

Hardenhuish School

2015 - 2016



School Address:	Hardenhuish School Hardenhuish Lane Chippenham Wiltshire SN14 6RJ
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Website:	www.hardenhuish.wilts.sch.uk
Headteacher:	Mrs Jan Hatherell B.Sc., M.Ed.
Status:	Academy Status granted 1 September 2010. Foundation School status granted September 1999 Maths and Computing Specialist School status 2003, redesignated as High Performing Specialist School 2008, adding Science and AGAT from Sep 2009. Centre for Further Maths Support Programme .
Location:	Two and a half miles from J17 of the M4, on the A420 Bristol-London road
Number on roll:	1533 including 305 in Sixth Form
Teaching Staff :	75 Full-time and 29 Part-time teachers
Support staff:	100
School Budget:	Approximately £7.2 million
Leadership Team:	Headteacher, two Deputy Headteachers, two Assistant Headteachers and Business Manager

Mission and Aims

Our aim at Hardenhuish, that all pupils are ‘inspired to learn, supported to succeed’ underpins all our work and values for the young people in our care. I want all our children to fulfil their potential. To achieve our mission we set out to ensure that we excel in all that we do, and that we are seen as a school at the heart of its community.

Our commitment to excellence in the curriculum can be seen through such things as:

- our focus on raising achievement for all our pupils, so that they achieve all the necessary qualifications to realise personal ambitions
- being in the vanguard of educational use of ICT to drive up standards across the whole curriculum
- ensuring that increasing numbers of pupils succeed in Mathematics and English, so that they achieve all the necessary qualifications to realise personal ambitions
- fostering a businesslike approach to school, looking to the future whilst retaining a strong sense of traditional values
- our high quality display work
- events where we demonstrate pupils’ prowess
- and our attaining a number of ‘Quality Marks’ such as Gifted and Talented Schools Network, Investors in People Gold, NPQH Development School, SSAT Consultant School, ICT Mark, Healthy Schools, International Schools, Extended Schools Gold standard and Links into Languages.

Our commitment to the well-being of all individuals and the need for all to show respect for others is demonstrated through such things as:

- our pastoral care system
- promoting the inclusion of all pupils
- our responses to colleagues, parents and pupils, especially at times of crisis
- our learning provision for young people at risk in our community.

Our commitment to developing a sense of community, and adherence to its principles, is shown through such things as:

- providing further learning opportunities for partners in our local community
- working in partnership with local schools, colleges and employers (we operate a co-operative sixth form, are a member of the North Wilts (soft) Federation, access vocational courses at Wiltshire College and other local providers, and have strong links with many employers who receive Hardenhuish pupils for Work Experience)
- working in a three way partnership with parents and pupils so that they
 1. enjoy school and see it as worthwhile
 2. realise their potential
 3. see themselves as lifelong learners
 4. are able to act independently and responsibly
 5. see people both as individuals and as part of a community
 6. take pride in their environment
- reciprocating parents’ generosity of spirit by giving a high priority to siblings in our admissions policy
- supporting local charities

Working towards this mission is a process of continuous improvement led by the Headteacher and the staff. As we recognise that our aim can only be achieved by colleagues, focused staff training and development to enable such improvement is a commitment. We are determined to be an Elite team acting 'As One' and aiming for our North Star to be in the top 5% of all schools.

We have an open access policy and both staff and pupils are used to parents and their children joining them in the classroom. After looking around the school, parents often comment on the purposeful atmosphere in the classroom, the enthusiasm they observed and the welcome they received from both staff and pupils.

Organisation

Pupils attending Hardenhuish School come from Chippenham and the surrounding villages - each year's cohort comes from around thirty different primary schools.

Over the past few years the School has reviewed its pastoral and learning support structures to improve the service we provide pupils and parents. At Hardenhuish we have appointed support staff to act as Pastoral Managers for each year group, whilst retaining a teacher as Learning Manager for the Key Stages.

With Pastoral Managers assuming general pastoral responsibility for their year group, Learning Managers are able to focus more fully on the strategic nature of their role: having an overview of pupils' academic progress across their year groups and making necessary interventions.

Pastoral Managers, apart from Ross Davey and Jackie Todd (Sixth Form) remain with their year groups as they move from Y7-Y11.

