

A Guide for Students and Parents 2012-13



The Thomas Hardy School Among the best schools in the Country.
An exceptional school. OFSTED





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The Thomas Hardy School

aims to

- ❁ **ensure that** all students receive the best education we can provide, regardless of social, financial, religious or racial background and irrespective of ability
- ❁ **ensure that** students achieve the qualifications, skills and attitudes needed in a changing world
- ❁ **provide** a caring, successful school community where all are valued and respected for their own sake and where every individual's contribution is encouraged and given recognition
- ❁ **provide** a stimulating environment which shows students that learning is exciting and a valuable life-long activity
- ❁ **encourage and help** all students to develop talents, skills and interests, and to have an understanding of moral and spiritual values
- ❁ **involve** all members of the community, especially parents, in the life of the school and in the education of their children
- ❁ **establish** strong links with other stages of education, especially our partner Middle Schools.



SEN SPECIALIST SCHOOLS



Science



humanities



INVESTOR IN PEOPLE



ITE Partner

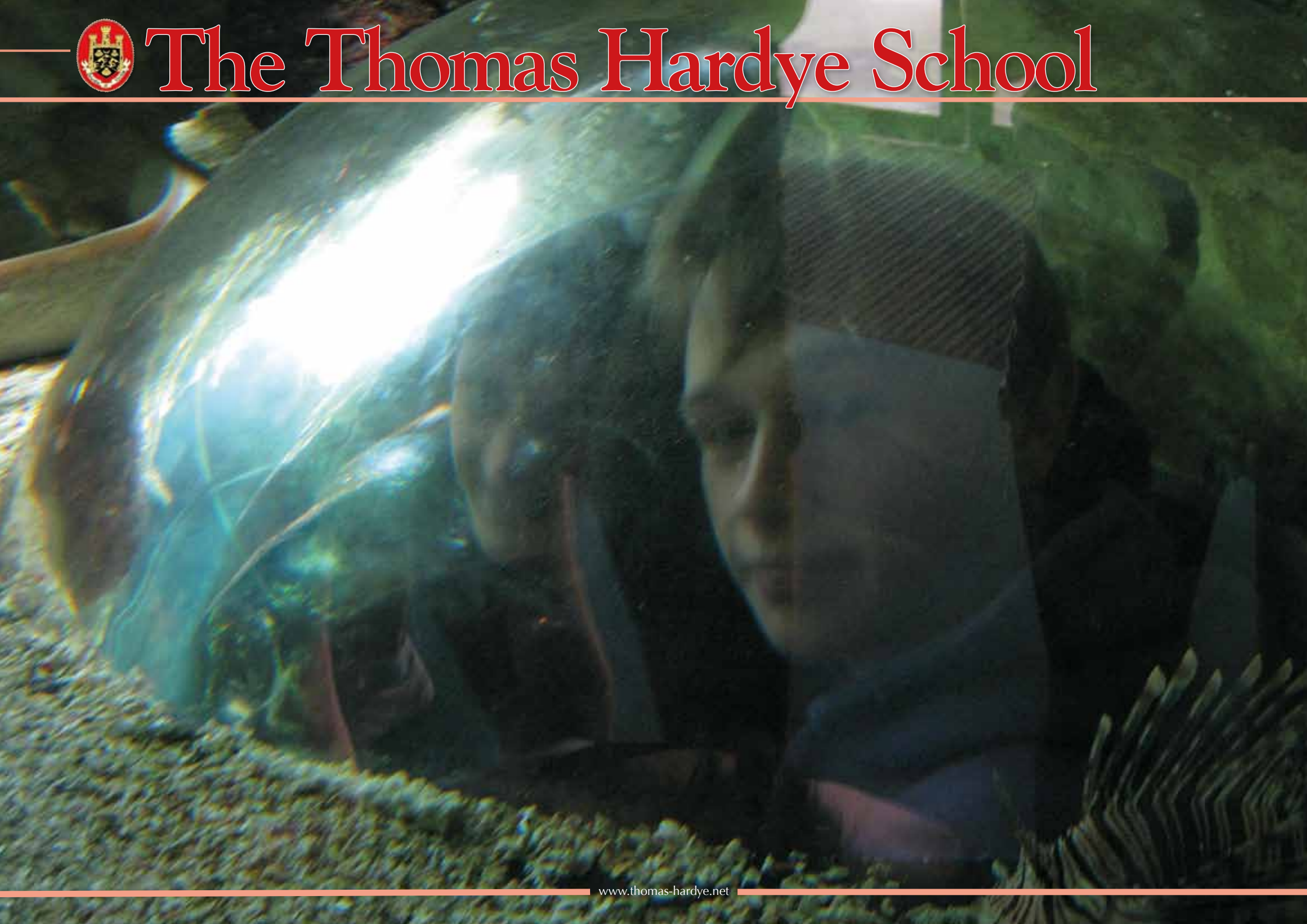


Outstanding School





The Thomas Hardy School





Welcome to The Thomas Hardy School



Welcome on behalf of all our students, staff and governors, to The Thomas Hardy School prospectus. We hope it gives you an inspiring insight into our values, expectations and the way we work. We are proud of our reputation. Our aim is to unlock the potential in every young person by providing outstanding opportunities for learning. We want students to leave us confident and well prepared to meet the challenges of an often uncertain world.

We focus on the things that matter – outstanding behaviour and mutual respect; positive relationships; care, concern and generosity for others; a commitment to the highest academic standards; and a willingness to do things differently.

We see the power of learning to transform lives; that every young person has a talent that can be nurtured through relentless optimism and that all success should be valued provided it is based on endeavour. At The Thomas Hardy School, young people come together regardless of ability or background – the best possible environment to prepare for lifelong learning.

