



# 2011 - 12 PROSPECTUS





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# Introduction - The School

This information has been compiled with the purpose of making you and your child aware of some of the important facts about our school, and to try to make you feel welcome here. We hope that when you have read this publication and taken the opportunity to visit the school and meet the staff, you will be reassured of our commitment to make your child's arrival and stay here both enjoyable and productive. In September 2011, we were very proud to be designated as one of the first 100 Teaching Schools in the country, which holds a wide range of possibilities for the future of both our staff and students.



## The School

Having opened our new Sixth Form, Harton is now a mixed 11 - 18 comprehensive school which has no religious affiliation. The school currently has 1635 pupils on roll. It occupies a pleasant urban site with extensive playing fields, including all-weather pitches, multi-use games areas, a 3G floodlit pitch and a swimming pool.

Our fabulous new school building, accommodating Mathematics, Science and Technology as well as the Sixth Form opened last year and, when your child is eligible to join us in September 2012, we will also enjoy the benefits of hugely improved facilities for all other subjects in our completely refurbished 'old' building ... all part of our drive to achieve excellence by combining the best of our tradition with the latest innovation.

Since September 1996, we have enjoyed Technology College status which ensures a commitment to the use of technology throughout the school, with particular emphasis being placed upon Mathematics, Science, Design Technology and Information Technology. In 2007, we were also designated as a Language College, specialising in the teaching of modern foreign languages, and as an Applied Learning College, with the aim of ensuring that our pupils are prepared for the world of work.

The school has a strong academic tradition, with consistently excellent examination results (66% of our students gained 5 or more GCSE A\*-C grades, including Mathematics and English, in this year's results).

Each year, pupils from about a dozen different primary schools opt to attend Harton. The school's maximum admission number is 271. We are, however, oversubscribed (with over 500 parents applying last year), but have responded to support parents who wish their children to be educated here.

Parents of children who wish to transfer to the school in September 2012 are invited to our Open evening on Thursday 29th September at 6.30pm. Parents who cannot attend but who may be considering sending their children to us may wish to see the school and meet the Head with key staff, at a later date.

Decisions on admissions are taken by the Local Authority according to the criteria declared in their booklet on Admissions to Secondary Schools.

# School Aims

Our aim is to create an environment that suits all types of learners providing an education that recognises the needs of all our young people, no matter what their gift or talent may be. We stress that school is a work place and that we expect everyone to work hard. The focus of our efforts in the school is quite firmly in the classroom, on teaching and learning and we strive for excellence in all things.

We are fortunate to have a well structured, traditional school building. However, BSF has given the school the opportunity to modernise the facilities of the school. This includes a major refurbishment project which will transform the original building to include a music suite including recording studios, a drama studio, newly furnished classrooms and superb sports facilities. The traditional school building will sit alongside our cutting edge new building which houses our 6th Form Centre together with accommodation for Mathematics, Science and Technology subjects, a Learning Resource Centre and an open plan dining area. All of this has been designed and created with the learner at the heart of the planning process.

In 2006, our school was identified as outstanding by Ofsted and given the status of a 'High Performing Specialist School' which entitled us to apply for a second specialism in MFL and a third specialism in Applied Learning. Our bids were successful and as a result we were also able to apply to teach pupils beyond the age of 16. Again, we were successful and our 6th Form Centre welcomed students for the first time in September 2010.

In addition to this, the school also gained recognition by Ofsted as one of 'Twelve Outstanding Schools' nationally in a recent publication, and has been selected as an exemplar in the Specialist Schools and Academies Trust's recent publication "Five 21st Century Schools".

All of the accolades that Harton receive are testament to the hard work and commitment that all staff put into the education of the young people at the school. This, alongside a wide range of learning strategies, the use of ICT to enhance the delivery of lessons and the desire always to improve what we are doing, makes Harton a school that embraces change whilst retaining traditional values.

## Our Pupils

Our pupils do well. They do so, however, at their own level. Many will go to university and into the professions; some go into the Arts and Theatre; some go into medicine or industrial or commercial management. For these people, only a top job or superior honours degree will be good enough.

For others, success might involve learning to read more fluently, developing a new hobby, learning to cope with the demands of everyday life or learning how to make new friends.

Whatever the child's ability, the education of each individual is equally important to us, and we strive to ensure that all achieve their full potential. Every pupil attending Harton has gained at least one GCSE certificate in recent years.





# Pupils

## Pupil Welfare and Discipline

We believe that our discipline is very good. Our philosophy can be summed up by the following quotation from the staff handbook: "Discipline is often old-fashioned as well as modern. Respect is sought; individuals are treated as such, but all misdeeds are punished. Staff and pupils know exactly the context in which they work, what is expected and what are the limits. The aim is to be the wise and sympathetic parent who does not shrink from what has to be done."

All staff have pastoral responsibilities and are expected to ensure a high and consistent standard of discipline whilst acting with fairness, courtesy and respect in their dealings with pupils. The pastoral system is organised on a Year basis with a Head of Year who is responsible, together with Form Tutors, for tracking pupils' progress, supporting their learning, ensuring their welfare and maintaining discipline. A senior member of staff has overall responsibility for pastoral matters. School expectations of pupil behaviour are made clear in the Pupil Diary and are founded on common sense and formulated to protect the interests of each member of the school community. In general, pupils are required to:

- act in a reasonable and controlled manner at all times,
- accept the authority of teaching and associate staff,
- respect the property of the school and that of other people,
- live and work in harmony with staff and other students, and
- respect the working ethos of the school in their appearance, punctuality and attitudes.

There is a graded system of sanctions for any pupils who do not conform to these reasonable standards, but we also give a high priority to recognising good work, effort and behaviour. At Harton, we reward achievement and confer academic prizes.

