



## INTRODUCTION

OFSTED recognised us as a 'good school with many outstanding features' a judgement of which we are understandably proud. As a parent you need to have confidence in us that we will deliver a first-class educational experience to your child and provide him or her with the optimum chance to enjoy and to achieve.

We recognise that first and foremost a good school seeks to build a partnership with parents and to sustain this partnership throughout the student's school career. Our commitment to building quality relationships between parents, students and staff is based upon a shared sense of purpose and a belief in the value of mutual respect, consideration for others and the importance of positive self esteem.

We want your child to be happy at school, to enjoy learning and ACHIEVE his or her very best. Students come first at Harrow Way. We value every boy and girl and recognise each child's individual needs and aspirations. We expect and encourage all our students to aim high, work hard and achieve success.

All our staff are dedicated to constant improvement based on the principle of the pursuit of excellence. Our aim is to continue to develop our already outstanding curriculum, as well as sustaining an atmosphere which encourages an enthusiasm for learning and fosters success. Everyone at Harrow Way shares the clear commitment that we will maintain and develop the school as a place of learning worthy of all who come here.

The Governors ensure that our students have access to the most up to date equipment, resources and facilities in order that they are prepared for life and work in the 21st century.

In addition, all our Governors are committed to developing the vibrant community education provision at Harrow Way Community School. We are constant in our efforts to ensure that we are an outward-looking school in all that we do.

Our aim is clear: to provide an excellent education which will enable all our students to mature into thoughtful, effective, caring and successful members of the community. We achieve this by building on traditional values and by the pursuit of an innovative, state-of-the art curriculum.

We are confident that Harrow Way Community School will provide your child with an excellent, appropriate and successful education.

We would be delighted to hear from you. We would be happy to arrange for you to have a tour of the school at your convenience and meet the students, staff and the headteacher to discuss your child's future.

We look forward to you and your family having a positive, fruitful and lasting association with our school.





*"At the heart of the school's ongoing success has been its relentless commitment to initiating, leading and supporting an incredibly wide range of partnerships"*  
Ofsted

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## THE SCHOOL A BRIEF DESCRIPTION

Harrow Way Community School is a 'good school with many outstanding features'(OFSTED). We are a Mathematics and Computing Specialist School as well as being recognised by the National Arts Council with their prestigious Artsmark Gold Award. In addition we are an Investors in People accredited school and we have been awarded with Healthy Schools and Rights Respecting School status. We are proud to be at the forefront of curriculum development and whole-school innovation.

There is an excellent Auditorium which is used for assemblies, as well as to present music, dance and drama events. Teaching rooms are accommodated in curriculum suites to provide cohesive units of academic study, allowing for a flexible approach to learning experiences within departments as well as promoting a good departmental team ethos. The playing fields include pitches for rugby and soccer; courts for netball and tennis; facilities for athletics and summer sports; and an artificial cricket wicket. There is an excellent recently refurbished Sports Hall to accommodate other sports throughout the year as well as providing an excellent resource for local community use..

As might be expected of a Mathematics and Computing Specialist School, ICT (Information Communication Technology) facilities are excellent with a growing number of ICT suites throughout the school as well as technology used within classrooms. OFSTED noted 'the impact of the school's specialism is very strong and has galvanised staff who value the

support it provides across the curriculum. These developments have begun to have a distinct effect on raising attainment'

The school employs well-qualified, dedicated, specialist staff, all of whom have the ability to ensure that every student has the opportunity to succeed and exceed expectations, as well as providing all students with a wide range of academic, practical, sporting, cultural and recreational activities.

Harrow Way has a good academic tradition. Many of our former students have passed successfully through university into professional roles. Many others have entered further and higher education in a wide variety of fields; supporting our belief that education should be life-long.





