



Harton Academy

PROSPECTUS 2023



The background image shows a large, multi-story brick building with classical architectural features like stone columns and arched windows. In the foreground, several students in school uniforms are walking on a paved path. A semi-transparent blue box with a yellow vertical bar on the left contains the text.

GCSE RESULTS

Harton Academy achieved the second highest GCSE results in South Tyneside.

68.0% of students gained 9-4 grades in English and Maths and **43.2%** of students gained 9-5 grades in English and Maths.

We also achieved the highest A-Level results in the local authority.

CONTENTS

5 WELCOME

The School

6 OUR ACHIEVEMENTS

7 STUDENTS

Student Welfare
Equal Opportunities and Special
Educational Needs
School Uniform
Essential School Equipment

11 HARTON ACADEMY HOME-SCHOOL AGREEMENT

12 CURRICULUM

Academic Organisation
Teaching Groups
Curriculum 2023 - 2024
Key Stage 3
Key Stage 4
Qualifications and Courses Offered
Key Stage 5
Residential and Outdoor Education
Extra-Curricular Activities
Sport
Arts
Relationships, Sex & Health Education
(RSHE)
Technology, Computers and the World
of Work
School Library and Lifelong Learning
Centre

24

ROUTINE

The School Day
Meal Arrangements
Photographic Images of Students
Mobile Phones

26

SUMMARY OF EXAMINATION RESULTS

Summary of GCSE Results
Summary of A Level Results
Key Stage 4 Results by subject
Attendance
Destination of students leaving
Harton Academy in 2022

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A NEW YEAR 7 INTAKE

A new academic year brings a new group of Year 7 students - all ready to start their secondary school career here at Harton.





WELCOME

I would like to welcome you to Harton's prospectus for 2023, which we hope you will find helpful and informative.

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, you will be reassured of our commitment to make your child's arrival and stay here both enjoyable and productive.

Harton is a mixed 11-18 academy which has no religious affiliation. As of September 2023, there are 1673 students on roll. The school occupies a superb urban site with extensive playing fields, including all-weather pitches, multi-use games areas, a 3G floodlit pitch and a swimming pool. Our fabulous modern school building, accommodating Mathematics, Science and Technology as well as the Sixth Form, opened in 2010. The 'traditional' school building (The 1936 Building) has benefitted from an extensive refurbishment programme, all part of our drive to achieve excellence by combining the best of our tradition with the latest innovation. The school has a strong academic tradition, with consistently excellent examination results.

We remain a heavily over-subscribed school with around 200 staff, all dedicated to the education and welfare of our students.

I am incredibly proud to lead this wonderful school and look forward to welcoming our new intakes in the years to come.

David Amos
Acting Headteacher



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 workplace 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 known as the 1936 building. It sits alongside our cutting-edge building which houses our 6th Form Centre together with accommodation for Mathematics, Science and Technology subjects, a Learning Resource Centre, an open plan dining area and 6th Form Cafe. All of these have been designed and created with the young person at the heart of the planning process.

OUR ACHIEVEMENTS

In 1996, we were designated as a Technology College. This status helped us embed the use of technology throughout the school, but with particular emphasis on the STEM (Science Technology Engineering and Mathematics) subjects.

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 in Applied Learning. Our bids were successful and, as a result, we were also able to apply to teach students beyond the age of 16. Again, we were successful and our 6th Form Centre welcomed students for the first time in September 2010.

In 2009, the school featured in a national publication by Ofsted, entitled "Twelve Outstanding Secondary Schools Excelling Against the Odds".

In 2011, we received a subject inspection and gained "outstanding in all respects". Harton was chosen from 167 schools to appear in an Ofsted report entitled "Transforming the teaching of ICT".

In January 2013, our school was once again identified as Outstanding in every category by Ofsted. This highly prestigious recognition is testament to the committed approach to all that happens within the school.

On 1 September 2017, Harton Technology College was granted Multi Academy Status by the DfE and has since been known as Harton Academy, part of The Illuminare Multi Academy Trust (MAT). This is yet another exciting development in the history of our school.

This summer's GCSE examinations saw Harton Academy achieve the second highest results of all schools in South Tyneside, demonstrating the high-quality teaching which underpins all that we strive for.

All of the accolades received by Harton 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 constant desire to improve what we are doing, makes Harton a school that embraces change whilst retaining traditional values.

Our strapline "Tradition Innovation Excellence" underpins all that we do at Harton Academy.



STUDENT WELFARE

Student conduct at Harton Academy is outstanding. Staff and students know exactly the context in which they work, what is expected of them and where the limits lie.

All staff have pastoral responsibilities and are expected to ensure a high and consistent standard of discipline while acting with fairness, courtesy and respect in their dealings with students.

The pastoral system is organised on a year basis with a Head of Year who is responsible, together with Form Tutors, for tracking students' progress, supporting their learning, ensuring their welfare and maintaining discipline. School expectations of student behaviour are made clear in the Student Planner and are founded on common sense and formulated to protect the interests of each member of the school community. In general, students 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 students 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. In 2022, we introduced a platform called ClassCharts to facilitate this as well as to issue homework. All students and their parents are issued with ClassCharts accounts so they can keep track of these activities.

