

HOBART HIGH SCHOOL

FURTHER INFORMATION

2010/2011

HOBART HIGH SCHOOL

CURRICULUM 2010/2011

Art

The aim of the Art Department is to encourage and assist students to develop their visual awareness. This is achieved through analytical recording, creative expression and the understanding and appreciation of the work of artists from a variety of different times and cultures. To do this, students explore ideas using a wide range of two and three dimensional techniques and materials.

Students spend the first three years learning the disciplines which lead to effective visual expression with continual assessment before choosing to enter an exam course in years 10 and 11. Throughout the course, great importance is placed on drawing skills and learning to use the visual elements. There are opportunities to gain experience in print making, mixed media, collage IT, sculpture and painting.

Reference is also made to the historical and critical aspects of Art and their impact on our society. Students study the work of particular artists and look at architecture and artefacts to learn about western and eastern cultures and traditions. The department has 2 computers as facilities for research and designing. Students are encouraged to develop 2/D and 3/D work as an extra curricular activity during lunchtime and after school sessions for GCSE candidates.

Drawing and painting skills are developed and refined, especially during Year 10 and 11 with professional materials and sketchbooks are kept from Year 7. An interesting range of artwork is always on display in the school.

Y10 & Y11 candidates will be expected to produce a personal portfolio for their coursework with accompanying journal and a unit of work for their Externally Set Assignment. Y11 candidates are also expected to display their work in a public exhibition.

Careers Guidance and Education

Careers education is introduced by the Form Tutor through group activities within the PSHE programme in both KS3 and 4. All Year 10 students are offered the opportunity for a period of work experience during the final part of the Summer Term and there are a structured set of tasks to complete for both preparation and evaluation of this experience. Students also participate in an Enterprise Education topic.

Year 11 includes a further Careers Education module which includes focused work looking at post 16 opportunities. We work closely with both the Connexions Service and a range of outside agencies including representatives from further and higher education and local employers. We arrange mock interviews for Year 11 students which take place in school with invited volunteers from the world of business. Students compile a CV, letter of application and a personal statement prior to the interview.

Parents are invited to an information evening and students are able to attend various open days during the Autumn Term.

The school has access to a Connexions Service Personal Adviser who takes part in many of these activities including parents' evenings for years 9, 10 and 11 and students are able to arrange appointments for either parents' evenings or during the school day for individual advice if required.

Drama (GCSE)

GCSE Drama aims to give pupils the opportunity to study a subject that is both practical and creative. Students will create their own work and look at plays written by other people.

The examination for GCSE Drama is a practical performance worth 40% of the marks. The 60% coursework part of the GCSE consists of practical performance work in class and a written notebook of evidence. Students can achieve grades A*-G.

As well as acquiring skills involved in creating and performing Drama, the course aims to help students develop self-confidence and prepare them to deal with a range of different situations and people.

English (with Drama at KS3)

Our primary aim is to ensure that all pupils enjoy achieving to the best of their abilities in English. Lessons aim to provide a lively and supportive environment in which pupils use English effectively and accurately in its spoken and written forms. The Drama programme helps to develop confidence and the ability to work co-operatively with peers. Through our Reading Award Scheme, pupils are encouraged to read widely and for pleasure both at school and at home. At GCSE, pupils study English Language and English Literature, following the AQA syllabus either at foundation or higher level, resulting in two grades from A* to G.

Humanities

All Years 7, 8 and 9 students follow the National Curriculum in Geography and History.

In Geography, students study a variety of topics which include the examination of the physical and human environment within which geographical skills is taught. In Year 7 students study units including: My Place in the World, The UK & Europe, Volcanoes and Earthquakes, Rainforests and where our food comes from. In Year 8 they continue with Population, Flooding, Settlement issues, Climate and its change and being a 'Global Citizen'. In

Year 9 considerable emphasis is placed on the study of Sustainability at a local and international scale including designing a sustainable home, endangered species and the 'use' of Antarctica. They also make a detailed study of where we will get our future energy from. Pupils look at coastal issues and may complete the year with a brief study of the Changes to Shopping. Much of the Year 9 syllabus is designed to aid pupils make a smooth transition to GCSE, giving them practise of most of the different forms of assessment such as the Sustainable Decision Making Exam (SDME), the Investigation and fieldwork.

History at Key Stage 3 has a new themed approach. We look at the nature of Empire, Ideas and Beliefs and the Rights of the People, exploring topics relating to each theme for a term each year throughout Years 7, 8 & 9. Pupils will learn how to conduct enquiries into key areas whilst also gaining a broader and briefer overview of a wealth of topics helping to shape our world. Topics may include: How we ended up with a castle in Norwich; what the Christians and the Muslims thought of each other; the Terracotta Warriors; Robin Hood; Oliver Cromwell; Impact of the Empire; Child Labour; Slavery; the Holocaust; Ireland; Terrorism; Apartheid and many more.

Religious Education is given in accordance with the Norfolk Agreed Syllabus, a copy of which may be viewed at the school on request. Students are encouraged in a variety of ways to explore and respond to life around them and to help them form their own views. Pupils are taught the knowledge, skills and understanding through studying Christianity, Buddhism & Sikhism and revisiting Hinduism, Islam and Judaism. Pupils cover topics such as beliefs and concept, rights and responsibilities and sciences and religion. Parents wishing to withdraw their child from Religious Education are invited to discuss the matter with the Headteacher.

In addition to covering the content of the required syllabuses, the Humanities department considers the following to be of particular importance – how to think critically, how to empathise (understand other people's position and views sympathetically) and to encourage them to become independent learners. The work may include visits out of school.