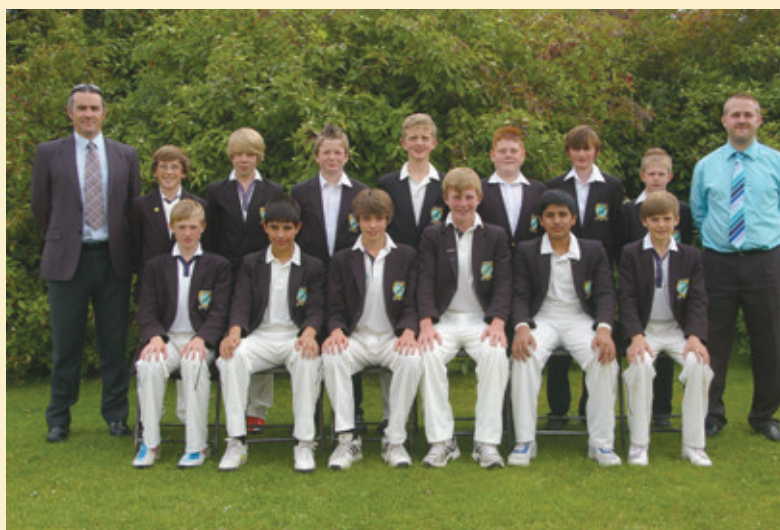


All our students pursue an exciting and innovative curriculum that will prepare them for life. Our aim is to ensure that all our students are supported and challenged to enable them to take advantage of the opportunities that may present themselves in our rapidly changing society.

Harrow Way is an 'Outward-looking' school. The school is a thriving establishment serving the needs of the wider community as well as the school population. There is a high quality, successful pre-school facility as well as a comprehensive range of activities and resources for local community use in the evenings, at weekends and during school holiday time. We are continually looking for ways to expand and develop our role in the community.

Our community education provision delivers programmes to support adult and family learning, activities for children, pre-school education, day-care for the elderly and facilities for community groups and individuals to hire for the purposes of the arts, sport, community meetings and social events.

Andover Adult and Family Learning staff, who secure Harrow Way as a centre of life-long learning within the Andover area, work in partnership with health practitioners as well as many local schools, Early Years Centres and other statutory and voluntary agencies. A range of learning programmes are offered where families can learn new skills in a friendly and supportive environment. These include Stay and Play, Early Start, Play and Language, all of which support parents to develop children's language and learning, as well as Family Literacy and Numeracy and Finance to improve essential skills to support children's learning. Many of these programmes are supported by a mobile creche staff team.



*"Outstanding care, guidance and support that students receive and the excellent curriculum that is on offer"*

*Ofsted*

Harrow Way Community School has an excellent reputation for working collaboratively with a wide range of agencies. OFSTED noted the 'Excellent work with an extremely full range of partners benefits students greatly and is central to the school's highly successful work with and for the community... Through the excellent curriculum and the extended services it offers, including a very successful adult and family learning programme, the school promotes community cohesion well'

In addition, as noted by OFSTED, 'Students readily take on opportunities to contribute to the wider community, be it through their work as sports leaders, mentors and prefects, or when raising money selflessly for a range of charities.'



*"In lessons, students apply themselves enthusiastically to the variety of well-planned activities that are on offer"*  
Ofsted

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## AIMS

In a partnership of students, parents, staff and governors we aim to provide:

- equality of access and opportunity for all members of our school
- An exciting and diverse curriculum which meets the learning needs of the whole ability range, and which fully develops the whole range of capabilities and aptitudes of our students
- a range of opportunities for students to expand their personal interests and experiences as well as their social and cultural awareness, in order to develop a mature and sophisticated response to personal experience and social issues
- outstanding teaching and learning, catering for the needs of individual students, challenging every student to achieve
- access to the curriculum for the whole range of different learning styles in order to ensure a positive attitude to learning, as well as developing skills at an appropriate level and pace
- grouping for students to ensure appropriate differentiation related to need
- encouragement to see school as part of a life-long learning journey

In order to promote and develop high standards in academic work and ensure academic success we insist on:


- excellent behaviour
- self-discipline
- excellent attendance and punctuality
- respect for others, regardless of race, religion or way of life
- respect for the learning environment and for property



*"We have fun in lessons but we still learn, which I think makes it easier."*  
Student







*"Leaders and staff are highly focused on ensuring that students, including the most vulnerable, are kept safe and are able to flourish no matter what their background"*

*Ofsted*

## TRANSFER OF STUDENTS FROM PRIMARY SCHOOLS

Harrow Way Community School has developed outstanding links with our family of primary schools. There is an extensive programme of events, both academic and social, beginning in Year 5, to introduce pupils to the school and develop a positive and enduring relationship to ensure high standards are maintained. We have extremely experienced staff, who manage the transition phase effectively to ensure a trouble-free move to our school. We make it a priority to receive as much information as possible so that we can provide the best start for your child at our school. Information about peer friendships and advice from Primary teachers, as well as information and requests from pupils and parents, will help us to make decisions about appropriate placement in both a tutor group and a class.