We are genuinely committed to the welfare of every child. Each student has daily contact with a tutor who often remains with them until the end of Year 11. Tutorial periods aim to promote good relationships between staff and students and focus on aspects of personal and social education, tracking attainment and recording individual achievement.





EQUAL OPPORTUNITIES AND SPECIAL EDUCATIONAL NEEDS

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

- providing active learning in small groups
- providing tutorial support
- providing in-class support in various subjects as needs are identified
- aiding departments in the development of schemes of work which allow children to study at the most appropriate level.

Students 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.

We have specialisms within our Resource Base, which is funded by the Local Authority and works in conjunction with the Equal Opportunities Department. This caters for students with speech and language difficulties and students with communication difficulties such as Autism Spectrum Disorder.

The Equal Opportunities Department and the Resource Base have been completely renovated to cater for the various needs of our students.

More detailed information regarding the provision offered by the school for students with special educational needs and disabilities can be found on the school website by searching for "SEN Information Report".

SCHOOL UNIFORM



PE UNIFORM



SCHOOL UNIFORM

All students are expected to take pride in their school uniform and general appearance.

The uniform listed below is compulsory, except where stated:

- Beau Brummel Academy - navy blazer with logo.
- Skirts - a choice between Oakleigh Tartan Pleated or pencil skirt in 19" length.
- Trousers - black formal dress trousers.
- For Years 7, 8, and 9 - clip-on, 16" gold/navy twin stripe tie.
- For Years 10 and 11 - clip-on 16" navy tie, with boat motif below the knot.
- A navy V-neck jumper with gold stripe is optional for all year groups.

Our supplier is **Michael Sehgal & Sons Ltd**, for the main items of uniform which are: blazer, tie, skirt.

We appreciate that many families remain concerned about increases in the cost of living. As such, we would like to point out that only our school blazer, skirt and tie must be purchased from our primary supplier. All other items, which satisfy the school's uniform policy, may be purchased from any supplier.

The school is keen to promote the purchase of pre-owned uniforms in order to encourage our students to consider the environment and how to shop in a more sustainable way. Therefore, we have linked up with The Children's Society who are building a stock of pre-owned uniforms. Their local shop is based on Prince Edward Road.

PURCHASE OPTIONS

Uniform can be purchased online from the company website: www.michaelsehgal.co.uk and there is a link to the home page on the Harton Academy website. Purchases can be made using PC, tablet or phone and you can select from delivery to home or collection from the store in Newcastle.

You can also buy uniform direct from the Uniform Shop at: Michael Sehgal & Sons Ltd Unit 17 Airport Industrial

Estate, Kingston Park, Newcastle Upon Tyne, NE3 2EF.

The rest of the uniform, i.e. shirt, trousers and shoes can be purchased from any supplier.

OTHER ITEMS OF UNIFORM

OUTDOOR COATS

With students' safety in mind, the school has changed its uniform policy, with regards to outdoor coats.

We have previously asked that students' outdoor coats be a plain, dark coat that opens down the front. However, in order to ensure that students are visible and safe on their journey to and from school, particularly with the darker mornings and nights in mind, we have altered this policy.

Students can now wear a coloured coat to school, so that they are more visible to motorists/others. We ask that all coats are plain, with no visible logo or badges, and open down the front.

Students who wear coloured coats to school, will be asked to remove them before entering the building.

FOOTWEAR

Footwear should be plain, flat, black leather shoes with minimal decoration. **Boots, including Dr Martens, should only be worn in extreme weather conditions and should be exchanged for the correct shoes once students are in school.** Training shoes should not be worn in school.

TROUSERS

Trousers should be traditional formal black dress trousers. **Denim, leggings or skin tight trousers that resemble jeans are not permitted.** The academy is aware that some shops are now advertising and selling 'school uniform' trousers that do not match our definition of formal dress trousers. We ask that parents/carers check this carefully before they make a purchase.

ACCESSORIES

JEWELLERY

We operate a 'no jewellery policy' at Harton. For reasons of safety and risk of loss, jewellery (other than a watch) should not be worn in school. Students wearing jewellery may

have it confiscated, and it will only be returned at a time agreed by the member of staff or the students' Head of Year. The school cannot accept responsibility for items of jewellery which are lost or damaged.

Please note, any kind of body piercing (including nose, tongue and eye-brow studs) is not appropriate for school. Any child wearing such apparel to school will not be allowed to circulate around the school. Parents will be contacted.

MAKE-UP

Any make-up should be subtle and of natural colours when worn. Excessive make-up or false eye-lashes should not be worn. Senior staff will determine 'excessive'.

HAIR

Hair styles designed to make fashion statements are not allowed in school, and parents/carers will be contacted. Any student attending school with such a hair style will not be allowed to circulate around the school.

