# TRANSFORMATION PLAN

# 2026-27

The Place to Fulfil Your Potential



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## HEAD OF SCHOOL'S WELCOME

I am immensely proud to be the Head of Harington School, a school that has achieved so much in a remarkably short space of time.

Harington opened its doors in 2015 with a clear and ambitious purpose: to help young people from Rutland secure places at the very best universities. At that time, we had just 39 students, and lessons were taught in four portacabins situated in a car park.

Eleven years later, much has changed. We are now based in a stunning purpose-built facility and educate more than 350 students. We have been judged Outstanding by Ofsted on two occasions, first in 2017 and again in 2025, and our academic outcomes continue to go from strength to strength. What has remained constant, however, is our unwavering commitment to helping students from Rutland gain places at the most competitive universities and, increasingly, the very best degree apprenticeships.

To achieve this, we offer a carefully designed curriculum featuring only the highest-quality A level courses. This includes 11 facilitating subjects, highly valued by Oxbridge and Russell Group universities, alongside eight complementary subjects that enable students to pursue their individual strengths and interests. These courses are delivered by exceptionally talented and dedicated teachers who work tirelessly to ensure that every student fulfils their potential.

> Students say the School is "shaping who they are and who they want to be" Ofsted 2025

Beyond the classroom, students benefit from an extensive and high-quality enrichment programme. Opportunities include Doc.Soc., supporting students interested in medicine, dentistry and veterinary science; Greenpower Engineering; Just Hack Me Cyber Security; Young Enterprise; Sports Leaders; and our Law Society. Students also enjoy a wide range of extracurricular opportunities, including the Duke of Edinburgh's Award at Silver and Gold level, an exciting programme of educational visits and international trips, and a broad range of leadership roles. Together, these experiences develop knowledge, resilience and confidence, ensuring students are exceptionally well prepared for both higher education and the world of work.

For me, however, the very best thing about Harington School is our strong sense of family. We are a small, close-knit community that genuinely cares for one another and values every individual for their talents, passions and character. It is the people, both staff and students, who make Harington such a special place to learn and to work.

Oliver Teasel

## HEAD STUDENTS REVIEW OF 2025/26



We have been at Harington School for just over 12 months, and an incredible amount has happened in such a short space of time. The depth and breadth of opportunities available are truly remarkable. Whether your interests lie in sport, music, science, history, the environment, or something entirely different, there really is something for everyone.

Our social media channels, Facebook, Instagram and the School website, provide a comprehensive record of events throughout the year. However, below we have attempted to summarise some of the key highlights from 2025/26. We hope you enjoy reading about them.

In August 2025, we began our Harington journey alongside 190 fellow Year 12 students. While the majority of students continue to join Harington from Catmose College and Uppingham Community College, our main feeder schools, there has been a noticeable increase in students joining us from Casterton College and the independent sector.

### September 2025

The Cambrian Mountains of Wales provided a spectacular backdrop for the Duke of Edinburgh's Gold Qualifying Expedition. During the four-day, three-night adventure, 55 students travelled from the base camp in Llanidloes to the stunning coastline at Borth, covering almost 50 miles on foot.

Soon after settling in, Year 12 students took part in one of Harington's most cherished traditions: the House Shout. Each form selected a song and performed it in front of the entire school, with performances judged on enthusiasm, crowd engagement and overall entertainment value.

The excitement of inter-house competition also began, with Year 12 and Year 13 forms competing in events ranging from the House Scramble relay race to fiercely contested cup-stacking challenges.



## October 2025



Our Greenpower team travelled to Goodwood Motor Circuit to compete in the International Finals. This marked the fourth consecutive year that Harington had qualified for the event, a truly remarkable achievement. The team delivered an outstanding performance throughout the race before a mechanical issue on the final lap forced their retirement. The result certainly did not diminish what they had accomplished, and all involved should be immensely proud of their achievement.



October also saw our first non-uniform charity event of the year, with students wearing yellow to support Young Minds and raise awareness of young people's mental health. Across the year, students also donated more than 150 advent calendars to local food banks, participated in Christmas Jumper Day to support PASIC, and took part in Wear It Blue Day in support of Charlie's Promise.

The month concluded with our inaugural Autumn Ball, held to celebrate Harington's tenth anniversary and welcome our new Year 12 students. More than 200 students attended an evening of pizza, music and celebration. Special thanks go to Laura, Deputy Head Student, for her fantastic organisation of the event.



## November 2025



In November, History students embarked on their British Experience of Warfare residential visit to Waterloo and Ypres. The trip included visits to the Waterloo Museum, Lion's Mound and Hougoumont Farm, where students explored key sites connected to one of history's most famous battles. They also visited Langemark Cemetery and other First World War locations around Ypres, bringing their studies vividly to life.

Other trips throughout the year included a biology visit to the University of Warwick, as well as wellbeing visits to Jump Giants and Rutland Aqua Park.

## December 2025

All Saints' Church in Oakham once again provided a beautiful setting for the Catmose College and Harington School Christmas Concert. The evening showcased outstanding musical performances, a brilliant drama sketch and heartfelt readings, creating a truly memorable start to the festive season.

Other musical highlights included the Harington Choir's performance of *Hallelujah* at the Rutland Remembrance Event in November.

During the final week of term, students competed in the grand final of the Year 12 Harington Challenge, a School-wide essay competition. Students researched and presented a topic of their choice, with winners from each form progressing to the final. The quality of the presentations was exceptional and reflected the academic curiosity that characterises Harington students.



### January 2026

A little-known fact: Harington School is home to the world record for the fastest working toilet, reaching an astonishing 70.545 mph.

Inspired by this success, a group of Year 12 students set out to break another unconventional world record by building the world's fastest wheelbarrow, aiming to surpass the existing record of 55.12 mph. The project showcased the creativity, ingenuity and engineering talent that thrives within our student body.



### February 2026



February marked the start of filming for *Lovestones*,, Harington's first-ever five-part drama series. Set in the fictional world of Ingtonheart School, the series explores the challenges, friendships and experiences of adolescence. Congratulations to everyone involved, including the writers, directors, actors, composers, photographers and production crew, whose creativity and dedication brought the project to life.

We were also privileged to welcome Martin Cosser from Charlie's Promise to speak to students about the devastating impact of knife crime. Following the tragic loss of his son Charlie, Martin has dedicated himself to educating young people about the dangers of carrying knives and the importance of speaking up when concerns arise.

His powerful and deeply moving message challenged misconceptions about knife carrying and highlighted how informed choices can save lives. We are incredibly grateful to Martin for sharing his story and for the invaluable work he continues to do through Charlie's Promise.



## March 2026

A level Spanish students travelled to Málaga for an unforgettable five-day cultural immersion experience. Living with host families, sampling traditional cuisine and exploring some of southern Spain's most iconic locations gave students a genuine insight into Spanish life and culture.



Highlights included visits to the Mosque-Cathedral of Córdoba, an authentic Moorish tetería and the Pompidou Centre in Málaga. Students returned inspired, energised and well prepared for their final examinations.

## April 2026

As more Year 12 students began learning to drive and passing their driving tests, April provided an ideal opportunity to focus on road safety.

We were delighted to welcome Leicestershire Fire and Rescue Service, who delivered an engaging and thought-provoking presentation on the "Fatal Four" causes of serious road traffic collisions: drink and drug driving, speeding, mobile phone use and failing to wear a seatbelt. The session reinforced the importance of making responsible decisions behind the wheel.



April also featured the annual Battle of the Bands competition, with three Harington entries competing: Hush, UnBOXD and Nomad. Congratulations to UnBOXD, who emerged victorious after a closely fought and highly entertaining contest.



**May 2026**

To help ease the pressures of A level examinations, Year 13 students enjoyed a relaxing afternoon tea together, providing a final opportunity to sign yearbooks, reflect on their time at Harington and celebrate friendships before embarking on the next chapter of their journeys.




A huge thank you goes to our catering team for providing a fantastic selection of cakes, scones, blondies and refreshments. We wish all of our Year 13 students every success in their examinations and future endeavours.

We hope this review has provided a snapshot of the many opportunities, successes and memorable experiences that make Harington School such a special place to study. To keep up to date with school life, please follow us on Facebook and Instagram, and visit the School website regularly.

Thank you for reading.

**Sam and Iva (Head Students)**
July 2026

## CULTURE AND ETHOS

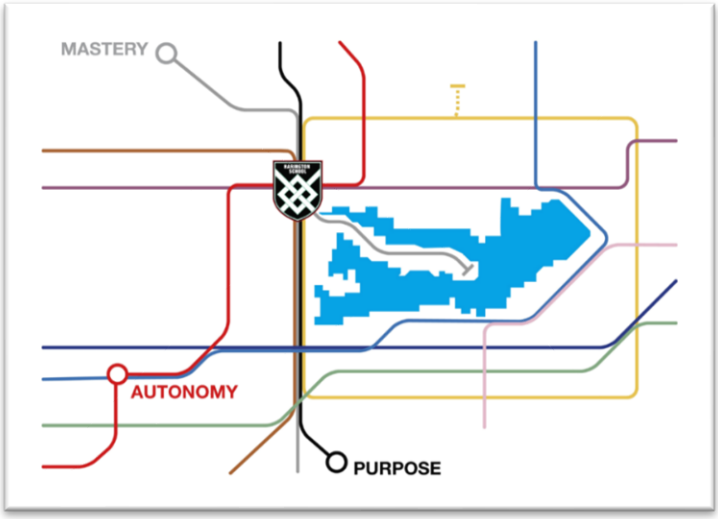


At Harington, our purpose is simple: to ensure that every student fulfils their potential.

Everything we do is driven by this ambition. From our carefully selected A level courses and extensive enrichment programme to our exceptional pastoral support, we create an environment in which students are both challenged and supported to succeed. Our aim is not only to secure outstanding academic outcomes, but also to develop confident, ambitious and resilient young people who are ready to thrive in higher education, apprenticeships and the wider world.

**What3Words ///mastery.autonomy.purpose**

The What3Words app has transformed the way we identify locations, assigning every 3m × 3m square in the world a unique combination of three words. At Harington, we have adopted a similar concept, using three key words to guide our educational philosophy: Mastery, Autonomy and Purpose (MAP).




**Mastery** – A commitment to continual improvement. We encourage students to embrace challenge, respond positively to feedback and develop the knowledge, skills and habits needed to achieve excellence.

**Autonomy** – The ability to take ownership of learning and make effective choices. We support students in developing independence, self-discipline and the confidence to manage their time and energy wisely.

**Purpose** – Harington is not the destination; it is an important stage in the journey. Whether a student aspires to become a doctor, lawyer, teacher, engineer, entrepreneur or pursue another path entirely, we help them take the next step towards their ambitions. Every aspect of the Harington experience is designed with a clear sense of purpose: preparing students for success beyond school.

As the map illustrates, all major routes in and out of Rutland pass through Harington School. In much the same way, Harington serves as a gateway to future opportunities, helping students navigate the path towards their goals with confidence and direction.

## TRADITIONAL FAMILY VALUES

Everything we do at Harington is underpinned by our strong, traditional family values and a simple question:

**"Would this be good enough for my own child?"**

Most parents want their children to feel safe, be kind, work hard and enjoy the very best opportunities available to them. At Harington we share those same aspirations for every student:

- We ensure that every student feels safe, secure and valued, celebrating them as individuals with their own talents, passions and personalities.
- We encourage kindness, respect and compassion, fostering a community where students look out for one another and support those who need it most.
- We expect students to work hard and give their best, regardless of the challenge. We recognise that mistakes are an essential part of learning and growth, and we encourage resilience in the face of setbacks.
- We encourage students to embrace every opportunity available to them, whether through sport, music, drama, leadership, enrichment activities, or the wide range of educational visits and trips on offer.