A Welcome Pack with full information about all aspects of school life will be sent to you during the summer term. Your child will be invited to an Induction Day in early July which provides 'taster' lessons and you will be invited to an Induction Evening to meet your child's tutor and key staff in the school who will support your child's learning. For some children there may be additional induction opportunities through the last two terms of primary school.

At the beginning of your child's first term with us we will designate Senior Prefects to support the tutors with each Year 7 teaching group. They will guide the students from lesson to lesson, direct them to break and lunch activities and offer advice. They will give them as much support or

help as they need. In addition we have a group of Peer Mentors who are on call to help with any aspects of social life, making friends, sustaining friendships and so on.

## SUMMER SCHOOL

In the Spring Term Primary Schools are asked to nominate students who are either struggling a little to reach Level 4 in English and Maths or are insecure in some basic skills. In addition we ask them to identify Gifted and Talented and other groups of pupils. These pupils are then invited to attend an exciting programme of varied activities, usually in the first full week of the Summer holiday.



*"The opportunities which are provided are excellent"*

*Parent*





*"Care, guidance and support are thorough and exceptionally well-targeted so that all students and their families benefit"*

*Ofsted*

## STUDENT SUPPORT SERVICES

Our tutor-group system ensures that each student has a supportive adult, the Tutor, as their first contact and equally we encourage parents to regard the Tutor as their link person. In addition we have a Transition Learning Manager for Year 7 to oversee the whole process from Primary School to the end of your child's first year. This means that if there are more complex issues to be addressed there is another named person to ensure a successful outcome. In addition one of the members of our Senior Leadership (SLT) takes special responsibility for the oversight of Year 7 matters.

*"I never feel unsafe here  
and everyone gets full  
encouragement from the  
teachers"*

*Student*









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## THE FLEXIBLE LEARNING CENTRE

We are extremely well equipped to support students with additional needs, whether these be academic, social or behavioural. As the name suggests the Centre offers a responsive range of services as well as offering appropriate advice, guidance and support to enable a child to be successful in school.

The school employs a Special Educational Needs Coordinator (SENCO), a Family Partnership Manager and an Educational Welfare Assistant as well as counsellors, all of whom can be referred to if there are specific identified needs. We also have a Gifted and Talented Coordinator who ensures that the needs of our Gifted and Talented students are met to enable them to fulfil their potential.

OFSTED said 'Care, guidance and support are thorough and exceptionally well-targeted so that all students and their families benefit..... Liaising very effectively with external agencies there are extensive support programmes for students with special educational needs and/or disabilities and for those students who are gifted and talented'

## UNIFORM

We place great importance and value on our school uniform as a mark of pride in the school. Uniform creates a positive identification with the school community as well as avoiding conflict at home about what to wear! Provided at close to cost price, the uniform is designed to be relatively inexpensive and durable. The current uniform list is supplied separately at the back of this prospectus.



*"As a result of the very positive relationships with teachers students feel exceptionally safe and trust that when problems arise they will be dealt with swiftly "*  
*Ofsted*

## THE STUDENT DIARY

Your child will be issued with a Student Diary at the beginning of each Academic Year. This important and valuable resource provides a wealth of information for students and parents. It is also vital as a means of recording homework and as a communication for parents with tutors/teachers and vice-versa. There is a comment box at the end of each week for parents and staff to write in if appropriate and we ask that you look at the diary each week with your child and sign it, even if you have no comment to make.

## HOME SCHOOL AGREEMENT

We aim to promote a meaningful partnership between the school, its students and their parents. To this end we have spent considerable time developing a Home School Agreement that incorporates all the core values of the school and makes clear the responsibilities that each partner has in ensuring success for your child.

The Home School Agreement can be found in the Student Diary which is issued to all students on arrival. We expect parents to agree to the terms to confirm their commitment to the partnership between parents, teachers and students.

*"I really enjoy coming to school. I learn something new every day."*  
*Student*

*"Students enjoy coming to school and make good progress"*  
*Ofsted*







*"Parents commended the excellent transition arrangements and the tireless work of teachers in supporting, motivating and developing their children"*  
Ofsted

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## COMMUNICATION WITH PARENTS

We know how important it is for parents to receive regular communication about the academic and social progress of students and we therefore provide three formal meeting opportunities in Year 7 to share this important information. The first will be scheduled with the Tutor fairly early during the Autumn Term; followed by a formal target setting meeting and subsequently a Review Meeting as part of our whole-school Parent Consultation cycle. It is important that you attend these meetings with your child to build a meaningful partnership. Naturally we will be pleased to hold informal discussions by arrangement at any other times in the year if you feel there is a particular issue.

