



**Harrow High School**

**2013 - 2014**

**Information for Parents**



## The School community

"Learners are encouraged to take an active part in the school's development and their views are sought and acted upon." (Ofsted)

We believe by really knowing the learners in our care, we can ensure, in co-operation with you, that we can give them every opportunity to succeed at school and become individuals who will be able to take a responsible position in society and make a positive contribution to the community.



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## Message from the Headteacher



On behalf of governors, staff and learners of Harrow High School I wish to extend a very warm welcome to you, your son or your daughter.

I believe in selecting Harrow High that you have made a good choice. The staff and I are fully aware of our responsibility to you and your child. Every child matters here at Harrow High and we aim to achieve high educational standards for all through a personalised approach to learning.

Your child's reason for attending school is to learn and this is why, from the moment your son/daughter joins us, they are known as 'learners'. They will learn not only academic subjects but also how to become successful citizens.

To assist them, each learner joins a form group where the Form Tutor is a knowledgeable member of staff who will help learners with all aspects of school life. We strive to ensure your son/daughter is happy and successful.

The School celebrated its centenary in 2011 and the original motto "Virtus Non Stemma" (Worth not Birth) is as significant to us today as it was then. Our young people have the opportunity of following their education through to sixth form and becoming valued members of the school and of the wider community. We are proud of our school and of our young people's achievements.

Every year we examine and develop the school's curriculum to match the changing needs of young people in the 21st century. The school offers a vibrant curriculum at Key Stage 3 plus a wide range of Key Stage 4 courses and excellent opportunities at Key Stage 5. In addition, we are able to provide exciting opportunities in sports activities that appeal to a wide range of individual interests and needs. Citizenship education is an integral part of life at Harrow High School and learners have the opportunity to undertake community and charitable projects.

Our school has excellent facilities and has benefited in recent years from an extensive building programme. Our Sports Hall and Expressive Arts block contains a health and fitness suite, a dance studio and drama suite. We have first-class facilities in science and technology including rooms for information communication technology (ICT). The grounds are attractive and landscaped.

The staff and I look forward to working in close partnership with you and very much hope that you will play an active part in the life of our school.

Paul Gamble  
Headteacher

## Statement of intent

*"Our purpose is to ensure an education which promotes excellence and provides all our learners with the confidence and skills to meet the challenges of the 21st century."*

We aim to help our learners:

- To achieve the highest possible academic and personal standards;
- To grow in their understanding of themselves and the world around them;
- To respect and value others within the school and community;
- To prepare themselves for adult life including participation in a changing society.

## School Organisation

"Students thrive in lessons.....They respond well to teachers who set out clear expectations of behaviour and work ethic." (Ofsted)

"Access to support, advice and guidance is excellent." (Ofsted)

At Harrow High School we have a highly personalised system through which we can really get to know learners' strengths, areas for development, potential ability and interests. A very good system of pastoral care and guidance throughout the school engenders a real understanding of community with a sense of responsibility and self-discipline amongst the learners.

Harrow High is a small multicultural school that caters for a wide range of abilities. Key Stages (Year 7, 8 and Year 9 in Key Stage 3, Year 10 and Year 11 in Key Stage 4, Years 12 and 13 in Key Stage 5) are led by a Standards & Achievement Leader (Head of Year), supported by an assistant Standards & Achievement Leader, who retains responsibility for every aspect of his or her learners' education for all their years at Harrow High School. This allows us to make strong and effective links with parents and families.

Each Standards & Achievement Leader has a team of Form Tutors who have day-to-day responsibility for the learners in their forms and have a key role in helping learners to settle in and make friends.

Good attendance and punctuality are rigorously promoted by all staff teams who work with our Standard and Achievement Leader.

Responsibility for welfare and guidance of learners is one shared by the whole school. To ensure this, the Senior Team, Standards & Achievement Leaders, Department Coordinators and subject teachers all keep a continuous check on each learner's progress and liaise closely with the Key Stage Teams. If required the School also calls on a range of other professionals to support learning.

Harrow High School, follows the Harrow Local Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy, plus useful information about keeping safe, is available on our website: [www.hhsweb.org](http://www.hhsweb.org)

## **Learner Security**

The safety of all our young people is paramount. The school operates a smartcard security system. Each learner is issued with a smartcard showing his/her photograph and name. The smartcard allows learners entry to the school building from 8.15am and is needed to move around the school site during the day. Parents, therefore, are asked to ensure that this essential item is brought to school everyday and that smartcards are kept in a safe place when at home. If a smartcard is lost, a replacement costs only £1 and is available from our Attendance Officer.

## **The Lunch System**

Every learner registers on our biometric system for purchasing all items in the school's dining hall. A simple finger impression is taken and this allows your child's finger to be scanned when making a purchase. It has proved very popular with the learners as it is safe, secure and reduces queuing time.