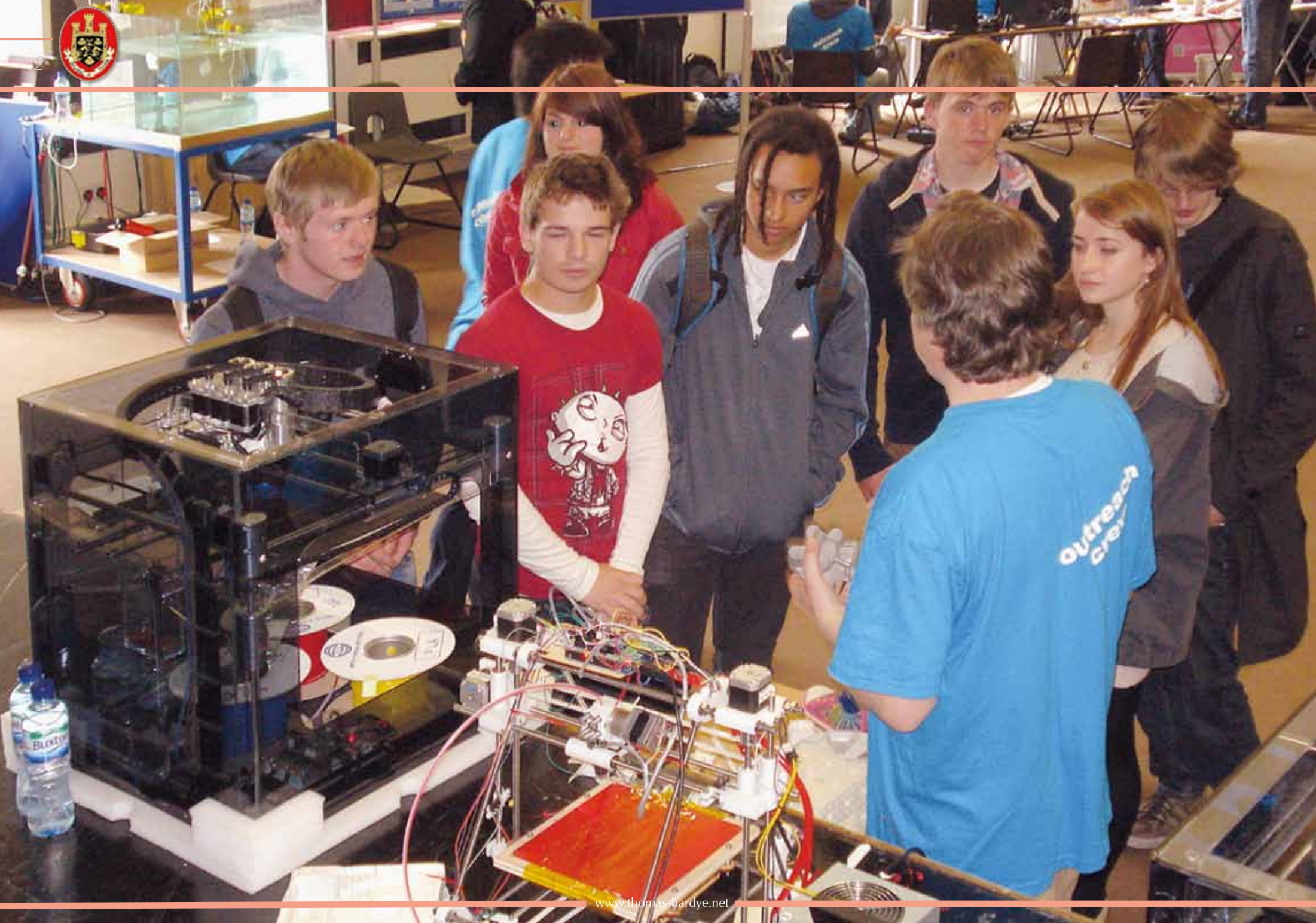
Thank you for your interest in our work. I look forward to meeting you in person.

Michael Foley, Headteacher.

**For simplicity in this guide we use 'Parent' to mean people with parental responsibility.*

Students at Thomas Hardy School make outstanding progress and achieve exceptionally high examination results. Despite all the indicators that the school is among the best in the country, no one is complacent.

OFSTED



Every Student's Opportunities

A disciplined and well-organised school based on fairness, free expression and participation is vital. The Thomas Hardy School offers each student the opportunity to

- ❖ explore and build on talents
- ❖ become an independent learner
- ❖ make a positive contribution to school
- ❖ enjoy learning beyond school
- ❖ to meet people from many different walks of life
- ❖ to experience a variety of cultures.

Agencies supporting young people in school, including police, hospitals and voluntary groups, aim to share information and work together to protect children and young people from harm, and help them achieve what they want in life.

Students are encouraged to take an active part in the life of the school and to help in making decisions. Students are also represented on the Governing Body.



<p>YOUR RIGHTS</p> <ul style="list-style-type: none">● To be safe● To be happy● To be respected and valued● To have friends● To enjoy coming to school● To expect people to be kind● To be supported by teachers <p>TELL SOMEONE AND GIVE BULLYING THE PUSH!</p>	<p>SAY "NO" TO BULLYING!</p> <p>TELL SOMEONE AND GIVE BULLYING THE PUSH!</p>
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Despite being so large, the school still manages to be personal. Strong links with middle and first schools through DASP (Dorchester Area Schools Partnership) and an extensive Induction process mean that students know the school well before they start in year 9. Although they work very hard and take full responsibility for their own learning, students also enjoy school very much.

OFSTED



Year Nine Curriculum



The prizewinning Year 9 Student Diary cover for 2012-13.

The Year 9 curriculum reflects the excellent work done within our Middle Schools and throughout the Dorchester Area Schools Partnership (DASP). The curriculum offers work and challenges relevant to students' abilities and learning styles, since students in the Middle Schools now reach levels of achievement equal to Key Stage 3 in Year 8.

Students study Key Stage 4 Curriculum (GCSE courses) in Mathematics, English, ICT and Science. Students in other subjects complete the Key Stage 3 Programme of Study ready to start their GCSE courses in Year 10.

Continuity and progression of learning and teaching from the Middle Schools is essential: all areas of the curriculum have Key Stage 3 links co-ordinated by a Key Stage 3 group; both the Year and deputy Year co-ordinators of Year 9 have close contact with the Middle Schools. A Deputy Headteacher is responsible for the overall liaison and continuity of Key Stage 3.

Key Stage 3 subjects

Art and Design
Dance
Design and Technology
Drama
Geography
History
Modern Foreign Languages
Music
Religious Education
Personal, Social, Health and Citizenship Education (PSHCE).

Key Stage 4 subjects

English Language
English Literature
Information & Communication Technology (ICT)
Mathematics
Science
either: Separate Sciences*
or: Science Double Award.
**must include Biology, Chemistry and Physics.*

Further details about the Key Stage 4 subjects can be found in the Course Booklet available from school reception.

In Year 9, the focus of Careers Education is on their GCSE option choices. Students are introduced to our in-house Connexions service and computer software in order to provide the support needed.