Formal reports, detailing academic and non-academic progress and social development, are completed and sent to all parents once a year. In addition Progress Reviews are held involving all relevant staff, enabling us to identify students who are making excellent individual progress, as well as giving an early warning of potential areas of concern.

Comments from the tutor and subject teachers may be recorded at any time during the school week in the Student Diary. Academic success, marks and targets are also recorded in the Student Diary for parents to refer to during the year. We would encourage you to discuss any aspect of your child's education with him/her and with us.

Harrow Way Community School website ([www.harrowway.hants.sch.uk](http://www.harrowway.hants.sch.uk)) is updated regularly and provides information about all aspects of

school life. In addition there is a termly newsletter from the headteacher to update all parents with current events as well as providing advance notice of important dates for the diary.


## REWARDS

The school has adopted a reward system that involves the award of a teacher's 'stamp' at the end of each lesson if all aspects of work, behaviour and uniform have been good. There are opportunities for receiving additional stamps for exceptional work, effort or service. Successful achievement of stamps leads to increasingly valuable rewards, including a Headteacher's Commendation for exceptional achievement. Students are encouraged to work hard to achieve these rewards.

As part of the overall rewards policy, individual departments may also recognise success in their subject. These will be explained to the students by subject teachers. Achievements are publicised on the Harrow Way website. We also celebrate the achievements of our students at formal Presentation Evenings in both Key Stages.







*"The school's leadership communicates strong values of aspiration, diligence, care and inclusion whilst affirming diversity"*  
Ofsted

*"Everyone is really supportive and they respect you for who you are"*  
Student





*"Student behaviour is good  
and sometimes exemplary"*

*Ofsted*

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## BEHAVIOUR AND SANCTIONS

We all share a responsibility to ensure that students are actively engaged in their own learning in an appropriate, purposeful environment. To this end we will not tolerate behaviour which detracts from the learning experience or diminishes students' access to the curriculum, or that disrespectful or inconsiderate. We have a strict code of conduct which is communicated to all students in the context of learning: not discipline for its own sake but for the sake of the learning community.

Students are encouraged to take responsibility for their own learning and ensure that they consider the right of others to learn. If individual students do not conform to these expectations there is an agreed range of sanctions, from detentions to withdrawal from normal classes, to reinforce our core values and enable those who wish to learn to do so. We expect parents to support us to this end.

## STUDENT ATTENDANCE AND PUNCTUALITY

Parents have a well-defined legal obligation to ensure students attend school regularly. As a school we positively encourage parents to fulfil this requirement to ensure that their child receives a full educational experience which will provide opportunities for the future.

Additionally we regard school as a training ground for future employment: good routines of both attendance and punctuality, established early, will be excellent preparation for a successful working life.

Where an absence from school is unavoidable we ask that this is communicated at the earliest opportunity using our dedicated absence telephone line and followed by a note in the Student Diary on the student's return to school. Other than illness or necessary medical appointments, or a family bereavement, we expect full attendance in order to avoid disruption to the educational progress of the student. The school operates a system of first-day calling where parents of absent children are contacted to ensure that the absence is genuine.

*"Students are polite and  
considerate of others"*

*Ofsted*







## BREAK AND LUNCHTIME

At the beginning of Year 7 we ensure that new students have the opportunity to familiarise themselves with the break and lunchtime arrangements.

A cashless cafeteria service is available and the menu is varied each day. Students are encouraged to select from a range of healthy options and we subscribe to the Healthy Schools initiative. There is a 'Meal Deal' option available each day which comprises a nutritionally balanced plated main meal and dessert. If you wish your child may bring a packed lunch. Lunches are paid for using a biometric identification system which will be explained to parents and students in the Welcome Pack.

## STUDENT VOICE

Students' views and ideas are important and these are formally expressed through our Year-based School Councils and two representatives from each tutor group are elected each year. The Student Council play an active part in all aspects of school life, including the staff appointment process, and actively engage in discussions about important developments in school.



## AN OUTSTANDING CURRICULUM

'The curriculum is exciting and responds flexibly to the needs of students. The considered balance of academic and vocational routes offered has had a discernible impact on increasing students' motivation and achievement' (OFSTED)

## KEY STAGE 3

### Years 7-8

We have adopted a two-year Key Stage 3 curriculum for our students.