This cashless purchasing system is best topped up using the on-line Parentpay facility. Every parent is issued with a personal username and password. It is very easy to manage, you can check your child's account and it avoids the necessity of finding cash to give them every morning. For those of you who prefer, a cheque, made payable to Harrison Catering Services, can be sent to Harrisons in the school dining hall. Please assist us to ensure your child's security by using one of these two systems and avoid sending cash into school.

A daily spend limit is set at £5 to cover breakfast, break and lunch (please contact Mrs Decruz if you wish to alter this amount). Those learners eligible for free school meals have the allowance credited to their account and accessed via their finger; this amount can only be spent at lunchtime. You can apply for Free School Meals via [www.hhsweb.org](http://www.hhsweb.org) or [www.harrow.gov.uk](http://www.harrow.gov.uk) or by visiting the Civic Centre in Harrow. Proof of entitlement is required.

## **Links with home**

A close working relationship between home and school is an essential factor in ensuring each learner makes good progress. Harrow High has a 'contract' with learners and parents that is discussed at interview. Please keep your copy of this important agreement.

Parents/carers are welcome to contact appropriate members of staff, via telephone, letter or Student Planner for information or to discuss any issues. As all staff have teaching commitments it is important that you telephone the school, in advance, should you wish to meet with a member of staff. Mr Gamble welcomes the opportunity to speak to parents, please contact his PA, Miss Armsden on 8861 7300 x203 or email [carmsden.310@hhsweb.org](mailto:carmsden.310@hhsweb.org) for an appointment.

## **Student Planners**

The planner must be brought to school every day. It contains a diary; the Aims of the School; the Code of Conduct; the learner's individual timetable and days on which homework is set. There is a space in which learners record homework set and where teachers and parents/carers can record progress, achievement and specific difficulties. The planner serves as an important line of communication between home and school and vice versa. Replacements are charged at £5.00. Parents are required to sign the planner each week.

## School Website and Parent Portal

The school's website contains useful information for parents/carers and the latest Friday letter is always published. Important dates for learners are highlighted so please save us to your Favourites.

The website also provides a one-click link to the Parent Portal. Parents will be issued with a unique username and password so you may securely access up-to-minute information about your child's attendance, behaviour, lessons and related information. This easy system allows parents the freedom to be involved in their child's progress at school. Please play the video clips on the school's website.

## Parents' Evening

Before all parents' evenings, learners are given an appointment sheet and asked to arrange an interview time, on your behalf, with their teachers. Your son/daughter brings this sheet home for you to agree, sign and return to school. Dates are listed on the school calendar with reminders in the Friday letter

An additional evening is arranged for our intake year in October when parents/carers have the opportunity to meet their child's Form Tutor. This is an informal evening to discuss how your son/daughter is settling in.

It is vital that parents make every effort to attend all parents' evenings so you can help your child's progress in each subject, focusing on achievement in specific knowledge and skills; attitude and behaviour within the class and targets for future development.

## Attendance

"The school is highly effective in developing the personal and social qualities and self-confidence that students need to transfer to further or higher education, or the world of work." (Ofsted)

Good attendance and punctuality are of key importance. Attendance is vital and research shows that good attendance is inextricably linked to achievement. The Institute of Education (London) state that "5 days of absence or missed learning can equal a dropping of a whole grade." Our base line is that every young person achieves 95% minimum average attendance. The most recent guidelines from the DoE underline this strongly.

The guidelines clearly state that it is the parents'/carers' responsibility to inform the school of the reason for their child's absence on the first day he/she is away.



## School Uniform

Uniform is compulsory for learners in Year 7, 8, 9, 10 & 11 and promotes a sense of identity and pride in the School. Throughout the day, we expect all learners to be appropriately dressed for learning and to be neat and tidy. Uniform must be worn at school and on the way to and from school. .

Your child must wear the following to school everyday:

- Navy blazer with school logo\*
- School tie\*
- White plain shirt  
*White shirts must be buttoned to the neck and ties must be worn correctly with tie pulled up to the collar.*
- Plain smart grey/black trousers for boys and girls  
*Jeans, cargo pants, leggings or tight school trousers are not acceptable. Trousers must be loose fitting.*
- Grey/black skirt for girls  
*Skirts should be loose fitting, not figure hugging and the length be between the knee and ankle*  
Plain black, navy or flesh coloured tights only
- Plain black shoes of an appropriate design for school  
*Shoes must be smart and made of a material such as leather or PVC that can be polished, canvas shoes such as Vans shoes are not permitted nor are as boots, coloured laces, trainers or Nike Airforce.*
- V-neck jumper or waist length cardigan in plain navy or plain black are optional and do not replace the need to wear a blazer
- Black or blue socks or white ankle socks  
*Over the knee socks are not acceptable*
- Headscarves - plain navy, black or white
- All hair clips, bands etc should be plain and in navy, black or white
- Plain dark coat

In summer term

- a navy blue school polo shirt (blazer not required)\* Learners will be told when this may be worn.