We are genuinely committed to the welfare of each child, and each pupil has daily contact with a tutor who will remain with them for the duration of their education at Harton. Tutorial periods aim to promote good relationships between staff and pupils and focus on aspects of personal and social education, tracking attainment and recording individual achievement.

## Homework and the Pupil Diary

We believe that the regular setting and marking of homework are associated with good education and effective schools. We interpret our homework policy within guidelines which allow for age, ability and subject requirements, rather than strict time allocations. Your child will be given a PUPIL DIARY, which includes a homework section and the facility for you to comment on homework. We have a 'Homework Club' which is open to all pupils on four nights each week, Monday - Thursday 3.15 - 5.00 in the school library. All sessions are supervised by Harton staff who are available to provide help which is customised to meet individual needs. Homework is monitored by Form Tutors, Subject Leaders and Heads of Year.

# Recording Achievement

Harton places emphasis on the achievement of all of our pupils and aims to enable all to experience success. We have been at the forefront in the introduction of Progress Files which enables all pupils to keep records of their achievements, a process which culminates in an award ceremony when they leave school. Pupils methodically set targets for their own personal and academic progress which are reviewed with parents on our annual Review Day.

We actively encourage high standards of work and behaviour which we recognise through our rewards system.

## Equal Opportunities and Special Educational Needs

The education of each child is equally important to us, and we recognise that some have special needs. The Equal Opportunities department seeks to provide help to pupils in one or more of the following ways:

- by providing active learning in small groups,
- by providing tutorial support as pupils encounter special difficulties,
- by providing in-class support in various subjects as needs are identified (we have 23 classroom assistants in addition to our team of five specialist SEN teachers),
- by aiding departments in the development of schemes of work which allow children to study at the most appropriate level,
- by establishing individual education plans for those pupils registered as requiring specific assistance.

Pupils have access to a wide variety of resource material including computer-assisted learning packages. Resource material may be borrowed from the department and parental involvement in a planned programme of learning support is welcomed. We are extremely proud of our work in this field and believe that our provision is second-to-none. In recognition of our achievements, the

school has been awarded the Basic Skills Quality Mark.

We recognise also that we must make special provision for pupils who have particular ability or talent. To this end, we have a member of staff to coordinate provision for gifted and talented pupils for whom a range of activities is in place.

We will shortly open two new resource bases in the school. Both are funded by the Local Authority and will work in conjunction with the Equal Opportunities Department. One will cater for students with speech and language difficulties, the other for students with communication difficulties such as Autistic Spectrum Disorder or Asperger's Syndrome.

At the same time, the Equal Opportunities Department, along with the two resource bases, will move into new accommodation, the school's old library building, which will have been completely renovated so as to cater for the many and various needs of our students.



# School Uniform

All pupils are expected to take pride in their school uniform and general appearance. The school uniform consists of:

## Boys and Girls:

Dark navy round-neck jumper with school logo

Sky blue polo shirt with school logo

Trousers/skirts should be black (not jeans or track-suit bottoms)

Plain black dress shoes (note: not black trainers)

Plain dark outdoor coats (sweatshirts other than the school's should not be worn as outdoor clothing)

The outdoor coat should always open at the front so that uniform underneath can be seen. 'Hoodies' should not be worn to school.

## For P.E., Boys should also have:

Training shoes and football boots

Swimming trunks and cap

School rugby shirt, shorts and socks

School-named white polo shirt

## Optional...

Navy school-named hooded sweatshirt

Navy/black plain tracksuit bottoms

Navy school shower-proof jacket (optional)

## For P.E., Girls should also have:

Harton PE white polo shirt

Navy/black sports skirt or plain tracksuit bottoms

Training shoes (black or white)

Navy/black swimming costume, bathing cap

Navy school named hooded sweatshirt

Navy school shower-proof jacket (optional)

**All** items should be clearly marked with the owner's name. Uniform is available from our preferred supplier, Decorum; order forms are available at the school office.

**Jewellery** The school operates a 'no-jewellery' policy.

**Make-Up** Excessive make-up must not be worn.

**Hair** Extreme hair styles (e.g. Mohican, shaved head, obviously dyed hair, long hair extensions) are not appropriate for school.

## Essential School Equipment

The school has invested heavily in teaching and learning resources, and pupils are provided with books and writing paper in all subjects where these are required. Pupils must, however, come to lessons properly equipped with their own pens, pencils, rubber and ruler.

**School Bags:** All pupils should have a bag for carrying pupil diary, homework, books, equipment and PE kit.



# Links with parents

Meaningful links with parents are a major priority and we make every effort to keep parents informed about their children's progress or problems. We regard effective collaboration with the home as an important way of establishing and maintaining standards, a belief which underpins the Harton Home-School Agreement, which is enclosed and whose final version is a result of detailed consultation. We positively encourage parents to communicate with the school and recognize the importance of systematically gathering parents' views on the quality of service we provide – hence our regular, independently analysed parental questionnaire.

Parents are welcome in the school for consultation, initially with the Head of Year, by appointment. There is one evening per year group for general parent/staff consultation, with reports issued, under normal circumstances, prior to these evenings, as well as an academic review day when parents, pupils and tutors review the progress of each pupil and agree targets for progress. Your child will have one full report each year as well as other interim reports. Each child has a Pupil Diary which contains a section for your comments and in which homework may be recorded. Finally, you will receive a newsletter from the school each term.

## Parent - Teacher Association

This was founded in 1977 and is now a lively and flourishing concern, with a strong tradition of supporting the school by organising both enjoyable social activities and fund-raising events. Parents also have very close links with the thriving musical life of the school.