ICT & Business Education

ICT is a core subject and all Y7, Y8 and Y9 pupils follow a programme of study in lessons of 1 hour each week. In Yrs 10 and 11 pupils must have access to ICT as their core ICT entitlement. There will also be the opportunity in Year 9 to study the OCR National Certificate in ICT. In Yrs 10 & 11, pupils have the opportunity to opt for an ICT/Business course as follows.

Business Communications GCSE

This is a new course that brings together the subjects of Business Studies and Communication. It will provide pupils with a wide range of knowledge and practical ICT skills essential in today's modern business world. The course covers 3 core units delivered over 2 years. Unit 1 provides an introduction into small business. Unit 2 investigates how business functions, with unit 4 looking at business communications. Pupils will undertake a controlled assessment which is based on a real business scenario, they will be given research time before writing up their case study under timed conditions, this replaces the previous coursework model. To support the students in developing their understanding, links have been built with local businesses and visits and speakers form an integral part of their study to develop their understanding of the workplace. This course will allow the development of skills which are very relevant to the workplace.

Information Systems Network

Hobart High runs an advanced network infrastructure supported by three dedicated onsite technicians. Our network includes dedicated resources for music composition, movie editing, special educational needs, and both 2D and 3D Computer Aided Design with access to a computer controlled Router and a Vinyl Cutter. In addition we also have three general purpose ICT suites which, along with a fourth technology suite, are available for bookings by any subject teacher when not in use for ICT or Business Studies lessons. There are several laser printers available around the school including colour printing facilities and A3 colour in two suites.

We allow pupils free access to computers in two ICT suites and our library during lunch times when they are supervised and supported by Year 11 volunteers.

All our teaching staff are provided with a free laptop to aid their lessons and have access to a projector in every room. The majority of classrooms also have use of an Interactive Whiteboard.

Some of our ICT resources are now available from home via Internet connections to our online learning environment (Fronter) and our library books catalogue (Searchstar).

Languages

All students in Year 7 study both French and German. In Years 8 & 9, pupils will then study either French or German.

At Hobart it is strongly recommended that pupils should carry on with a language in Years 10 and 11 as part of a broad-based education. The Modern Languages Department has an excellent reputation for enabling pupils to realise their potential and we achieve very good GCSE results.

We hope to help students to see the practical values of learning languages and to realise that they can actually use what they learn in the classroom. The importance of understanding the structures of a language is also seen as a vital part of language development.

Language studies are supported by a long standing and very popular exchange with a school in Remagen on the Rhine, and a highly successful joint French exchange with Framingham Earl is organised with a school in Baugé in the Loire Valley. Pupils are strongly encouraged to participate if at all possible.

Mathematics

Mathematics, as a core subject, aims to improve students' mastery of mathematical skills and to develop intellect in the areas of concise and logical thinking. At the same time we hope the subject will provide enjoyment and success. Attention is given to individual understanding and development according to ability.

A variety of teaching methods are used, including calculators and computers where appropriate.

In Years 7, 8 and 9 students follow the National Curriculum in Mathematics and study number and algebra, shape and space and data handling. More emphasis is placed on numeracy now and one of the papers at GCSE is non-calculator.

At GCSE students are prepared for the Edexcel examinations and are entered at the Higher or Foundation Tier as appropriate. For Year 11 we run an after school revision class.

We take part in national competitions and students are entered each year for the UK Maths Challenges.

Our aim is to support our students and help them to be competent, confident and successful in Mathematics.

Media Studies

Students spend the two years of the GCSE course studying modern media production through both the work of media organisations and through their own work, developing a critical and investigative approach to media communication. They will bring to the course an interest and awareness of the wide range of media forms including film, magazines, advertisements, television, drama, newspapers, radio, pop video, web pages and computer games. Assessment is split between controlled assessment (60%) and terminal examination (40%).

Music

The teaching and learning of music take place through the key elements of listening, performing and composing. The curriculum at both KS3 and GCSE covers a wide range of musical topics including Western Classical music, Popular Song and Dance music, and World music. The Department has an extensive range of keyboards, electric and acoustic guitars and percussion instruments and performance on these forms an integral part of class music lessons. The curriculum also includes the use of music technology and the department has sixteen computers all of which run the note-writing software 'Sibelius' and sequencing software 'Cubase' and 'Reason'. These considerably enhance composition projects and are used at every level. In addition, some computers have Alpha Lexicon decks attached which create opportunities for multi-track recording.

Peripatetic instrumental tutors teach the full range of String, Woodwind, Brass, Keyboard, Guitar and Singing lessons and some teachers contribute in the running of extra-curricular activities. Music clubs are held during the lunch hours and include a Choir, Senior and Junior Wind Bands, a String Orchestra, a Jazz Band, a Percussion Group, a Music Technology Club and a Rock Club. There are also a number of rock bands that rehearse after school.

A variety of concerts are held throughout the year, notably at Christmas and in the Summer term. The department also runs a 'Battle of the Bands' competition, GCSE concerts, Musicals and more informal lunchtime concerts in which a considerable number of pupils take part.

Physical Education

The Physical Education Department in Hobart High School wholeheartedly embraces the "Sport for All" philosophy. All students are given the opportunity to participate in a wide range of individual and team sports and each student is encouraged to strive for excellence and achieve their full potential.

Lessons at Key Stage 3 (Years 7, 8, 9) involve games, gymnastics, athletics, fitness and swimming. At Key Stage 4 (Year 10 & 11) students participate in several different sports and study athletics and a game in detail. Physical Education is available at GCSE in Years 10 and 11 and has proven to be a popular examination choice. The Sports Leader Award is available for those pupils taking GCSE PE.

The School has a full size artificial playing surface, extensive playing fields, hard court areas, well equipped Sports Hall and swimming pool. It offers an extensive range of extra-curricular activities, which include inter-form competitions, lunchtime and after school clubs and inter school fixtures in cups, tournaments and block fixtures. Physical Education plays an important role in links with the community through the School Sports Co-ordinator Programme and plays a vital part in the educational, recreational and cultural aspects of school life.