By nurturing these values our students do more than achieve academic success. They develop into responsible, principled and compassionate young people who are ready to make a positive contribution to society and a meaningful difference in the world.

## BEHAVIOUR MANAGEMENT

Our approach to behaviour is straightforward – we trust them and expect them to:

- Be ready;
- Be respectful;
- Be safe; and
- Work hard

These expectations help create a calm, purposeful and supportive environment in which every student can flourish, both academically and personally.

## OUR 10 TOUCH STONES

To ensure that students fulfil their potential, staff at Harington will use the following 'touch stones'. These neatly summarise our approach when it comes to making decisions (both big and small).

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". Staff should not just accept responsibility; they should embrace it!
5. A promise to act ethically and with integrity. To welcome 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.



## TRANSFORMATION PLAN TARGETS 2025/26 REVIEW

Below you will find the Transformation Plan targets set in 2025/26 and the progress we have made towards obtaining these.

| Target | Evidence |
|---|---|
| INCLUSION<br><br>Performance of boys, girls and disadvantaged students in line with the rest of the cohort (see achievement strand) | Boys archived a value-added score of +0.27, A*/A of 33% and an A*-C of 86%<br><br>Girls achieved a value-added score of +0.16, A*/A of 28% and A*-C of 89%<br><br>Financially Disadvantaged – VA -0.02, A*/A 24% and A*-C 76%<br><br>SEND – VA +0.41, A*/A 7% and A*-C 87% |
| LEADERSHIP<br><br>Over 90% of parents feel that the school is well led and managed.<br><br>90% of students agree that they are proud to be a student at Harington School.<br><br>Over 300 students apply to join Harington<br><br>Student recruitment is over 175 but less than 200<br><br>90% of staff agree that their workload is manageable | This question was not asked in 2026. In 2025 97% of parents agreed with the statement the school is well led and managed (almost 70% strongly agreed with that statement).<br><br>The school received over 330 from prospective Year 12 students in 2025/26.<br><br>149 students are on roll in Year 12.<br><br>Staff remain positive about their workload, and the Federation will continue to support staff who work across Harington and Catmose. |
| ACHIEVEMENT<br><br>30-35% A*/A<br><br>80% A*-C<br><br>AAB (must include 2 Facilitating A levels) 20 - 25%<br><br>Average Grade Score – B<br><br>Value Added Score of 0 or better<br><br>80% of students achieve their first or insurance choice of university | 32% of students achieved A*/A<br><br>88% achieved A*-C<br><br>20% achieved AAB with at least 2 Facilitating A levels<br><br>The average grade was a B (points score of around 38.7).<br><br>Value Added Score is likely to be 0.2 or better (above average)<br><br>Just under 85% of students achieved their first or insurance university place. |

| | |
|---|---|
| 40% of students achieve Russell Group places<br><br>2 x Oxbridge and 2 x Medics<br><br>90% Agree (over 30% strongly agree) that UCAS / post 18 support has allowed / will allow them to submit a strong and timely application. | 52% of students have accepted places at Russell Group Universities. University of Liverpool is the most popular, with 19 students continuing their studies there.<br><br>One student will be joining Oxbridge from Harington School this year.<br><br>This question was not asked in 2025/26, but historically feedback in the area (including during the Ofsted inspection) has been very strong. |
| CURRICULUM (including skills needs)<br><br>Schemes of work and sequencing of lessons judged 95% effective<br><br>To successfully launch A level music in 2026 | On over 95% of lesson observations the 'curriculum' was judged as effective or better.<br><br>Unfortunately, A level music was not re-introduced this year. We will revisit this again in 2026/27. |
| DEVELOPING TEACHING AND TRAINING<br><br>95% of Lesson Observations were judged as effective or better. | 100% of lesson observations conducted in 2025/26 were judged as effective or better. |
| PARTICIPATION AND DEVELOPMENT<br><br>85% of students feel that their achievements are recognised and rewarded.<br><br>75% of students agree that their form tutor is supportive and delivers the PSHE content in an interesting manner.<br><br>80% agree that the school encourages me to look after my physical, emotional and mental health<br><br>85% agree that they participate in a wide range of extra-curricular activities<br><br>80% of students feel that there is a strong connection between Years 12 and 13 | 86% of students feel that their achievements are recognised and rewarded.<br><br>78% of students were positive about tutorial and its delivery.<br><br>95% agree that Harington encourages them to look after their health and wellbeing.<br><br>88% agree that they have participated in a wide range of extracurricular activities.<br><br>Improvement needs to be made in this area.47% agree there is a strong connection between the two-year groups. However, this is a big improvement (30%) on the 17% achieved in 2024/25. |
| SAFEGUARDING<br><br>Safeguarding at Harington School is judged to be effective | The Ofsted Report 2025 judged Safeguarding to be effective. This was also the conclusion of the annual governor |

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| Policies and procedures adhere to KCSIE 2025<br><br>Over 90% of students agree there is a member of staff I can speak to if I have a problem.<br><br>90% of parents agree their child feels safe at school.<br><br>Attendance at 95% or better | safeguarding visit and the governor scrutiny panel.<br><br>Over 97% of students agree that there is a member of staff they can speak to if they have a problem.<br><br>97% of parents agree that their child feels safe at the school (55% strongly agree).<br><br>Attendance in 2025/26 was 95%. |



## STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT)

| STRENGTHS | WEAKNESSES |
|---|---|
| **Attendance** – Attendance at Harington is consistently above 95%. This is likely to place us well-above 6th forms and colleges nationally.<br><br>**Admissions** – Over 330 students applied to join Harington School in 2026. We admitted 153 students. This takes the number on roll to 335 (PAN 300).<br><br>**Behaviour and Independence** – Students behave impeccably and regularly seek out positions of responsibility. Over 97% of parents feel that students behave well.<br><br>**Curriculum, Teaching and Learning** – Schemes of Work were judged to be effective in 100% of lesson observations carried out at Harington in 2025/26. On the Parent Survey, a large number of responses praise the high standard of teaching and the support provided.<br><br>**Enrichment** – Almost 90% of students agree they have participated in a wide range of extra-curricular activities.<br><br>**Examination Outcomes** – In terms of progress and attainment, Harington School is one of the top performing schools in the East-Midlands. A*/A is now consistently above 30%, A*-C above 85% and our Value-Added Score has been positive for the last 3 years (+0.23 in 2026).<br><br>**Inclusion** – All students at Harington School go onto achieve their potential. For example, those with SEND achieved a Value-Added Score of +0.4 and our outcomes for financially disadvantaged students on the A*/A and A*-C were 24% and 76% respective. This is higher than the published regional data (East Midlands) for all students.<br><br>**Leadership and Governance** – "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.<br><br>**Post – 18 Support** – 85% of students secured their first or insurance choice or university. 52% will be attending Russell Group Universities (up from 44% | **Biology** – only 25% of students achieved A*/A and 65.6% A*-C. The Value-Added score was -0.21 and the Residual -3.38. Given the high entry requirements required to study biology (7 at GCSE), these results are disappointing. A subject review will take place in 2026/27.<br><br>**Extended Project Qualification** – Outcomes on the EPQ were disappointing with 0% achieving A*/A and 97.7% achieving A*-C. Given the high ability of students who studied this course, these outcomes required improvement. A full subject review (with recommendations) will be completed in Term 1 of 2026/27.<br><br>**Oxbridge** – Only 1 former Harington Student will be joining Cambridge this year. The target was 2 students. A new Oxbridge Passport will be launched in 2026 to support students in submitting a successful application.<br><br>**Interaction between Years 12 and 13** – Whilst we have seen a 30% improvement for the survey question 'there are strong interactions between the two-year groups" (17% in 2025 and 47% in 2026) there is still work to do in this area. |

| | |
|---|---|
| in 2025). The University of Liverpool ranked top amongst Harington Students, with 19 opting to study there. Over 40 students are part of our Apprenticeship Group.<br><br>**Safeguarding** – Safeguarding is the 'golden thread' at Harington and runs through all that we do. Over 97% of students feel there is a member of staff they can speak to if they have a problem.<br><br>Wellbeing and Mental Health – 94% of students agree that Harington supports their physical, emotional and mental well-being. This is achieved via our Friday Afternoon wellbeing activities and the PSHE programme. | |
| OPPORTUNITIES<br><br>**Apprenticeships** – We have enjoyed some success with regards to higher and degree level apprenticeships. Students have left us to work for prestigious companies such as AirBus, KPMG and the Police. This year we have launched our Apprenticeship Group to support students on this journey.<br><br>**Expansion** – Given the large number of new homes being built in Rutland and the surrounding area, and the growth of Catmose College, there is definitely the opportunity for Harington to expand. This will require Department of Education approval. Our expansion project will continue throughout 2026/27. | THREATS<br><br>**Space** – There are 335 students on roll and the building was designed for 300. This places strain on classrooms, workspaces, computers, toilets and staff time. Managing this and maintaining our high academic standards will be a key focus of this year's Transformation Plan.<br><br>**New Ofsted Framework** – Harington has been judged Outstanding by Ofsted on two occasions (2017 and 2025). We must continue to adapt and refine our practices in order to secure the most positive outcomes at our next inspection (likely to be in 2028/29)<br><br>**Workload** – In 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 2026/27

<table>
<tr><td colspan="2">HEAD OF SCHOOL<br><br>Governance<br>Quality Assurance<br>Recruitment and Admissions<br>Strategic Lead<br>Student Leadership<br>Transformation Plan<br>SEND<br>Apprenticeships<br>Admissions</td></tr>
<tr><td>DEPUTY HEAD OF SCHOOL<br><br>Activities<br>Attendance<br>Behaviour and Rewards<br>Medical Conditions<br>Mental Well-being<br>Post-18<br>Safeguarding (DSL)<br><br>Biology</td><td>DEPUTY HEAD OF SCHOOL<br><br>Academic Enrichment<br>Access Arrangements<br>Assessment, Recording and Reporting<br>Curriculum<br>Disadvantaged 1st Strategy<br>DofE<br>Exams and Mock Exams<br>Intervention<br>Duties<br><br>EPQ</td></tr>
<tr><td>CLUSTER LEAD<br><br>Assemblies<br>PSHE<br>Senate<br>Deputy DSL</td><td>CLUSTER LEAD<br><br>Assemblies<br>RS & SACRE or<br>UCAS & Oxbridge</td></tr>
<tr><td colspan="2">ADDITIONAL ROLES<br><br>Post 18<br>Access Arrangements<br>EPQ<br>Doc.Soc.</td></tr>
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REPORT CARD

Harington School – Self Evaluation

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Exceptional | 6 | | | | | |
| | Strong Standard | 1 | 2 | 3 | 4 | 5 | |
| | Expected Standard | | | | | | |
| | Needs Attention | | | | | | |
| | Urgent Improvement | | | | | | |

| | | |
|---|---|---|
| | Safeguarding | S |

1) Inclusion – Strong Standard
2) Leadership and Governance – Strong Standard
3) Achievement
4) Curriculum
5) Teaching
6) Personal Development

What it's like to be a learner at this provider:

Taken from our Ofsted Inspection February 2025

"Leaders are aspirational for students, and they set exceptionally high standards. Consequently, learners work very hard. Their behaviour, attendance and punctuality are excellent. Learners are respectful, highly motivated and consistently work hard to achieve their goals.