PERSONAL PROPERTY

Dealing with lost property can be a major issue in a large school like Harton. Please ensure that all personal property is marked with the name of the student. We do not operate a 'lost property room'. In the event of students' personal property being found it will be left, if found, in a classroom, or taken to reception. After that, we will try to return the property, but it will eventually be passed to a local charity. Items of high monetary or sentimental value should not be brought to school. Students do so at their own risk. The school cannot be responsible for loss or damage to any such item.

SCHOOL BAGS

All students should have an appropriate school bag for carrying homework, books, equipment and PE kit, which should be clearly marked with the owner's name.

MOBILE PHONES

Our e-safety framework sets out our expectations in relation to the use of mobile phones. We do ask that mobile phones are switched off and kept out of sight, except where they are being used for a legitimate purpose at a staff member's request.

HEAD PHONES

Earphones/Headphones to listen to music should not be used anywhere on the school premises.



HARTON ACADEMY HOME-SCHOOL AGREEMENT

THE SCHOOL	THE PARENT	THE STUDENT
To expect your child to achieve success to the best of his/her 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 students 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 students, teachers and visitors.
To set, mark and monitor homework and provide facilities for children to do homework in school.	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 student planner.	To record my homework in my student planner and to complete it on time and to the best of my ability
To provide a suitable curriculum and prepare students to do their best in examinations.	To support my child where I can with school work and revision.	To try and gain the best qualifications I can.
To encourage high standards of personal appearance, including the wearing of school uniform.	To send my child to school clean, neat and in school uniform.	To wear my uniform and keep it neat and clean.
To encourage good attendance and punctuality, to keep accurate records for future reference and to reward excellent attendance.	To make sure my child goes to school and arrives on time; to contact school to explain any absences.	To attend school and arrive on time.
To recognise and reward good work and behaviour; to take action to improve unsatisfactory effort and poor behaviour.	To co-operate with the school's efforts to maintain high standards and good behaviour.	To treat everyone as I would like to be treated myself.
To keep you informed about your child's progress.	To inform the school of any matter which might affect my child's education.	To take advice from my teachers and talk to my parents/carers about my progress at school.
To make you welcome to the school to discuss your child's progress and well-being.	To come to school to discuss my child's progress and well-being with teachers.	To take home all letters and information from the school to my parents/carers and bring back return slips.
To encourage self-discipline, fairness, honesty, concern for the well-being and feelings of others, politeness and respect for property.		To always behave responsibly and honestly and avoid hurting other students and their feelings.



CURRICULUM

ACADEMIC ORGANISATION

The school is highly inclusive and we have students from across the ability range. We have children of below average ability, as well as many exceptionally able children. A great deal of time, effort and targeting of resources ensures that each child has the opportunity to reach their full potential.

TEACHING GROUPS

The vast majority of students 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, students 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 students who have not reached the expected standard to follow appropriate catch-up courses.

As students advance into Year 8, they begin to move into groups according to their ability in English and mathematics. This ensures that they are taught at a level commensurate to their ability and that work is delivered at an appropriate level of difficulty. Student groups are appraised during academic reviews and, where necessary, movement within teaching groups is considered.

Year 9 is an incredibly important time in the life of our students. It is during Year 9 that students will make choices regarding the optional courses they will study in Key Stage 4 (Years 10 and 11) and begin building the foundations for GCSE study. To support this transition, additional teaching groups are added to core subjects to reduce class size, and groups are further refined according to ability to ensure students are taught at an appropriate level of challenge and receive any necessary support. Again, movement within groups remains possible where the need arises.

THE CURRICULUM 2023 - 2024

The school's curriculum is constantly evolving as more courses become available and the needs of the students change.

The curriculum at Harton Academy 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 of a range of transferable skills
- resourcefulness, independence and the ability to work effectively as part of a team
- competence in literacy, numeracy and in the use of information technology
- 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 the 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
- courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students.

The school day begins with a short tutorial period or assembly. The tutorial period is well structured and activities focus on personal development and expanding students' understanding of the place of work. Following the tutorial period, the students experience five hours of teaching per day - 25 hours per week. The school operates a two-week timetable. In Years 10 and 11, it is likely that students supplement this in-class learning time with additional activities beyond the classroom.





QUALIFICATIONS AND COURSES OFFERED

It is our declared policy to enter all students for GCSEs or other appropriate examinations.



KEY STAGE 3 (YEARS 7,8 AND 9)

At Key Stage 3, students follow a three-year course which includes studying the National Curriculum subjects of:

- Art
- Computer Science
- Design and Technology
- English
- French or Spanish
- Geography
- History
- 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, RSHE and citizenship.
- A Personal Development programme

All subjects fulfil National Curriculum requirements. The school regards a high level of computer literacy as an essential skill. Therefore, Computer Science is taught within each year group and within most other subjects, with timetabled lessons in Design and Technology, Modern Foreign Languages and Science. Students study either Spanish or French in Key Stage 3. Parents/ Carers who have a preference regarding the language their child will study are invited to make this preference known, via email, during the admissions process. We will then do our best to accommodate this request, but must emphasise that this is not always possible.





KEY STAGE 4 (YEARS 10 AND 11)

Students are well supported as they choose their curriculum pathways during Year 9. We currently offer six curriculum pathways but will always consider individual student needs in our decision-making. The vast majority of students begin studying for their examination subjects in Year 10. All students study a core curriculum which is then supplemented by optional courses.