Science

The stated aim of the Science Department for pupils is simple. "Incredible things made simple: understanding today and shaping tomorrow". To achieve this, pupils will be expected to take part in a range of activities.

They will take part in class discussions, role play, group practical work, comprehension exercises, library-based and internet research, computer simulations and many other exciting tasks. These take place in a suite of purpose-built laboratories in a colourful and stimulating atmosphere, led by a dedicated team of nine teachers, supported by two technicians.

In Years 7-9 (Key Stage 3) pupils will follow the Oxford Framework Science course. The science element of the national curriculum is taught in topics. Each year pupils will work in groups set by ability and work through units of

physics-based, chemistry-based and biology-based modules with their class teacher. As well as learning the scientific content of the course, pupils will learn a range of practical skills and terminology, including how science has developed through history and “the scientific method”.

Pupils will be regularly assessed through homework activities, class activities and end-of-topic tests. Although each pupil is taught the same broad range of skills and content, the setting of pupils is reviewed regularly, to ensure that each child has an opportunity to meet their potential.

There are a number of exciting routes through Years 10 and 11 (Key Stage 4). We follow modular courses produced by the AQA examination board. Units are taught by specialist subject teachers, so pupils will probably have more than one science teacher during their studies. All pupils should expect to leave Hobart High School with at least two science GCSEs. Some will have the chance to do the triple science GCSE course which will give them GCSE qualifications in Physics, Chemistry and Biology and prepare them particularly well for A levels and beyond. We strive to match the course that a pupil follows to his or her interest and capability. All pupils will start Year 10 with a GCSE in Core Science, and this can be followed by Additional Science, Additional Applied Science, Extra GCSEs in individual sciences or it could form part of the triple science course. Full details will be available at the appropriate times, and we welcome discussion with pupils and parents about which course best suits each pupil.

Personal Development Curriculum

PSHE and Citizenship is delivered to all pupils through the Personal Development Curriculum, following the National Framework for PSHE and Statutory Citizenship Programmes of Study. In KS3 & KS4 the programme is delivered by form tutors for one hour every two weeks and in KS4 students also receive an additional hour a week delivered by a specialist team. This is further enhanced by opportunities available to students outside of lesson time. The course includes work on Healthy & Safe Lifestyles, Sex and Relationship Education, Drug Education, Communities & Identities, Government & Democracy, Rights and Responsibilities, Economic Wellbeing, Financial Capability, Target Setting & Personal Identity, Study Skills, Revision & Exam Techniques and Form Council Meetings and a clear programme of Career and Enterprise Education and Religious Education at KS4. Students are encouraged to develop the skills of enquiry and communication, participation and responsible action. To make the most of their capabilities, develop good relationships and respect differences between people. Pupils will be reported on their achievements in Citizenship at the end of KS3 and comments on progress made during PSHE & Citizenship will be included as part of their form tutor report each year.

Special Educational Needs

The Special Educational Needs Department and the whole school are committed to SEN and Inclusion. The Department consists of the SENCo, 2 Senior Teaching Assistants, 17 Teaching Assistants and is experienced and skilled in a range of issues connected with SEN. The SEN Department supports students across the school – academically, pastorally and socially using a wide range of approaches and strategies. Students with significant additional and more complex needs are supported, on the whole, on a 1 : 1 basis either in class or as and when necessary in small withdrawal groups. Each member of the Department acts as a Keyworker for the students on the SEN Register ensuring continuity, communication and progression of all students. The SENCo works in partnership with a range of internal and external agencies, local schools and colleges with regard to individual students. A working partnership with parents is of paramount importance to the Department and to the school. The SENCo and the Senior Teaching Assistants meet with parents at regular Review meetings and actively encourage parents to discuss any concerns that they may have regarding their child.

Technology

Design & Technology: Key Stage 3

Technology in the National Curriculum is directly concerned with identifying needs, generating ideas and designs, making and evaluating. It emphasises the importance of practical capability and providing opportunities for students to develop their powers, to innovate, to make decisions and to create new solutions. Technology has a crucial part to play in helping students to develop these important personal qualities and competencies as well as preparing students for employment in business and industry.

Students will become aware of technological developments and the way in which technology is changing the work place and influencing life styles.

The subject is delivered by specialist teachers in all areas of Design Technology.

Design & Technology Key Stage 4

At Hobart we recommend that all students study Design & Technology through Key Stage 4 to GCSE level.

Students have the choice of specialising in one subject area chosen from the following: Food, Resistant Materials or Product Design. The chosen specialism will be studied throughout Years 10 & 11. Students will be expected to further develop and practise particular skills through a variety of set tasks. Final assessment will be based on examination, coursework, including practical work.