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

## 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)*



We have fostered a highly inclusive culture across Harington which has been sustained for a long period of time. We have an excellent understanding of the barriers our students face because we know our local context and community. The Disadvantaged 1st Strategy is firmly embedded and ensures that all students (but particularly those with SEND and/or from financial disadvantaged backgrounds and/or from the military) get the support they need to reach their full potential. The School also makes effective use of the discretionary bursary, which around 30 students access each year. Our approach allows students to thrive at Harington.




As the table below shows, financially disadvantaged students performed well. This year they achieved A*/A of 24% and A*-C of 76%. These figures are above the regional data (East Midlands) for all students - 23% and 74% respectively.

Support for students with SEND is also very strong. These students successfully access the same curriculum as their peers. The School has clear procedures in place for identifying students' needs and producing 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 a value-added score of +0.41 and 86.7% on the A*-C measure.

Rutland has three military bases (Kendrew Barracks, Saint George's Barracks and RAF North Luffenham). This means a good proportion of our students (around 10%) come from miliary backgrounds. The outcomes for these students are incredibly strong, with a value-added score of +0.4 in 2026.

| Performance Measure | Pupil Premium | SEND (K code and EHCP) | Service Students |
|---|---|---|---|
| A*/A | 24% | 6.7% | 29.5% |
| A*-C | 76% | 86.7% | 86.4% |
| AAB (including 2 facilitating A levels) | 16.7 | 0 | 21.4 |
| Average Grade | C+ | C+ | B= |

| | | | |
|---|---|---|---|
| Average Points Score | 34.4 | 34.6 | 38.42 |
| Value Added | -0.02 | +0.41 | +0.41 |

This data provides compelling evidence of us living by our motto “no student is ever left behind”. Our actions have had a transformational impact on how well disadvantaged students achieve and thrive across all areas of school life.



The strong pastoral system and ‘open door’ approach allow all students to feel valued and supported. We strike the right balance between academic rigour and supporting students with their well-being.

### RECOMMENDATIONS

- The Disadvantaged 1st Strategy will continue to run in 2026/27.
- Effectively promote the Discretionary Bursary with both Years 12 and 13 students.

## LEADERSHIP AND GOVERNANCE

“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)

### ADMISSIONS

Harington School remains the sixth form of choice within Rutland and the surrounding area. Last year we received over 330 applications and 150 students joined us in September 2026. This takes the number on roll to 335



The majority of these students continue to join us from Catmose College and Uppingham Community College, however in recent years we have seen a further increase in interest from Casterton College and the Independent Sector.

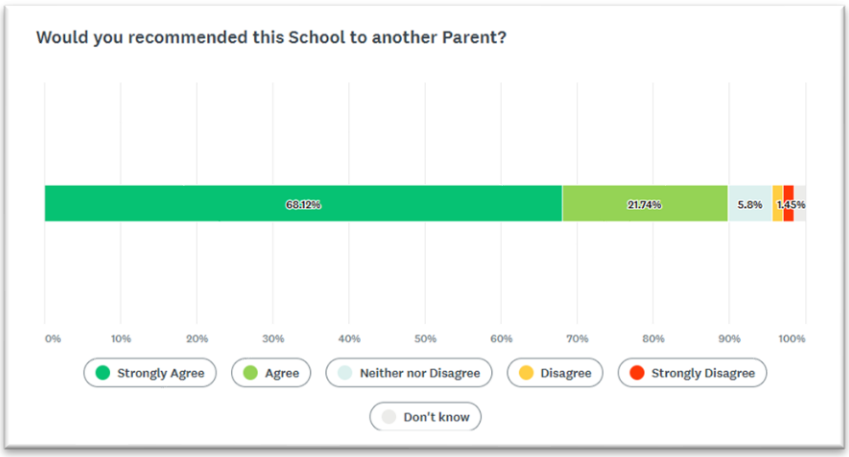
| SCHOOL OR COLLEGE | NUMBER |
|---|---|
| Catmose College | 59 |
| Uppingham Community College | 32 |
| Casterton College | 22 |
| John Ferneley College | 7 |
| Kibworth Mead School | 7 |
| Long Field Spencer Academy | 4 |

In The Telegraph Best Sixth Forms and Colleges 2026, Harington scored a very respectable 33/40. This ranks us amongst the top performing schools in the East Midlands.

| School | Overall rating | Score | Avg. A Level |
|---|---|---|---|
| Harington School > | Very good | 33/40 | B- |
| Melton Vale Sixth Form College (8mi.) > | Fair | 25/40 | C+ |
| Lodge Park Academy (12mi.) > | Fair | 25/40 | C |
| Corby Business Academy (12mi.) > | Fair | 21/40 | C |
| Corby Technical School (13mi.) > | Fair | 25/40 | C+ |
| Kingswood Secondary Academy (13mi.) > | Below avg | 16/40 | C- |
| The City of Leicester College (14mi.) > | Fair | 25/40 | C+ |
| Wreake Valley Academy (14mi.) > | Below avg | 17/40 | C |
| Gateway Sixth Form College (14mi.) > | Below avg | 18/40 | C |
| St Paul's Catholic School, a Voluntary Academy (14mi.) > | Good | 28/40 | B- |

## PARENT AND STUDENT SATISFACTION

In the annual survey 90% of parents stated that they would recommend the school to a friend (68% strongly agreed with this statement). On the student survey 95% agreed they would recommend the school to a friend (over 50% strongly agreed).



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

“Strong, positive ethos - very clear on the school values and goals”

“Staying on top of things”.

“Recruiting staff that make a difference to the child's development and stick around at that school, after all they spend more time at school with teachers than they do with the parents who are at work, so it's extremely important that they are getting strong foundations mentally and physically. The school does this very well”.

“Level of education and commitment to high standards”

“Harington is an amazing School and I am very proud to be a parent of my child that attends. Everything about it has been amazing”.

“Academic focus, efficiency and organisation, shared ethos, balancing a tight structure with just enough space and scope for fun and friendships”.

“The School is brilliant at providing a safe clean environment that the students are proud of. The standard of teaching and staff is excellent and the motivation that comes from the head and down the school fantastic. The rapport the teachers have with the students is also brilliant. I can’t praise the school enough really. There is so much they are good at”.



## CAPACITY FOR IMPROVEMENT

The senior leadership team have a clear vision for the School and a detailed insight into its strength and areas for development. When subjects fall below our very high standards, leaders are quick to take remedial actions to bring about sustained improvements.

For example, in 2025 the A level outcomes in maths and physical education were hugely disappointing (as the table below shows). However, following subject reviews, the results in both subjects are significantly better in 2026. In maths the A*-C pass rate has increased from 72% to 87% and in PE from 58% to 75%. Over the last few years, we have seen similar improvements in physics, computer science and religious studies.

| | Mathematics 2025 | Mathematics 2026 | Physical Education 2025 | Physical Education 2026 |
|---|---|---|---|---|
| Average Points Score | 36.13 | 41.59 | 26.67 | 32.5 |
| Average Grade | B- | B= | C- | C+ |
| A*/A | 37.3% | 49.3% | 0% | 25% |
| A*-C | 72% | 87% | 58.3 | 75% |
| Value Added | -0.34 | +0.18 | -0.37 | +0.46 |
| Residual | -3.23. | +0.37 | -0.56 | +0.98 |

This goes to show that senior leaders are tenacious in their pursuit of high standards and there really is no acceptance of anything less than outstanding.

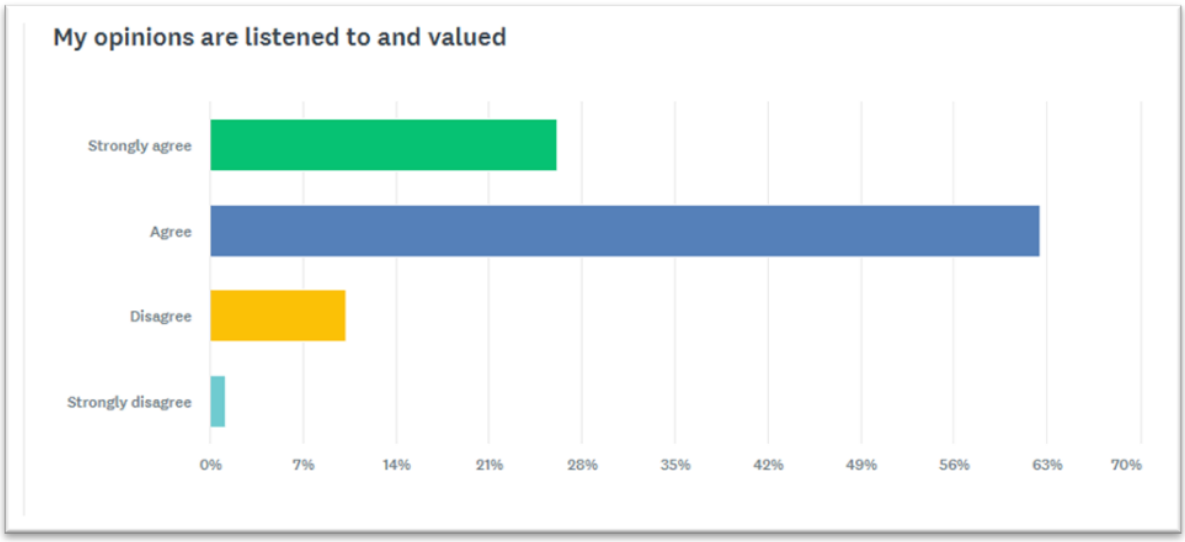
## GOVERNANCE

The School has also established effective governance. We have a highly experienced and committed local governing body which contains three headteachers (one former, two 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 meetings) allows them to better understanding the School and to be a critical friend. Last year, governor scrutiny panels were held on safeguarding, Disadvantaged 1st Support Strategy and 'The Harington Experience'. Members of the local governing body 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.