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

- English Language
- English Literature
- Combined Science (Dual Award)
- Mathematics
- Physical Education
- Relationships, Sex & Health Education (RSHE)
- Personal Development

They then make choices from a range of subjects, each delivered over two years. Subjects currently offered in Year 10 can be seen below.

GCSE SUBJECTS (IN YEAR 10)

- Art: Fine Art
- Art: Photography
- Biology
- Business Studies
- Chemistry
- Citizenship
- Computer Science
- Design Technology: Product Design
- Design Technology: Textiles
- Design Technology: Food and Nutrition
- Film Studies
- French
- Further Mathematics
- Geography
- History
- Mathematics
- Media Studies
- Music
- Physical Education
- Physics
- Religious Education
- Spanish

VOCATIONAL SUBJECTS

BTEC Technical Award

- Health and Social Care
- Travel and Tourism

Cambridge National Award

- Child Development
- Engineering
- Enterprise and Marketing
- iMedia
- Physical Education

In addition:

- A small number of students receive an enhanced provision in English and Mathematics and will sometimes work towards Entry Level qualifications.



KEY STAGE 5 (YEARS 12 AND 13)

Many Harton students have progressed to 6th Form studies and, since 2010, they are able to do so in our own 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 has state-of-the-art facilities in a pleasant business environment which includes a media suite, a lecture theatre, a learning resource centre and some subject-specific rooms. These specialist areas, combined with our sports centre, a range of outdoor sporting facilities, all day access to refreshments and 6th Form Internet Café, along with a range of tutorial and general classrooms, create a productive environment in which young people are able to study.

The basic pattern for 6th Form students at Harton is a core day between 8:30am and 3:15pm, but sometimes involving lessons up to 4:15pm and beyond. Students generally select three subjects, including a range of A Level and BTEC programmes of study. All programmes require nine hours of taught time per fortnight per subject plus additional private study time of a minimum of three 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 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 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 careers 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.

There is an extensive range of trips within the 6th Form, ranging from local excursions to international expeditions. Students are encouraged to make the most of these opportunities.

Additional details can be found on the Harton 6th Form website at: www.hartonacademy.co.uk





KEY STAGE 5 (SIXTH FORM) COURSES

BUSINESS / ICT

A Level

Business Studies
Computer Science
Economics

HUMANITIES

A Level

Geography
Government and Politics
History

COMMUNICATIONS

A Level

English Language
English Literature
French
Media Studies
Spanish

SPORT & LEISURE

A Level

Physical Education

SCIENCE / MATHS / TECHNOLOGY

A Level

Biology
Chemistry
DT Product Design
Further Mathematics
Mathematics
Physics

SOCIAL SCIENCES

A Level

Law
Philosophy and Ethics
Psychology
Sociology

BTEC

Criminology
Health and Social Care

CREATIVE ARTS

A Level

Art

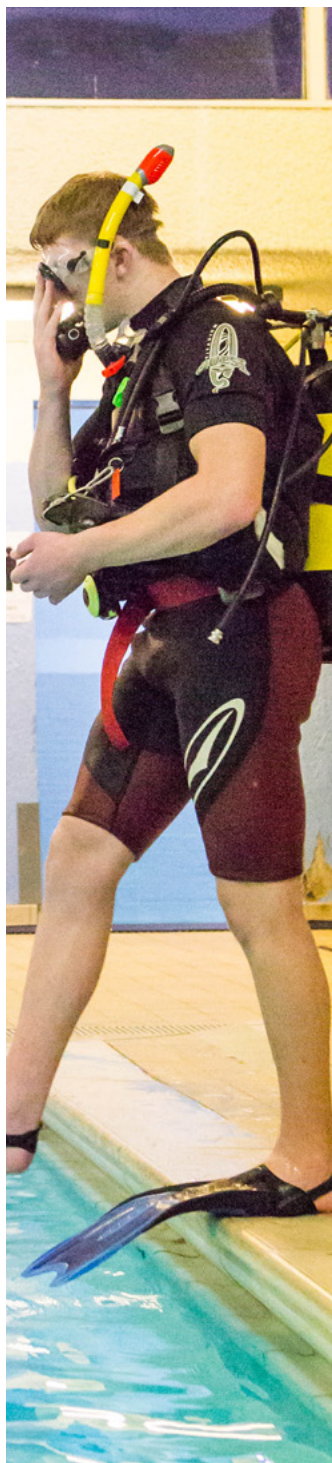
BTEC

Music

Additional qualification/awards include: EPQ Extended Project, Core Mathematics, Duke of Edinburgh Award (Silver/Gold).

Students also follow a course of Relationships, Sex and Health Education (RSHE).

All courses are dependent on attracting sufficient student interest. It may be necessary to remove courses from the 6th Form curriculum offer where there is insufficient interest. Alternatively, additional courses may be offered if there is sufficient demand.