Years Ten and Eleven Curriculum

A broad and balanced curriculum

The curriculum offers each student a broad and balanced education while encouraging individual interests. The school believes that all students should experience a wide and varied programme.

The compulsory curriculum includes:

- English
- English Literature
- ICT
- Mathematics
- Modern Foreign Language
- Personal, Social, Health and Citizenship Education (PSHCE)
- Physical Education
- Religious Education
- Science
 - either:* Separate Sciences*
 - or:* Science Double Award
 - or:* Applied Science
 - *must include Biology, Chemistry and Physics.*
- Design & Technology
 - one choice from:*
 - Systems and Control, Food, Graphic Products, Resistant Materials or Textiles.

Students choose two other GCSEs from:

- Art and Design
- Business Studies
- Dance
- Drama
- Geography
- Health and Social Care
- History
- Modern Foreign Language
- Music
- Physical Education.

The school also provides vocational courses for a number of selected students. Further details may be found in the Year 10 Courses booklet available from the school.

Religious Education
Spiritual and moral education are important across the whole curriculum. All students in Years 10 and 11 follow a GCSE course in Religious Education. An act of collective worship is held within the scheduled assembly programme. In exceptional circumstances, parents may request to withdraw their child, from Religious Education lessons and collective worship by writing to the Headteacher.

Students in Year 10 take part in Key Skills and Work-Related Learning days, whilst Year 11 students have sessions focusing on post-16 options. Students have the opportunity to meet with local businesses and links with Industry and Commerce are encouraged throughout the curriculum.



The prizewinning Student Diary covers for 2012-13: (above) Year 11 and (below) Year 10.





The Sixth Form

The quality and quantity of courses available in the Sixth Form are impressive. We offer a large number of courses at AS and A2 levels. GCSEs in Maths and English are also available. We are one of only a few schools nationally to offer the CACHE Diploma in Nursery Nursing.

Details about all courses are available on the website: www.thomas-hardye.dorset.net

All students in the Sixth Form belong to a tutor group. The tutor monitors and supports the personal and academic progress of the student and the transition from school into work or higher education.

Careers and higher education guidance are

provided for all students. At least 80% of our Sixth Formers continue their studies in Higher Education and the vast majority of others gain jobs or training. Students are offered places at a wide range of universities in a variety of subjects. Our Oxford and Cambridge entrance record is excellent – this year (2012) ten students have gained offers.

The enrichment programme time-tabled for all students provides a full and varied range of activities, including AS/A2 General Studies, AS Critical Thinking and the Extended Project. A pre-teaching course is available as well as opportunities for work experience and work in the

community. Recreational opportunities are varied and include music, sport, debate, STEM clubs and more. Several students participate in the Duke of Edinburgh's Award Scheme.

Visits take place each year to theatres and musical events, as well as trips and exchanges to Europe, the USA, and Russia.

Sixth Formers have excellent study facilities in the Resources Centre. The Sixth Form Centre provides seminar rooms, social areas, cafeteria, sound system, television, pool tables and table football.

Students run their own Sixth Form Student Union, electing the Presidents and Vice-Presidents annually.





The Sixth Form



Learning Partnership



The partnership with Kingston Maurward College offers students practical alternatives to traditional A-levels, increasing subject choice while retaining the academic emphasis for higher education and employment.

The Sixth Form Agreement

All Sixth Formers sign a Sixth Form Agreement at the beginning of the year which is then sent to their parents. The Agreement outlines the School's expectations of students and what the student can expect of the School.

Sixth Form Dress

The Sixth Form do not wear uniform but are expected to dress smartly, avoiding extremes of fashion.





Specialisms and Developments



The School is proud to be designated as a High Performing Specialist School

The Thomas Hardy School became an HPSS in 2007 due to our excellent results and student achievement, as well as our success as a Science College. We work with other local schools to share our good practice and to help raise achievement levels. As part of the HPSS programme we were awarded two further specialisms: Humanities and Special Education Needs.



Science and Mathematics specialism



Science

As a Science Specialist school, we aim to increase the enthusiasm for Science and Mathematics in the school and the local community. We are creating the resources and the expertise to obtain even higher standards of attainment. Through links with the scientific community and with other schools, universities and companies regionally, nationally and internationally, the school has now become the Centre for Scientific Education in Dorset.

Science College status brings technology and science into every subject taught in the school and strengthens the cross-curricular links between Mathematics, Design, ICT and the Arts.

- Funding as a Science College helps to
- ❖ develop our use of new technologies
 - ❖ provide links to a national network of specialist schools
 - ❖ develop our science links with business, industry and the community
 - ❖ finance the time to develop new teaching styles and resources
 - ❖ offer extension courses for Year 8 students in science and mathematics through DASP.

Specialisms and Developments

Humanities specialism



We extend excellence through the Humanities and to raise attainment in our partner schools, the three Middle schools, Purbeck School and The Wey Valley School.

We are developing ICT, drama, debate and film to make learning more active and independent. Our out-reach teacher promotes similar work in the partner schools as well as organising joint revision conferences and trips. We have linked with a London school so that children can learn more about each other.

Academics and speakers from history, geography, theology and ethics visit and run workshops as part of our community lecture programme. As an International School, we promote social and political awareness.

The History department has recently been awarded the Prince's Teaching Institute Crest for curriculum development.

SEN specialism



SEN specialism focuses on communication and interaction.

We work with parents and school staff to support students with language difficulties and students on the autistic spectrum. We aim to remove barriers to learning through attitude surveys, literacy and numeracy support, and alternative curriculum pathways.

The Thomas Hardy School is known for its expertise in SEN and we regularly receive visitors from schools across the country to observe us in action, discuss matters of interest and make use of our programmes and policies.



At the Royal Society, five students with previous involvement in extra-curricular science joined 200 students from around the country to formulate their opinions and advice on the way science is portrayed, funded and taught. Students largely controlled the debate and the specific topics debated. Their advice was fed back to those who affect public policy in the UK.





Exam Results and League Tables



GCSE
League
table

The Thomas Hardy Sixth Form is one of the largest and most successful in the country. This is a truly comprehensive school which enters all students for examinations and where students can fulfil their real potential.