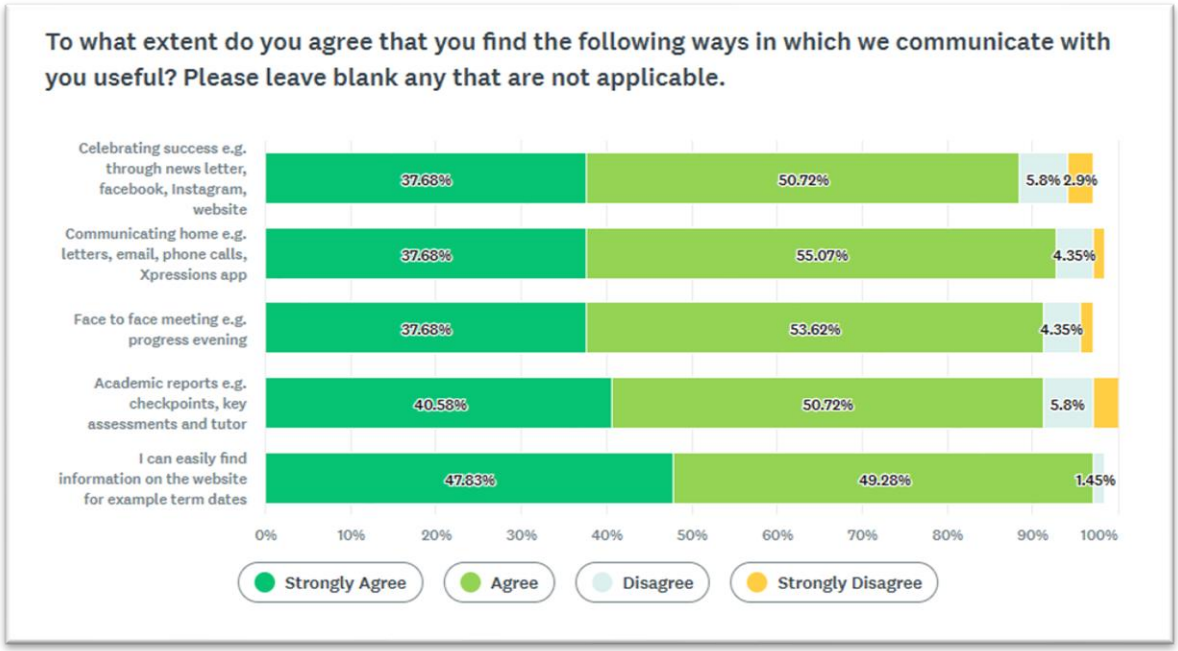
## COMMUNICATION

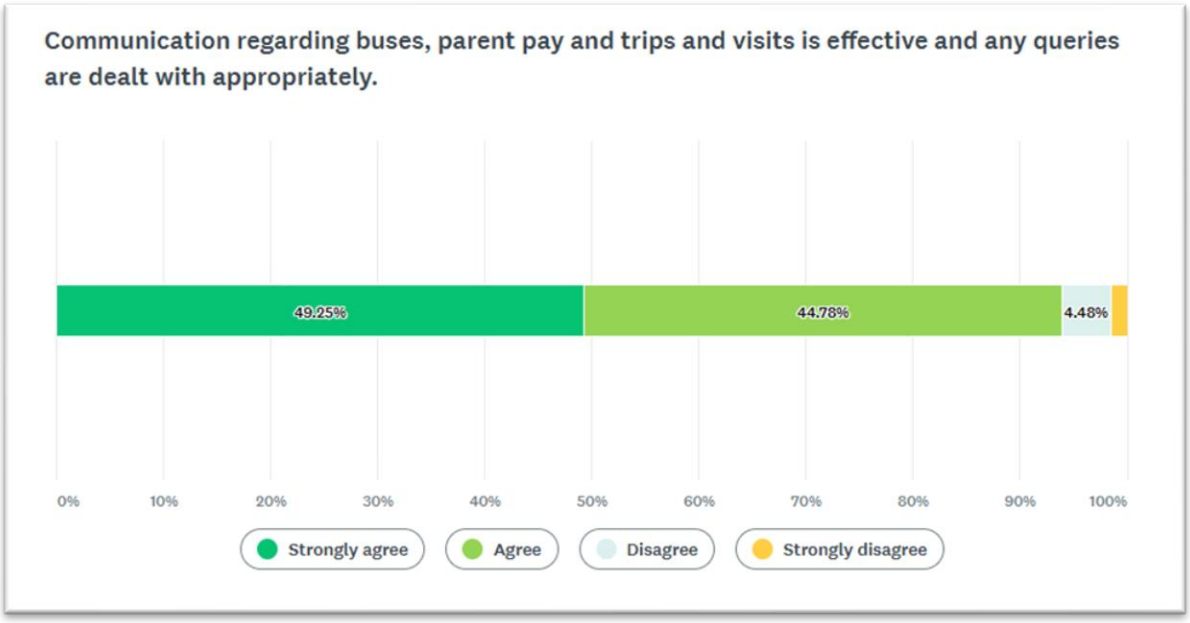
The School's engagement with learners, employers, parents and the local community is very effective.

On the Student Survey 2026, around 90% agreed that their opinions were listened to and valued (around 25% strongly agreed with this statement).



Parents were also positive about our different methods of communication, as the chart below demonstrates.



## HARINGTON EXPANSION

Due to the high demand for places, Harington submitted a Significant Change application to the Department for Education (DfE) in May 2026. This was to request an initial increase in our Planned Admission Number (PAN) from 150 to 175 places in each year group. A decision on the Significant Change application is now expected in September 2026.

As part of this process, we were required to undertake a consultation with key stakeholders in the local community. We received 215 responses, of which 206 were in favour of the expansion (96% positive). Comments like the ones below were common:

“Overdue and essential expansion to support the growth of the population in Oakham and Rutland”.

“My son is keen to attend Harington School for his A-levels and I have been concerned about the reduced number of places v the applications. This expansion goes someway to mitigate the risk”

“Will 200 places be sufficient. Can this proposal offer more places?”

“I am in favour for such a great school to be expand”

“As a parent of Year 10 and Year 8 daughters, it is very worrying that there are clearly not enough places for all the local students to attend Harington, who wish to, for sixth form. I enthusiastically welcome any expansion, but believe what is proposed is still not enough”.

“Both my nephews have been to Harrington and my son is hoping to go in September. It is a wonderful school. It is great more students will have this opportunity”.

“The expansion is not large enough, Oakham is a growing town and there is simply not enough Sixth Form provision”.

“More spaces are very much needed. I think even further expansion is needed past this too”.

The long-term goal is for Harington to secure the funding for a modest extension, similar to the one in the illustration below. This would allow the number on roll to increase to 400 students. The extension would contain:

- Five new classrooms (one of them being a computer room).
- An additional study space (open plan)
- One additional office
- Nine toilets
- A plant room

Without this expansion we fear that local students from Oakham and Rutland will once again be forced to leave the county in order to complete their A level studies. This is precisely what Harington School was set up to avoid.

## RECOMMENDATIONS

If the Significant Change application is granted, we will need to explore ways in which the necessary funding for an extension can be obtained.

Now that the number on roll is consistently above 330 students, we need to carefully manage our resources and staff workload.  This will be a priority of this year's Transformation Plan.





## ACHIEVEMENT

A level outcomes at Harington remain exceptionally strong and students continue to make strong progress from their already high starting points. This year over 31.5% of students achieve A*/A and just under 90% achieved A*-C.

These results helped to ensure that Rutland was once again the highest performing county in the country in 2026.

| | 2023 | 2024 | 2025 | 2026 | EM 2026 | National 2026 |
|---|---|---|---|---|---|---|
| Number of students | 168 | 166 | 157 | 167 | | |
| Average points Score | 39.30 | 39.07 | 38.14 | 38.67 | | |
| Average Grade | B= | B= | B- | B= | | |
| A* | 9.1% | 10.8% | 9.8% | 7.6% | 7.2 | 9.6 |
| A*/A | 31.3% | 31.4% | 33.2% | 31.5% | 23.1 | 28.3 |
| A*-C | 90.3% | 85.9% | 82.7% | 87.7% | 73.5 | 78.1 |
| AAB (2 facilitating) | 24.4% | 22.3% | 25.6% | 20.4% | | |
| AAB (3 facilitating) | 8.9% | 9.6% | 14.7% | 10.2% | | |
| Value Added Score | No published data | +0.23 | +0.07 | +0.23 | | |

The Value-Added Score of +0.23 is very strong and should place us Above Average when the national data is released.

Our strongest subjects in terms of attainment are: Art, Further Maths, Computer Science, Maths, Spanish and History, who all achieved an average points score of 40.00 or better.

Our strongest subjects in terms of progress are: Psychology, Physical Education, Computer Science, History, Business, Economics, and Design and Technology, who all achieved a VA score of 0.3 or better.



EPQ results were hugely disappointed with no students achieving the very top marks (0% A*/A and 94% A*-C). Given the high calibre of students taking the EPQ option, the VA score of -0.78 is of little surprise. As a result of the significant drop in performance from 2024 and 2025, we will conduct a review in term 1 of 2026/27 to establish what has gone wrong and the lessons we need to learn.

The table below shows a comparison between Harington School results 2026 and National Data 2026.

| Subject | Harington A* - A % | National A*-A % | Harington A* - C % | National A*-C % |
|---|---|---|---|---|
| Art, Craft and Design | 37.5 | 35.1 | 100 | 88.9 |
| Biology | 25 | 27.8 | 65.6 | 72.3 |
| Business Studies | 20.7 | 16.2 | 96.6 | 77 |
| Chemistry | 35 | 32.3 | 85 | 74.6 |
| Computing | 50 | 25.5 | 100 | 70.7 |
| Design and Technology | 20 | 19.3 | 100 | 74.1 |
| Economics | 36 | 30.2 | 88 | 83 |
| English Literature | 16.7 | 24.9 | 90.5 | 83.1 |
| French | 50 | 39 | 75 | 86.3 |
| Geography | 12.5 | 24.7 | 90.6 | 80.8 |
| History | 19.6 | 24.7 | 97.8 | 84.1 |
| Mathematics | 49.3 | 42.5 | 87 | 78.2 |
| Mathematics (Further) | 54.5 | 58.9 | 90.9 | 90.8 |
| Physical Education | 25 | 20.2 | 75 | 72.9 |
| Physics | 40 | 32.5 | 82.5 | 73.2 |
| Psychology | 29.1 | 20.1 | 83.6 | 73.3 |
| Religious Studies | 27.3 | 25.4 | 81.8 | 81.8 |
| Spanish | 25 | 34.9 | 100 | 85.7 |

11/18 subjects outperformed the national data on both the A*-C and A/A* measures. 17/18 subjects outperformed the national data on at least one of these. Only 1 subject (biology) failed to outperform the national data on both measures. Given that biology also received a negative VA score (-0.21) it will require a mini subject review during 2026/27.

| Name | Average Pts Per Entry | Average Grade | VA | Residual |
|---|---|---|---|---|
| Computer Science | 45.56 | A- | 0.52 | 0.43 |
| Psychology | 36.73 | B- | 0.47 | 0 |
| Physical Education | 32.5 | C+ | 0.46 | 0.98 |
| History | 40 | B= | 0.43 | 2.21 |
| DT Product Design | 38 | B- | 0.41 | 0.67 |
| Business | 38.97 | B= | 0.4 | 2.45 |
| Economics | 39.2 | B= | 0.39 | 2.01 |
| Physics | 39.5 | B= | 0.25 | -2.45 |
| English Literature | 37.62 | B- | 0.21 | -0.74 |
| Spanish | 40 | B= | 0.21 | 0.08 |
| Chemistry | 37.75 | B- | 0.18 | -0.94 |
| Mathematics | 41.59 | B= | 0.18 | 0.37 |
| Geography | 35.31 | B- | 0.15 | 1.17 |
| Art, Craft & Design | 45.63 | A- | 0.12 | 5.47 |
| Religious Studies | 36.36 | B- | -0.06 | -1.79 |
| French | 38.75 | B= | -0.14 | -1.02 |
| Biology | 32.19 | C+ | -0.21 | -3.38 |
| Further Mathematics | 46.36 | A- | -0.36 | -3.53 |
| EPQ | 37.37 | B- | -0.78 | -6.86 |

As the table above shows, in most subjects at Harington students make exceptional progress. This is particularly impressive when you consider that:

1) they study a very academic curriculum, largely made up of facilitating A levels and

2) students generally join us from high performing secondary schools, with strong P8 scores.

