



# Harrow Way Community School

Specialist School in Maths & Computing



# PROSPECTUS



Learning for life, success for all.

Harrow Way Community School, Harrow Way, Andover, Hampshire SP10 3RH



# Welcome!

We are delighted that you have chosen to find out more about Harrow Way Community School. We are very proud of our school and believe that this prospectus conveys something of the school's many outstanding features. We trust that we have provided the information you require but you are welcome to visit the school before you make the final decision for your child. We are confident that you will like what you see.

If you would like to arrange for a visit, or indeed if there is anything else you would like to know about the school, please telephone 01264 364533, or email us at [adminoffice@harrowway.hants.sch.uk](mailto:adminoffice@harrowway.hants.sch.uk).

Alternatively for all our latest news and information please visit our website:

[www.harrowway.hants.sch.uk](http://www.harrowway.hants.sch.uk)



“A dedicated group of staff led by an exceptional headteacher.”

– OFSTED 2017

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“My time at Harrow Way has taught me to be confident and independent, not only in my academic career, but in everyday life.”



# Harrow Way Community School

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## Introduction

**OFSTED recognised us as a 'good school' 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 to sustain 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.





# Harrow Way: What is in our DNA?



## Outstanding teaching and learning

Striving for the highest quality in Teaching and Learning is the bedrock of Harrow Way. Every decision is made with the question in mind **'will this help the students to be better learners and to achieve more?'** We believe in a relentless focus on high achievement in all areas of the life of the School.

## We believe all students can achieve

**Outstanding progress is achievable by all.** We believe all students deserve an education that will challenge, inspire, and prepare them for a better future. We want our students to have high **aspirations** for themselves and to become **resilient** learners. At Harrow Way we want our students to be relentlessly optimistic about possibilities and their capacity to learn. Every student at Harrow Way will be expected to achieve the best outcomes possible; that means not only through excellent examination results at the end of Year 11 but in every student's day-to-day work, in all their taught subjects and in after-school and extra-curricular activities. We will strive to balance academic achievement with 21st Century learning skills.



## High standards in all that we do

The culture that has been established is about a relentless focus on high standards in all aspects of school life: learning, behaviour, attitude, uniform, attendance and punctuality. We insist upon consistency and a commitment to shared values – by individuals, groups and the whole community. We will always challenge anything that is less than the very best that each individual can give.

## All are role models

At Harrow Way we are proud of the fact we are a UNICEF Rights Respecting School which promotes the Rights of the Child. Every adult in our community is a role model; every student is a role model and we all have the opportunity and responsibility to have a positive impact on the lives of others. We are an inclusive and caring school and ensure that students have fun and are happy in their learning. Excellent relationships between staff and students create a positive learning environment. This ethos has established a success culture that we celebrate at every opportunity.





“ I feel the atmosphere at Harrow Way is fostered by the friendly support of the teachers and students. ”

– Year 11 Student

## Our Vision ‘Learning for Life – Success for all’

**We believe in high standards, a learning environment in which the aptitudes and interests of each individual child are recognised, respected and fully developed. We offer a variety of approaches and teaching strategies to develop each student as an independent as well as a cooperative learner.**

We seek to match the curriculum to the needs of the individual so that each student develops confidence and a sense of achievement through learning.

We provide continuous professional development for all staff. We believe in partnership with parents. We consistently seek to develop this further, and to enrich the curriculum through involvement in our community. Harrow Way is a caring school in which we encourage all members to respect themselves, each other, our local community and the environment.

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 and 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.

## 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

## The School – a brief description

Harrow Way Community School is a 'good school' (OFSTED 2017).

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 hold the Computing at School (Lead School Award), Geography Quality Mark, The BIG AWARD which is given for excellence in bullying intervention and the Teacher Development Trust (Bronze award). We have also been awarded with Healthy Schools and the Level 2 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 football; 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.

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.

“ One of the Top 50 most Improved Schools in England 2015. ”

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.

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.

Harrow Way Community School has an excellent reputation for working collaboratively with a wide range of agencies.

“ You have created a school that is calm and purposeful. Teachers and pupils are proud to be part of the school community. ”

– OFSTED 2017

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## 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. 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.

## 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. We also have a Transition Learning Leader 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 Team (SLT) takes special responsibility for the oversight of Year 7 matters.

“Over the last five years that I have been at Harrow Way I have been given multiple opportunities that other schools may not be able to offer. I enjoy every aspect of it!”

– Year 11 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 an Assistant Headteacher who is also the Special Educational Needs Coordinator (SENCO), a Family Partnership Manager, Pastoral Support Worker 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.

## 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.

## 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.





“ Harrow Way has had a huge influence in my life and I will always have happy memories that will never be forgotten. There are many teachers who have inspired me and I really appreciate the lengths they go to in order to provide students at Harrow Way with so much more than an education. ”

– Year 11 Student

## 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.

## Communication with Parents

We know how essential 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. This is followed by a subject based parents evening. 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.