**Hoodies, sweat shirts, are not acceptable. No baseball caps are allowed**

After consultation with Learner Voice it has been agreed to allow learners to wear a single stud in each ear. In the interests of the safety of both themselves and others, learners are not permitted to wear rings, necklaces or earrings or any other kind of adornment which could be considered as a potential hazard. Learners are not permitted to wear make up or nail polish.

These items are obtainable from our **official uniform supplier: Jackies Agencies Ltd** - 195 Kenton Road, Kenton, Harrow, HA3 OHD. See [www.uniform4kids.com](http://www.uniform4kids.com) Uniform may be purchased from any retailer however, logo items are only available from Jackies.

**Please ensure your child has pens, pencils and maths equipment for use in school every day.**

## **School Library**

Harrow High School Library is a wonderful resource that will be key to your child's success with us. The library is full of classic and modern texts, newspapers, magazines, CDs and DVDs that will support learning in all subjects. In addition, learners will have one timetabled reading lesson every two weeks with their English teacher to develop a love of reading and we promote a daily reading session. Learners will be invited to attend live web chats with current authors as well as a wide range of creative writing opportunities.

The library is open from 8.15am every day.

## **How to join the Library**

Learners automatically become members of the library once they are enrolled at school. The library is computerised, the learners need their smartcard to borrow books. Learners in Key Stage 3 can borrow 3 books at any one time. Learners in Key Stage 4 may borrow 6 books. If a library book is lost the learner must pay for a replacement

## **Clubs and Societies**

Learners are actively encouraged to organise and participate in a wide range of events and clubs. Staff are always willing to help and give advice. In addition to learner initiated activities a wide range of extra-curricular opportunities are available

## **Prohibited from School**

Anti Social Behaviour Act 2003: To carry an air weapon (whether loaded or not) or an imitation firearm in a public place without lawful authority is an arrestable offence. Please also see list in Student Planner.

Prohibited items:

Alcohol

Energy drinks

Cigarettes

Drugs

Matches

Lighters

Aerosols

Replica (or real) guns

Offensive weapons

Fireworks

Pornographic material

Also any other item deemed by the school to be detrimental to the health and safety of learners and staff

Headteachers and staff authorised by them have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item.

## **Lunch Time**

Hot and cold school meals are prepared daily, on site, by our caterers. Menus are displayed in school and on the website. We work closely with Harrison Catering to provide a healthy and nutritious midday meal for growing young adults. Packed lunches should be eaten in the school dining hall.

## **Litter**

All litter must be placed in the bins provided.

## **Lost Property**

If your child loses a possession he/she should make every effort to find it themselves before reporting the loss to his/her Form Tutor. Learners are responsible for all of their property which should be clearly marked with indelible ink where possible. The school cannot be held responsible for any lost items and valuable items should not be brought to school. Unnamed items are kept in the Welfare Room. Once a term the school holds a lost property reclaim session. Any items remaining are donated to charity.

## **Medical Information**

Please advise Mrs Joshi of any illnesses or conditions that may affect your child whilst in school. If a learner needs to have medication during the school day (including inhalers) it must be labelled and brought in to be kept locked away in the Welfare office. Your child may be given non-prescriptive medicine by the School First-Aider if she feels that it is advisable to do so, but prior contact, whenever possible, will be made with someone who has parental responsibility. The only medication used would be Paracetamol. Vaccinations are given by the School Nurses, so please do return consent forms promptly.

## **Illness in School**

Learners must firstly collect a note from their subject teacher and then report to the Welfare room. No learner will be sent home without parents collecting their sick child from school. In the event of a child needing hospital treatment, parents are required to go to the hospital immediately after being notified.

Parents/carers are reminded of the importance of informing the School, in writing, of any change of telephone numbers and/or addresses.

## **Cycles**

Permission to use a cycle may be obtained if the learner is in possession of a Cycling Proficiency Certificate. Cycles may not be ridden on school premises. We recommend that safety helmets be worn. A cycle shed is available for storing bicycles during the day.

## **Damage**

Learners are held liable for damage caused deliberately or through carelessness. The school may request full or part payment for repairs.

## **Learner Lockers**

The School aims to provide each learner with a locker. Learners may purchase a padlock and key (£2.00) from Welfare or supply their own. Learners are responsible for bringing their key with them every day.

## **Consent forms:**

All parents are requested to complete the school's universal Consent Form on admission which covers biometrics, photographs, local visits and sports fixtures. On occasions your permission will be required for a school activity or educational visit further afield. We ask that you complete and return the consent form by the deadline. Failure to return this form means your child cannot attend the event.

## **Address/Phone details:**

It is vital that you inform the School of your correct contact information. In an emergency, quick access to parents is very important. Please remember to tell us if you move home.