In Years 7 and 8 the school embraces the requirements of the National Curriculum. All students follow courses in English, Mathematics, Science, Design Technology, Food Technology, Information and Communications Technology, Modern Foreign Languages, Music, Art and Design, Drama, Geography, History, Physical Education (PE), Religious Education (RE), Personal, Social, Health Education (PSHE), Citizenship and Careers.

To access the curriculum effectively students are placed in teaching groups on the basis of academic ability where appropriate. Initial groupings will be made based on the Key Stage 2 scores and teacher assessments from primary schools. This will be reviewed after a 'settling in' period and regularly thereafter. Students will be moved if their current placement is inappropriate. The structure is maintained throughout Year 8

*"It seems clear to us that our child is a 'person' not a 'number'"*

*Parent*





*"A very large majority of parents praised the school for its work and astutely recognised the impact of recent and ongoing improvements"*  
*Ofsted*



## KEY STAGE 4

**Years 9 - 11**

## EXAMINATIONS AND ACCREDITATION

At Harrow Way Community School we have an exciting three-year Key Stage 4 curriculum. At the end of Year 8 students will be provided with advice and guidance, in consultation with their parents, to choose from a wide range of subjects, allowing them to continue to follow a broad and balanced curriculum at Key Stage 4. This is in order not to restrict later learning or future career choices. This menu of choices includes the subjects the student has studied in Years 7 and 8 but in addition they can also choose from a new menu of Media Studies, Film Studies, Spanish, Health and Social Care, Office Skills, Law, Citizenship, Classical Civilisation and a Certificate in Personal Effectiveness.

At the end of Year 9 students will make further choices to reduce the number of subjects to be studied to examination level. At this point they may also have the possibility of studying from a range of Andover 14-19 Consortium courses which are taught at our partner institutions.

Most students will be entered for the maximum amount of accreditation available to them in GCSE, BTEC or other Level 1 or Level 2 qualifications.

It is our aim to ensure that all students have appropriate advice and guidance to enable them to access an appropriate progression route through college, apprenticeship or employment with training.

## INSIDE THE CLASSROOM

### **Teaching groups**

Students are grouped according to ability in most areas of the curriculum. Some curriculum areas choose to have mixed ability groups to encourage a diversity which suits the needs of that particular area.

