).

On the student survey, over 90% agreed with the statement 'there is a member of staff I can speak to if I have a problem' (35% strongly agreed with this statement). 98% of parents agreed with the statement 'my child feels safe at school' (almost 60% of parents strongly agreed with this statement).

The termly safeguarding newsletter, which has included sections on abuse, grooming, exploitation, radicalisation and extremism, provides a useful means of highlighting potential issues within Rutland and the surrounding area.

Admissions

Harington School remains extremely popular within the local community. In 2022/2023 we received over 300 applications, with 163 students joining us in August 2023. The majority of these students continue to come from Catmose College and Uppingham Community College, however this year we have seen an increase in interest from Stamford Welland Academy, Long Field Spencer Academy and the independent sector. On the student survey 2023 over 93% of learners agreed that they would recommend Harington School to a friend (over 43% strongly agreed with this statement). On the parent survey 97% agreed with a similar statement (53% strongly agreed).



RECOMMENDATIONS

- On the staff survey 2023, just under 90% agreed that they were able to manage their workload effectively. Whilst in the current education climate that may appear to be an impressive percentage, as a school we are committed to doing more. This year we will look at new ways to reduce the demands placed on staff.
- Ensure that pastoral meetings and subject leader meetings are of the highest quality and effectively support the school's aims for 2023/2024. Make effective use of the following approach: Strategy > CPD > QA
- Commission an external safeguarding review to ensure that the school remains fully compliant with KCSIE and other relevant legislation.

2022/203 Target Review

Target	Final Outcome
Student recruitment is >150 but <175	163 new students joined Year 12 in August 2023.
90% of staff agree that their workload is manageable	Just under 90% of staff feel that their workload is manageable.
Safeguarding arrangements are judged to be effective	The governors' safeguarding visit and the scrutiny panels on safeguarding and attendance found safeguarding arrangements to be effective.



YEAR PLANNER 2023-2024

QUALITY OF EDUCATION

Outcomes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>AAB (must include 2 facilitating A levels) 25%: 33% A*/A grades 90% A*-C grades</p> <p>Average Grade Score – 40 (B+)</p> <p>Value Added Score of 0 or better</p> <p>Value Added Score for different groups (boys vs girls, disadvantaged and SEND) at 0 or better</p> <p>Lesson observations: 95% at expected.</p> <p>Over 30% Strongly Agree that my Prep supports my learning and challenges me.</p>	<p>Set new Year 12 Target Grades (NHO)</p> <p>Trackers set up on Google Docs (NHO)</p> <p>Year 12 Informal Parents' Evening (NHO)</p> <p>GCSE English and Maths Intervention in place (NHO)</p> <p>SEND Report (RME) on website (OJT)</p> <p>Set up private study rooms for Year 13 (OJT)</p> <p>Learning Walk of Private Study (NHO)</p> <p>Subject meeting agenda agreed for year (RGU)</p> <p>SEND update to subject leaders (RME)</p>	<p>Subject review of Religious Studies (RGU)</p> <p>Review of Prep on SMHW (NHO)</p> <p>Folder Check (All)</p> <p>Access Arrangements Review (KSM/NHO)</p> <p>Year 12 AP 1 and review (NHO)</p> <p>Year 13 AP1 and review (NHO)</p> <p>Adopt the Disadvantaged 1st Strategy when planning interventions (All)</p> <p>Private study rooms reviewed (NHO)</p> <p>Year 12 Progress Evening (NHO)</p>	<p>Subject review of Computer Science (RGU)</p> <p>Year 13 Mock week (NHO)</p> <p>Disadvantaged 1st Strategy update (All)</p> <p>SEND Update to subject leaders (RME)</p> <p>Private study rooms reviewed (NHO)</p>	<p>Subject Review of Tutorial (RGU)</p> <p>Folder Check (All)</p> <p>Year 12 AP 2 (NHO)</p> <p>Disadvantaged 1st Strategy update (All)</p> <p>Year 13 Progress Evening (NHO)</p> <p>Private study rooms reviewed (NHO)</p>	<p>Year 13 Public Examinations (OJT)</p> <p>Form Tutor Reports (RGU)</p> <p>Private study rooms reviewed (NHO)</p>	<p>Year 13 Public Examinations (OJT)</p> <p>Year 12 Mocks (NHO)</p> <p>Disadvantaged 1st Strategy update (All)</p> <p>Private study rooms reviewed (NHO)</p>