## **Valuables and Possessions**

Where learners have not handed in valuables or possessions for safe keeping the school can not accept liability for these when they are lost or damaged in any way on or off the school premises. Valuable items should not be brought to school.

## **Mobile Phones**

They are not allowed in School and will be confiscated if seen and returned at the end of the day. Persistent offenders will have their phones kept into their parent or carer collects it from school.

## **MP3 Players and Headphones**

Should not be used in School and will be confiscated

## **ICT**

Learners have access to ICT equipment and are given a personal password so they can access their work. In the interests of keeping their work secure they should not tell anyone else their password. Learners misusing the school network may have their access to computers denied.

## **Bounds:**

School buildings are strictly out of bounds to learners after 3.50 pm and at weekends except with permission.

## **End of the day**

For safety reasons, learners wishing to meet their friends after school should remain within the school's grounds. Once leaving through the gates, learners should not remain on the street outside school. Parents are requested not to drive on to the school grounds to collect their children. If you park in Gayton Road please ensure you do not obstruct the view of any learner crossing the road.

## Absence

Parents/carers are requested to telephone the School 020 8861 7303 (an answer-phone is available for messages) as early as possible on the first day of their child's absence. On the learner's return to school parents/carers are required by law to provide the school with a signed and dated letter indicating precisely when and why the learner was obliged to be absent from school. If a learner is ill and it is felt by the Welfare officer that the learner cannot continue at school then the parent or carer will be called and asked to come and collect the learner from school.

You must:

- Telephone the School (answer phone on 020 8861 7300 x209 or press 1, or on the direct line for the Attendance Officer 020 8861 7303) and leave a message.
- On your child's return write a letter or a note in the planner, to the Form Tutor, explaining the absence.

If it is necessary for your child to be away from school, please let the Attendance Officer know in advance so that this requested absence can be authorised e.g. Medical appointments that cannot be scheduled after school.

The School closely monitors learners' punctuality using an electronic registration system. This has significantly strengthened our ability to monitor attendance and punctuality. Parents/carers are contacted by text message, email or telephone if their son or daughter fails to arrive at School, therefore, keeping parents fully informed if a pattern of lateness emerges. Parents may also check their child's attendance on Parent Portal (see the School's website).

Lateness to school is considered serious and will result in a detention served on the day at lunchtime.

The School requests that if your child is required to attend a religious service or observance, the request is made in writing.

The guidelines also clearly state that there is a discretionary power for Headteachers to be able to grant leave for the purpose of an annual holiday during term time. Any request for additional leave should be addressed to the Headteacher. Only in exceptional circumstances may the amount of leave granted exceed (in total) more than two weeks in any year. No parent can demand leave of absence for the purposes of a holiday as of right. Only in very exceptional cases would such leave be granted for a learner who is involved in KS4 or KS5 courses.

The overall message must be to keep the School informed, in writing, of any circumstances relating to your child's absence from School and ensure your child is meeting the 95% attendance target.



## Timings of the School Day

Harrow High School is only responsible for children between the hours of 8.15am and 3.50pm Monday to Friday, term time, unless the children are at an organised school activity supervised by school staff. Outside of these hours, children are the responsibility of their parents. We ask that parents ensure their child arrives punctually at school but not before the published hours.

Time	Key Stage 3	Time	Key Stage 4
8.50	Registration	8.50	Registration
9.10	Period 1	9.10	Period 1
10.00	Period 2	10.00	Period 2
10.50	Break	10.50	Break
11.10	Period 3	11.10	Period 3
12.00	Period 4	12.00	Period 4
12.50	Lunch	12.50	Period 5
13.40	Period 5	13.40	Lunch
14.30	Period 6	14.30	Period 6
15.20	End of day	15.20	End of day

### Term Dates

#### **Autumn Term 2013**

Tuesday 3 September – Friday 20 December

Half term: Monday 28 October – Friday 1 November

#### **Spring Term 2014**

Monday 6 January - Friday 4 April

Half term: Monday 17 February - Friday 21 February

#### **Summer Term 2014**

Tuesday 22 April – Wednesday 23 July

May Day Bank Holiday: Monday 5 May

Half term: Monday 26 May – Friday 30 May

**Please note dates include training days.**

## **Rewards**

"The very positive ethos created underpins learners' motivation to learn and most make good progress as a result." (Ofsted)

The School recognises the value of praising achievement in all areas and this is of paramount importance to all of us at Harrow High School. Communication of success can take a variety of forms including verbal praise, commendations to the learner's Form Tutor or Standard and Achievement Leader, a comment on a piece of work, a written comment in the learner's planner, Certificates of Achievement, celebrations in Assembly and a report in the Friday letter. Staff record praise and achievement points on learner's electronic record which may be accessed by parents via Parent Portal.

Academic achievement in all years is recognised at termly Achievement Assemblies and a formal Honours Evening at the end of the academic year. Learners are rewarded for both the effort they make in subjects and for achieving excellent standards. Each subject presents a range of awards.