School name	Five good GCSEs or equivalents (%)	English Bacc (%)	Five good GCSEs only (%)	Value Added	A/AS-level points per pupil	Three A-levels (%)
<input type="checkbox"/> Bryanston School (IND)	97	75	97	NA	869.9	98
<input type="checkbox"/> Sherborne School (IND)	94	81	94	NA	833.2	77
<input type="checkbox"/> Sherborne School for Girls (IND)	89	67	89	NA	968.1	99
<input type="checkbox"/> St Mary's School (IND)	85	62	85	NA	855	88
<input type="checkbox"/> Clayesmore School (IND)	84	45	83	NA	753.6	88
<input type="checkbox"/> The Thomas Hardy School	73	31	72	1004.9	833.9	88
<input type="checkbox"/> The Woodroffe School	71	21	70	989.6	830.1	95
<input type="checkbox"/> Twynham School	71	30	69	1008.4	764.8	96
<input type="checkbox"/> Highcliffe School	66	20	66	994.2	743.5	80
<input type="checkbox"/> Gillingham School	68	40	66	987.6	839.1	92
<input type="checkbox"/> The Sir John Colfox School	64	21	62	997.8	665.1	78
<input type="checkbox"/> The Gryphon School	64	27	62	1004.2	755	86
<input type="checkbox"/> Budmouth College	64	14	61	1003.4	723.9	88
<input type="checkbox"/> All Saints' Church of England School, Weymouth	63	11	60	1003.1	NA	NA

source: BBC

Exam Results and League Tables

Some examples of improvement from predicted to actual A level results:

Name	Official Prediction*	Actual Results	Destination
Lizzie	BBB	BAA	History at Royal Holloway
Nick	ABBB	AA*A*A*	Mathematics at UCL
Vicky	CCC	ABC	Gap Year
Stephen	BCC	AAB	Photography at Plymouth College of Art
Jonathan	CCC	BBC	Zoology at Bangor
Alina	BBB	BAA	Egyptology at Swansea
James	BBB	AAA	English at Exeter
Adam	CCC	AA*A*	Environmental Hazards and Disaster Management at Kingston

**Official predictions are ALPS grades. These are predictions based on the students' previous attainment at GCSE, and national data.*





Enhancing Student Potential

Student Voice and Year Councils

The Year Council includes two students elected from each tutor group and meets regularly to discuss Year Group issues.

Student Voice includes representatives from each year group who meet half-termly with the Headteacher and Year co-ordinators to discuss ideas, policies and initiatives. The group have been working on the 10:10 project to cut carbon emissions in the school. Their message has been taken locally to all DASP schools, nationally to the National Eco Conference and internationally by sharing ideas with a school in Calgary. Other projects include the Hardye Café, new toilet facilities and changing from grey to black jumpers.



Homework

Homework is an integral part of your child's educational programme. It is a time for research, an opportunity to complete course work and set tasks. Please encourage your child to complete homework, and to understand its importance. If possible, try to provide a regular work space. Homework is set according to homework time-tables arranged at the beginning of each school year.

Marking policy

You should expect your son's or daughter's work to be marked regularly and in detail. A consistent marking policy is used throughout the school to help students improve their learning and to keep parents in touch with the standard their daughter or son has reached.

Each student's work is assessed in three ways: for achievement (skills, knowledge, understanding), for effort, and with written suggestions for further improvement from the teacher.



Student Diary

This Diary is an important link between students in Years 9 to 11, their parents and the school. It is used to record homework set, and contains pages which record the targets agreed between the student and the tutor during academic tutorials. The Diary is monitored by tutors and senior staff, and we ask parents to read and sign it every week. Homework timetables are copied by students into their Student Diary.

Study Planner

This is used by all Sixth Form students to record assignments and supervised study periods.



Enhancing Student Potential

The Dorchester Area Schools Partnership



This is between The Thomas Hardy School and all its local partner schools (13 First Schools, three Middle

Schools, Sunninghill School, and the Dorchester Learning Centre). It ensures continuity of education for all children aged between 4 and 19 years as they transfer between schools. DASP has featured in The Times Education Supplement and is nationally recognised as an example of good practice.

DASP had a prominent role as one of the first 40 Network Learning Communities funded by the Government through the National Centre for School Leadership. This increased available funding for the school and its DASP partners providing extra staffing and resources. In 2007 DASP schools were given Extended Schools and IIP Awards.

Careers Education

Connexions

The school has strong links with the Connexions Advice Service and two advisors regularly attend to give independent, confidential and individual careers guidance to students.

Students can refer themselves for this help at any time and parents may also attend by prior arrangement.

Connexions advisers also attend the Family Consultation evenings and give advice on Higher Education. They offer students job interview practice and provide workshops for job and apprenticeship applications.

Films for Learning



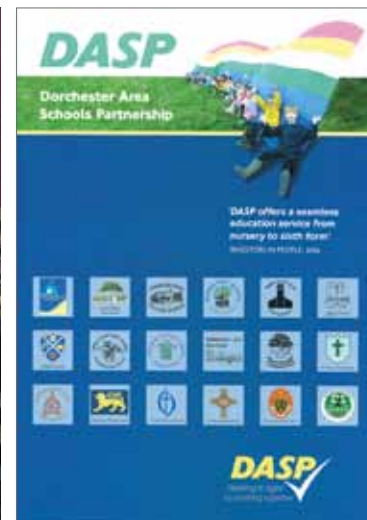
Staff members from the school's own innovation team have been responsible for developing a national education resource. Supported by Microsoft, Films for Learning offers a safe learning portal for students and teachers working with digital video. Visit: www.filmsforlearning.org. Digital video and animation is used by many students in all areas of the curriculum. We have extensive facilities which include a green screen studio, curriculum-based editing and animation suites, complete film maker kits, digital cameras and camcorders.

Thomas Hardy Television



THTV
Thomas Hardy Television - 2005

Students are encouraged to use digital video for creative projects for course work and THTV that are shown on screens around the school, on school awareness DVDs, and on the school website.





Physical Education

Sport

The School has an excellent reputation for Sport and Physical Education, gaining numerous accolades for sporting involvement, including Sports Mark, Certificate of Achievement for being an FA club link school and RFU Development School award. Staff interests are varied which is reflected in the extensive programme of activities and clubs offered outside the normal curriculum. A large number of students represent their sport at County, Regional and National level.

The department offers two courses at Key Stage 4. GCSE Physical Education and BTEC First in Sport. Both qualifications are assessed practically but only the GCSE has an end of course exam.

A level Physical Education students follow a detailed course where pupils are challenged to apply theoretical concepts to practical performance. Students are also assessed on their practical skills and ability to observe and analyse performance.

The school's 'sport for all' approach offers recreational clubs at lunchtimes to encourage students to appreciate the benefits and enjoyment of regular physical exercise, and to maintain good health as part of their lives.