The PTA provides an informal opportunity to talk to staff and parent-governors about issues concerning the school, and is a vital element of the home/school partnership. All parents and teachers are automatically members. Any parent can attend committee meetings and hold office on that committee. The PTA plays a prominent role in the life of the school and we urge you to become an active member.

## Public Access to Documents and Information

Regulations require Headteachers to make available information about the items listed below, and contain provisions about access to up-to-date copies of the relevant documents. This information is available to view on request:

- The Local Authority's statement of curriculum policy and the governing body's statement of curriculum aims;
- Any statutory instruments (including statutory orders for National Curriculum subjects), circulars and administrative memoranda relating to powers and duties under Chapter One of the ERA (The Curriculum) which are sent to schools by the DCSF;
- Any published OFSTED reports which relate directly to the school (the school's last inspection was in November 2006);
- Any schemes of work currently used by teachers in the school;
- Any syllabus followed, whether for public examinations or otherwise;
- A full copy of the arrangements for the consideration of complaints about the school curriculum, made by the LEA and approved by the Secretary of State under section 23 of the ERA.

[www.harton-tc.co.uk](http://www.harton-tc.co.uk)

# Home - School Agreement

The role of the School	The role of the Parent	The role of the Student
To expect your child to achieve success to the best of her/his ability.	To expect my child to be successful at school.	To do my best in all lessons and school activities.
To create a secure, caring and happy environment in which pupils may successfully learn.	To take a personal interest in the work of my child and to ensure that my child upholds the values of the school.	To be polite and respectful to other pupils, teachers and visitors.
To encourage self-discipline, fairness, honesty, concern for the well-being and feelings of others, politeness and respect for property in pupils.	To encourage my child to do homework, to try to provide a suitable place for it to be done and to check and sign the pupil diary.	To always behave responsibly and honestly and avoid hurting other pupils and their feelings.
To set, mark and monitor homework and provide facilities for children to do homework in school.	To support my child where I can with school work and revision.	To record my homework in my pupil diary and to complete it on time and to the best of my ability
To provide a suitable curriculum and prepare pupils to do their best in examinations.	To send my child to school clean, neat and in school uniform.	To try and gain the best qualifications I can.
To encourage high standards of personal appearance, including the wearing of school uniform.	To make sure my child goes to school and arrives on time; to send a note to explain any absence.	To wear my uniform and keep neat and clean.
To encourage good attendance and punctuality, to keep accurate records for future reference and to reward excellent attendance.	To co-operate with the school's efforts to maintain high standards and good behaviour.	To attend school and bring a note after any absences; to arrive on time.
To recognise and reward good work and behaviour; to take action to improve unsatisfactory effort and poor behaviour.	To inform the school of any matter which might affect my child's education.	To treat everyone as I would like to be treated myself.
To keep you informed about your child's progress.	To come to school to discuss my child's progress and well-being with teachers.	To take advice from my teachers and talk to my parents about my progress at school.
To make you welcome to the school to discuss your child's progress and well-being.		To take home all letters and information from the school to my parents and bring back return slips.
Signed .....	Signed .....	Signed .....
Head Teacher	Parent	Pupil

# Curriculum

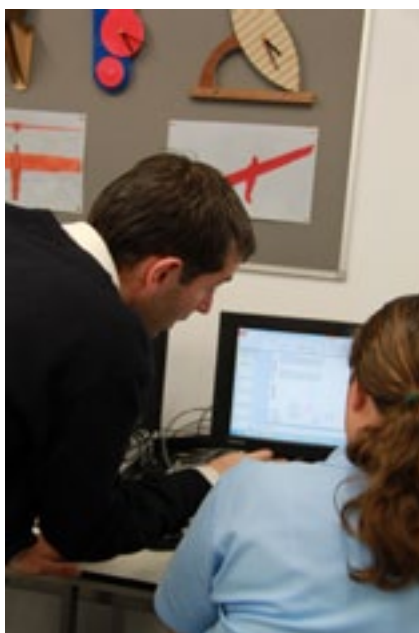
## Academic Organisation

The school draws its pupils from the whole ability range and contains children of below average ability as well as many exceptionally able children. A great deal of time and effort and targeting of resources ensure that each individual child has the opportunity to reach her/his full potential.

## Teaching Groups

All pupils are taught by subject specialists in groups which vary in size according to ability levels, needs of students and the nature of the subject. On entering Harton, all pupils are placed in ability groupings on the basis of primary school results (Key Stage 2 SAT levels, teacher assessments and information collected from primary teachers by our Primary Transition Coordinator). In particular, this enables pupils who have not reached NC Level 4 to follow appropriate catch-up courses.

From the start of Year 8, pupils will be "setted" by ability in particular subjects, particularly the technology subjects: Design Technology, Mathematics, Science and ICT. Thus a pupil who is excellent in one subject would be in an 'advanced' set; if s/he is average in another subject, then s/he could be in the 'main' set for that subject. This system allows pupils to rise to the level of their ability, and staff to plan and deliver their lessons to meet the needs of their pupils.



# The CURRICULUM 2011 - 2012

The school draws its pupils from the whole ability range and contains children of below average ability as well as many exceptionally able children. A great deal of time and effort and targeting of resources ensure that each individual child has the opportunity to reach her/his full potential. The school's curriculum has been regularly revised over the last few years as the National Curriculum has changed.

Our curriculum aims to empower students for life beyond school as successful, confident, responsible and tolerant citizens who have;

- a love of learning and willingness to apply themselves to challenges;
- high aspirations and belief in their own abilities to achieve success;
- a sense of enquiry, the ability to question, solve problems and argue rationally;
- a broad and balanced knowledge and understanding and range of transferable skills;
- resourcefulness, independence and the ability to work effectively as a team;
- competence in literacy, numeracy and in the use of information technology;
- skills in our specialist areas of technology, languages and applied learning;
- creativity, critical awareness, empathy and sensitivity;
- moral and spiritual values and respect for the values of others;
- the initiative to play a positive, active role in the community.