## **Behaviour**

"The school provides very clear guidance on behaviour, and incidences of anti-social behaviour, bullying or racism are rare." (Ofsted)

The school believes a high standard of good behaviour both whilst at school or on your child's journey to and from school, is essential. Learners are encouraged to make a positive contribution to all aspects of school life through Learner Voice groups. Learners can become ambassadors, prefects, school or sports Council representatives or Eco warriors and contribute to school life. Learner Voice teams contributed to the writing of the school's current Behaviour Policy which helps to ensure good standards of behaviour. A combination of caring about individuals, having high expectations of each learner's behaviour and working with parents/carers ensures maximum support for the individual in achieving good behaviour.

The vast majority of disciplinary problems are dealt with on the spot, by verbal reprimand or by discussion with the learner. Learners may receive detentions of up to one hour, with parents/carers being given twenty-four hours notice. Teachers may, if necessary, detain learners for up to twenty minutes at the end of the day, without notice. For poor behaviour in the corridor or around the school a learner will receive a red card which means an instant SLT (Senior Leadership Team) detention that day.

In rare cases, when all other measures have failed, a learner may be internally secluded, which means that he/she will be supervised during the period of exclusion and isolated from his/her peers to complete work. The next step would be a fixed period of exclusion from school or, on extremely rare occasions, permanent exclusion.

The school works closely with parents and other agencies in order to prevent any exclusions. The School is committed to ensuring equality and social inclusion for all learners.

The full policy on behaviour can be found on our website.

## Learners' Code of Conduct

"Personal development and spiritual, moral and cultural development are outstanding because of the exemplary provision for care, guidance and support." (Ofsted)

The following is an extract from your child's planner.

## School Code of Conduct

At all times show courtesy and consideration for others

This means:

- To understand other people's point of view.
- To be quiet and sensible in lessons so that the teacher can teach and everyone can learn.
- To move quietly and carefully around the school.
- To speak politely to everyone.
- To listen when a member of staff asks you to be quiet and attentive.
- To take pride in the school and keep it clean and tidy at all times.
- To take pride in your uniform and care for your own and other's possessions.
- To always behave politely and sensibly when you are out of school.
- To show particular respect for the cultural backgrounds that we come from.
- To avoid any form of violence.

The rules above agreed by learners and staff after consultation.

"The many different races, ethnic and faith groups mix well and there is a high level of harmony and tolerance." (Ofsted)



## Curriculum

"The school's excellent curriculum is contributing significantly to improvements in standards and achievement and promoting a love of learning." (Ofsted)

High standards and personalisation are an essential part of our curriculum design for young people in all key stages. It is these active principles that have led to year on year increases in the results attained by our learners and has placed us in the top 5% of schools in the country. All of our sixth form students gained good results which enabled them to attend a university of their choice.



## Personal learning and thinking skills

The School encourages young people to understand how they learn and the best way to achieve their individual goals.

To be an effective learner they must develop personal learning and thinking skills.

As a parent you can ask your child:

- Do you try your best to complete tasks and don't give up just because you find some tasks hard?
- Do you listen and try to pay attention to what is being said?
- Are you making progress in each lesson?
- Do you believe you can do well if you try?
- Do you ask for help and advice?
- If you're stuck do you try to work through the problem for yourself before asking for help?
- Are you able to see similarities/links between your subjects?
- Do you take part in group work sensibly?
- Do you listen to others when they talk and give views?
- Do you go into class with a positive manner and attitude ready to try your best to learn?
- Do you know exactly what you are doing before you start?
- Do you plan and make notes to help with your work before you start? eg. Mind Maps?
- Do you re-read your work and check for mistakes?
- Do you know what your targets are? Do you ask advice from your teachers?

"The enrichment of the [Harrow High School] curriculum, including out of school activities is very good." (Ofsted)

Note: In the case of any concern or complaint about the curriculum provided by Harrow High a clear procedure is in place. Please contact the School for details.

## Homework

Homework is a vital part of your child's education at Harrow High. To be successful in their studies your child also has to understand the purpose of homework and the importance of establishing good study habits.

Homework should enable your child to develop skills of working independently and developing self-discipline. In addition he/she should develop a range of study skills such as, research and investigative work using libraries and computers, reading, drawing and a variety of writing styles. It will also involve completing separate projects over a number of weeks as well as finishing off work begun in a lesson. We believe that parents/carers have a vital role to play in supporting and encouraging learners to take homework seriously and to ensure that it is completed on time.

All learners are issued with a homework timetable in their planner. Parents/carers are asked to familiarise themselves with their child's homework timetable and inspect his/her planner weekly to ensure that homework is being set and completed. All learners have homework set each night. This will vary in amount depending on the subject and year group.