Outdoor Education

Outdoor Education forms a varied, interesting and challenging component of the students' curriculum. Following a compulsory module in Years 9 and 10, which can include climbing, kayaking, orienteering and other team-building tasks, Year 11 students can specialise and pursue an activity further. Other activities include School Sailing Club, Kayak Club, Duke of Edinburgh's Award, Climbing Club and Water Polo Club.

Indoor Facilities

These include two sports halls, a state of the art climbing wall, three PE classrooms and two activities studios. Outdoor facilities include an additional Sports Centre for 2012, flood-lit all weather pitch, three rugby pitches (including the use of Dorchester Rugby Club pitch), six football pitches, three cricket squares, an athletics track, six tennis courts, two outdoor basketball courts and four netball courts.



Music



The Music Department offers a range of performing opportunities and courses, with five teaching staff, and 28 visiting instrumental teachers.

Facilities are purpose-built with a Recital Room, two main teaching rooms (well-equipped with interactive ICT), a Sixth Form seminar room, an iMac suite, a Recording Studio, Music Technology Suite, and practice rooms. The Department owns a wide range of instruments keyboards, and professional software for students to use.

Singing is encouraged in all classes. Around 400 students take instrumental lessons at the School, and instrumental teachers also direct many enrichment activities, including Barbershop, Castlefield Singers, String Group, THS Orchestra, Ebonics Clarinet Ensemble, Flautissimo Flute Choir, Jazz & Improvisation, Concert, Big Band, Saxophonics, Harmony Group, THS Singers, and Theory Clubs.

The Department organises biennial trips abroad, this year visiting Slovenia.

We perform with London's Imperial College Symphony Orchestra each year, and we have together performed repertoire such as Gloria (Vivaldi) Requiem (Mozart), Requiem (Verdi), Belshazzar's Feast (Walton), Serenade to Music (Vaughan Williams) and A Child of our Time (Tippett).

The choir sings regularly in Cathedrals for example St Paul's, Coventry and Bath Abbey and local churches to sing Evensong.

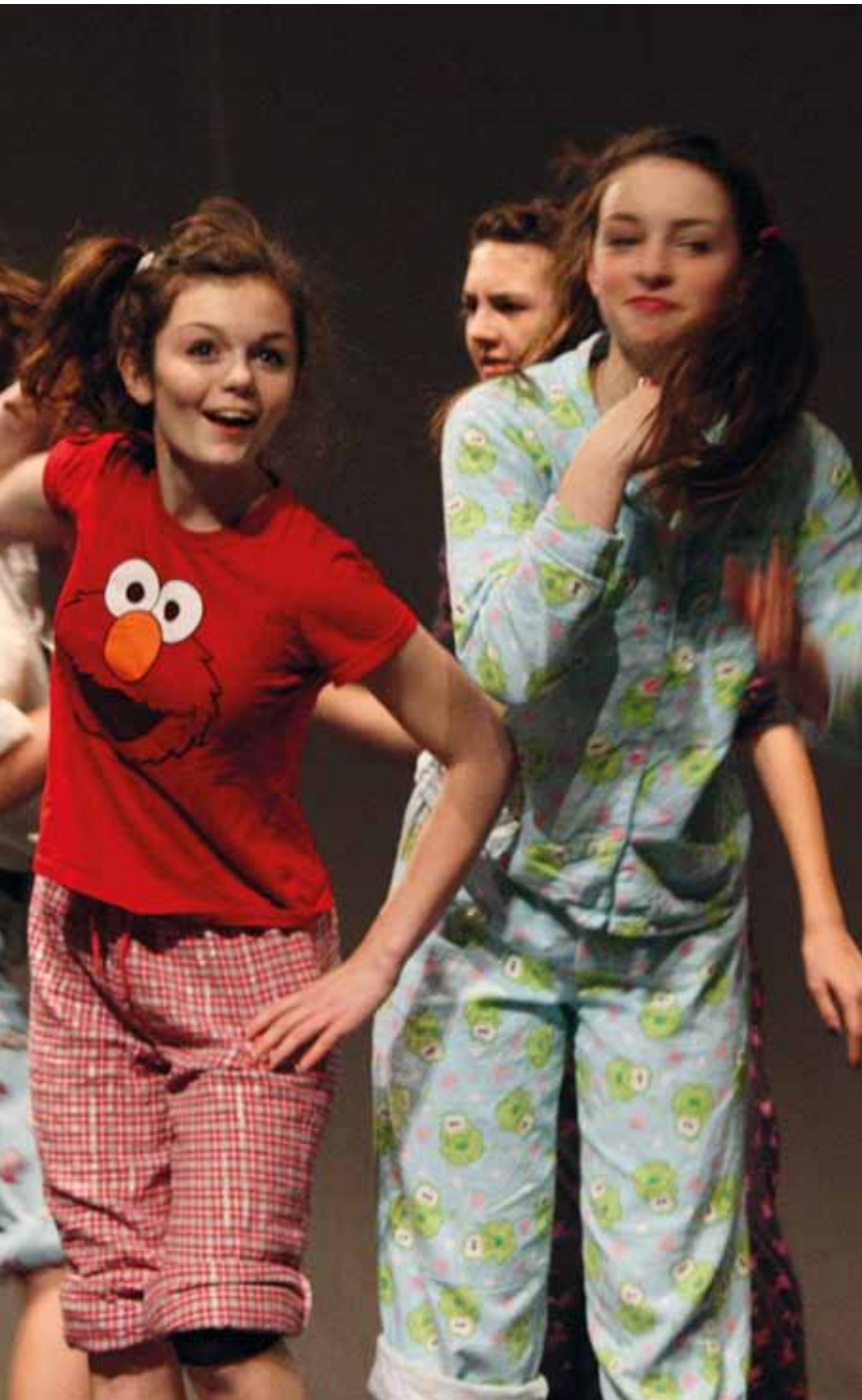
Our Concert Band has links with many organisations, including the Services and has performed at the Royal Military School of Music, Kneller Hall.

Rock Bands are popular, and our annual 'Battle of the Bands' competition shows off our resident talent.





Dance and Drama



Dance

The school now has two full time Dance specialists, and offers a wide range of extra-curricular activities including weekly clubs, theatre trips, workshops and performances. Dance artists and companies visit the school which gives the students the opportunity to work with professional dancers from these companies and watched them perform current repertoire.