RESIDENTIAL AND OUTDOOR EDUCATION

Students have the opportunity to attend a wide variety of educational visits and activities beyond, but in support of, the timetabled curriculum. Participation in sports events, nearby visits, fieldwork, overseas visits, day and residential visits, out-of-hours clubs, (e.g. music, drama, dance, homework) can all offer the possibility of learning outside the classroom. Recent events have included trips to Paris, Poland, Iceland, USA, Italy, Borneo, Nepal, Spain, Manchester, Cambridge, London, Malham Cove and Thurston along with many residential activities supporting the delivery of The Duke of Edinburgh's Award Scheme.

Our most recent 6th Form trip returned from Morocco in July this year.

Visits are normally made available to specific classes or year groups and permission to attend may be refused to students 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.



EXTRA-CURRICULAR ACTIVITIES NORMALLY INCLUDE

Badminton
Basketball
Chess
Choir
Climbing
Computer Club
DT Open Workshop
Dance
Debate
Enterprise Club
Fitness
Football
Games Club

GCSE support sessions
Geography
Guitar Club
History Club
Hockey
Homework Club
ICT support
Library
Music Rehearsal
Netball
News Team
Orchestra
Rounders

Rowing
Rugby
School Band
Science Club
Still Life Drawing
Studio Band
Sports Leadership
Trampolining
Tennis
Textiles
Young Carers



SPORT

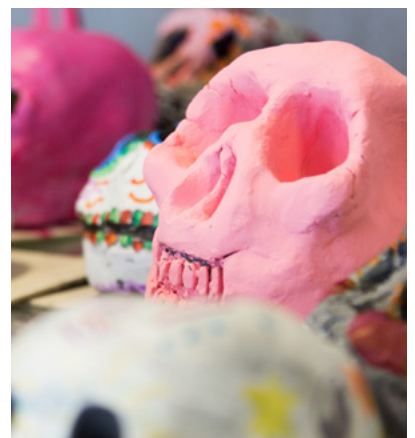
We aim to equip individuals with the means of making active, creative and purposeful use of their leisure time throughout their lives, as well as encouraging students, while they are at school, to develop a range of physical skills and sporting attitudes in a number of games and sports, both as individuals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

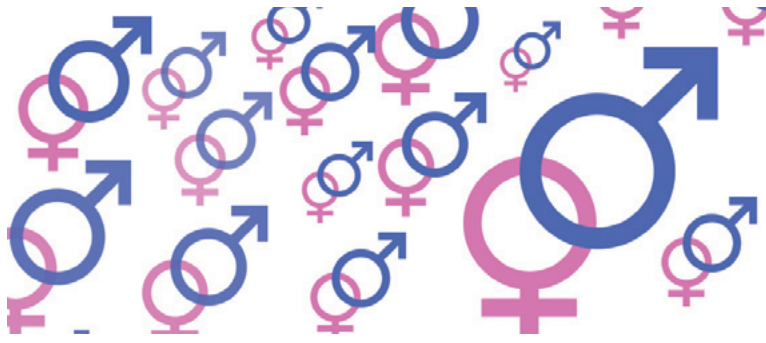
Harton students have the opportunity to take part in an extensive number of sporting activities. The school has a rich history of sporting tradition and continues to offer students the opportunity to engage in competitive sport through various school teams. The school has its own swimming pool (which re-opened in September 2014 after refurbishment), sport centre, fitness suite and dance studio which have all greatly enhanced the quality of our PE facilities.

All students have time devoted to physical education within their weekly curriculum entitlement. In addition, there are many opportunities for them to take part in a full range of sports outside of normal school hours. 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. Leadership opportunities are offered at KS4. The staff also encourage students to become involved with sports clubs in the area in order to develop their skills further.