DESTINATIONS

All learners are well prepared for their next steps.

85% secured a place at their first-choice university, 1 former student was successful in securing a place at Oxbridge and 2 on medicine, dentistry or veterinary science. 52% of students have secured places at Russell Group universities.

| Higher Education Provider | Number of Students |
|---|---|
| University of Liverpool | 19 |
| University of Leeds | 9 |
| University of Leicester | 7 |
| University of Sheffield | 6 |
| University of York | 6 |
| Loughborough University | 5 |
| Nottingham Trent University | 5 |

| | |
|---|---|
| Durham University | 4 |
| University of Birmingham | 4 |
| University of East Anglia UEA | 4 |
| University of Exeter | 4 |
| University of Nottingham | 4 |
| University of Warwick | 4 |
| Newcastle University | 3 |
| University of Manchester | 3 |

The most popular courses amongst Harington students are engineering, history and business.

| Course area | Number of students |
|---|---|
| Engineering (including aerospace, mechanical and chemical) | 18 |
| History (including politics) | 14 |
| Business & Economics (including business management) | 13 |
| Psychology | 9 |
| Chemistry (including biochemistry and forensics) | 7 |
| Geography (including environmental geoscience) | 6 |
| Law | 6 |
| Mathematics | 6 |
| Physics | 6 |
| Computer science (including cybersecurity) | 5 |
| English (including journalism) | 5 |
| Arts (including architecture and design) | 5 |
| Sports (including applied golf management and physiotherapy) | 5 |
| Biology (including biomedical science) | 4 |

The School has continued to support learners who wish to pursue Higher and Degree Level apprenticeships once they leave. However, it is recognised that we can do more in this area. In September 2026 we will be relaunching our Apprenticeships Group. They will meet each Thursday during tutorial time.

RECOMMENDATIONS

- Increase the percentage of students achieving the very top grades (A*). This year we have seen a slight dip on this measure.
- Conduct subject reviews in Biology and the Extended Project Qualification.
- Launch our Oxbridge Passport from October 2026.
- Launch our new apprenticeship support programme, designed to get students onto the vest best higher and degree level apprenticeships.

## CURRICULUM AND TEACHING

We have devised a highly academic curriculum which consists of 11 facilitating and 7 supportive A levels. Most learners study a combination of three A levels, with a small number studying four (further mathematics is often the fourth subject). The courses with the largest number of learners remain mathematics, psychology and history.

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

In each subject the curriculum intent and implementation are strong. This is evidenced via the lesson observations, where the curriculum was rated effective or better in 100% observations conducted in 2025/26.

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.

### TEACHING

Teaching at Harington is exceptional. Last academic year (2025/26) 100% of lessons were judged to be effective. This is in line with previous years.

Teachers are passionate, they possess exceptional knowledge, present information clearly, facilitate high-quality class discussions and give useful feedback to students. As a result, learners feel well supported and prepared for their final A level examinations.

The following are consistently identified as strengths in terms of teaching and learning over the last 3 years:

- Teachers are experts
- 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 highly effective

Teaching at Harington is 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.

On the Student Survey 2026, a number of students made positive comments about the standard of teaching and the support they receive from staff. When asked "what are we particularly good at" the following responses were given:

"*Teachers"*

*"The support from teachers and all staff"*

*"Good teacher support"*

*"The tight knit community between students and teachers, I have a great relationship with all my teachers and I'd be happy to go and talk to them for any help".*

*"The standard of teaching at the school and how the school will push you to do well"*

*"The support and guidance, plus the freedom you get".*

*"Connections and help with UCAS"*

*"How welcoming and approachable all the teachers are"*

*"The teachers there are so supportive and will go above and beyond for anything and everything".*

*A large number of parents also commented on the high quality of teaching and support:*

*"Teaching is of a high standard"*

"*Supporting students"*

*"Providing a safe and encouraging environment for students to learn and flourish"*

*"Supportive staff, who are clearly approachable and happy to be 'accessed' by the children"*

*"Monitoring performance and offering support".*

*"Spotting where pupils aren't reaching their potential academically and giving them extra support".*

"*Listening to your students and respecting them. My son has grown and matured in the two years he has been at Harington and he has felt like he has belonged from day one. You have gone above and beyond to support him with the extra time for his A levels and he has been so appreciative and I feel this has encouraged him to study and revise more as you have believed in his ability and nurtured him to achieve this".*

*"My son feels happy and supported at school, I can't ask for more than that. We are well informed of his progress but more importantly he is and has been well supported throughout his time at Harington"*

RECOMMENDATIONS

- Update the curriculum content section of the website.
- Teams will continue to refine their schemes of work and reflect on sequence of lessons and differentiation techniques to promote inclusion.
- Ensure the Disadvantage 1st Strategy is being utilised across all curriculum areas.

## PARTICIPATION AND DEVELOPMENT

There is a positive learning environment and atmosphere at Harington School. Learners consistently have high levels of respect for others and play a highly positive role in creating a school which values and nurtures difference.

Under the section of the Student Survey - "what are we particular good at", a number of students commented on the positive learning environment:

*"The environment creates healthy competition which I think motivates achievement"*

*"The community"*

*"Good social environment"*

*"The sense of community"*

*"The people"*

*"The friendly environment"*

*"The relationships between students is a very healthy in my experience, the majority of people are very supportive and caring of each other which has helped me to persevere".*

*"Cleanliness, support, and care"*

*"The environment and in general the students and the overall drive to succeed from teachers and students".*

*A large number of parents were also positive about the Harington community:*



*“Wonderful learning environment, teachers have been available and supportive during exam time, treated like young adults in sixth form. Good platform for next steps. Made lifelong friends”.*

*“Treating the students like adults and really taking the time to get to know them. It’s lovely how the teachers know all the students’ names and treat them with respect”.*

*“Comradery and team spirit”*

*“The school engenders a strong sense of belonging, and community, which in turn leads to my child feeling safe, supported, and happy. This in turn has supported and encouraged my child to take responsibility for her own learning and development, to mature and develop personal skills and resilience, as well as improve her academic skills and grades”.*

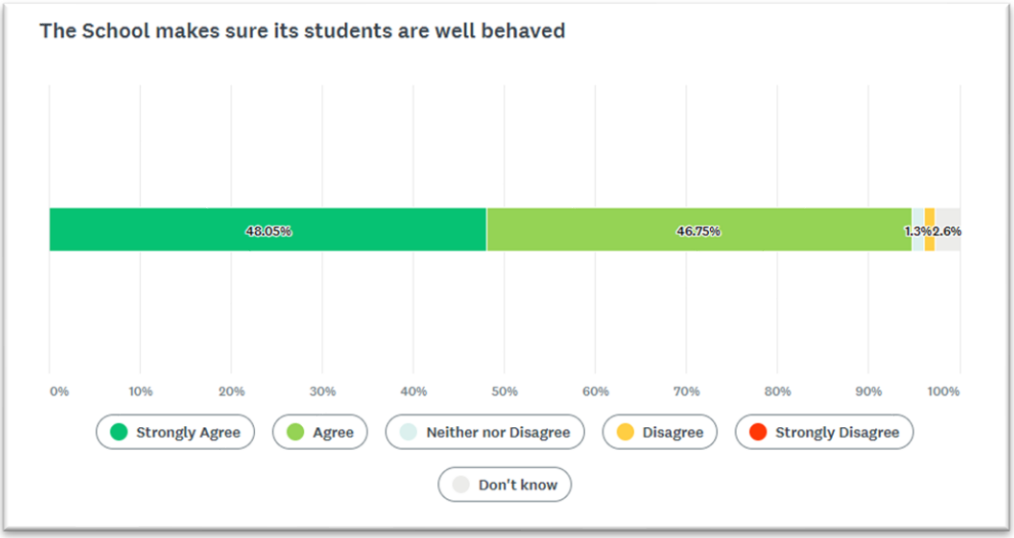
*“Creating a positive environment for all to thrive - my son could not have been any happier”.*

*“Providing a safe and welcoming environment”*



## BEHAVIOUR

In terms of behaviour management, we expect our students to be Ready, Respectful and Safe. Instances of poor behaviour at Harington are rare. In 2025/26 there were no suspensions or exclusions, and internal isolation was rarely used. This analysis is supported by data from the student and parent surveys. 97% of parents agree with the statement 'The School makes sure its students are well behaved'.

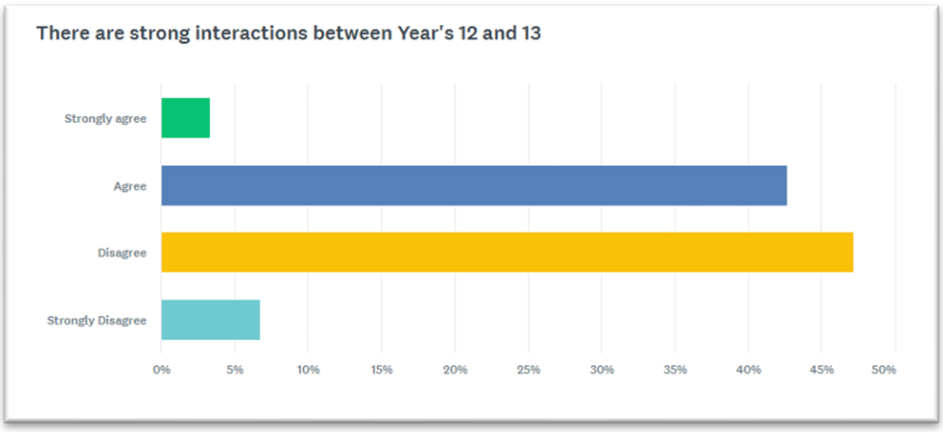



The rare instances of bullying and harassment are never tolerated.

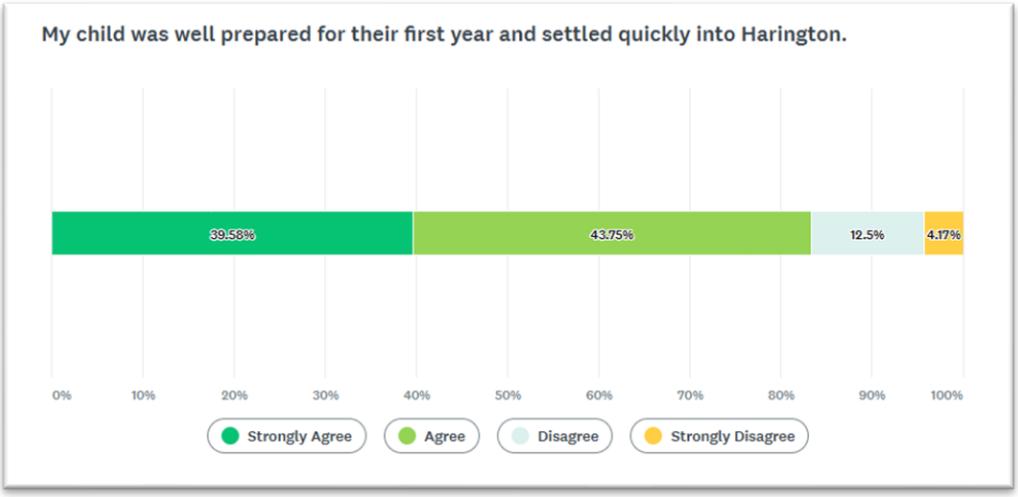
On the Parent Survey 2026, 99% of parents stated that their child had not experienced bullying. For a school of over 300 students, this is remarkable and reflective of the kind and caring community at Harington.