Performance opportunities at school include an annual dance show in the Autumn term when students show both curriculum work and pieces created in clubs and workshops.

Close links with the Drama and Music departments have led to joint projects giving students the opportunity to choreograph and perform to live music.

Recent projects have included an outdoor performance to open Sports Day, and Thomas Hardy's second Dance entry in the Rock Challenge competition which involved 60 students.

School facilities include well equipped Dance studios with sprung floors and mirrors.

Drama

Students produce their own plays as part of their GCSE and A Level courses. Professional performers visit frequently, including Absolute Theatre, Box Clever, and The Theatre Royal, Bath. Individual performers also visit the School and we have been honoured to have many poets as visitors including Seamus Heaney.

The School has twice hosted The Royal Shakespeare Company. Recent productions include *The Importance of Being Earnest*, *A Midsummer Night's Dream* and the in-house creations *Alices in Wonderland* and *Music of Bremen*.



Extra-curricular

There is significant provision of academic clubs across the full range of subject areas; students receive extra support with course work, homework and revision. The Resources and ICT Centres are open to students after school.

The School values and encourages a wide range of links with the local community in all curriculum areas and Year groups.

Students visit theatres, concerts, cinemas and art galleries, and take part in music and drama productions. Visiting speakers and workshops in Art, Drama, Music, Science and English all help to widen the curriculum. The school runs its own English and Music Festivals each year. These dates are published annually in the School Calendar. A timetable published each term details all homework, sport and music clubs.

The school has been recognised by the Education Extra Award for the quality of its extra-curricular provision.

Exchanges and Field Trips

Community links across the world are developed by a variety of exchanges to France, Germany, Spain, and the USA.

Other visits take place to Kennedy Space Centre, Berlin and Krackow, Honduras, Barcelona, New York, Iceland, Kenya, Paris, Rome, St. Petersburg, Washington. Field trips take place for Biology, Geography, and History students.



Inner-city school link

This year the Humanities department started a link with Haberdashers' Aske's Hatcham College, situated in New Cross Gate, Lewisham in London. The school is a very high achieving inner city comprehensive academy based on two sites in Lewisham. It is part of a Federation, including three secondary schools in South East London.

This year the two Geography departments coordinated a field trip to explore issues of identity, British culture and the Olympics.

Combined Cadet Force (CCF)

The Thomas Hardy CCF has Army and RAF sections and a Band. The CCF leads our annual Service of Remembrance in November, when the whole school gathers outside the main School gates dedicated to the memory of former students who died in action.





Uniform



School uniform develops a feeling of self-esteem among students and does much to eliminate feelings of inequality as well as projecting a positive image for the school.

All students (other than the Sixth Form) will wear the items of dress set out below.

The school asks for your co-operation to ensure that your child always comes to school wearing correct school uniform. If for any reason this is not possible, please write a note to your child's tutor.

Female students may wear one pair (only) of plain ear studs. Other body *piercings* are not allowed for any student. Flamboyant or extreme hair colours and *hairstyles* are not acceptable.

All students in the lower school have a locker for outdoor bags and coats.

Parents should contact the Year office if they have any questions about uniform before purchase.

Dress Common to all

- Blazer
black
- Blazer badge
- Shirt
white, of sufficient length to be tucked in
- Tie (clip-on only)
black, red, and gold
- Jumper or cardigan
V-neck, plain black, standard waist length
- Shoes*
black, NOT trainers

Female students

- Skirt or trousers
mid-grey, pleated skirt or, mid-grey trousers
- Tights or stockings
black or natural

Male students

- Trousers
mid-grey
- Socks
grey

Sports and P.E.

- Sports top
black and red
- Sports socks
black and red
- P.E. top
white T-shirt
- Sports shorts or skirt
black

If a student arrives at school in non-uniform items, examples below, parents will be contacted and the student sent home to change

- ❖ hooded tops, denim or leather clothing
- ❖ black trousers for either boys or girls
- ❖ leggings
- ❖ tee shirts with logos worn under shirts or blouses
- ❖ training shoes, even if black, and soft shoes with logos.



Personal Responsibility

The School believes in a well-organised community, emphasising a positive atmosphere based on care, courtesy, common sense and self-discipline.

Respect for each other is expected from everyone and bad language is not acceptable at any time. No one should ever seek to hurt another or misuse or damage their belongings.

Rewards

Personal achievement is the best way to develop responsibility. High quality work, helpful service to the school community and excellent attendance are recognised, and rewarded. High quality work, helpful service to the school community and excellent attendance are recognised, and rewarded by subject postcards home, merit cards and special ties.

The Student Diary is used to record homework and targets, and is a further way for parents and the school to keep in touch.

Outstanding work is recorded in the Book of Excellence and the student receives a personal letter of commendation from the Headteacher.

Leaving the premises

A student needing to leave the premises during the day must bring a note from their parents or guardian informing their tutor. The tutor will then authorise a pass. The student must always report to the School Reception with the pass to sign out and in.

Leave of absence

A parent must complete a Leave of Absence form from the Student's Year co-ordinator. **The school does not approve of students on holiday during term time and absence will be "unauthorised".**

Valuables

Students are advised not to bring valuable items onto the school premises. The school accepts no responsibility for their loss or damage.

Mobile 'phones

Students should not use their mobile 'phones in school without permission from a member of staff. Parents will be asked to collect the mobile 'phone from the School Reception if permission has not been obtained. Urgent calls may be made by students from the School Office on request.

Examination Boards will disqualify any student if they are found to have a mobile phone in their possession during an examination.

Smoking

Smoking is forbidden on the school premises and *when approaching or leaving school*; no student should have tobacco and if tobacco is found, the student will be sent home.

Sanctions

Withdrawal of privileges or detention may be used to make a point about a student's behaviour whether in, or out of, the classroom. Detentions may be given, and parents will be given 24 hours notice of any detention after school; they will also be informed if a student has been excluded from lessons at any time. The ultimate sanction is suspension or exclusion. This is rarely imposed but is especially relevant to any violent behaviour.

Food and drink

Food can be bought from the Hardye Café in the dining room for lower school students, and from the Sixth Form snack bar. Space is available in the dining room and theatre for eating packed lunches. The Hardye Café and the Sixth Form cafeteria are run by the school and use locally sourced food.



Partnership with Parents

A strong partnership between home and school through shared communication does bring success for students. Staff are glad to meet parents and will respond promptly to any enquiry. Parents should contact the school office.