As a fully comprehensive, 11 - 18 school, we are committed to the principle that all students have a right to the highest quality of education. This means that we seek to ensure:

- Breadth and balance for all;
- Appropriate levels of expectation and genuine challenge;
- Relevance, continuity and progression in learning;
- Providing courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students.

The day begins for all students with a short Tutorial period or Assembly. During the tutorial time in years 7 and 8 students take part in an Accelerated Reading programme.

Following tutorials, there is a teaching timetable of 5 hours per day, or 25 hours per week, although some pupils in Years 9,10 and 11 are involved in lessons beyond the normal 5-hour day. This compares favourably with the nationally recommended baseline of 24 hours.

# Key Stage 3 (Years 7 and 8)

At Key Stage 3 students follow a two year course which includes studying the National Curriculum subjects of

- Art
- Design and Technology
- English
- French
- Geography
- History
- ICT
- Mathematics
- Music
- Physical Education
- Science

In addition, students complete;

- Social and Cultural Studies - a bespoke programme of study which includes a blend of Religious Education, careers, PSHE and citizenship.

All subjects fulfil National Curriculum requirements. The school regards a high level of computer literacy as an essential skill, and therefore Information and Communication Technology is taught within each year group and within most other subjects, with timetabled lessons in Design and Technology, Modern Foreign Languages and Science. Students will study one Modern Foreign Language, each year the language on offer alternates each between French and Spanish. Our 2012 intake will study French.

Subject	Hours per week
Art	1.5
Design and Technology	2
English	3
French	2
Geography	2
History	2
ICT	1.5
Mathematics	3
Music	1.5
Physical Education	2
Science	3
Social and Cultural Studies (including R.E., Citizenship and PSHE)	1.5

# Key Stage 4 (Years 9, 10 and 11)

The school operates a “compressed Key Stage 3” model - pupils choose their “options” in year 8 and begin study for examination subjects in year 9. One option subject will be completed at the end of year 9; two will be completed at the end of year ten. As they complete one course, students pick up additional option subjects. This staggered approach allows students to prioritise their work load accordingly. The core subjects English, Mathematics and Science, as well as ICT and Social and Cultural Studies, are taught over the three years of KS4, for final examination at the end of year 11.

At Key Stage 4, students take courses from a common core consisting of

- English
- Mathematics
- Science
- Social and Cultural Studies
- Physical Education
- ICT

They then make 5 option choices from option blocks, each option will be delivered over either one or two years, for completion in either year 9, 10 or 11. As a result of this staggered approach, the exam preparation is more evenly dispersed.

	English	Maths	Science	PE	S&C	ICT	Arts/ Music	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 9 number of hours	6	6	6	4	3	3	2	10	5	5			
Year 10 number of hours	6	6	6	4	4	4	0		5	5	5	5	
Year 11 number of hours	6	6	6	4	4	4	0				5	5	5



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Innovation & Progression

# Qualifications and Courses Offered

It is our declared policy to enter all pupils for GCSE or appropriate examinations.

## GCSE Subjects

Art and Design  
Design and Technology: Food Technology  
Design and Technology: Graphic Products  
Design and Technology: Product Design  
Design and Technology: Systems and Control  
Design and Technology: Textiles Technology  
English  
English Literature  
French  
Geography  
German  
History  
Mathematics  
Media Studies  
Music  
Physical Education  
Religious Education  
Science: Single Award  
Science: Double Award  
Spanish  
Statistics

## Vocational Subjects (GCSE Equivalent - NVQ / BTEC)

### Level 1

Art & Design (Introductory Certificate)  
Engineering  
Food Preparation  
Food Service  
Hairdressing

### Level 2

Art & Design  
Business  
Engineering  
Health & Social Care  
I.C.T.  
Leisure & Tourism  
Science

## In addition:

- Grades 1 to 8 in Theory and Practice offered by the Associated Board of the Royal Schools of Music
- A number of pupils are following Modern Apprenticeship courses at South Tyneside College in conjunction with their BTEC Engineering at Harton Technology College
- A number of pupils each year will study for the Certificate of Personal Effectiveness (GCSE equivalent)
- Many pupils study Asset or Business NVQ courses in French, German and Spanish
- A number of pupils study Entry Level qualification in RE

# Key Stage 5 (Years 12 and 13)

Many Harton students have always progressed to Sixth Form studies and from 2010 they are able to do so in our new 6th Form Centre. The 6th Form in our school consists of a combination of Harton students and a number of young people from a range of local schools.

The 6th Form Centre consists of state-of-the-art facilities in a pleasant business environment which includes a Media Suite, a Lecture Theatre, a Learning Resource Centre and subject specific vocational rooms for Business and Health and Social Care. These specialist areas, combined with our new Sports Centre, a range of outdoor sporting facilities, all day access to the 6th Form Cafe and Internet Cafe and a range of tutorial and general classrooms, create a productive environment in which young people are able to study.



The basic pattern for Sixth Form Students at Harton is a core day beginning at 8.55 a.m. to 3.15pm., but sometimes involving lessons up to 4.15pm. Students generally select three or four subjects including a range of 'A' level, Applied 'A' Level and BTEC programmes of study. All level 3 programmes require 9 hours taught time per fortnight per subject plus additional private study time of a minimum of 3 hours per week.

Students also take part in an extensive enrichment programme on Wednesday afternoons which includes activities such as: Rock climbing, Sports Leadership Award, Music, Health & Fitness, Community projects, Business and Enterprise and learning a new language.