## ATTENDANCE

Attendance at Harington is strong (consistently around 90%). A target of last year's Transformation Plan had been to increase the interactions between students in Years 12 and 13. To do this we celebrated our first ever Autumn Ball and significantly increased the number of inter-house competitions on offer. We have seen a 30% increase in students agreeing with the statement "there are strong interactions between Year 12 and 13", but we accept there is still work to do in this area. Suggestions on how this could be achieved included mixed year tutor groups, more activities together, more social events / trips and visits, more house competitions, more Friday afternoon activities and Year 13 mentoring. This will be an area for the student leadership team to focus on in 2026/27.

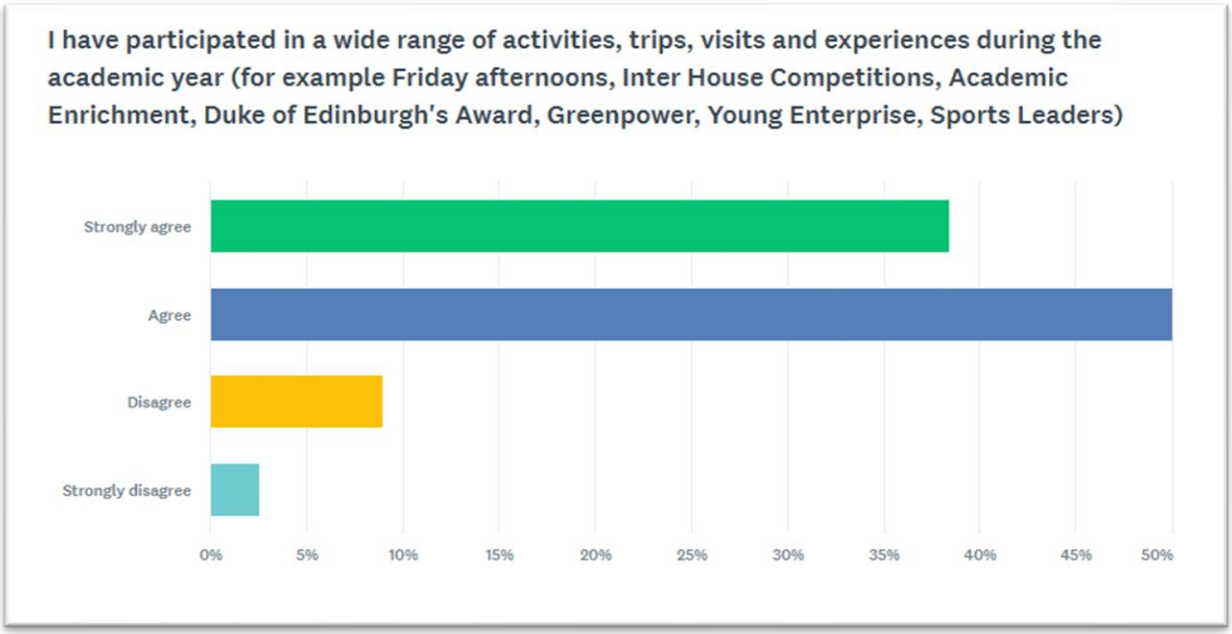


Transition arrangements at Harington are strong with students getting the opportunity to attend an Open Evening, Taster Sessions, one to one meetings with a senior leader and two Induction Days before enrolling at the School. On the Parent Survey, 84% agreed with the statement 'My child was well prepared for their first year and settled quickly into Harington (just under 40% strongly agreed). The eight responses which disagreed / strongly disagreed were largely down to the big jump from GCSE to A level, and their child initially struggling with the workload. This year we will carefully monitor the new Year 12 cohort, and put in place swift support for anyone who is struggling to make the transition to post-16.




## EXTRACURRICULAR

Students can take part in a wide range of extra-curricular 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.



In the student survey 2026 88% agree that they have taken part in a wide range of extracurricular activities (almost 40% strongly agree). A number of students also commented on extracurricular activities in the section of the student survey "what are we particularly good at":

*"Knitting and Crochet with Mrs Atkinson, and running on a Friday"*

*"The structure of Wednesday and Friday activities and academic enrichment"*

*"The people, the long lunch, the small trips like the aqua park and trampolining"*

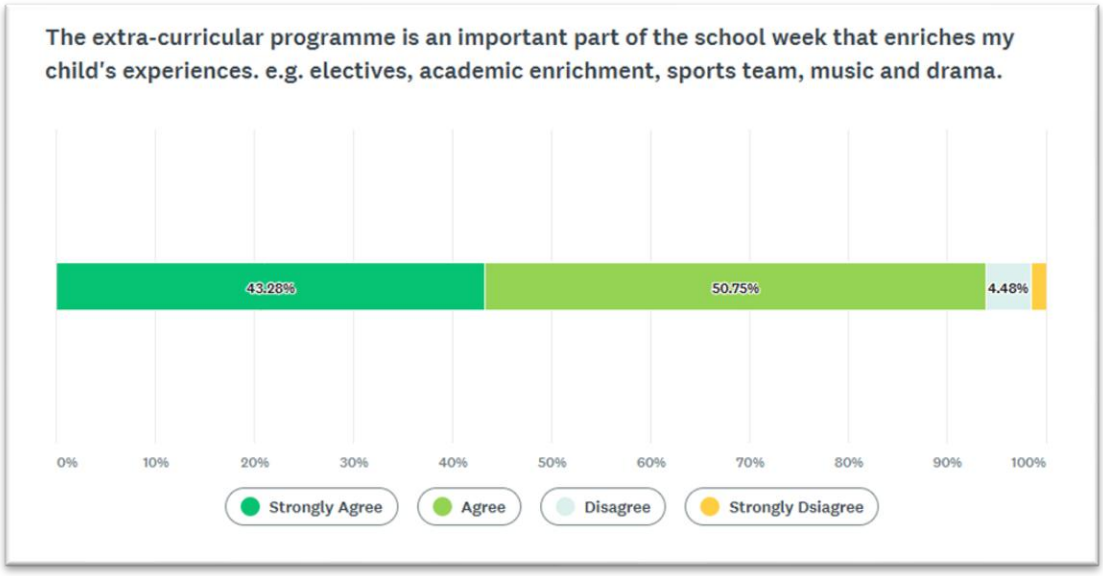
*"The range of things you can do (academic enrichment, young enterprise, Christian Union"*

Parents were also positive about the extracurricular offer:

*"Supporting students in developing in all aspects of life, not only academically".*

*"The extracurricular opportunities that are available to my children are fantastic. Harington really celebrates my children's strengths and offer them opportunities to stretch their learning and maximise their potential where possible".*

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.

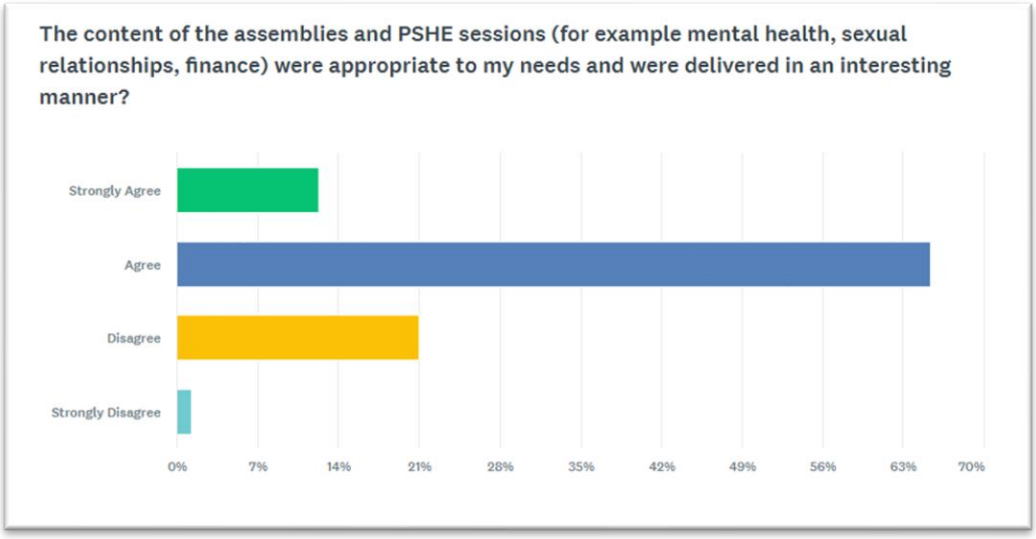



## PSHE

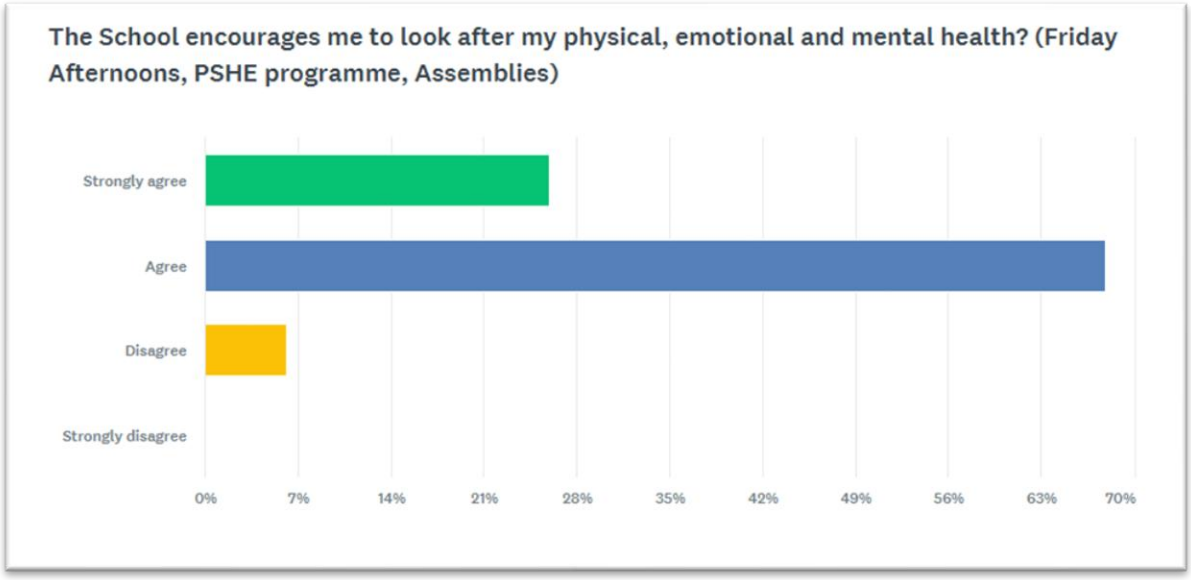
A key priority of last year's Transformation Plan was making sure the PSHE programme was fit for purpose, both in terms of content (relevance) and delivery. The student Senate have played a big role in shaping the programme which now includes more information on:

- Student finance – car, mortgages, renting, car insurance, savings, building credit etc
- Political discussion / voting
- Relationships – healthy and unhealthy
- Racism
- Misogyny
- Body image

As a result of these changes, we have seen a significant improvement in how students value the PSHE sessions. 77% now agree that the content is relevant to their needs and delivered in an interesting manner (69% in 2025). The target will be to increase this to above 80% in 2026/27. The Senate believe that the use of guest speakers to deliver the more 'hard hitting' topics, would make achieving this target possible.