## 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 is 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.

“ The leadership team has maintained the good quality of education in the school since the last inspection. You are determined to improve standards in your school and have created and shared clear plans to do so. ”

- OFSTED 2017







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## 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.

“ Teachers have high expectations of pupils to work hard and achieve the best that they can. Pupils appreciate that teachers make lessons enjoyable and plan work to challenge all pupils in the class. ”

– OFSTED 2017





# KEY STAGE 3

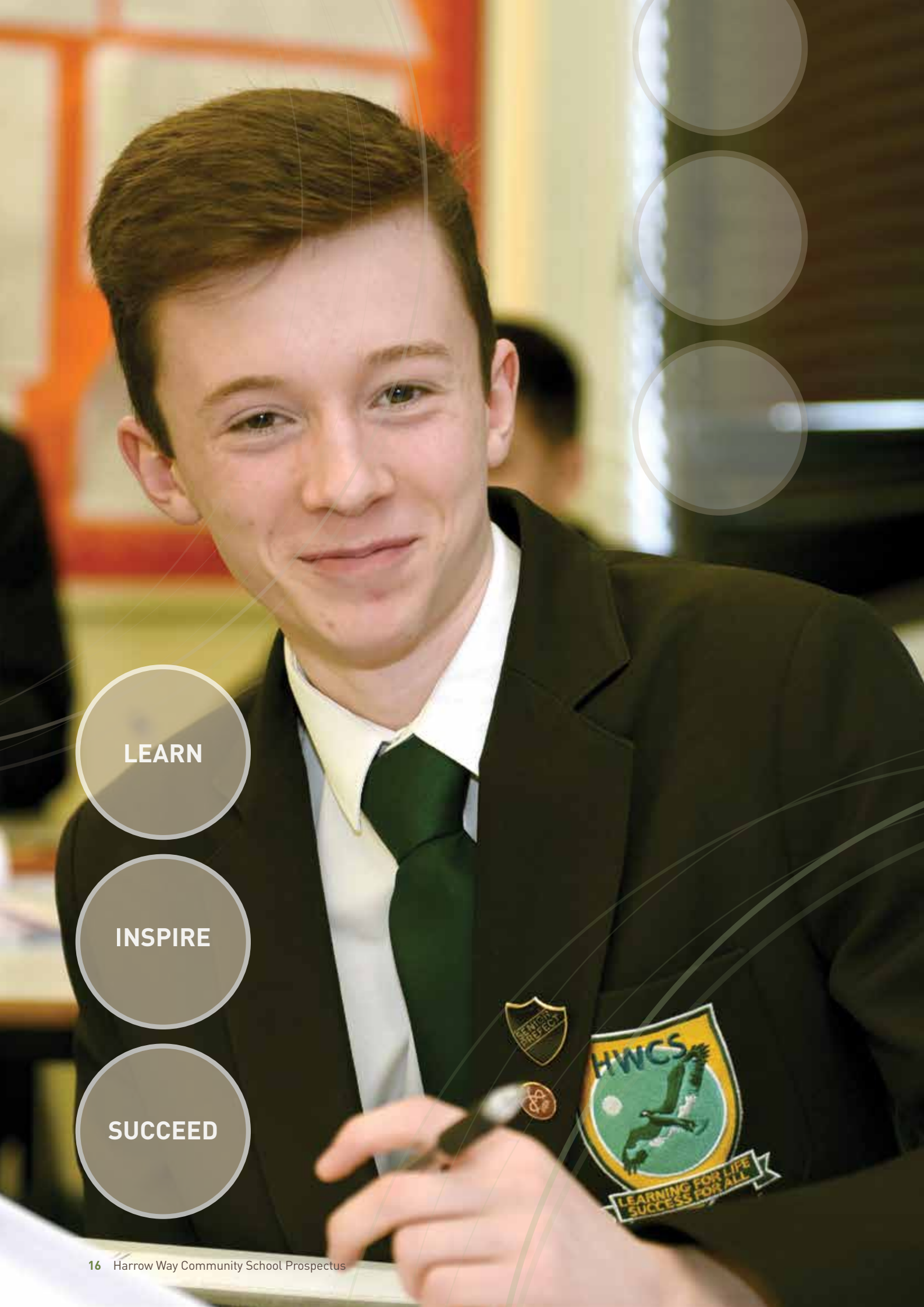
YEARS 7-8

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.





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# 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, Spanish, Health and Social Care, Business Studies 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.



## 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.





## 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.

## Educational Visits

Many opportunities are provided for students to participate in a wide variety of educational visits. These include trips to support the curriculum and examination courses, as well as to provide life experiences and opportunities to build self-confidence, teamwork and community.

During the past few years students have participated in residential visits to New York, Naples, Barcelona, Ardeche, Paris and Krakow. The annual Ski Trip and the Year 8 Calshot visit also still prove popular with students as do visits to places of interest nearer to home, including Marwell, London, Swanage and Bath



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