Our tutorial programme allows students to gain the COPE level 3 qualification or the Extended project and ensures the development of key transferable skills such as: research, problem solving, team work, presentation, personal development and work experience. All of these skills are essential for life after school and are sought after by employers and Universities.

Progression is a key focus of Harton 6th Form and a team of tutors, along with a progress mentor and specialist career

advisor, ensure students move on to great things in the future. Preparation for life after school is at the heart of the 6th Form and every effort is made to ensure that students are fully informed and confident to pursue university and employment applications.

Additional details can be found on the Harton 6th Form website at : [www.harton6form.co.uk](http://www.harton6form.co.uk)

# Key Stage 5 (6th Form) Courses

## ARTS

Art and Design

## BUSINESS and ICT

Accountancy  
Applied Business Studies  
Economics  
Applied ICT

## COMMUNICATIONS

English Language  
English Literature  
Media Studies  
French  
Spanish

## HUMANITIES

Geography  
History  
Government and Politics

## PERFORMING ARTS

BTEC Performing Arts  
BTEC Music

## SCIENCE/MATHS/TECHNOLOGY

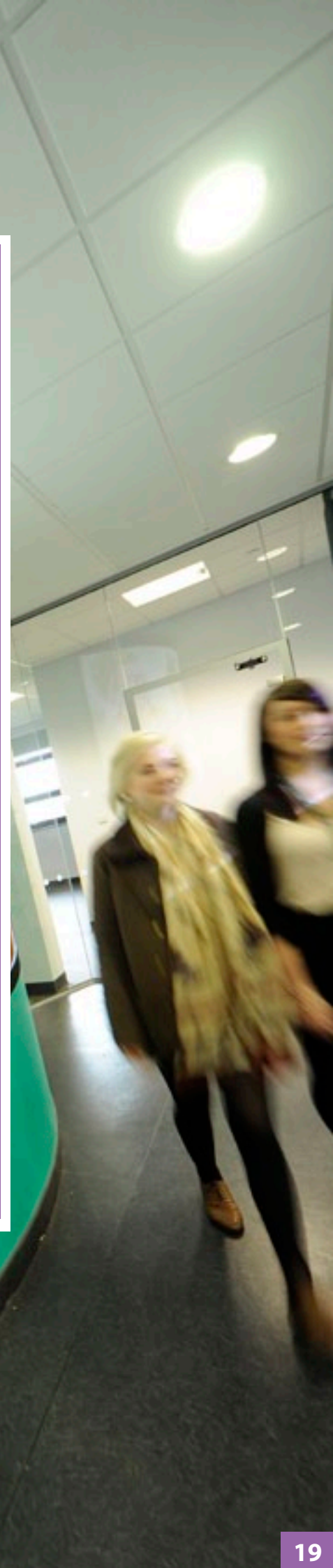
Biology  
Chemistry  
D&T Textiles  
D&T 3D Product Design  
Mathematics  
Further Mathematics  
Physics

## SOCIAL SCIENCES

Critical Thinking  
Health and Social Care  
Sociology  
Psychology  
Philosophy and Ethics  
Sociology

## SPORT and LEISURE

BTEC Sport (Double Award)



# Residential and Outdoor Education

Many pupils have the opportunity to attend a wide variety of educational visits and activities beyond, but in support of, the timetabled curriculum.

These include participation in sports events, nearby visits and fieldwork, out-of-hours clubs (e.g. music, drama, dance, sports, homework), day visits, residential visits, overseas visits. Recent events have included the Year 7 trip to Paris, Y8 ski trip to Austria, Y8 French pupil exchange, Y9 trip to Spain, Year 10 History trip to the World War battle sites in Belgium and France and Y11 Business Studies New York pupil exchange), and activity residentials such as those relating to the Duke of Edinburgh Award scheme.

Visits are normally available to specific classes or year groups and permission to attend may be refused to pupils whose behaviour may detrimentally affect the success of the activity. Parents are asked to contribute the full costs of such trips, though provision exists for those who encounter financial hardship.



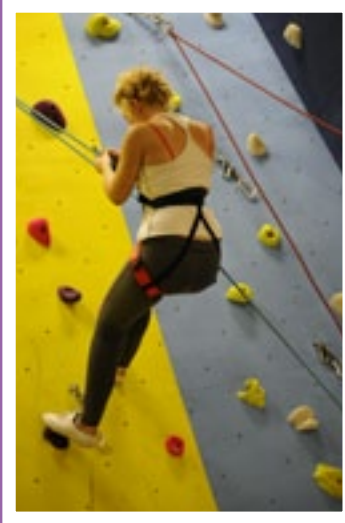
Badminton  
Basketball  
Catch up Class  
Charity Board  
Cheerleading  
Climbing  
Computer Club (Boys)  
Computer Club (Girls)  
Cricket  
D.T Open Workshop  
Dance  
Drama Club  
Film Club  
Football  
Football (5 A-Side)  
Foreign Movie Showings  
Games Club  
GCSE Composition  
GCSE DT Support Session  
GCSE Textiles  
Girls Rugby  
Harton Vocal Group  
Hockey  
Home Work Club  
ICT Support Study  
Indoor Tennis  
Netball  
News Team  
Photography Club  
Rounders  
Rugby  
School Band & Choir  
Senior Netball  
Tennis  
Touch Rugby  
Volleyball

## Extra-Curricular Activities 2011-2012



# Sport

We aim to equip individuals with the means of making active, creative and purposeful use of their leisure time throughout their lives, as well as encouraging pupils, while they are at school, to develop a range of physical skills and sporting attitudes in a number of games and sports both as individuals and teams.



Harton pupils have opportunities to take part in athletics, badminton, basketball, cricket, dance, fitness training, gymnastics, hockey, netball, outdoor education, rounders, rugby, soccer, swimming, tennis, trampolining, volley ball and weight training. The school has its own swimming pool and since December 2005, a new Sport Centre and Fitness Suite which have greatly enhanced the quality of our PE facilities.