	YEAR 7	KEY STAGE 3 (Y8 & 9)		KEY STAGE 4 (Y10 & Y11)		KEY STAGE 5 (Y12 & 13)
Learning Manager	Mike Heffernan	Amy Webb		Becky Parry-Jones (Y10)	Libby Fox (Y11)	Mike Fennell
Pastoral Manager	Sam Greenaway (Y7)	Sarah Loft (Y8)	Lorraine Young (Y9)	Marina Wyborn (Y10)	Amanda Munday (Y11)	Jackie Todd & Ross Davey (Y12 & 13)

We have also appointed an Inclusion Manager (Colin Taylor) and, more recently, Pupil Key Workers. Our goal is to provide preventative work for those who might fall below national expectations but who have the potential to meet the expectations for their age group if they are given timely support and motivation. This team, together with Libby Fox, plan our strategy at Key Stage 4 to enable as many pupils as possible to achieve the national benchmark of 5+A*-C grades at GCSE including English and Maths. Progress and Learning Mentors have been appointed to work with Pupil Premium and other pupils who could achieve this benchmark if they take one less GCSE than expected from our option process.

Other distinctive features that make Hardenhuish special

- The school's child-centred focus predates all that is embraced in Every Child Matters. It has been the guiding principle that has made Hardenhuish a Citizenship School and Chippenham's most popular school in terms of applications received, because it is recognised as the school where the whole child's needs are met. Ofsted (Feb 2008) commented that “the school has outstanding strategies for developing their citizenship skills and students are prepared exceptionally well for their future lives”.
- The school comprises a number of Learning Centres that are spread across a beautiful and extensive campus. In 1994 the governors acquired Grant Maintained status and the next six years were spent planning the strategy for improving facilities and reducing the amount of travelling between the different parts of the School. A major capital programme, following the sale of the oldest buildings on the campus, meant considerable rationalisation of infrastructure of the school. These new buildings opened in September 2002, since that date the school has also extended its Science facilities and added a new Sixth Form Centre, together with substantial refurbishment projects.
- Although serving a town with an open catchment area between three secondary schools, we have worked to develop and promote a true community ethos. An illustration of the way in which pupils contribute to the community is the pupil who started an eco-club that promotes recycling. The pupil was quoted by Ofsted (Feb 2008): “It gives us a chance to help and do something that you like.”
- Ofsted were impressed by ‘Green Hardenhuish’. They said: ‘There is a school parliament with elected representatives from each form, complete with committees and a cabinet. They are involved in some aspects of the school’s decision-making process, have initiated developments such as the Green Flag Award. This has included the installation of a wind turbine and solar panels on the school site.’
- The School’s small farm consists of sheep and a horticultural area. The flock of Jacob sheep remains a prominent part of the school environment being in the centre of the school, especially when the ram is introduced during autumn time! Pupils studying BTEC Vocational Studies are given opportunities of working with the sheep. Pupils studying BTEC Vocational Studies and others are encouraged to grow produce in the walled garden raised beds which have been constructed by previous year’s pupils of the same course. These pupils also have opportunities for carpentry, car mechanics and building and construction modules. The Mechanics club have restored a Spitfire and are working on a Land Rover.
- The Hardenhuish Resources Centre for Primary MFL has been successfully built up over the last few years, providing resources for loan, and training to primary schools all around Chippenham and beyond. MFL staff have provided support and guidance through County funded work, and run several training sessions for primary teachers. The use of our dedicated Primary Languages section of the school website continues to grow, in terms of the resources it contains and the amount of use it gets across the County and beyond.
- Our Primary Liaison is seen as a strength and we work in a number of exciting ways with over twenty partner schools across North Wiltshire and South Gloucestershire.

- Since the mid 1990s, and especially since gaining specialist status, the school has made dramatic progress on a number of fronts, and the high standards in teaching and learning, the ethos of continuing self-reflection and improvement, and the fact that children are happy here, have been acknowledged in each Ofsted report. Ofsted (Feb 2008) summed it up in this way: “The Headteacher and staff are passionate that their school should be a community that welcomes all students and offers everyone good opportunities. No students have been permanently excluded from the school in recent years and the number excluded for short spells is very low compared with other schools. Overall, behaviour is remarkably good, making the school a very safe place, and students’ attitudes to learning are extremely positive, reflecting their tremendous enjoyment of school. This view is maintained in the 2013 Ofsted report: ‘Behaviour, both in lessons and around the school, is good. Students are respectful and courteous to each other and are polite and helpful.’ One parent’s comment sums this up well: ‘All four of my children have blossomed since they started at this school. The school makes every effort to find what the kids do well. Staff praise, reward and encourage them so their confidence and enthusiasm for what they are doing grows”.