POST -18 PROGRAMME OF STUDY

Outcomes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
80% of students achieve first choice of university offer	UCAS Predictions and References (NHO)	Update on EPQ assignments and presentations (HTI)	UCAS Tracking system used to monitor Year 13 (NHO)	University and Apprenticeships Fair (NHO)	Year 13-results day guidance including clearing (NHO)	Year 12 Post – 18 Days (NHO)
40% of students achieve Russell Group places.	Early entries approved and sent (RGU / NHO)	Year 12 Harington Challenge presentations (All)	Volunteering and Academic Enrichment Sessions (RGU)	Volunteering and Academic Enrichment Sessions (RGU)	Volunteering and Academic Enrichment Sessions (RGU)	Year 12 One to One Interviews (RGU)
2 x Oxbridge and 2 x medics	Personal Statements Windows 1 and 2 (NHO)	Volunteering and Academic Enrichment Sessions (RGU)	Volunteering and Academic Enrichment sessions selected for terms 4 and 5 (RGU)	Careers Newsletter (NHO)		Careers Newsletter (NHO)
85% of students agree that Academic Enrichment provides useful advice and feedback.	Revamp the Academic Enrichment Programme sessions on Zander Letter, safeguarding, CV wringing, memory and recall (RGU/OJT)	Careers Newsletter (NHO)		Year 12 Oxbridge Group (RGU)		
90% agree (over 30% strongly agree) that the UCAS (and post 18 careers) guidance allowed me / will allow me to submit a strong and timely application	Volunteering and Academic Enrichment sessions selected for terms 2 and 3.			Year 12 begin EPQ (HTI)		
	Registers on SIMS (RGU)					

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Outcomes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Over 95% of students agree (40% strongly agree) that they are proud to be a student at Harington.	Safeguarding Update – policy, training and website (CRA)	Pledge passport reviewed by tutors (RGU)	Update medical information for all students (CRA)	Pledge passport reviewed by tutors (RGU)	Update medical information for all students (CRA)	Pledge passport sign – off (RGU)
Over 40% strongly agree that there is a positive learning environment in my lessons	Medical information update for all students (CRA)	Music Scholarship Auditions (BST)	Pledge passport reviewed by tutors (RGU)	Inter-house competitions (OJT)	Pledge passport reviewed by tutors (RGU)	Inter-house competitions including Sports Day (OJT)
85% of students agree that they participate in a wide range of enrichment activities	Pastoral Tutor Meeting agenda agreed (RGU)	Progress Rewards Assembly (CRA)	Inter-house competitions (OJT)	Progress Rewards Assembly (CRA)	Inter-house competitions (OJT)	Progress Assembly (CRA)
Over 80% feel that their achievements are recognised and rewarded (30% strongly agree)	Pledge Passport is launched with Year 12 (RGU)	Federation Christmas concert (BST)	Progress Rewards Assembly (CRA)	Subject Review of PSHE (RGU)	PSHE Curriculum overview finalised (RGU)	PSHE Curriculum overview on website (RGU)
	Safeguarding training completed by all Year 12 and booklet signed off (RGU).	Interform competitions in chess, rubix cube and football (OJT)	Culinary workshop (OJT)	Attendance monitoring – weekly (CRA)	Afternoon Tea for Year 13 Students (OJT)	Water Sports trip to Rutland Water (CRA)
Over 40% will strongly agree that the school encourages them to be independent and take on positions of responsibility.	Young Enterprise Launched (KSM)	Student Senate to review school Behaviour Policy, specifically rewards (CRA)	PSHE content review (RGU)		Year Book and Prom Finalised (NLA)	Attendance monitoring – weekly (CRA)
80% agree that the content of PSHE sessions / assemblies (e.g. mental health,	DofE launched (RK)	Focus Groups with students on the PSHE Programme (RGU)	Updated behaviour policy taken to Governors by the Senate (CRA)		Attendance monitoring – weekly (CRA)	
	Student bursaries launched (OJT)	Pastoral Meeting with staff to gain their views on the PSHE programme (RGU)	Cinema Trip to Melton Mowbray (CRA)			
	Inter-house competition s in rounders, netball, seed growing, House Shout and speed stacking (OJT).	Governors Scrutiny Panel of PSHE (RGU)	Year Book and Prom update (NLA)			
			Attendance monitoring – weekly (CRA)			