ARTS

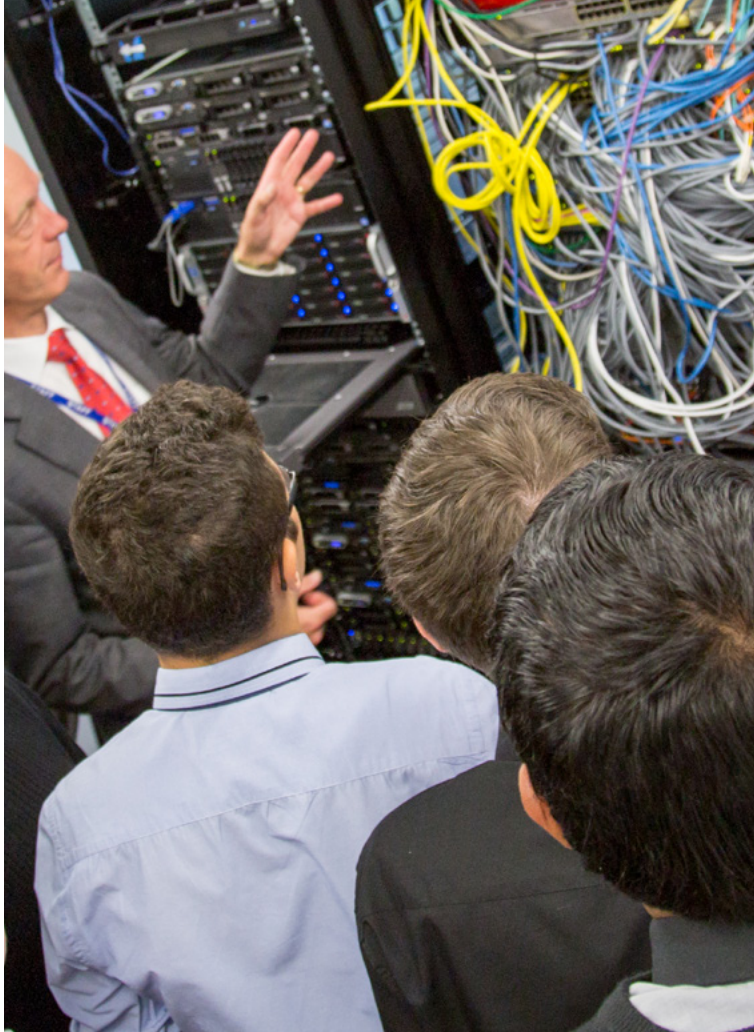
Harton Academy is committed to the provision of a well-rounded education for all our students, and this includes the cultural dimension. The formal curriculum provides Art and Music for all students in KS3, with thriving option groups in KS4, where the subjects are no longer compulsory. Our facilities include four art rooms and three music rooms, together with music practice rooms and a recording studio. Both departments are well resourced and take advantage of extensive ICT facilities including a radio broadcasting studio and a green screen recording studio. In addition, trips and visits are offered to support student learning and extend cultural opportunities. Historically, the school has performed a high quality annual music/drama production, which involves many students and staff, as well as termly musical concerts. Many of our KS3 students receive instrumental tuition as a result of their engagement in the Sound Start programme. Musical performances by our students also take place in many of our neighbouring primary schools and an international music tour often forms part of the school calendar. We also maintain links with the local community - namely art groups, visiting artists, workshops by visiting performers etc. All staff are highly qualified in their respective subjects.





RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

Relationships, Sex and Health Education (RSHE) is embedded within the teaching of Social and Cultural Studies. It is also supported in subjects such as PE, Science and Computer Science. Aspects of RSHE are also addressed in our Personal Development Programme which underpins our tutorial system. A copy of our RSHE policy can be found on the school's website.



TECHNOLOGY, COMPUTERS AND THE WORLD OF WORK

We place great emphasis on providing students 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 students. The school remains committed to providing high quality ICT facilities. Recent developments include an extensive hardware upgrade and increased classroom ICT provision.

We value the role of work-related learning and enterprise and offer a curriculum which includes a widening range of vocational options. In order to ensure that students are prepared for the world of work, all in Year 10 are offered work experience opportunities, whilst some follow a more extensive work experience programme. Year 12 students also have designated time to explore additional work experience opportunities.

Schools have become increasingly adept in the delivery of remote/blended learning. We remain committed to developing this area of school provision to enhance learning opportunities beyond the classroom. There has been extensive investment in ICT hardware and software, for both staff and students. The school's Virtual Learning Environment (VLE) remains the preferred platform for sharing resources. Our preferred remote learning platform is Microsoft Teams.



SCHOOL LIBRARY

We remain totally committed to developing the reading skills of all students. Our magnificent Learning Resource Centre (LRC) continues to receive significant investment as it remains fundamental to the school's development of the National Curriculum. It is a comprehensive and up-to-date source of learning materials, and all students in Year 7 are taught how to use it properly. It contains recent computer hardware and software which allow 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 sessions.

THE SCHOOL DAY

8:30am	Students enter school
8:30 - 8:55	Tutorial time/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
1:15 - 2:15	Period 4
2:15 - 3:15	Period 5
3:15	End of school day
4:15pm	End of some twilight lessons

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

MEAL ARRANGEMENTS

Our open plan cafeteria has proven to be a great hit with our students. A wide range of hot and cold meals is on offer. We have opened an additional catering pod within the grounds of the school. We operate a cashless system, and all payments, including topping up of meal accounts, are completed using ParentPay. Once students have chosen their meals, payments are automatically deducted using card readers at the till points. Details of this service are included in the information received during the admissions process. For our 6th Form students we have an Internet Café. A selection of hot and cold food and drinks are available. Snacks and drinks are also available at break and lunch time in the newly opened Harton Hub.

Our younger students in Years 7 to 9 are also required to remain on the school premises for lunch, unless parents request them to go home, where they will be supervised by parents.

The older students in Years 10 and 11 may leave the premises if they wish. Once again, it would be our preference that these students remain in school for lunch if at all possible. We are well aware of the impact that a large school can have on the local environment.



PHOTOGRAPHIC IMAGES OF STUDENTS

In the academy, we take many pictures throughout the academic year for a number of reasons. The primary reason is for our records, and to help the academy operate effectively. In addition to this, we will take pictures of classes, activities, events and trips. These may be used around the academy, in newsletters, on the website or on social media. Under the new data protection rules, where we are taking pictures for reasons other than for administrative purposes, a parent/carer has the right to object to the picture being used. Sometimes, when taking pictures, it is difficult to avoid including a particular student. However, if we are aware of your wishes for your child not to be used, then we will not use the picture. The rules also require us to ask for permission for different reasons, rather than a single catch-all, and this includes pictures in brochures, newsletters, around the academy, on the website and on social media. In this way, you can agree with some, but object to others.