## Years 7, 8 and 9

From September 2013, in Key Stage 3 (ie Years 7 to 9) we offer a balanced, literacy-rich programme that includes the study of:

- o English
- o Mathematics
- o Science
- o Art
- o Drama
- o Geography
- o History
- o ICT (Information and Communication Technology)
- o Music
- o PE (Physical Education)
- o Spanish
- o SMSC (Spiritual, Moral, Social and Cultural education)
- o Technology



In addition to these subjects, we have directed options in Year 7 and 8 to provide targeted support in the core (English, Mathematics and Science). More able learners are extended through the study of an additional language in Year 8, currently Latin or French.

In Year 9, as preparation for Key Stage 4, learners follow a course in the core subjects English, Mathematics, Science and PE, along with optional choices providing pathways to Key Stage 4 GCSE and BTEC courses. Choices are made in Year 8 with support, advice and guidance from the school. We continue to offer opportunities as part of the normal school day for targeted support for the core, along with extension courses, such as Classical Civilisations and Philosophy.

We also provide 1 lesson a week of Core Support. This allows us to offer targeted English, Mathematics or Science support if needed, as well as masterclasses and tasters in English, Mathematics, Science, Classical Civilisations and Psychology.



## Years 10 and 11

Our Key Stage 4 (ie Year 10 and 11) is a 2 year course built around accredited courses in the core subjects of English, Mathematics, Science and PE. All learners continue to study SMSC as part of Key Stage 4.

Options, primarily GCSE and BTEC courses, are taught over 1 year. Learners are expected to complete two Option courses in Year 10 and two additional Option courses in Year 11. Option courses will be taught by Key Stage, not age; some Options classes will have learners from Year 10 and Year 11. This allows us to offer a wider range of subjects and greater flexibility to meet the needs of our learners.

Option courses running from September 2013 include:

- o Art
- o Business
- o CiDA (Certificate in Digital Applications)
- o CoPE (Certificate in Personal Effectiveness)
- o Drama
- o ESOL (English for Speakers of Other Languages)
- o Food Technology
- o History
- o Humanities
- o Geography
- o ICT
- o Performing Arts
- o Product Design
- o Psychology
- o Resistant Materials
- o Separate Sciences
- o Spanish
- o Sport
- o Travel and Tourism



## **Supporting Inclusion and Diversity**

“Personal development and spiritual, moral and cultural development are outstanding because of the exemplary provision for care, guidance and support.” (Ofsted)

Under the National Curriculum all learners are entitled to a broad and balanced curriculum, and we aim to provide challenges for learners of all abilities, and to enable them to achieve to their full potential. The Inclusion Team works with other colleagues to facilitate and encourage learning across the curriculum. Teachers work together to develop a range of resources which are appropriate for all learners.

Learners who are more able are encouraged to develop their skills and abilities through more challenging sources and materials. Open-ended tasks requiring research and critical thinking are encouraged. Ability in a variety of areas is fostered through the support and guidance of staff in the classroom and a range of extra-curricular activities.

Many of the learners at Harrow High have the considerable advantage of being multi-lingual. For those few learners who are at the early stages of English language acquisition, different EAL interventions and in-class support are provided.

The EAL Provision Map includes a variety of interventions for EAL learners at different levels. EAL teachers use different teaching methods, differentiated resources, their first language, etc to enable our learners to access the language being taught in their lessons.

The School works closely with feeder middle schools to ensure that the needs of all learners are identified at an early stage. The Inclusion Team in particular spends time in feeder schools getting to know learners who will transfer.

During Years 7 and 8, learners are monitored closely by form tutors, subject teachers and the Standard and Achievement Leader so that strengths and/or difficulties can be identified. Support may then take several different forms: direct one-to-one help in the classroom; additional assistance outside of lesson time; modifications of lesson materials; development of curriculum materials; counselling, and general monitoring. Where necessary, we seek and co-ordinate the involvement of outside agencies.

We place particular emphasis on the development of close links with parents/carers, and one of our main priorities is to involve them as much as possible in the education of their children. The staff at Harrow High school consider it their responsibility to ensure that all learners under their care are given the opportunity to achieve to their full potential.

\* The English as an additional language policy and The Special Needs policy is available from school.

## Assessment and Reporting

Harrow High continues to develop effective ways of assessing learners' work and reporting this to parents and carers. All subject areas monitor the progress of their learners and focus upon the knowledge and skills inherent in each subject. This assessment involves a subject review after which targets for improvement are identified and recorded. Form tutors also review the overall progress of their learners and discuss their targets with them. The aim of this process is:

- To highlight the achievements of each learner
- To measure and monitor progress
- To provide motivation
- To help identify targets for improvement
- To provide an accurate basis for reporting to parents and carers.

## Reporting to Parents

In addition to the online reports provided through the Parent Portal, you will receive paper reports at specific times throughout the year. The reports will detail progress being made in each subject, focusing on achievement in specific knowledge and skills; attitude and behaviour within the class and targets for future development.