Students and Tutors

Every student belongs to a tutor group and is in the care of a specific tutor. The student has individual contact with their tutor through academic tutorials to discuss progress, set and review targets and career choices. These are held three to four times a year.

Year Teams

Tutors in each Year Group work as a team led by an experienced Year co-ordinator and two deputy co-ordinators. A tutor will normally stay with the group for the first three years and will get to know the students very well. Tutors, Year co-ordinators, and deputy Year co-ordinators will normally be the main contacts between parents and the school. Each Year attendance officer checks all registers daily and works closely with tutors and Year co-ordinators to track student attendance. Parents will be contacted by telephone, letter or mobile 'phone text through Group Call if there is an unexplained absence.

Consultation Evenings

These are an opportunity for the student and members of the family to visit the school and to discuss progress and successes.

The dates of Consultation Evenings will be published in the school calendar which your child will receive at the start of the school year. Two evenings are held each year: the Parent/Tutor evening to discuss the overall progress of students, and the Parent/Subject evening to discuss individual progress in specific subjects.

Please attend your child's Consultation Evenings – this encourages the student and shows your support.

Reporting to Parents

Parents receive written reports and reviews several times a year.

Reviews give both a predicted and potential grade for each subject. These grades are regularly monitored by tutors, subject teachers and Year co-ordinators. Tutors discuss them with students in academic tutorials and set new targets to encourage improvement.

Parents have the right, on request, to see their child's records which are kept on file at the school.

'NewsLines'

Our newsletter gives details of the school's activities and is now published on the School website. Paper copies are also available from the School. The results of the School's Annual Review are published in NewsLines every Spring term.

School Calendar

Parents will receive a calendar during the first week of the Autumn term which will give dates of all examinations, reviews and reports as well as other information.



Partnership with Parents

Information Evenings

The school has a series of Information Evenings throughout the year:

- June** Parents of children in Year 8 at the Middle and other schools have the opportunity to meet their child's Year 9 tutor and Year team.
- October** Sixth Form Convention for Year 11 students.
- February** Options evening for parents of students in Year 9 to help them choose their GCSE courses.
- March** Evening for Year 12 students going into Year 13.
- May** Higher Education evening.

Thomas Hardye Direct

This is a web portal for monitoring individual student progress. Staff use it to monitor attendance, and to record student achievements and targets agreed at academic tutorials.

Students use this service which is also available for parents. Access to the site is by the student's user name and personal password. It offers a variety of information about their child, including individual timetables, attendance and reviews. The site can also be accessed by parents to monitor their child's progress and assessments. *Personal information about students and their families is not available. Parents will need their child's password to access these pages.*

Students access Thomas Hardye Direct either: via the school website: www.thomas-hardye.net (click the THS Direct icon), or directly on www.thsdirect.com.

The Virtual Learning Environment

This facility is focused on providing support for student learning. It offers materials to assist exam preparation, homework and subject extension work, as well as other learning activities.

Students access The VLE via the THS website as above. Select **THS Zones**, select **The VLE** followed by the normal students log-in.





Fiction



Facilities





Facilities

Sports Hall

There are two Sports Halls in addition to the new Thomas Hardye Leisure Centre, which offer full changing facilities, study spaces, an exercise room, swimming pool, floodlit all-weather pitch and extensive sports fields.

Resources Centre

The Library Resources Centre is a bright airy and welcoming place for individual sixth form study and research using wireless-enabled laptops. Teaching groups attend induction sessions and visit for group reading and research.

The Centre has a well-maintained, up to date and relevant loan stock of over 22,000 fact and fiction books, DVDs, CDs, videos, newspapers and magazines for curricular, general interest and recreational use.

The audio and video recording and equipment loan service is based here. The electronic library management system may be accessed from all parts of the school on the network and via the Virtual Learning Environment (VLE).

Information and Communications Technology (ICT)

The school has extensive networked facilities which include PCs equipped with the latest software, laser printers, scanners, digital cameras and video conferencing.

The school has full wireless networking. In addition to the seven fully equipped rooms in the ICT area, all curriculum areas and the library are networked and have their own ICT facilities. Interactive white boards and data projectors, available in most classrooms, are used by staff and students.

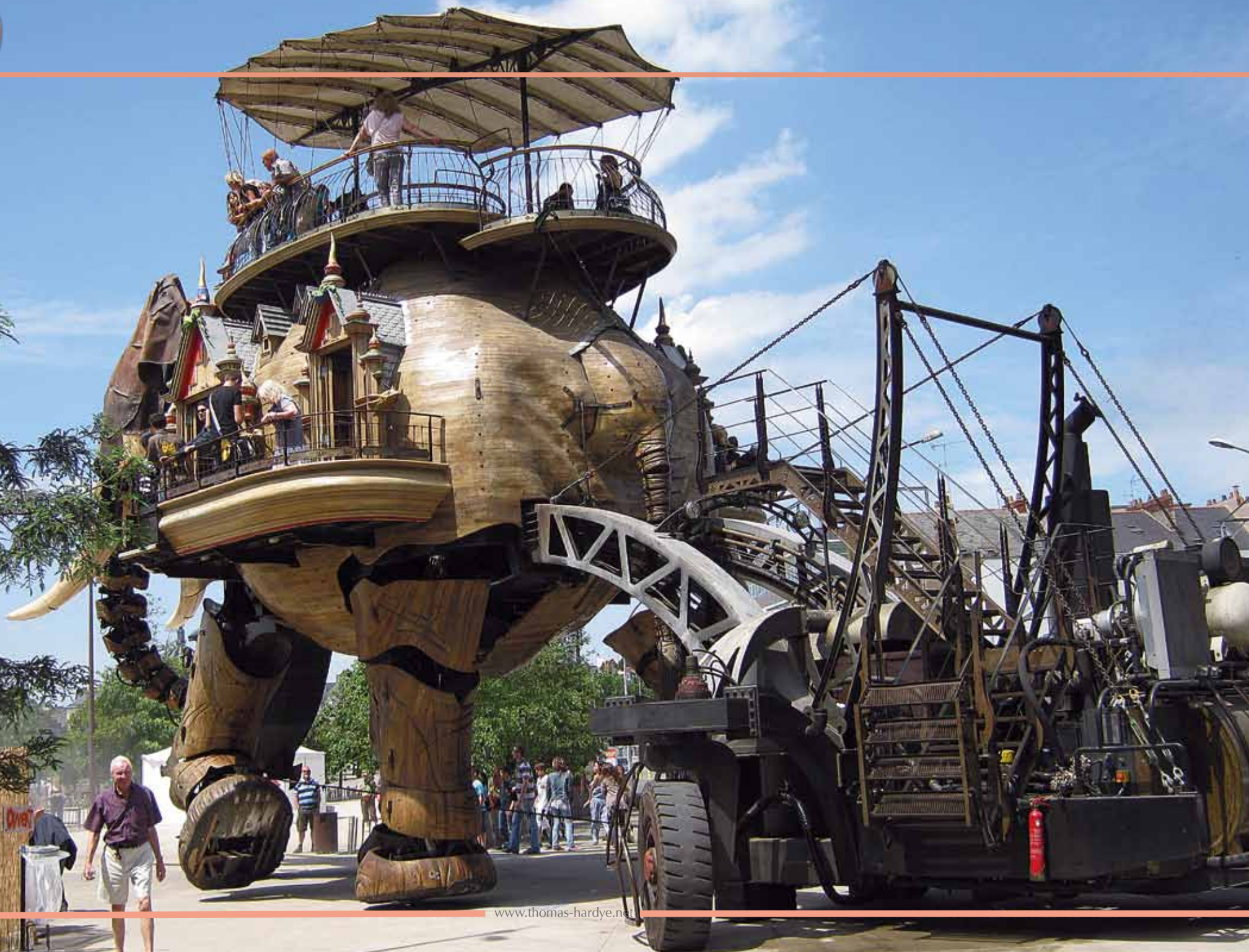
The school has a full-time ICT systems manager, a web administrator, and three technicians. All teachers are provided with laptop computers, and students can borrow laptops which use the school's wireless network system.