For new starters, we ask for a Consent for Participation form to be completed, to record your preferences. You can change your mind at any time, by completing a new form. You can find details on our website, or by contacting the academy.

MOBILE PHONES

We recognise, for peace of mind, that many parents wish their child to carry a mobile phone to school. 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. We ask parents/carers to fully brief their children on the appropriate use of mobile phones.

Although we would prefer that students did not bring mobile phones to school, we permit them to do so as long as they are not brought out or used in any school buildings without a member of staff's permission. Any inappropriate use may result in confiscation until at least the end of the school day.



SUMMARY OF EXAMINATION RESULTS 2022-2023

This section contains our public examination results for the academic year 2022-2023.

Page 28 Headline figures Key Stages
4 and 5

Page 29 Key Stage 4 results by
subject

GCSE RESULTS

**Harton Academy
achieved the second
highest GCSE results
in South Tyneside.**

68.0% of students
gained 9-4 grades in
English and Maths
and **43.2%** of students
gained 9-5 grades in
English and Maths.



GCSE RESULTS DAY 2023



EXAMINATION RESULTS

HEADLINE FIGURES

GCSES

COHORT SUMMARY

Cohort

266

Basic Measures

9-4 including English and maths	68.0%
9-5 including English and maths	43.2%
Students entered for the Ebacc qualification	42.9%
Average points for the Ebacc qualification	4.12



A-LEVEL

COHORT 116

AVERAGE GRADE B-

75% OF STUDENTS PROGRESSED ON TO HIGHER EDUCATION
NATIONAL AVERAGE 66.2%

35% OF UNIVERSITY APPLICANTS PROGRESSED TO RUSSELL GROUP UNIVERSITIES
(NORTH EAST AVERAGE 21%)



KEY STAGE 4 RESULTS BY SUBJECT 2023

Number of students in school aged 15+: **266**

9-1 GCSE

SUBJECT	9	8	7	6	5	4	3	2	1
Art: Fine Art	0	2	0	8	2	6	14	3	0
Art: Photography	0	4	4	4	6	4	1	0	0
Business Studies	1	5	6	13	11	2	0	2	0
Citizenship	0	0	2	3	0	2	2	0	0
Computer Science	1	1	2	3	4	5	8	3	0
DT Food & Nutrition	0	0	0	0	2	2	4	1	0
DT Textiles	1	1	6	9	5	5	2	2	0
English Language	7	4	18	38	68	54	48	11	13
English Literature	3	8	21	46	72	34	38	19	14
Geography	1	8	12	33	28	25	16	9	12
History	11	7	11	20	19	13	9	7	6
Maths	5	17	20	33	63	58	34	20	10
Maths (further)	1	4	1	3	3	1	0	0	0
Media	2	0	0	5	4	1	3	5	1
MFL: French	1	0	1	2	11	17	20	3	0
MFL: Spanish	1	5	1	4	28	14	5	2	0
Music	0	1	2	6	1	2	6	5	0
RE	2	4	3	2	0	1	0	0	0
Science	4	19	33	77	120	83	67	34	13
Science: Biology	5	6	5	8	4	2	0	1	0
Science: Chemistry	4	6	3	6	9	1	0	0	1
Science: Physics	2	4	8	5	6	5	0	1	0
Statistics	0	0	1	4	16	8	1	1	0
TOTAL GRADES	48	87	127	255	362	262	211	95	57

9-1 GCSE DOUBLE AWARD

SUBJECT	9	8	7	6	5	4	3	2	1
Science	4	19	33	77	120	83	67	34	13

BTEC TECHNICAL AWARD

SUBJECT	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Health & Social Care	0	5	5	14	4	2	1
Travel & Tourism	4	2	6	1	0	0	3
SUMMARY	4	7	11	15	4	2	4

CAMBRIDGE NATIONAL AWARD

SUBJECT	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Business	0	2	6	13	3	4	0
Child Care & Development	1	4	3	3	7	4	1
Engineering	0	1	13	21	9	6	4
iMedia	0	10	31	43	16	5	4
Physical Education	4	11	13	10	12	6	2
SUMMARY	5	28	66	90	47	25	11

VCERT

SUBJECT	L2D*	L2D	L2M	L2P	L1D	L1D*	L1M	L1P
iMedia (Level 1)	0	0	0	0	0	5	3	1
iMedia (Level 2)	0	0	3	4	0	0	0	0



ATTENDANCE

Good attendance is central to raising standards in education and raising student attainment. Students with no absence are almost three times more likely to achieve 5+ A*-C grades, including English and maths, than those missing just one day per fortnight.

We are incredibly proud of our student attendance rates. Harton Academy had the highest attendance rates of all schools in South Tyneside in the 2022-2023 academic year.