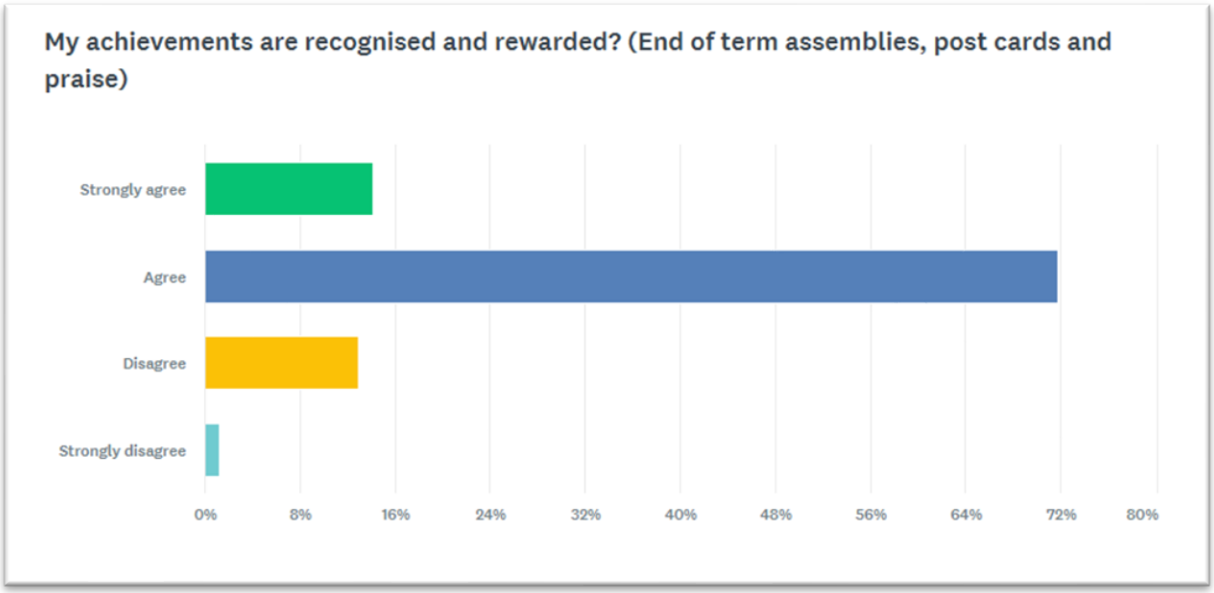

## MENTAL WELLBEING




The School takes mental wellbeing and student support incredibly seriously. Our 'With You in Mind' strategy clearly sets out our approach to promoting good mental health. This year 94% of students agreed with the statement "the school encourages me to look after my physical, emotional and mental health". Given the national picture, this is a remarkable achievement.

## REWARDS

The School works hard to treat all students as individuals and attempts to celebrate everyone's talents, passions and personalities. This is done via postcards, social media posts and our end of term assemblies. Just over 85%of students feel that their achievements are recognised and rewarded. This is in line with the last two years.




## RECOMMENDATIONS

- Look at ways to further increase interactions between Years 12 and 13.
- Continue to grow the inter-house system and use Unit 5 of the Sports Leaders award (running a competition) to do this.
- Continue to refine the PSHE programme (content and delivery) in order to meet the 80% target. This will include bringing in appropriate guest speaks on some of the more hard-hitting topics.

## SAFEGUARDING

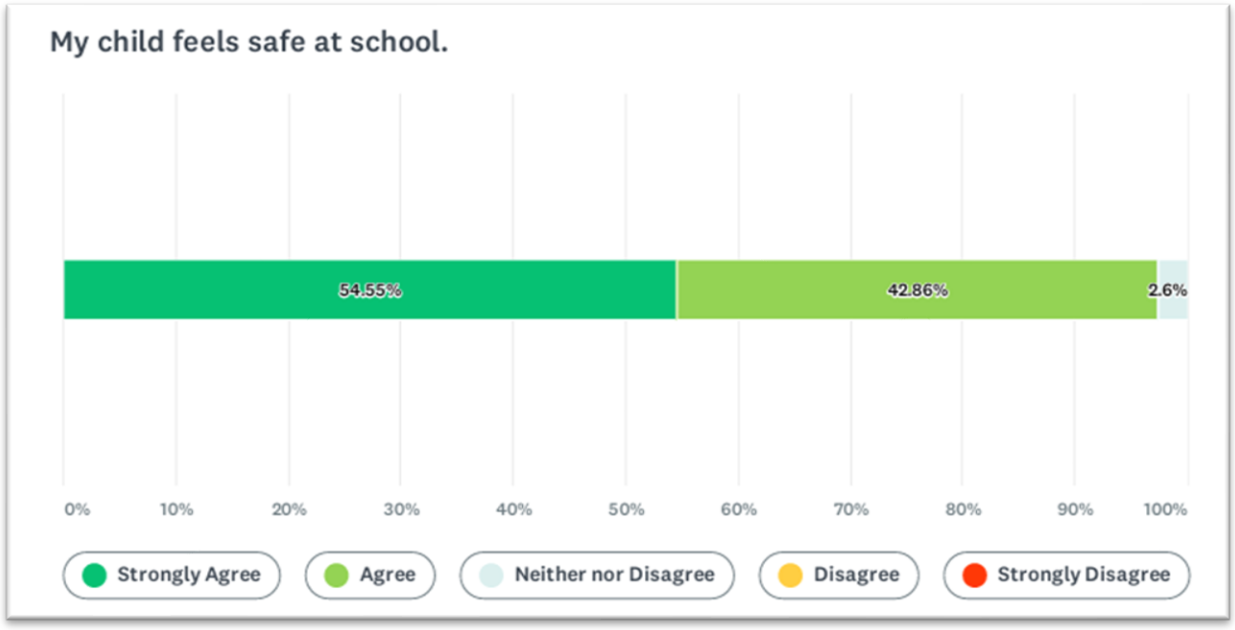
Safeguarding at Harington School is highly effective and the Ofsted standards are met.

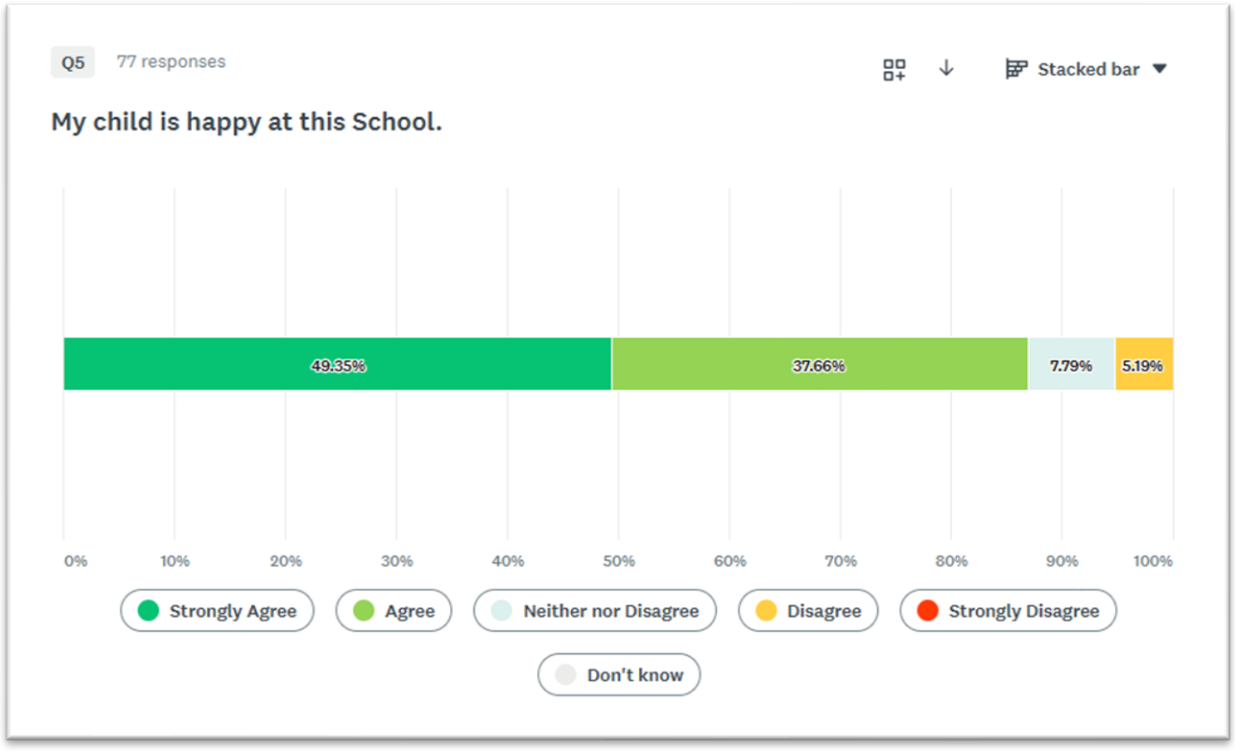
This means that we have establish an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners at Harington are "kept safe and feel safe". They feel that their voices are heard and they welcome the opportunity to discuss issues which may impact on their safety in the wider world.

Key features of our approach to safeguarding include:

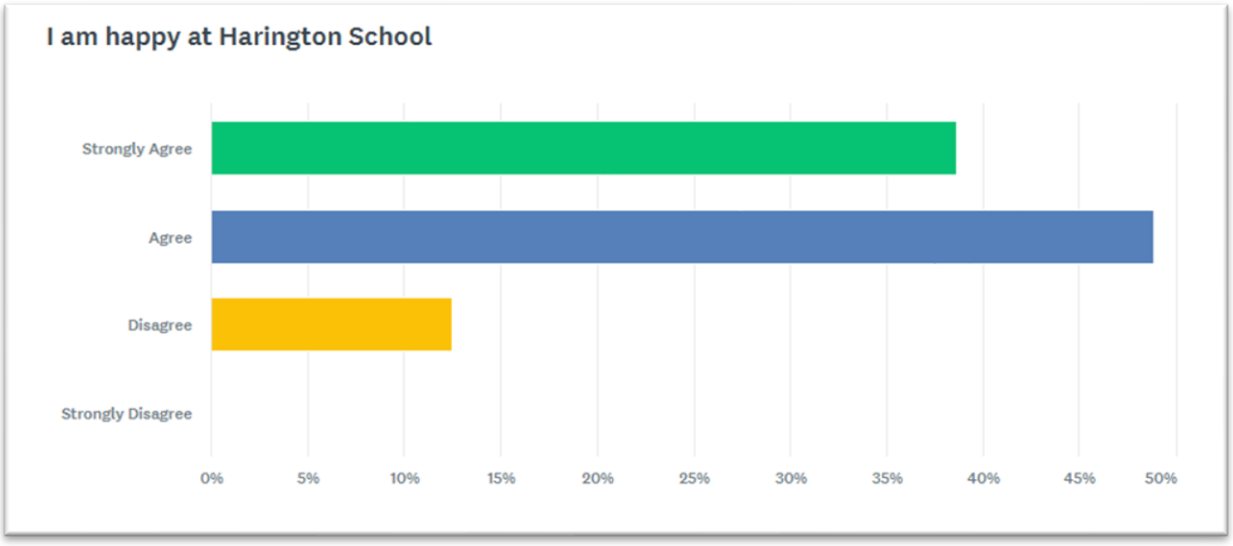
- Annual safeguarding training for all stakeholders.
- Regular safeguarding updates
- Our termly safeguarding newsletter, which makes key stakeholders aware of local issues.
- Governor Safeguarding Audit and Scrutiny Panel

On the Parent Survey 2026 87% of parents agreed with the statement ‘My child is happy at the school’ and 97% stated that their child ‘feels safe’ (55% strongly agreed with this statement).