HOBART HIGH SCHOOL
TEACHING STAFF 2010/2011

NAME	POSITION	
CAR	Miss Cathryn Ard	Teacher of Science
CA	Mrs Cathy Aspinall	Teacher of History/RE
CBA	Mr Chris Baker	Teacher of PE
ABA	Mr Andrew Ball	Head of ICT
RBA	Mr Ralph Baulcombe	Teacher of Mathematics
TBA	Mr Tom Baylis	Cover Supervisor i/c cover/Instructor of ICT
TBO	Mr Tony Bown	Head of Science
EBR	Miss Emma Brigham	Teacher of Maths
SBR	Mr S Brown	2 i/c Science
KBS	Mrs Karen Burgess	Teacher of Modern Languages/Head of Lower School
SCH	Mrs Sue Church	Teacher of Science/Examinations Officer
SCO	Mr Steve Collins	Head of Humanities
RCO	Ms Rachel Copperthwaite	Teacher of Art
VDA	Mrs Veronica Dawson	Head of Technology
CDI	Ms Carolyn Dixon	Teacher of Modern Languages
JEH	Mrs Jan Elliot Hughes	Head of Modern Languages
DGO	Mrs Debbie Goulding	Cover Supervisor/Swimming Instructor
RGR	Mr Richard Greenhalf	Head of PE/Temporary Assistant Headteacher
SGR	Mr Sam Griffin	Deputy Headteacher
KHA	Miss Karen Hall	Assistant Headteacher
LHA	Miss Lyndsey Harvey	Teacher of Science
KHO	Mrs Katharine Holmes	Teacher of Science
BHC	Mrs Briony Hault-Clogan	Teacher of Modern Foreign Languages, part-time
GHS	Ms Gillian Howard-Smith	Special Educational Needs Co-ordinator
DJA	Mr Duncan Jagger	Teacher of Geography
AJE	Mrs Ann Jenkins	Teacher of PE, part time
CKE	Miss Clare Kenton-Barnes	Teacher of English
GKI	Mr Graham King	Assistant Headteacher
WLA	Miss Wendy Latoy	Teacher of Maths, part time
ALE	Mrs Abigail Lee	2 i/c English
NLI	Mr Nathan Lightening	Teacher of Technology
KLO	Miss Kerry Logan	Teacher of English, part time
NMA	Mrs Nicola MacKinnon	Teacher of History/RE
JMG	Mr John Meny-Gibert	Head of Art
SMI	Miss Severine Mizeret	Trainee Teacher of MFL
LNE	Miss Lois Nethersell	Teacher of History
KOS	Miss Katie Osman	Teacher of ICT
NPI	Ms Nikki Pitcher	Teacher i/c History/Head of PSHE/Citizenship
TPI	Miss Teel Pitchers	Teacher of RE/Ass. Head of Upper School
EPO	Miss Elizabeth Porter	Trainee Teacher of Art
JPR	Mr Joshua Pratt	Teacher of History
MQU	Mr Michael Quantrill	Assistant Headteacher
RRA	Mr Rob Randall	Teacher of Science i/c KS3
ZRE	Miss Zoe Remsbery	Teacher of English
JRO	Mr John Robson	Headteacher
LRU	Miss Louise Rudd	2 nd i/c of Maths
LSA	Miss Lucy Sacre	Teacher of English
HSE	Miss Helen Seath	Teacher of Science
ESE	Mrs Elizabeth Servant	Teacher of History, part time
JAS	Mrs Jennifer Shalders	Head of Maths
JSH	Mrs Jenny Sheldrake	Teacher of Modern Foreign Languages, part time
ASH	Mrs Alwyn Shingler	Head of Music
MST	Mr Mark Stone	Teacher of PE/Assistant Head of Lower School
JTA	Miss Jenny Tatum	Teacher of Maths
ITA	Mr Ian Taylor	Head of Upper School/Teacher of Technology/Enterprise & Careers Co-ordinator
HUP	Ms Hayley Upson	Teacher of PE, part time
AWE	Miss Amy Webb	Head of English

LWH	Miss Laura White	Instructor of Music, part time
FWH	Mrs Frances Whitefoot	Teacher of Maths, part time
JWI	Mrs Jo Wilkinson	Teacher of PE, part time

CURRENT HOBART HIGH SCHOOL GOVERNORS

Ms Chris Arnold Special responsibility for Humanities	(Curriculum & Assessment)
Mrs Dorothy Braidwood Special responsibility for MFL	(People & Communications)
Mr Peter Fraser Special responsibility for Pastoral Affairs, SEN, Child Protection, Equal Opportunities	(People & Communications/Finance & Resources)
C/Cllr Adrian Gunson	(Finance & Resources)
Mr Peter Hardy Special responsibility for Mathematics and Numeracy	(Finance & Resources)
Mrs Donna Harris Special responsibility for English and Literacy	(Curriculum & Assessment)
Mrs Jane Kent Special responsibility for ICT Curriculum & Infrastructure	(Curriculum & Assessment)
Mr Sam Ralph Special responsibility for Science	(Finance & Resources & People & Communication)
Mr Len Ricketts	(People & Communication)
Mr Tony Sadd Special responsibility ICT Curriculum & Infrastructure	(Curriculum & Assessment)
Mr Ian Taylor	(Curriculum & Assessment)
Mr Ben Turner Special responsibility for Careers	
Mr Richard White Special responsibility for Technology	(Finance & Resources)
Mrs Carol Wilson	(People & Communications)
Mr James Wright Parent Governor	(People & Communications)

Addresses for Communications

The Chairman of Governors
Mr P Fraser
Hobart High School
Kittens Lane
Loddon
Norfolk
NR14 6JU Tel: 01508 520359

The Clerk to Governing Body
Mrs L Gray
Hobart High School
Kittens Lane
Loddon
Norfolk
NR14 6JU Tel: 01508 520359

HOBART HIGH SCHOOL TERM DATES

Autumn Term 2010

Friday 3 rd Sept	Start of Autumn term for staff
Mon 6 th Sept	Start of Autumn term for students
Mon 25 th Oct –	
Fri 29 th Oct	Half Term
Fri 17 th Dec	End of Autumn Term

Spring Term 2011

Tues 4 th Jan	Start of Spring Term for staff
Wed 5 th Jan	Start of Spring Term for students
Mon 21 st –	
Fri 25 th Feb	Half Term
Fri 8 th April	End of Spring Term
Tues 26 th April	Start of Summer Term
Mon 30 th May –	
Fri 3 rd June	Half Term
Fri 22 nd July	End of Summer Term

Staff Development Days (school closed to students)

2010: 3rd Sept

2011: 4th Jan, 30th June

Statutory/Bank Holidays:

2011: 3rd January, 22nd & 25th April, 2nd & 30th May

(Dates correct at time of publication)

(Dates correct at time of publication)

*Staff Development Days (school closed to students)

Timing of the School Day:

All pupils should aim to arrive at school at least 10 minutes before the start of the session.