## D.E.A.R

Do you like reading?

Do you encourage your child to read with you?

At Harrow High school, from September, we will be introducing two exciting new approaches to support all learners with improving their reading. The first approach is called **D.E.A.R.** and it stands for "Drop Everything and Read," a daily reading opportunity designed to make reading a priority activity in all our their lives.

Because, what's more FUN(damental) than reading, really? Even the teachers and all staff will be reading EVERY day. Learners and staff will need to make sure they bring something to read to school every day.

The second opportunity is called Accelerated Reader and this involves learners regularly attending the library with their English teacher who will guide them to an appropriate book that will challenge their ability to read more widely and comprehend more difficult texts. The programme will regularly assess your child's reading ability especially their range of vocabulary and comprehension skills.

More information from:

<http://www.readingrockets.org>

### LEARNER OBJECTIVES

Students will

- work in a community of readers and learners, including other class members, family members, their teacher, and other school volunteers.
- focus on lifelong learning strategies by providing experiences, formats, frameworks, and attitudes for study in the present and future.
- participate in student-centred learning.
- explore their ideas, reflect on their writing, and revise their work.
- read and discuss texts in guided and independent practice, using literacy a way to think, as a tool for understanding.

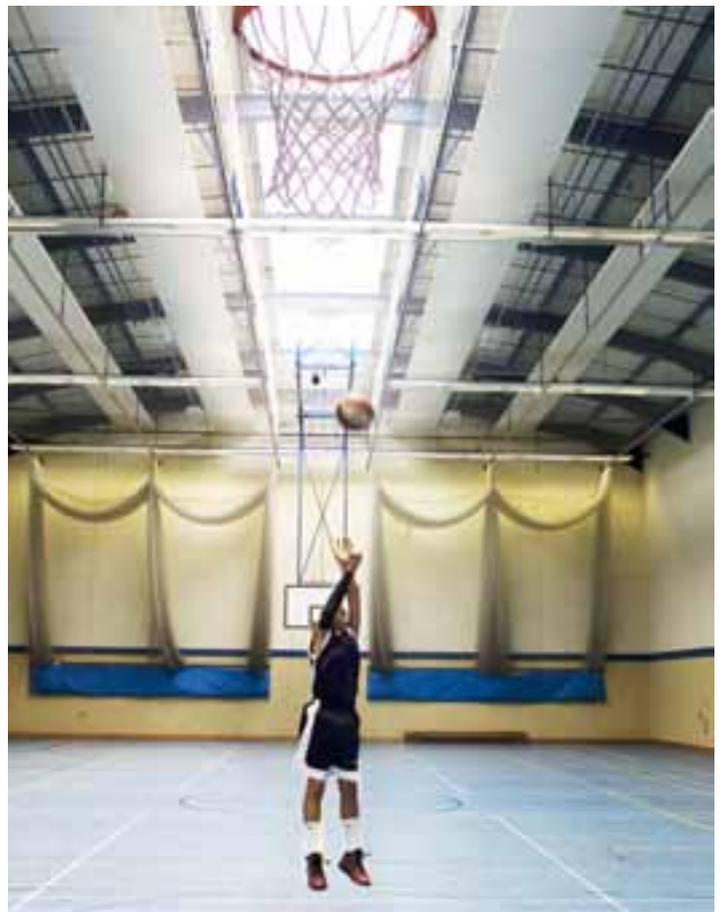


## Sports

Although the school is no longer a sports college, the former status enabled us to develop extended services to learners and their families and to other partners in the community. The leadership programme has provided opportunities for learners to work with younger children in our partner middle schools and gain accreditation for their work. A wide range of programmes for gifted and talented learners helps to ensure that learners reach their full potential in their chosen sport through access to expert coaching and our first class facilities.

The school has been successful in developing a strong partnership with Harrow School. This has allowed us to develop a number of initiatives where learners from both schools are able to work closely together in basketball, athletics, badminton, cross county, football, canoeing and the cadets. The school's commitment to encouraging healthy life-styles is reflected by the extensive use of our facilities in the evening and at weekends by local sports clubs and community groups.

The continued success of sports in our school, such as the Basketball Academy and Football Academy, has enabled us to create a positive ethos which permeates across all aspects of school life.



## Basketball Academy

Our unique Basketball Academy led by Gary Maitland, offers a complete package for our talented athletes. Each learner is timetabled up to 9 hours per week of basketball training which includes team practice, individual one to one development sessions and strength and conditioning workouts.

Each Academy player also has additional in-class support plus mentoring sessions with an academic focus. Players on the Academy are also given the opportunity to achieve England Basketball Level 1 qualifications in coaching, refereeing and table officiating as well as gaining that experience throughout the year. In 2011 our basketball team visited the USA for the first time.



## Football Academy

The Harrow High School Football Academy combines education and sport to raise the motivation and attainment of Learners from Years 7-11.