The school has its own Virtual Learning Environment (VLE), available via the school's website to ensure continuity for students while working at home.

Other Facilities

These include the theatre, performing arts studios, recording studio, and electronics laboratory. Facilities are accessible for anyone with limited mobility using ramps or lifts.

The school is pleased to be working in partnership with Summertime Nursery to provide a community nursery on the site which is well used by staff and the wider community.





Industry Partnerships

Science College

The school continues to forge links with a range of organisations in science, technology, engineering and maths. The aims are to

- ❖ enhance student attainment
- ❖ provide excellent role models
- ❖ increase the number of students participating in maths, science and other career opportunities
- ❖ increase the number of staff participating in maths and science industry opportunities
- ❖ work with partner schools
- ❖ encourage the wider community to participate in and enjoy science.

External speakers

Many scientists and mathematicians visit the school to boost lessons across the curriculum and give talks about their enjoyment of scientific careers. For example Meet The Scientists supported by the Institution of Engineering and Technology.



Café Scientifique

Regular meetings with representatives from industry and universities offer short talks on cross-curricular topical science to stimulate discussion with our students and members of the public.

Career Awareness

Student visits include Airbus, EADS Astrium, The Met Office, CEFAS, Royal Society Summer Exhibition, Sigma-Aldrich, Palmers Brewery, Kimmeridge Bay Marine Centre, East Stoke River Laboratory.

Engineering

Sixth Form students who have been awarded prestigious Arkwright scholarships have helped to inspire GCSE students to consider becoming engineers. Students have taken part in taster courses, essay competitions, and Institute of Civil Engineers lectures.



University Links

Our university links with Bristol, Exeter and Southampton have brought these events to the school: Whizz Bang and Green Chemistry, Spectroscopy and Organic Molecules practicals.

Nuffield Science Bursary

Sixth form students complete projects, funded for 4-6 week periods during the summer vacation, at BAE Systems, Dorset Wildlife Trust and Precision Acoustics Ltd. Presentations followed this year at Hewlett Packard Laboratories in Bristol.





Community and Other Links



Curriculum Extension

Geographers took part in decision making exercise workshops with Southampton and Bristol Universities, DEED, The Environment Agency and Eneco. Graphics students linked with Mud Sweat 'n Gears bike shop; biologists celebrated Darwin Day and visited the University of Exeter for a genetics practical.

IB students experienced research at the National Oceanographic Centre, Southampton and supported the Institute of Physics at the Dorchester Show.

'STEM' (science, technology, engineering and maths) Club students participated in the British Science Association CREST Awards.

Club topics

Clubs include the Fossil Club – working with The World Heritage Jurassic Coast Team; Earthquake Detectives, Astronomy, Cosmetics, Electronics, Fish-breeding, Formula 1 and Powerboat Racing, GreenPower, Lego League Robotics, Low Gravity Shuttle Launcher, Mars Rover, Rocket Science, Wildlife Photography and 'Science Family Fun Saturdays'.

Special Events

Special events for Key Stages 4 and 5 have included a STEM Club Fair, visits from Science Made Simple, the Space Odyssey, the Natural History Museum and Southampton University roadshow 'Bringing Research to Life'.





Community and Other Links

The school enjoys extensive community and business links. These links serve to

- ❖ enhance student learning within the curriculum
- ❖ raise the profile of the school within the community
- ❖ provide a service to our partners within the community.

We are committed to developing existing links and always seek to establish new ones.

Work-related Learning Days

where Year 10 students meet local employers to put their skills and employability to the test.

Sixth Form Enrichment days

are held generally at Bristol University for Year 12 students to develop their subject awareness. Students are invited to stand for election to the UK Youth Parliament.

Work Placements

for students in Years 12 and 13; Work-related Learning Partnerships which are in a variety of cross-curricular projects.

The Sixth Form Charity Week

this is held in the summer term to raise funds for several charities.

Melcombe Day Centre, Weymouth

where the Music Department has an annual event entertaining their clients.

Senior Citizens Christmas Party

and Christmas Hampers: in December our students produce these for the families in the community.

Oxbridge Conference

the school hosts this annual conference to help students from all over the south west with their university applications.

Community Lectures

we hold eight public lectures a year which are free, extremely popular and, through donations, raise funds for charities.





Admissions

Admission to the School

Students are admitted to the Thomas Hardy School in accordance with the Governing Body's Policy for Admissions.

At present the school is significantly over-subscribed. If you wish your child to be considered for admission, please contact the Headteacher.

Open Days

These are held in the Summer term for all parents of students in Year 8 moving up to the school in September. Their child will visit the school several times in the Summer term to meet their new tutor and members of their tutor group and to experience lessons for a day. This helps them to become familiar with the school before joining later in the year.

For further information please contact:

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Fax: 01305 250510

web site: www.thomas-hardye.net

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