Morning:	Assembly or Registration	8.40am
	First Period	8.55
	Break	9.55
	Second Period	10.10
	Third Period	11.10
	Lessons end	12.10
Afternoon:	Registration	1.10pm
	Fourth Period	1.15
	Fifth Period	2.15
	Lessons end	3.15

HOBART HIGH SCHOOL SCHOOL UNIFORM

SCHOOL UNIFORM

The Hobart High School uniform is designed to be smart, safe and comfortable, hard wearing and easy to maintain. The items can be purchased from most major chain stores apart from the tie, sweatshirt and the boys and girls PE kit, which are sold by the school.

Shirt Plain white with conventional collar and tucked into the waistband of skirt/trousers (no tee shirts, no polo shirts or polo necked shirts).

Tie* School design to be worn when not wearing a sweatshirt.

Sweatshirt* School design only, worn without a tie.

Skirt Dark navy blue or black traditional material – No lycra, cord, denim etc. Knee length. A-line or straight. Not tight. No ra-ra/puff ball or frilly styles.

Trousers School trousers in dark grey or black. Traditional straight leg style – No jeans, jean style, sailcloth or cords. No decorative stitching, studs etc. No fashion trousers.

Tights Black, Navy blue or flesh coloured.

Socks Navy blue, grey or black.

Shoes Flat, black, enclosed shoes – traditional school style. No stiletto heels. No trainers, boots, stacked or high heels or fashion shoes.

***Shows that an item may be purchased from the School Office.**

OUTER CLOTHING

Preferred: Coats or equivalent in navy blue or black, suitable for weather conditions.

PROTECTIVE CLOTHING:

1. A smock, old shirt or long sleeved garment that covers the lap – for art, painting and work with chemicals.
2. Food Technology aprons will be provided in the lessons.
3. Workshop Technology aprons will be provided in the lessons.
4. Cyclist's helmet.
5. Safety goggles are provided at school for laboratory work.

OTHER ADVICE AND INFORMATION

- **All items of clothing should be clearly and permanently labelled.**
- The use of discreet makeup is for Year 11 girls only. This includes clear nail varnish.
- The sweatshirt, with the school emblem, and school tie may be purchased from the school office or at Intake Evening.

Sweatshirt sizes: 30/32/XS (34)/S/M/Lg/X Lg/XX Lg £10.00

School tie: £2.20

(Prices correct at the time of publication)

The only jewellery accepted is a watch, a signet ring and a pair of small ear studs (one stud per ear). No sleepers. Nose/eyebrow studs or any other type of adornment are not permitted.

- All jewellery, including watches and earring studs, are always removed for PE in the interest of health and safety.

On non-uniform days, dress should be smart casual and appropriate for school.

HOBART HIGH SCHOOL

PE KIT

PHYSICAL EDUCATION is a compulsory subject in the school curriculum and as such all pupils are required to wear the correct kit.

- The full boys' and girls' PE kit is available from the School Office. The rugby shirt is of a special style and is only available from the school.
- **All kit must be clearly named with name tapes or a laundry marker. Biro is not suitable as it washes out.**
- All pupils should bring both swimming kit and PE kit to every PE period in case there has to be a change in the programme.
- All pupils take a shower after Physical Education in the interests of hygiene and will therefore require a towel for all PE lessons.
- **Verrucas** are no longer deemed to be a reason for being excused from PE or taking a shower. This follows new guidelines issued by the Local Authority.
- If for any reason a pupil needs to be excused PE, a note must be written by the parent stating the reason. Prolonged absence from PE lessons (ie more than two weeks) will require a Doctor's certificate.

BOYS' KIT

➤ Rugby shirt	Royal blue with amber trim	} only available from school
➤ Shorts	Royal blue	
➤ Socks	Amber	
➤ PE top	Plain white aertex, short sleeve with collar (no logos)	

Footwear: Trainers – non marking sole. **NB Astro turf trainers to be worn only on the astro pitch and not in the Sports Hall.**

Football boots. Because the PE Department works on a rotation basis, pupils will be informed when these are needed. Parents are advised not to buy them until they are required.

Swimming: Trunks – own choice of regular swimwear (not 'boxer shorts' etc).

Hat – 'Speedo' type.

Towel: Own choice.

GIRLS' KIT

➤ Rugby shirt	Royal blue with amber trim	} Available from school
➤ Socks	Amber	
➤ PE shorts	Year 7 & new Year 8 Royal blue	
➤ PE top	Plain white aertex, short sleeve with collar (no logos)	

Footwear: Trainers – non marking sole. **NB Astro turf trainers to be worn only on the astro pitch and not in the Sports Hall.**

Football boots. Because the PE Department works on a rotation basis, pupils will be informed when these are needed. Parents are advised not to buy them until they are required.

Swimming: Costume – one piece.

Hat – 'Speedo' type.

Towel: Own choice.

Football boots are compulsory for boys & girls.

Shin pads are now compulsory for all boys & girls playing football and hockey in school. Gum shields are strongly recommended for hockey (available from school).

An order form for items sold by the school is available from the School Office.

NAME OF STUDENT:.....