Learners are only selected to be a part of the academy if they have show a positive attitude and have a good work ethic. Players are selected through a trial which happens at the beginning of each academic year.

The Football Academy consists of 1 morning session a week - which is compulsory, 1 to 2 sessions during normal school hours and 1 after school practice. Learners are not taken out of any core subjects i.e. English, Maths or Science.

## Gifted and Talented

A Gifted learner is one who shows exceptional ability in a specific subject like Maths, Science or English or in more than one subject.

A Talented learner is one who is exceptionally skilful in, for example, Art, Sport or Drama.

Learners are identified using KS2 SAT results information from the Middle Schools. In addition, feedback is sought from teachers at key points during the year, from parents/carers and from the learners themselves. For very talented learners curriculum modification can be arranged to accommodate, for example, professional coaching and attendance at competitions.

One of our aims at Harrow High School is to encourage all our learners, including Able Gifted and Talented learners, to reach their full potential. Fulfilling this aim requires a two pronged approach: high quality classroom teaching, with the provision of extra curriculum enrichment and extension activities, whenever this proves possible.



Gifted and Talented learners have benefited from:

- Theatre visits and poetry competitions
  - Science, Maths and Art Master classes for Year 9 and 10 Learners at Harrow School
  - Science Challenge Days, held at Imperial College, London
  - Year 9 involvement in the Maths Challenge
  - Summer School on a range of subjects for Year 9,10, and 11 learners
  - Science and Technology, Sports Science, and Food Technology subject days held at a variety of Universities including UCL, Middlesex, Westminster, TVU and London Metropolitan
  - Maths summer term master class
- Creative Writing workshops Access to IGGY, a social network for G&T students organised through Warwick University



You can be confident that we will do all we can to develop further your Able, Gifted and Talented children.

## Study Support

The Study Support Centre provides short-term support for learners providing individualised programmes of study tailored to their needs.

The School's learning mentor team work with small groups and individual learners who have been identified for additional support through our Inclusive Learning Panel. Through mentoring, learners are offered tailored support with improving attendance, behaviour and attainment by participating in a range of activities designed to raise learners' self-esteem. Learning mentors also play a critical role in advocating on behalf of learners in resolving conflicts that have occurred. Mentors empower learners to manage their relationships with others appropriately by promoting restorative justice through their work.

### If I have a question who do I ask?

As a small school we get to know our learners well. If you have any questions about your child's progress or what is happening in school please do phone us, send an email or put a note in the planner. Please remember teachers may be in class during the day and it may take a little time for us to respond. Here is a list of staff who can help you.

Year 7 Standards and Achievement Leader Ms Barrett  
Year 7 Assistant Standards and Achievement Leader Miss Campbell

Year 8 Standards and Achievement Leader Mr Eston  
Year 8/9 Assistant Standards and Achievement Leader Mrs Worley

Year 9 Standards and Achievement Leader Ms Murray  
Year 8/9 Assistant Standards and Achievement Leader Mrs Worley

Year 10 Standards and Achievement Leader Mr Baker  
Year 10 Assistant Standards and Achievement Leader Mr Talton

Year 11 Standards and Achievement Leader Miss Sykes  
Year 11 Assistant Standards and Achievement Leader r Preda



## Privacy Notice

Harrow High School is the Data Controller for the purposes of the Data Protection Act. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA) and the Department of Education.

If you want to see a copy of the information we hold and share about you then please contact Mrs Dennison, School Business Manager.

If you require more information about how the LA and/or DoE store and use this data please go to the following websites: [www.harrow.gov.uk](http://www.harrow.gov.uk)

If you are unable to access these websites, please contact the LA or the DoE as follows:

Public Communications Unit

Department of Education

Sanctuary Buildings

Great Smith Street

London

SW1P 3BT

website: [www.education.gov.uk](http://www.education.gov.uk) email: [info@dcsf.gsi.gov.uk](mailto:info@dcsf.gsi.gov.uk) tel:0870 000 2288.



## A Final Note from the Headteacher

I hope this booklet answers some of your questions linked to this significant and exciting event in your child's life. The habits and routines that children develop in their first year of secondary school will stay with them throughout their school lives. Time spent getting it right early on is an investment that will ensure future success.



Paul Gamble  
Headteacher

For comprehensive information regarding education, view:  
[www.education.gov.uk](http://www.education.gov.uk)



## **Contact**

**Gayton Road, Harrow, HA1 2JG**

**telephone: 020 8861 7300 (main school number)**

**020 8861 7330 (school business manager)**

**020 8861 7303 (attendance office and smartcards)**

**020 8861 7306 (standard and achievement leader)**

**fax: 020 8861 7307**

**e.mail: [office@hhsweb.org](mailto:office@hhsweb.org)**

**[www.hhsweb.org](http://www.hhsweb.org)**