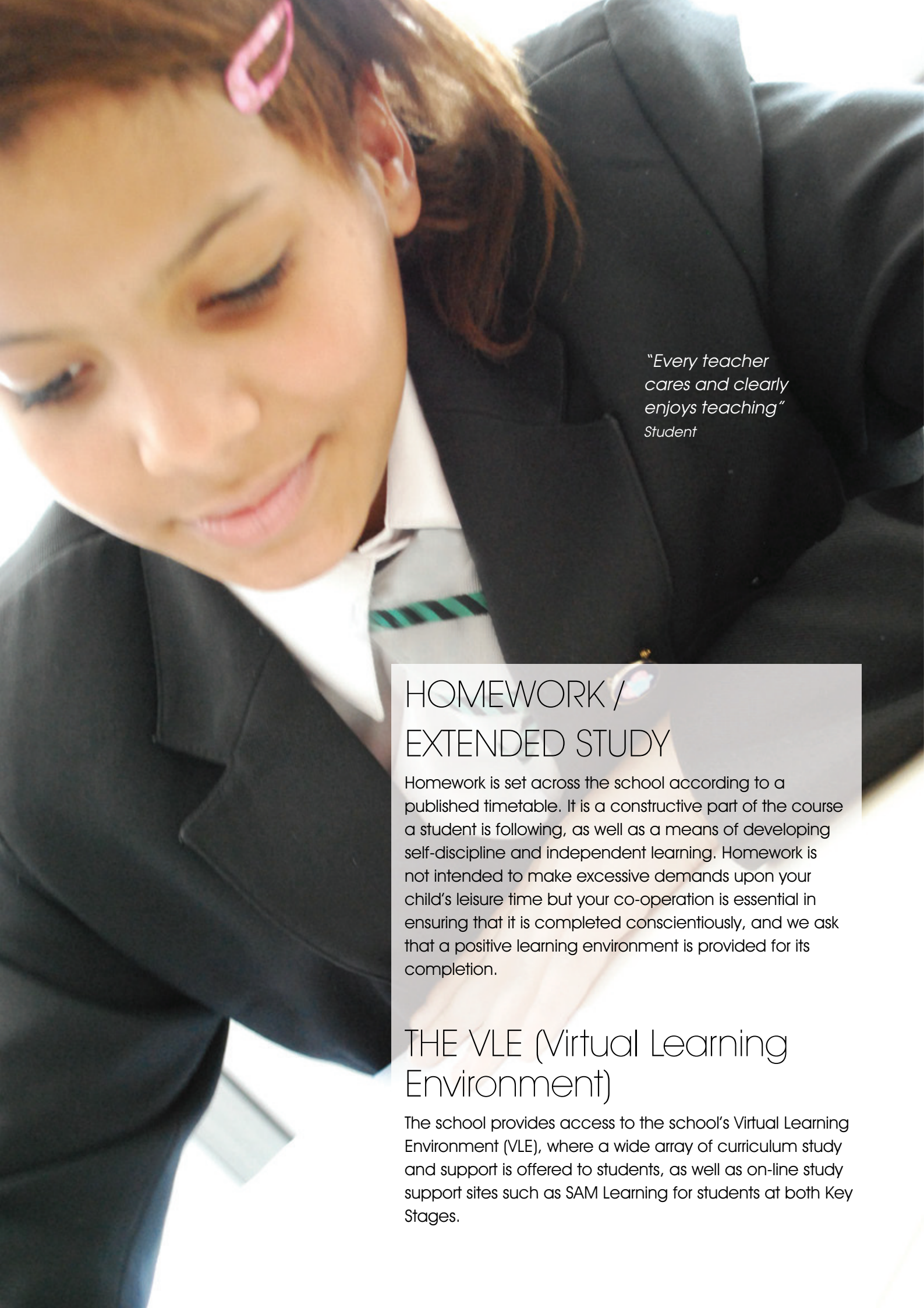
### **Class Sizes**

We take pride in managing the school population in small groups to optimise progress. We aim to keep our classes below the national average.

### **Assessment**

Students are assessed regularly to ensure progress is being made. Routine marking of student workbooks as well as formal assessments each term in all subjects will measure student achievement and provide information to set challenging but realistic targets. The Assessment for Learning initiative provides a whole range of strategies for allowing students to be more actively engaged in their own learning and assessment in addition to formal testing and examinations. Formal assessments provide valuable information, as well as preparing students for the rigour of Public Examinations.



A young girl with brown hair, wearing a dark school blazer, white shirt, and a green and black striped tie, is looking down with a thoughtful expression. A pink hair clip is visible in her hair.

*"Every teacher  
cares and clearly  
enjoys teaching"*  
Student

## HOMework / EXTENDED STUDY

Homework is set across the school according to a published timetable. It is a constructive part of the course a student is following, as well as a means of developing self-discipline and independent learning. Homework is not intended to make excessive demands upon your child's leisure time but your co-operation is essential in ensuring that it is completed conscientiously, and we ask that a positive learning environment is provided for its completion.

## THE VLE (Virtual Learning Environment)

The school provides access to the school's Virtual Learning Environment (VLE), where a wide array of curriculum study and support is offered to students, as well as on-line study support sites such as SAM Learning for students at both Key Stages.





*"Staff are extremely proud of the school, are clear about their roles and work effectively together"*

*Ofsted*

Learning for life, success for all



*"We are very proud of the school and its achievements"*

*Parent*

## ENRICHMENT AND THE WIDER CURRICULUM

We recognise that education is not just about the formal tuition that takes place within the classroom but encompasses a whole range of activities which develop our students as confident, adaptable citizens ready to face the demands of employment in the 21st Century; young people who can confidently enjoy their lives to the full. OFSTED said 'Excellent links with local schools, colleges and businesses enrich the curriculum further..... students are well-prepared for their future lives'

## EDUCATIONAL VISITS

Opportunities are provided for students to participate in a wide variety of educational visits. These include trips to places of interest, arranged in conjunction with normal subject courses, field-work in the local area and visits planned for members of school clubs and societies. Theatre and concert outings and opportunities to see exhibitions of various kinds are also regularly provided.

Calshot Activities Centre provides an exciting mixture of pursuits for our Year 8 students who sample activities such as sailing, windsurfing, canoeing, cycling, skiing, climbing and shooting, all of which are very popular with our students. This is great fun as well as developing self-esteem and self-confidence as youngsters face completely new challenges and overcome personal fears in a supportive environment.

There is an annual ski-trip.