Working with parents

Learning Managers organise Information and Guidance meetings once a term with an agenda drawn up by both the Learning Manager and the parents. One meeting might be to look at how a particular subject is organised and taught for that particular year group, another meeting might be to explain work experience which is relevant for Y10 and another meeting for parents of sixth formers might be to help them understand the financing of their university careers considering both fees and living loans.

There are three times in the year when parents receive reports or ‘Progress Checks’ as we call them. One of these occasions parents will receive a written report from the Head, Learning Manager and Tutor. Once a year we hold Parent and Pupil (or Student) Consultation evenings where there is an opportunity to meet with subject teachers to discuss progress. As well as this we hold a Personalising Learning Day on one of two timetabled days where parents and their children have a longer appointment with their child’s tutor. On these occasions overall progress is discussed and academic targets set.

There is much evidence to show that the vast majority of pupils enjoy being at Hardenhuish.

The results of the whole school ethos questionnaire (conducted in May of each year) reveal that between 90 and 100% of pupils believe that the school is well run (90%), they are encouraged by their teachers to do their best (90%) and have a very good chance of achieving the exam results that they would like (92%), are usually happy at school (90%) and would recommend Hardenhuish School to others (96%)

Curriculum model for KS3

	English	Maths	Science	RE & PSHCE	History	Geography	PE	MFL	ICT	D&T	Ex Arts	Options	Total
7	4	4	4	2	1	1	3	3	2	2	4	N/A	30
8	3	3	3	2	2	2	3	4	1	2	5	N/A	30
9	4	4	4	2	2	2	2	2	2	Options 3 x2		30	

Notes about the KS3 Curriculum Model

- Science is a balanced science course covering biology, chemistry and physics.
- In Y7 all pupils study French. They begin Spanish in Y8, spending half their time on their first language and half their time on their second language.
- In Y7 and Y8 pupils doing D&T gain experience of working in compliant (food & textiles) and resistant materials (wood, metal and plastic). As they go into Y9 they begin to specialise either in compliant or resistant materials if they choose it as an option.
- In Y7, Y8 and Y9 pupils have ICT lessons in one of the school's computer rooms. The lessons are designed to improve their level of competence using ICT, enabling them to use PCs as a tool in all their other lessons.
- In Y7 pupils are introduced to key stage 3 geography and history in a lesson called humanities. As pupils go into Y8 geography and history specialists teach the two subjects separately.
- The Expressive Arts subjects (art, drama and music) are taught as discrete subjects in Years 7 and 8. Dance is taught as a discrete subject in Y7.
- In Y9 pupils choose up to 3 options from a range which includes a second Modern Foreign Language (compulsory for pupils who achieve level 4 or better at KS2), Expressive Arts, D&T, Business Studies and PE, etc in preparation for GCSEs.

Key Stage 4 Curriculum Model

	English	Maths	Science	RE & PSCHE	PE	Option A	Option B	Option C	Option D	Option E	Total
10	4	4	6	2	2	3	3	3	3	Extra Curricular Time	30
11	4	4	6	2	2	3	3	3	3		30

Notes about the KS4 Curriculum Model

- English, Maths, science, physical education (PE) and Personal, Social, Health & Citizenship Education (PSHCE) are mandatory subjects which pupils must continue studying during Key Stage 4. These subjects make up the Core Curriculum.
- English is a course that leads to two GCSE grades for the majority of pupils, one in English Language and one in English Literature or Media Studies. Similarly, most pupils do two GCSEs in Maths and statistics. However, for some pupils it is more appropriate to focus on one GCSE in English Language and Maths. These pupils also take the Functional Skills qualification in English and Maths.
- Pupils can follow two main science routes: (1) Triple science, which leads to three GCSE grades in Biology, Chemistry and Physics; (2) Core and additional science, which leads to two GCSE grades.
- Pupils have up to four option choices from a wide range of traditional and vocational subjects. The courses are listed on the KS4 Options Form and described in detail in the KS4 Options Information Booklet (see links above).
- Pupils may choose to study, as long as they include one 'EBacc subject':

- ICT or Computing
- Both modern foreign languages (French and Spanish) if they wish.
- All of the humanities subjects, or any combination of them.
- Up to two of the expressive arts subjects (art, dance, drama and music).
- One Design Technology subject, including catering.