HOBART HIGH SCHOOL

Home – School Agreement

School Aims:

- To see that students acquire the knowledge and skills relevant to adult life and employment in a fast changing world and the creativity to apply them.*
- To help students to develop an understanding of themselves and others as a basis for tolerance and cooperation.*
- To provide each pupil with the means to achieve their highest potential mentally, physically and spiritually.*
- To develop understanding and cooperation between the school and parents and the local community as a whole.*

The School will try to ensure that your child achieves his/her full potential as a valued member of the school community by trying to:

- provide a balanced curriculum and meet the individual needs of your child;
- achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility and providing a safe environment in which young people can learn;
- keep you informed about your son/daughter’s progress and to contact you with any concerns with attendance, punctuality or equipment;
- keep parents informed about school activities through regular newsletters, letters home and notices about special events.

Signature _____ Headteacher

The Parents/Guardians

I/We shall try to:

- ensure that my son/daughter goes to school regularly, on time and properly equipped
- let the school know about any concerns or problems that might affect my child’s work or behaviour
- support the school’s policies and guidelines for behaviour and bullying
- support my child in homework and other opportunities for home learning
- attend parents’ evening and discussions about my child’s progress
- get to know about my child’s life at school
- provide a written explanation of any absence involving my child

Signature(s) _____

Student

I shall try to:

- attend school regularly and on time
- bring all the equipment I need every day
- wear the correct school uniform and be tidy in appearance
- do all my homework and classwork to the best of my ability
- be polite and courteous to others
- meet all deadlines
-

Signature _____

HOBART HIGH SCHOOL

ADDITIONAL INFORMATION FOR PARENTS

ABSENCE

The school should be notified on the first day of absence, please telephone 01508 522013, followed by written confirmation on return to school. If no message has been received by the third day of absence, the school will contact home. We hope that parents will appreciate that checking on the reasons for absence plays an important part in our care of the students. Unexplained absence will be investigated by the Attendance Improvement Officer.

Annual Holiday: Students may be allowed, in exceptional circumstances only, authorised absence of up to two weeks where the parent's annual holiday has to be taken in term time. Confirmation from employers will be needed. The request form for parent's annual holiday may be obtained from the school office and should be returned to the Assistant Headteacher, Miss Hall. We hope that parents will avoid doing this wherever possible since it can be very disruptive to the students' work and academic progress.

CAREERS

There is a full programme of careers guidance in school. Students are given access to careers teachers, careers officers and local industrialists.

Students leaving Hobart at the end of Year 11 receive an individual portfolio.

CONFIDENTIALITY

Policy Statement

This school always operates in a way that respects every individual and family's right to privacy. All our staff and visitors are therefore expected to work within the guidelines of this policy which conforms to recent legislation and government guidelines and which protect confidentiality.

In practice this means:

- making it clear that gossip is discouraged
- keeping personal records of behaviour confidential
- not discussing pupil or family personal matters in a general way
- using teaching methods which protect confidentiality
- always encouraging pupils to talk to their parents or carers about any anxieties they may have, while at the same time offering support for individuals and families from staff specialising in pastoral care.

However, on a few occasions, in spite of this approach, some young people may, for various reasons, at first feel unable to involve their parents. Over the years schools have found that under these circumstances parents feel it is important for the health and safety of their children that there should be a trusted adult to whom they can turn for early help before the situation gets possibly worse. The school therefore has in place a system whereby staff can offer children help in a limited 'confidential' way. This could involve referring a child to a health professional without informing his or her parents,

The school works with a range of support services and agencies. Families and students are able to refer to these for individual appointments. Matters discussed at these meetings are confidential.

GIFTED & TALENTED

At Hobart all pupils are challenged through an appropriate curriculum whatever their level of ability. Those who achieve very highly in a given subject will be supported by additional or higher level material within their lesson. Pupils who have very high levels of ability across a number of key areas may have additional activities provided aimed at developing high level thinking skills. Many pupils will have a talent for areas of the curriculum such as sport, music, art or drama. These talents, and many others, are developed through our extensive range of extra curricular activities.

HOMEWORK

Hobart High School believes that homework is a very important way of enhancing and reinforcing the work done in class. Homework is carefully planned and is part of the school's assessment policy. The work set could be individual research on a topic under discussion in class; to complete work started during the lesson or to undertake preparatory work for the next lesson. The maximum time to be spent on each piece of homework is detailed in our Student Planner.

As students progress through Hobart, they will be expected to undertake more detailed pieces of homework/coursework which requires a greater element of planning and independent study. We produce a calendar for students in Year 10 so that they, and their parents, can see coursework deadlines which need to be met for the GCSE examinations. We also produce a revision planner for Year 11.

PARENTAL INVOLVEMENT

Hobart believes that if school, parents and students work together, progress for the students can be enhanced. Supporting them with homework and talking to them to establish whether they understand work that has been covered will improve their competencies.

We have produced a student planner which is issued at the beginning of each academic year to all students. They should record homework when it is set. We ask parents to support us in ensuring that homework is completed to the best of the student's ability and in the most appropriate circumstances. The planner should be looked at weekly and signed in the space provided; it will then be signed by the Form Tutor.

All parents are required to sign a Home to School Agreement, a copy of which is contained in this prospectus.

RECOGNISING ACHIEVEMENT

Students gain recognition for their contribution to Hobart in the following areas: Academic Work, Outstanding Effort, Great Progress and Service. These are the basis upon which Certificates of Merit are awarded and received by the students at the annual end of year Award Ceremony. Students who meet or beat their attendance target of 95% also receive a Certificate. Students may also be awarded 'Merits' by staff. These are given for things such as progress within a lesson, an excellent piece of work, contribution to the lesson etc. Merits totals are recorded in the student planner and letters are sent to parents twice a year. There is a Merits 'Prize Draw' each half term.

RELATIONSHIP WITH HOME

It is essential that contact between home and school is established early in a student's time at Hobart.