All pupils have two hours per week devoted to Physical Education at Key Stage 3 while in Key Stage 4 all pupils have at least one hour per week. There are many opportunities for pupils to take part in a full range of sports outside normal school hours - the details are listed elsewhere in this brochure.

All teachers are fully qualified and experienced and they organise teams to take part in competitions both in school and with other schools in the region. Additional coaching by leading sports exponents is provided whenever the opportunity arises (Newcastle Falcons, including several

international players, have spent a day with school rugby teams). The staff also encourage pupils to become involved with sports clubs in the area in order to develop their skills further.

# Arts

Harton Technology College is committed to the provision of a well-rounded education for all its pupils, and this includes the cultural dimension. The formal curriculum provides art and music for all pupils in KS3, with thriving option groups in KS4 where the subjects are no longer compulsory. Our provision in terms of facilities will include from September 2011 four art rooms and three music rooms together with music practice rooms and recording studios. We also have a green screen room and a radio recording suite. Both departments make extensive use of information technology. We offer much more besides, including visits to art galleries, concerts and the theatre. The school performs an annual musical/ dramatic production of a high standard, which involves many pupils and staff, as well as termly musical concerts. Musical performances by our pupils also take place in several of our family of primary schools. Links are maintained with the local community - namely art groups, visiting artists, workshops by visiting performers etc. All staff are highly qualified in their subject.

# Sex and Relationships Education

Aspects of sex and relationships education are dealt with in PE, Social & Cultural Studies, Science, and PSHE. A summary of the content and organisation of that part of the curriculum relating to sex and relationships education, which has been agreed by the Governors, is available for inspection on request.

[www.harton-tc.co.uk](http://www.harton-tc.co.uk)

# Technology, Computers and the World of Work

We place great emphasis on providing pupils with the skills they will need if they are to be successful in a fast-changing world. ICT is at the core of learning within the school and is used across the curriculum in many different ways - both by staff and pupils. Our long-standing and continued Technology College status underlines this aim.

We value the role of work related learning and enterprise and offer a curriculum which includes a wide range of vocational options. This strength of the school was reinforced in 2007 when the school acquired Applied Learning College as well as Language College status. In order to ensure that pupils are prepared for the world of work, all in Year 10 are offered a week's work experience whilst some follow a two year work experience programme.



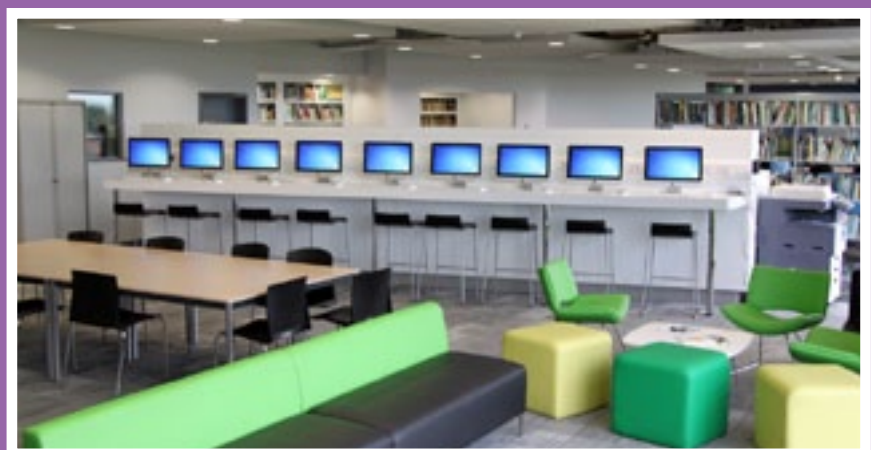
## School Library and Lifelong Learning Centre

Our magnificent Learning Resource Centre is central to the school's development of the National



Curriculum. It is a comprehensive and up-to-date source of learning materials, and all pupils in Year 7 are taught how to use it properly. It contains recent computer hardware and software which allows access to vast areas of knowledge. Over 10,000 books and periodicals embrace curriculum requirements, leisure interests and reading for pleasure. All books, except 'Reference' books, may be borrowed for home use. Opening times are displayed in the school and include lunchtimes and after-school hours sessions.

The extension of the library to incorporate a Life-long Learning Centre in 2003 significantly enhanced learning resources in the school as well as providing state-of-the-art ICT learning opportunities for the local community, which have now been relocated to our new building.



# Complaints relating to the Curriculum

The procedure through which parents can pursue a complaint about the school's curriculum and related matters is available from the school office.

Briefly, it is in stages:

Stage 1: Complainant discusses matter informally with Headteacher. If matter remains unresolved:

Stage 2: Complaint heard by governing body. At least two governors, other than the Head teacher, must be involved. Again, if not resolved:

Stage 3: Director of Education examines the matter. Two elected LEA members must be involved at this stage before, in the event of failure to resolve the matter, it moves on to:

Stage 4: Referral to Secretary of State.

Complainants have a right to be present at each stage of consideration. This is a statutory procedure which governing bodies must use and which they must explain fully and clearly to parents. This procedure is not to be used for complaints about individual members of staff, which should be reported to the Headteacher who will ensure a full and proper investigation.





# The School Day

8.30am	Pupils enter school
8.30 - 8.55	Registration/assembly
8.55 - 9.55	Period 1
9.55 - 10.55	Period 2
10.55 - 11.15	Break
11.15 - 12.15	Period 3
12.15 - 1.15	Lunch (Year 7,8,11,13)
12.15 - 1.15	Period 4 (Year 9,10,12)
1.15 - 2.15	Lunch (Year 9,10,12)
1.15 - 2.15	Period 4 (Year 7,8,11,13)
2.15 - 3.15	Period 5
3.15pm	End of school day

The school spends 25 hours teaching in a normal week (DfE recommend 24 hrs).