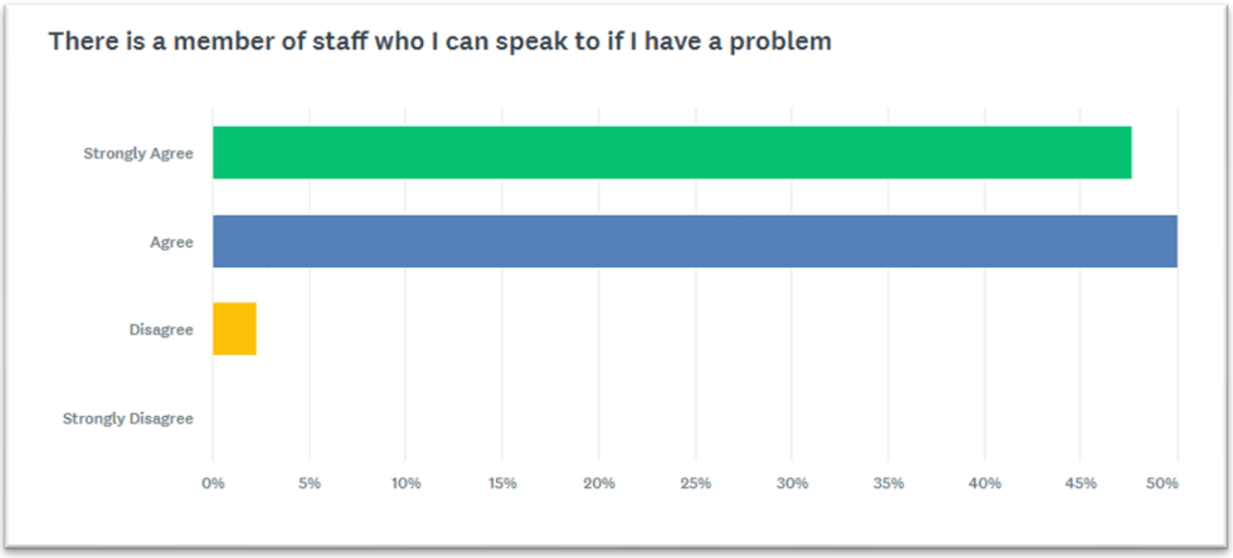



Over 85% of students agreed they are happy at the school (almost 40% strongly agreed).




Over 97% of students agree there is a member of staff they can speak to if they have a problem. Over 45% strongly agree with this statement.




## RECOMMENDATIONS

- Maintain training and updates to ensure best practice (including Prevent Duty).
- Implement the new Allergy Policy, based on Benedict's Law 2026.
- Ensure all staff receive the appropriate allergy training.
- Publish a safeguarding newsletter each term – 3 x a year.
- Increase opportunities for students to explore safeguarding and controversial topics, particularly in a post-18 context.

## SUMMARY OF KEY ACTIONS AND TARGETS

| TARGET | TERMS 1 & 2 | TERMS 3 & 4 | TERMS 5 & 6 |
|---|---|---|---|
| **Inclusion**<br><br>Positive progress score for students identified on the Disadvantaged 1st Strategy:<br><br>• FSM/PP<br>• Bursary<br>• K code / EHC<br>• Armed Forces<br>• LAC / SC<br>• Summer born<br><br>Attendance at 95% or better for Dis. 1st students<br><br>90% agree that they have been effectively supported by the school. | Disadvantaged 1st tracker finalised<br><br>Bursary Policy Agreed<br><br>Bursary applications received and actioned<br><br>SEND Report on website (JPE)<br><br>Produce personal SEND profiles for Year 12 students (including meeting with students). Update Year 13. (JPP)<br><br>SEND Update for subject leaders (JPE) | SEND Update for staff (JPE)<br><br>Disadvantaged 1st Strategy updated (OTE)<br><br>Review of student bursaries (OTE) | SEND update for staff (JPP) |
| **Inclusion Evaluations** | | | |
| **Leadership and Governance**<br><br>90% of students and parents would recommend Harington to a friend. | Publish free rooms list for Private Study (RKE)<br>Duty Rota (RKE)<br><br>Harington Link Newsletter (NLA)<br><br>Governors Scrutiny Panel | Harington Link Newsletter (NLA)<br><br>Governors Scrutiny Panel - Safeguarding (NHO) | Harington Link Newsletter (NLA)<br><br>Governors Scrutiny Panel |

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|---|---|---|---|
| 90% of students agree that they are proud to be a student at Harington School.<br><br>Over 300 students apply to join Harington<br><br>Student recruitment is over 175 but less than 200 | Harington Specific PR targets (OTE)<br><br>Performance Review Meetings (ALL)<br><br>Open Evening (OTE)<br><br>Post 16 assemblies at UCC and Casterton (OTE)<br><br>Post 16 events at CC, UCC and Casterton. | Interim Performance Reviews<br><br>A level taster session (OTE)<br><br>Student one to one meetings (OTE) | Two Day Induction programme (OTE)<br><br>Preparation for enrolment (OTE) |
| **Leadership and Governance Evaluations** | | | |
| **Achievement**<br><br>30-35% A*/A<br><br>80% A*-C<br><br>AAB (must include 2 Facilitating A levels) 20 - 25%<br><br>Average Grade Score - B<br><br>Value Added Score of 0 or better<br><br>85% of students achieve their first or insurance choice of university<br><br>40% of students achieve Russell Group places | All teams to complete their results SWOT analysis and grids.<br><br>Results meeting with OTE<br><br>Set up new target grades for Year 12 (RKE)<br><br>Trackers set up on Google Docs (RKE)<br><br>Results for 2026 published on the website<br><br>Year 12 and 13 AP1<br><br>UCAS Early Applications submitted - 15 October | Year 13 Mock Examinations (RKE)<br><br>Year 12 AP2<br><br>Access Arrangements Review (KSM / RKE)<br><br>UCAS Tracking system used to monitor Year 13 (NHO)<br><br>Wednesday afternoon application and interview support for Year 13 (NHO)<br><br>Universities Apprenticeships Fair Year 12 (NHO) | Year 13 Public Examinations<br><br>Year 12 Mock Examinations (RKE)<br><br>Prepare for A level results day (RKE)<br><br>Post-18 days for Year 12 (NHO)<br><br>One-to-one interviews for Year 12 (OTE)<br><br>DocSoc one-to-one interviews (KAT) |

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|---|---|---|---|
| 2 x Oxbridge and 2 x Medics<br><br>90% Agree (over 30% strongly agree) that UCAS / post 18 support has allowed / will allow them to submit a strong and timely application. | Oxbridge group launches for Year 12<br><br>UCAS predictions and references (NHO)<br><br>Personal Statement Windows 1 and 2 (NHO)<br><br>Post-18 weekly tutorial begins (NHO)<br><br>Wednesday afternoon application and interview support for Year 13 (RGU/KAT/NHO/JGR) | Post-18 weekly tutorial continues (NHO)<br><br>DocSoc group begins for Year 12 (KAT)<br><br>New Apprenticeship Programme launched (OTE)<br><br>Year 12 Oxbridge Group (RGU)<br><br>EPQ presentations and completion of projects (KPA)<br><br>Year 12 EPQ begins (KPA) | |
| **Achievement Evaluations** | | | |
| **Curriculum and Teaching**<br><br>Schemes of work and sequencing of lessons judged 95% effective<br><br>Lesson Observation at 95% expected. | All teams to review their curriculums in term 1.<br><br>Curriculum information on website updated.<br><br>Coaching observations conducted | Lesson Observations | Lesson Observations |

| Curriculum and Teaching Evaluations | | | |
|---|---|---|---|
| **Attendance and Behaviour**<br><br>Attendance at 95% or better | Attendance Policy update (NHO)<br><br>Attendance Monitoring (weekly) | Attendance fortnightly monitoring and actions (CTO/NHO) | Attendance fortnightly monitoring and actions (CTO/NHO) |
| **Attendance and Behaviour Evaluations** | | | |
| **Participation, Development and Wellbeing**<br><br>85% feel that their achievements are recognised and rewarded.<br><br>75% agree that their form tutor is supportive and delivers the PSHE content in an interesting manner.<br><br>80% agree that the school encourages me to look after my physical, emotional and mental health<br><br>85% agree that they participate in a wide range of extra-curricular activities<br><br>80% of students feel that there is a strong connection between Years 12 and 13 | Academic Enrichment organised for the academic year (RKE)<br><br>Year 12 Harington Challenge (All)<br><br>Year 12 informal parents evening (OTE)<br><br>Zander Letter (OTE)<br><br>Pledge Passport is launched with Year 12 (OTE)<br><br>Harington Challenge for Year 12 (RGU)<br><br>Young Enterprise launched (KSM)<br><br>DofE (RKE)<br><br>GreenPower Team compete at Goodwood<br><br>Music Scholarship Auditions | Pledge Passport review by tutors<br><br>Student leadership interviews (OTE)<br><br>House Competitions<br><br>Progress Rewards Assembly<br><br>Trip to Melton Cinema (OTE) | Year 12 and 13 Form Tutor Reports<br><br>Year 12 one to one interviews<br><br>House competitions including tug of war and sports day<br><br>Trip to Aqua Park (OTE)<br><br>Afternoon tea for Year 13 (OTE) |

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|---|---|---|---|
| | Federation Christmas Concert, Presentation Evening and Open Evening<br><br>Enter Leicestershire Schools League in Football, Basketball and Netball.<br><br>House Competitions e.g. House Shout<br><br>Charity events – Wear Yellow non-uniform day and collection for the Oakham foodbank / Advent<br><br>Trip to Jump Giants (OTE)<br><br>Progress assemblies (RKE)<br><br>With You in Mind and postcards launch for Year 12 and reminder for Year 13 (NHO)<br><br>Friday activities planned and student ideas gathered for future terms (NHO)<br><br>Student leadership priorities formalised (OTE)<br><br>PSHE - Student vote on topics for future terms and implementation into tutorial programme (CRA) | | |

| | | | |
|---|---|---|---|
| Participation, Development and Wellbeing Evaluations | | | |
| Safeguarding<br><br>Safeguarding at Harington School is judged to be effective<br><br>Policies and procedures adhere to KCSIE 2026<br><br>Over 90% of students agree there is a member of staff I can speak to if I have a problem.<br><br>90% of parents agree their child feels safe at school. | Safeguarding update to staff and students - policy, training and website (NHO).<br><br>Staff training on allergies and lockdown procedures - run, hide, tell<br><br>Transfer of safeguarding files from former schools (first 5 days) (SKA)<br><br>Medical information updated (CTO)<br><br>Safeguarding assemblies for students (NHO)<br><br>Safeguarding Newsletter | Safeguarding Newsletter (NHO)<br><br>Medical information (CTO) | Safeguarding Newsletter<br><br>Medical information (CTO)<br><br>KCSIE 2027 update / Safeguarding Policy updated |
| Safeguarding Evaluations | | | |