The student planner would, in the first instance, be the method used for school to contact home or vice versa. In addition, parents are asked to write or telephone if they need clarification or more information on any point. Initially, parents should contact the Form Tutor if there are any concerns. The Head of Lower School, Assistant Headteacher, Deputy or Headteacher can be contact if the matter is urgent.

The school produces a regular newsletter which keeps parents informed of news and developments at school. Reports are produced annually. These give clear information on attendance, punctuality, effort, behaviour, participation, planning/organisation, deadlines and targets for improvement. Parents of new students are invited to attend an evening with the Form Tutor. The focus of the evening is to discuss how the student has settled in at Hobart and to give an early overview of progress. Parents will meet subject teaching staff later in the year to discuss specific progress in each curriculum area.

During the students' time at Hobart, further meetings are available to provide parents/students with additional information. Guidance is given in choosing subjects for GCSE options, exchange visits and considering places to study post-Hobart.

RELIGIOUS EDUCATION

Hobart High School has no affiliation to any religious denomination. We have adopted the Norfolk Agreed Syllabus for Religious Education. One of our aims is to develop in students knowledge of themselves and others based on tolerance and understanding. All students have assemblies on a regular basis. These are essential to share information, create a community spirit and to share the successes of the school. Acts of worship are of a broadly Christian nature as required by the 1988 Education Act. Parents/guardians have the right to withdraw their children from RE lessons and collective worship if they wish, on written application to the Headteacher

STUDENTS

The guidance system is designed to create an environment in which students are treated as individuals within a supportive structure.

The Head of Lower School visits your child's school to liaise with staff to ensure smooth transition of information. Prospective students are invited to our Intake Day in the Summer Term to spend the day with us, meeting staff and members of their year group.

There is a Parents' Evening in the Autumn term to meet with the students' Form Tutors and in the Spring/Summer Term to meet subject teaching staff.

Hobart holds an Open Evening in the first half of the Autumn term. We hope parents will attend to review the work already completed by their son/daughter.

On joining Hobart, students are placed in mixed ability tutor groups. They will meet daily with their Form Tutor who will then spend the next 5 years with the same group of students. This enables them to build a detailed profile of students' progress and tutors are the first point of contact for parents. The Head of Lower School, who is responsible for Years 7, 8 & 9, has an overview of each student's academic and personal progress.

SPECIAL EDUCATIONAL NEEDS

Learning support is available to provide help in classrooms and, in addition, the Special Educational Needs Department provides intensive reading and spelling programmes on an individual or small group basis.

Before entry to Hobart, the Head of Lower School and the Special Educational Needs Co-ordinator work with schools who are sending students to us to ensure that we are aware of the programmes that are needed in order to support them. The progress of students is then carefully monitored by subject staff, tutors, the SEN Department and the Head of Lower School.

HOBART HIGH SCHOOL

THE APPLICATION YEAR

We wish to ensure a smooth and positive transfer from primary to high school. The Head of Lower School and Co-ordinator for Special Needs link closely with feeder schools during the year to ensure a smooth and positive transfer to Hobart.

A smooth transition from primary to Hobart High School is our most important priority. The usual entry programme into Year 7 is as follows:

OCTOBER



Our prospectus is published and sent to parents. Our Open Evening is held during October when the school is open for you to look round and talk to staff and students about their work. Invitations will be sent to prospective parents.

MAY/JUNE



Head of Lower School visits the primary schools to discuss your child's strengths and personality with staff. Our Special Needs Department will be provided with information about students and use this to determine if any of them need additional support.

JUNE



Children spend a day at Hobart High School with their form tutor, sampling various curriculum activities and becoming familiar with the school site.

JULY



Parents' Evening at Hobart with your children. The evening provides an opportunity for you to meet your child's Form Tutor.

SEPTEMBER



New pupils arrive for their first day at Hobart.

We are also pleased to receive enquiries from further afield. If your child is joining other than from a feeder primary school

-
1. Telephone the school and one of our administrative team will send you any relevant information.
-
2. Arrangements will be made for you and your child to have an interview and a tour of the school with a senior member of staff.
-
3. We encourage all pupils to spend a day in school before they start officially.
-
4. Transport arrangements should be made direct to:
Customer Services Team
Passenger Transport Unit, County Hall,
Martineau Lane, Norwich NR1 2SG
Telephone: 0844 8008003

HOBART HIGH SCHOOL

PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

**The Special Needs Co-ordinator (SENCO) is Ms G Howard-Smith
Governor with Special Responsibility is Mr Peter Fraser**

Teaching

Teaching may be individual, in small groups or appropriate sets according to need. Identification of need is by a number of methods that includes testing and referrals. For full details of these procedures please contact Ms G Howard-Smith, SENCO at the school. The number of Teaching Assistants in the school has increased significantly and we now have 17 adults working with pupils in the classroom and working with the Literacy and Numeracy Catch-up programmes.

Policy

The School's SEN Policy has implemented the SEN Code of Practice and has been administered very successfully. Pupils who receive this support can achieve notable success. For example, all pupils in Year 11 entered GCSE English (as well as other exams) and all pupils achieved at least a grade E in English.

Special Needs Pupils have Individual Education Plans (IEPs). A review meeting is held two to three times a year according to need, parents are invited to attend, and programmes of study are differentiated to meet the pupils' needs. The Department works closely with, and regularly meets with external agencies: LEA representatives; the Sensory Support Team; Specialist Connexions Adviser and National Health Services.

Numbers

There are currently 160 pupils with Special Educational Needs on the Special Needs Register and all of these pupils will be reviewed by the SEN Department and/or Guidance Team.

PUPILS WITH DISABILITIES

Parents/Guardians of pupils with disabilities who are considering Hobart High School as an option are encouraged to visit the school and view the premises for suitability. The school currently has slopes, supports at stairs, a lift and toilets suitable for wheelchair users. This visit will also afford an opportunity for discussion of possible personal needs and requirements.