## Assemblies

Under normal circumstances assemblies are held daily in the school hall, with each year group having at least three formal assemblies during each 2 week timetable rotation. When not attending assemblies, year groups remain with their Form Tutors.

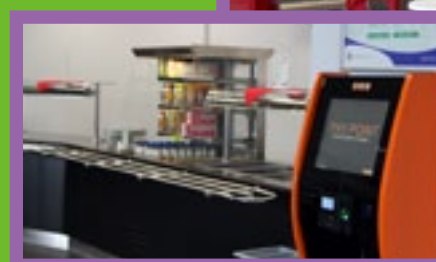
Formal assemblies are required by the Education Act (1988). They seek to provide a spiritual dimension to the day and have the characteristics of:

1. Contemplation
2. Celebration and
3. Community

They are mainly Christian in their teaching and should lead pupils to reflect upon their daily lives, relationships and responsibilities. If parents wish, their children can be withdrawn from assemblies and RE lessons.

## Meal Arrangements

Our new open plan cafeteria has already proven to be a great hit with our students. A wide range of hot and cold meals is on offer. Students pay for their meals by using the revaluation units to credit their accounts. Payment is then automatically deducted at the till by the students using the biometric readers at the till points. Another useful way of paying for all school services e.g. catering and school-trips, is using Parent Pay - everyone will receive a username and password for this service. We would recommend using this service in order to safeguard students from carrying money. Year 7 students, who must remain on the school site at lunchtime, are also able to buy a breakfast meal from the cafeteria before the start of school, between 8.00 and 8.30am. Food is also available at breaktime (10:55 - 11:15) for year 8, 10 & 11.



# Photographic Images of Pupils

Portrait photographs of all Harton pupils (and staff) are taken for administrative purposes. However, photographs for other purposes (e.g. wall displays, group photos, website, special events, visits, sporting activities) may only be taken with the permission of parents and will not indicate the name of those photographed. As it would be very difficult in order to seek and obtain written consent for all such types of photograph, we ask parents to provide consent on the admission of their child to school. Such permission will last until the pupil leaves the school or until consent is withdrawn.



## Mobile Phones

We recognise that many parents wish their child to carry a mobile phone to school, particularly for reasons of personal security. However, we are equally aware that mobile phones have the potential to cause significant problems, for example when lost, when stolen or when their use can result in behavioural problems or disruption to learning.

Therefore, although we would prefer that pupils did not bring mobile phones to school, we permit them to do so as long as they are not brought out or used in the school buildings. Any inappropriate use will result in confiscation until at least the end of the school day.



### Rugby Tour

"Students from Harton took part in a three week rugby tour to Ontario, Canada and Florida, America."



# Performance Data

This section contains our examination results for the academic year 2010 -2011.

It is a statutory requirement that all schools produce this statistical information. Staff, Governors and pupils are very proud of our examination achievements.

## Key Stage 3

### National Teacher Assessment 2011

Percentage at each level	W	1	2	3	4	5	6	7	8	EP	Pupils dis-applied	Pupils absent
English	0	0	1	3	13	35	34	11	1	0	0	1
Mathematics	0	0	1	4	12	22	29	22	8	0	0	1
Science	0	0	1	3	12	32	34	16	1	0	0	1

### Harton Technology College Assessment 2011

These tables show the percentage of eligible year 9 pupils achieving each level in the school in 2011.

The number of pupils in year 9: 267

The figures may not total 100 % because of rounding.

Percentage at each level	1	2	3	4	5	6	7	8	Pupils disappled	Pupils absent
English	0	0	2	9	17	40	31	0	0	1
Mathematics	0	0	2	9	22	38	24	3	0	2
Science	0	0	0	2	36	53	9	0	0	0
Design and Technology	0	0	0	6	49	37	6	0	0	1
Geography	0	0	0	5	33	52	9	0	0	1
History	0	0	1	9	45	31	13	0	0	1
Information and Communication Technology	0	0	0	3	64	31	0	0	0	2
Modern Foreign Languages	0	0	9	19	52	18	1	0	0	1
Art and Design	0	0	0	15	67	16	1	0	0	1
Music	0	0	0	17	53	23	3	1	0	3
Physical Education	0	0	0	8	41	37	10	1	0	1
Social & Cultural Studies	0	0	0	13	39	37	8	0	0	2

# Examination Results

Summary of GCSE Results  
 School Results (2011)  
 National Results (2010)

		Pupils aged 15	Achieving 5+ A*- C or Equivalent	Achieving 5+ A*- C inc Eng & Ma	Achieving 5+ A*- G or equivalent	Entered 1+ GCSE or BTEC	Achieving 1+ A*- C at GCSE or equivalent	Achieving 1+ A*- G or equivalent
<b>SCHOOL GCSE/BTEC RESULTS 2011</b>								
Boys	Number	143	143	91	143	143	143	143
	Percentage	100%	100%	63.6%	100%	100%	100%	100%
Girls	Number	121	121	83	121	121	121	121
	Percentage	100%	100%	68.6%	100%	100%	100%	100%
Total	Number	264	264	159	264	264	264	264
	Percentage	100%	100%	65.9%	100%	100%	100%	100%
<b>NATIONAL GCSE/BTEC RESULTS 2010 (the last year for which results are available)</b>								
Total	Number	624,760	75%	54%	94%	-	-	99%

## Headline School Results

5+ A\* - C or equivalent: 100%  
 5+ A\* - C or equivalent (including Maths & English): 66%  
 Percentage achieving at least one A\* - G : 100%