We see the quality of the learning experience in the classroom as a priority and strive to personalise learning for each individual. We have a faculty of learning support. Differentiation is well established in all areas and we add in-class support for those who need it.

We are a lead school for Gifted and Talented and work locally within the family of North Wilts schools. Many enrichment opportunities are offered for AGAT pupils both in the specialism subjects and others.

Teaching is in levelled sets for the core subjects in Y7 and during the year some setting is introduced in other subjects. From Year 8, setting takes place in all remaining subjects except Design Technology. In year 8 also Spanish is introduced as a second modern foreign language.

Many students stay on to take AS/A2. Co-operative arrangements in the town allow us to offer over 25 different Advanced level subjects in a wide variety of combinations.

We have a KS4 Vocational Course enabling us to offer foundation and pre-foundation work.

Extra-Curricular Activities

We aim to offer pupils as many experiences as possible and there are many extra-curricular activities. A Newsletter is produced termly. A large number of visits are planned each year. We have regular visits to Europe and less regular ones further afield. Many pupils take part in our frequent concerts, dance and drama productions. For instance, we have performed 'The Sound of Music', 'The Dark of the Moon', 'The Boy Friend', 'The Lion, the Witch & the Wardrobe' and 'Arabian Nights' in recent years. This year the school took a production to the Edinburgh Fringe Festival during the summer for the third time. There are a number of lower school drama clubs in which students and improvise and perform their own work, and frequent theatre trips to Bristol, Bath, Stratford-Upon-Avon, and London. We actively support the 'Shakespeare in Schools Festival' and performed at the Egg in Bath last year, and will be participating again this year.

Each year there is a dance performance called Spring Loaded, celebrating a range of dance from year 7 to A-level. Year 9 Dance, Drama and Music pupils have the opportunity to complete the Bronze Arts Award.

There are many concerts throughout the year ranging from the A level recital evening to whole school concerts involving our school ensembles such as the Swing Band, Glee Club and Flute Group. We have 13 visiting instrumental teachers and many of our pupils take the opportunity to participate in these lessons as well as involving themselves in the extra-curricular groups.

The school places a high priority on sport, with teams playing inter school fixtures against other schools throughout the year. A fantastic range of clubs exist for students on a mass participation and competitive basis. The school is very strong on cross country running, athletics, outdoor and adventurous activities and major team games. The Duke of Edinburgh award scheme is very popular with over 100 students working towards the Bronze award, around 50 the Silver and several starting Gold last year.

Each year ends with Activities Week which gives everyone the chance to do something a little different. There is a vast range of ideas on offer including experiencing things such as sailing, cycling, or riding, learning things such as first aid or further computer skills, as well as expeditions to France, Spain, Wales, amongst many others.

Staff Development

Teaching staff are encouraged to pursue professional development in a number of ways; observing each other teach, mentoring, giving presentations and training colleagues, attending courses and so on. Beyond the classroom, a highly skilled and dedicated team of support staff help to maintain the highest standards of professionalism.

The school achieved the Gold Standard Investor in People status in June 2014, which demonstrates our ability and response to the rapid changes in the arena of lifelong learning, recognising it is essential for our school to ensure all staff are skilled to deliver the learning needs of users.

This year our drive is to embrace technologies for learning, and all staff have been issued with a Surface 3 or iPad tablet and accessories. For terms 1 and 2 we are learning how to use them, and then in term 3 the roll out to pupils will start with Y10.

The Current Leadership Group Structure

Headteacher, Jan Hatherell, Leadership – Design and Organisation, Performance Management (Teaching)

Deputy Headteacher, Lisa Percy, Learning and Experiences - Pupil Performance.

Deputy Headteacher, Robin Bassford, Learning and Experiences - Curriculum.

Assistant Headteacher, Sally Harris Learning and Support - Pastoral Management

Assistant Headteacher, David Clarke Learning and Experiences Community

Business Manager, Linda Stuart Support and Experiences – Finance.