<p>sexual relationships, finance) were appropriate to their needs</p> <p>80% agree that my tutor covered the content of the PSHE sessions in an interesting manner.</p> <p>80% agree and 30% strongly agree that the school encourages me to look after my emotional and mental health.</p> <p>Attendance at 95% or better</p>	<p>Non-uniform day – local food bank (OJT)</p> <p>Student Senate meeting to discuss rewards / mental wellbeing / Student Fund (CRA)</p> <p>Re-introduce the postcard system (OJT)</p> <p>Use the Pastoral Meeting to establish clear expectations around the PSHE programme and the role of the tutor (RGU).</p> <p>Lesson Observations for PSHE scheduled (OJT)</p> <p>Launch of the Friday Wellbeing activities – including a Year Book and Prom Committee (OJT)</p> <p>GreenPower Team compete at Goodwood (TFO)</p> <p>Enter the Leicestershire Schools league in Basketball, Football and Netball (MSI)</p> <p>Contact other local sixth-forms to arrange sports fixtures (MSI)</p>	<p>Curriculum overview for PSHE Reviewed (RGU)</p> <p>Introduce Yoga and knitting as Wellbeing activities (OJT)</p> <p>Attendance monitoring – weekly (CRA)</p>	<p>Student Leadership Applications (OJT)</p>			
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	<p>Run a wellbeing Wednesday (CRA)</p> <p>Introduction of a lunchtime board games club by the Engagement Team (CRA)</p> <p>Attendance monitoring – weekly (CRA)</p>					
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LEADERSHIP AND MANAGEMENT

Outcomes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>95% of parents agree that the school is well led and managed</p> <p>Student recruitment is >150 but <175</p> <p>90% of staff agree that their workload is manageable</p> <p>Safeguarding arrangements are judged to be effective</p> <p>Over 90% of students agree (40% strongly agree) that “there is a member of staff I can speak to if I have a problem”</p>	<p>Performance Review Meetings (All)</p> <p>CC Taster Sessions (OJT)</p> <p>Post 16 assemblies at CC, UCC, Casterton College and John Ferneley (OJT)</p> <p>Post 16 Events at CC, UCC and Long Field (OJT)</p> <p>Admissions Policy Reviewed (OJT)</p> <p>Application form reviewed and admissions database created (OJT)</p> <p>Attendance Policy Reviewed (CRA)</p> <p>External Safeguarding Review (OJT)</p>	<p>Harington Open Evening</p> <p>UCC Taster Sessions</p> <p>Post-16 Event at Casterton College (OJT)</p> <p>External Safeguarding Review actions</p>	<p>Student Interviews (OJT)</p> <p>Taster Sessions for non-CC/UCC (OJT)</p>	<p>Interim Performance Review Meetings (All)</p> <p>Student Interviews (OJT)</p>	<p>Start writing the Federation Timetable (OJT)</p>	<p>Two-day induction programme (OJT)</p> <p>Prepare for A level Results Day (OJT)</p> <p>Prepare for Enrolment Day (OJT)</p> <p>SEND Review 2024 on website (RME)</p> <p>Safeguarding Policy Updated (CRA)</p>