# School GCSE/BTEC Examination Results (by Subject) 2011

Number of pupils in school aged 15+: 264

Number of pupils in school aged 15+ not entered for G.C.S.E: 0

Subjects	A*	A	B	C	D	E	F	G	U
Asdan	0	0	19	0	0	0	0	0	0
Biology	4	14	30	25	12	1	0	0	0
BTEC Art	16	9	22	34	0	0	0	0	0
BTEC Business	0	5	5	21	0	0	0	0	0
BTEC Employability Skills	0	0	41	0	0	0	0	0	0
BTEC Engineering	24	0	6	15	0	0	0	0	0
BTEC Health & Social Care	0	1	3	9	0	0	0	0	0
BTEC Music	26	0	6	17	0	0	0	0	0
BTEC PE	0	0	0	108	0	0	0	0	0
BTEC Science	0	0	0	11	0	0	0	0	0
BTEC Single Science	0	0	0	28	0	0	0	0	0
BTEC Travel & Tourism	0	0	7	8	0	0	0	0	0
Chemistry	1	18	28	25	7	2	0	0	0
DT Food Technology	0	0	3	11	11	5	1	0	0
DT Graphic Products	2	7	9	8	2	0	1	0	0
DT Product Design	0	4	4	11	2	0	0	0	0
DT Resistant Materials	0	0	5	14	4	0	0	0	0
DT Systems Control	1	9	6	3	0	0	0	0	0
DT Textiles	0	5	4	13	4	3	3	1	0
English Language	4	29	85	84	25	24	10	2	0
English Literature	1	7	21	69	54	13	11	4	8
French	0	4	4	14	16	5	1	0	0
French NVQ	0	0	14	0	0	8	0	0	0
GCSE ALAN	0	0	77	0	0	0	0	0	0
Geography	2	9	19	14	9	3	4	2	0
German	0	1	2	6	9	7	5	1	0
German NVQ	0	0	0	0	0	20	0	0	0
History	5	10	15	11	14	10	14	10	7
Mathematics	15	22	43	104	22	25	15	17	0
Media Film and TV Studies	0	10	21	11	2	2	1	1	0
Music	0	6	12	8	3	3	0	0	0
OCR ICT	0	36	108	114	0	0	0	0	0
Physics	4	11	20	35	13	3	0	0	0
Religious Studies (short course)	10	26	39	74	42	29	15	6	2
Science Dual	3	9	22	25	1	2	0	0	0
Science Applied	0	0	29	159	17	3	0	0	0
Spanish	1	0	4	13	8	3	0	0	0
Spanish NVQ	0	0	0	15	0	14	0	0	0
Sport/PE Studies	2	8	22	15	8	1	0	0	0
GCSE Statistics	1	5	14	6	1	0	0	0	0
TDR Apprentices	9	0	0	0	0	0	0	0	0

# Attendance Figures 2010 -2011

Statistics Relating to the Attendance of pupils at Harton Technology College in the year **September 2010 to July 2011**

'Unauthorised absence' means an occasion on which a pupil is recorded as absent without authority.

- A Total number of pupils on roll for at least one session: **1496**
- B The number of authorised absences expressed as a percentage of the total number of possible attendances: **6.2%**
- C The number of unauthorised absences expressed as a percentage of the total number of possible attendances: **0.4%**

## Destination of pupils leaving Harton Technology College in 2010

6th Form	106	40.30%
Further Education	121	46.01%
Training	11	4.18%
Apprenticeships	4	1.52%
Advanced Apprenticeships	2	0.76%
Employment	6	2.28%
Not in Employment, Education or Training	9	3.43%
Not Available	3	1.14%
Unknown	1	0.38%
<b>Total</b>	<b>263</b>	<b>100%</b>

## Open Evening

Thursday September 29th 2011

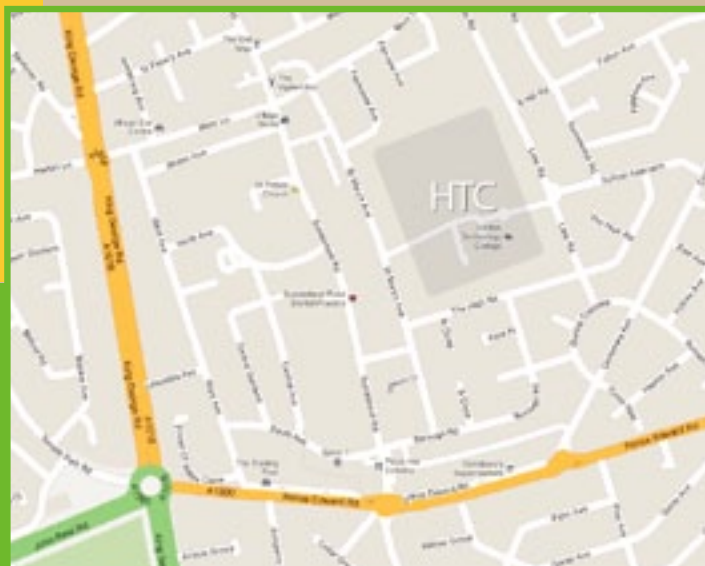
Welcome sessions commence at 6:30 p.m. by the Executive Headteacher then...

- Talk – to pupils, staff and parents
- Hear answers – to all your questions
- Discover – QUALITY Education for your child

## How to find us

Harton Technology College  
Lisle road, South Shields,  
Tyne & Wear, NE34 6DL.

t | 0191 427 4050 f | 0191 427 1478  
w | [www.harton-tc.co.uk](http://www.harton-tc.co.uk)  
e | [headteacher@harton-tc.co.uk](mailto:headteacher@harton-tc.co.uk)



## SCHOOL ADDRESS

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