DESTINATION OF STUDENTS LEAVING HARTON ACADEMY

Staying in education	89%
Further education providers	55%
School 6th Form	34%
Apprenticeships/Employment	7%
NEET	1.3%

(Total Number of leavers: 266)

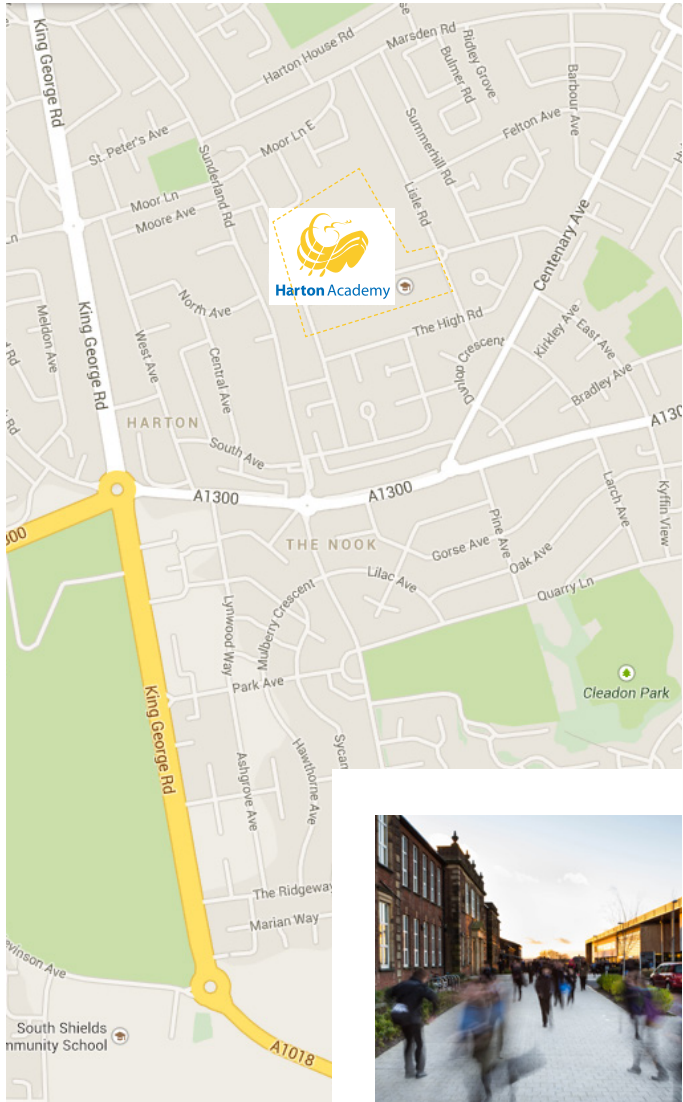
Destination data is based on internal analysis by our careers and progression team.



HOW TO FIND US

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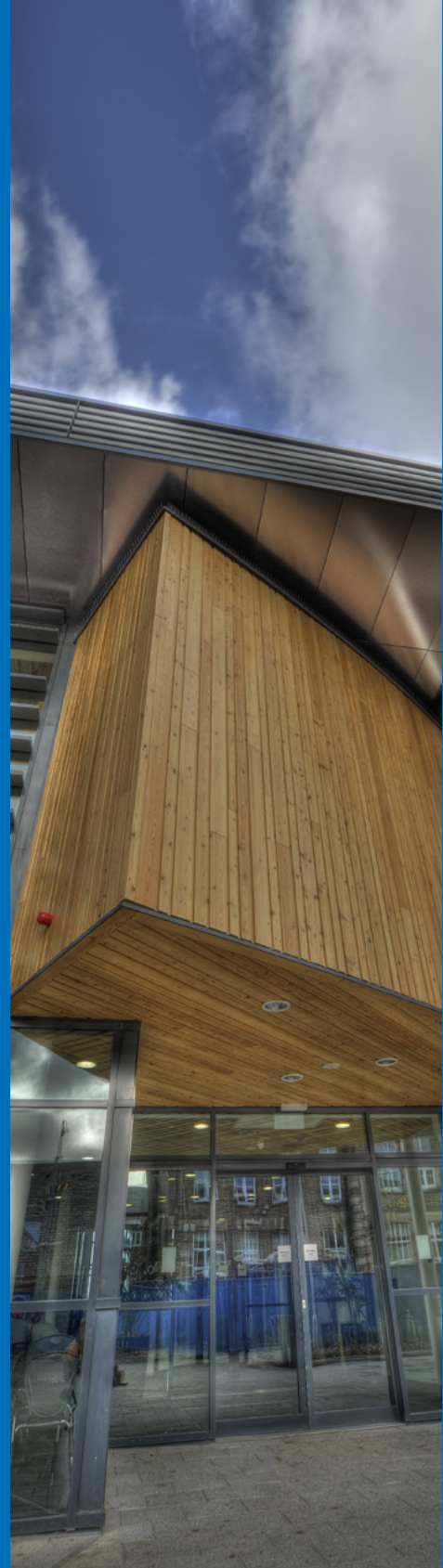


NOTES



Harton Academy

PROSPECTUS 2023



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