Pupils with disabilities are actively encouraged to join in all aspects of school life. The need for extra support and assistance to ensure access to all areas of the curriculum will have been discussed and assessed and suitable arrangements made to accommodate the pupils' needs for their admission. The Head of Lower School and the SEN co-ordinator visit all our feeder schools in the summer term and ascertain any needs prior to admission. Staff members are encouraged to be aware of the needs of disabled pupils and adapt practice where necessary.

RATES OF PUPILS AUTHORISED/UNAUTHORISED ABSENCE FOR THE ACADEMIC YEAR 2009/2010

Total number of pupils on roll for at least 1 session	857
The percentage of half days (sessions) missed through:	
Authorised absence	6.67%
Unauthorised absence	0.78%

DESTINATIONS OF SCHOOL LEAVERS 2009

A course at any school or any course of further education	155
Employment	1
Training	2
Any other category (unemployment/moved away/not known)	0

KEY STAGE 4 GCSE Examinations

Target and Results Summary

HOBART HIGH SCHOOL

%	5 A* - C (%)		1 A* - G (%)		Average Point Score	
	Target	Result	Target	Result	Target	Result
2009/10 5+A*-C inc. Maths and English	62	64				
2008/09 5+A*-C inc. Maths and English	64	64				
2009/10	76	72	100	99	415	Not published
2008/09	75	74	100	99	380	385.4
2007/08	76	74	100	100	412	412

Figures subject to rounding.

LATEST AVAILABLE SUMMARY OF GCSE RESULTS ACHIEVED BY PUPILS AGED 15^b (Including GCSE Short Course/ GNVQ Equivalent) – 2010 figures not available yet

2008/2009

Comparison of Hobart High School, The Local Education Authority Average and The National Average

PUPILS %	Entered for 5+ GCSEs	Achieving 5+ A* - C	Achieving 5+ A* - G	Entered for 1+ GCSE	Achieving 1+ A* - G	Achieving No Passes
Hobart	100	74	100	100	100	0
LEA Average	-	60.2	93.1	-	-	-
National Average	-	64.5	92.5	-	-	-

2008/2009

Number of pupils in school aged 15^b

147

^b On roll on third Thursday in January, having reached the age of 15 in the 12 months preceding the start of the reporting school year

^b

HOBART HIGH SCHOOL
SUMMARY OF RESULTS BY SUBJECT
SUMMER 2010

Subject	Entries	A*	A	B	C	D	E	F	G	U	NA
Art	82	3	14	14	18	14	13	4	2	0	0
Biology	72	14	18	8	9	9	9	2	3	0	0
Business & Communications	102	14	27	27	24	5	3	0	0	2	0
Chemistry	45	5	12	14	8	6	0	0	0	0	0
Drama	20	0	4	6	3	2	2	2	1	0	0
Design & Technology – Food	39	4	5	7	9	12	1	0	0	1	0
Design & Technology – Res. Materials	37	0	0	4	6	14	4	7	2	0	0
English	172	5	27	51	41	35	8	4	0	0	1
English Literature	171	4	19	47	57	32	10	1	0	0	1
French	32	4	11	6	5	4	2	0	0	0	0
German	54	1	13	15	16	8	1	0	0	0	0
Geography	50	13	13	7	6	5	2	2	1	0	1
History	76	13	17	15	14	10	2	3	1	1	0
History Short Course	16	0	0	2	4	5	2	0	1	2	0
Mathematics	172	2	36	39	56	23	12	1	2	0	1
Media Communications	47	0	11	17	13	4	1	1	0	0	0
Music	22	0	4	7	7	2	0	2	0	0	0
Physical Education	38	3	9	7	12	6	1	0	0	0	0
Physics	46	13	14	12	6	1	0	0	0	0	0
Religious Education	19	1	6	4	1	4	1	2	0	0	0
Science	125	2	11	20	42	35	12	1	2	0	0
Applied Science	22	0	1	0	8	7	6	0	0	0	0
Additional Science	78	5	11	15	26	18	2	0	0	0	1
Statistics	1	0	0	0	1	0	0	0	0	0	0

HOBART HIGH SCHOOL
SUMMARY OF RESULTS BY SUBJECT
SUMMER 2009

Subject	Entries	A*	A	B	C	D	E	F	G	U	NA
Art	82	4	9	14	26	11	10	5	3	0	0
Business & Communications	93	22	26	20	22	3	0	0	0	0	0
Design & Technology – Food	39	4	3	14	5	11	2	0	0	0	0
Design & Technology – Graphics	15	0	1	6	4	2	1	1	0	0	0
Design & Technology – Res. Materials	24	0	0	3	6	8	7	0	0	0	0
Drama	19	0	6	1	7	5	0	0	0	0	0
English	158	10	11	36	60	24	13	3	1	0	0
English Literature	155	8	27	40	37	25	16	2	0	0	0
French	39	5	9	8	10	7	0	0	0	0	0
German	49	4	15	10	11	7	2	0	0	0	0
Geography	26	7	8	4	5	1	1	0	0	0	0
History	70	7	15	16	15	13	3	1	0	0	0
History Short Course	16	0	0	1	5	2	3	3	1	1	0
Mathematics	158	10	33	37	33	25	11	6	3	0	0
Media Communications	64	3	14	19	20	8	0	0	0	0	0
Music	24	1	3	8	3	6	1	2	0	0	0
Physical Education	32	2	10	9	8	2	1	0	0	0	0
Religious Education	21	0	3	5	4	3	2	2	2	0	0
Science	158	12	20	32	42	37	10	5	0	0	0
Applied Science	22	0	0	0	13	8	1	0	0	0	0
Additional Science	112	17	19	14	34	21	6	1	0	0	0

