

# Hidelow Grange School Prospectus

**Hidelow Grange School** provides a safe inclusive learning environment that nurtures mutual respect and encourages reflection so our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.



## Academic Year 2022- 2023

Hidelow Grange School  
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Academic Year 2020-21

## **An introduction from our Head Teacher:**

*Welcome to this prospectus for Hidlow Grange School. I hope that the information below helps you to understand our unique provision for young people.*

*Hidlow Grange School is an Independent School operating within the Branäs Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors. Hidlow Grange School is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Children in Care. The school specifically caters for boys who present a range of complex interpersonal, emotional and behavioural issues, specifically children with harmful sexualised behaviour (HSB).*

*Hidlow Grange School is part of the small supportive community of Hidlow House, where professionals from the three disciplines of Education, Therapy and Care work together to achieve the best outcomes for young people who, because of the difficulties they have experienced, have been unable to remain in mainstream education.*

*We believe that with the right support all our learners are capable of developing the knowledge, skills and understanding they need to become happy and productive members of the society in which we all live.*

*Our school motto is "Reflect, Believe, Develop: Achieve!" and this is the guiding principle that underpins our work. As they work through the issues that have prevented them from succeeding in the past, our students know that we believe that with the right support, they are able to master the skills to be successful in school and beyond. This allows them to begin to recognise their potential, to understand that they have the power to influence and guide their own future, and to believe in themselves.*

*The education we offer mirrors the provision in mainstream schools and is tailored to meet their individual learning needs. Our basic curriculum is enriched by a programme of wider educational experiences aimed at bolstering learning and supporting improved self-esteem in each young person.*



*Sam Goodchild  
Head Teacher*

**This prospectus is written in accordance with Standard 6: The provision of information, Education (Independent Schools Standards) Regulations 2014**

## **Our mission statement**

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

## **Our Values**

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

## **Our Intent**

**For our staff:** Everyone at Hidlow supports and challenges pupils to invest in education as a priority for a successful placement

**For all learners:**

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;

- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

## **Our ethos**

At Hidelow Grange School we are committed to providing a nurturing, safe and vibrant learning environment that fosters a love of learning and enables every student to become the best they can be. Respectful and supportive relationships are at the heart of all that we do: we value every member of the school community equally.

We recognise that our pupils bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our students learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

Many of our students have a turbulent and disrupted educational history. Most have been to a number of schools, have been subject to exclusion, and have struggled to succeed in a mainstream setting. They often have low self-esteem, lack confidence in themselves as learners and are disengaged from education. In addition, the risks presented by their behaviours and inconsistent personal development, have impaired their ability to be integrated into a mainstream setting. Many of our students bring a range of additional learning needs, and some have Education, Health and Care Plans (EHCP).

As soon as a young person has been referred to us, we begin a comprehensive baseline and diagnostic assessment to enable us to plan ambitious individual learning pathways that will support our learners to achieve the right outcomes for them. All our students have an Individual Education Plan (IEP) with SMART targets that identify and promote the development of the key areas that are relevant to them as individuals. All staff support the young person in addressing and achieving their targets, and IEPs are reviewed on a termly basis.

Our school is founded on an holistic model that aims to ensure all our young people achieve positive outcomes and realise their potential. This is through the routes to accreditation that we offer, as well as through wider experiences and opportunities within and beyond the curriculum. We strive to ensure that every young person leaves us further along the road to success and achievement. We want all our young people to succeed, and it is our responsibility to ensure that we provide them with support, encouragement and every opportunity to do so.

Branas Isaf operates an integrated model of care, education and therapy underpinned by the Good Lives Model. Hidlow Grange School exists to improve the quality of life of its pupils both now and in their future. It specialises in supporting the Good Lives Model as the underpinning therapeutic model across both care and education for the development of pupils. This approach is supported by the onsite therapeutic team who work closely with our teaching staff.

## The Placement

### **Admission and Initial Assessment**

Our pupils all live either on-site at the residential children's home of Hidlow House or Burley Farm. Therefore, all referrals to Hidlow go through careful consideration and joint discussion between Care, Education and Therapy to ensure we are the right setting and able to meet their needs. This happens in consultation with the Head of the Service for Branas Isaf and the Clinical Operations Manager for Therapy, and is part of the agenda of the monthly Risk and Referral meeting.

Following the offer of a place at Hidlow House, the school begins a careful assessment process to enable a smooth admission into our learning community. We gather and compile as much information as possible from previous educational settings and in liaison with the placing authority through the Virtual School and social worker. Prior to admission, it is crucial that we gain a deep understanding of:

- Educational history;



- Special Educational Needs including social, emotional and behavioural needs;
- Medical needs;
- Issues relating to risky behaviours;
- Information relating to prior attainment, learning and courses of study;
- Patterns of attendance and history of school absence; and,
- Their personal story relating to family and experiences in the care system.

On the basis of this information, the Headteacher will draw up an individual transition plan which aims to give them the best chance of a smooth start in our school.

Over the first six weeks in school, all young people complete a comprehensive package of baseline and diagnostic assessment which is completed by the teaching team. This complements the sixteen week therapeutic assessment.

The initial educational assessment provides us with a thorough understanding of the needs and abilities of each young person. It allows us to tailor their education to meet these needs, and allows for accurate target setting in their IEP and Personal Education Plan (PEP). This information provides a baseline against which progress can be monitored and tracked. It creates a clear picture that evidences each pupil's progress alongside the formal accreditation they will acquire.

### **Ongoing pastoral and learning support**

We follow the Nurture Group UK principles. Therefore each pupil belongs to a tutor group with a named tutor who supports their pastoral needs, and reports to and attends planning and review meetings for their tutees. It is the tutor's responsibility to help the pupil settle into school life and ensure they feel valued and welcomed, and to provide continuity from day to day.

Learning takes place in a small group setting where differentiation and inclusive practices are the key to helping them to engage in education. When necessary, pupils receive 1:1 intervention sessions during the week, to address their particular learning needs and help them to recover from gaps in their learning.

From admission, the team builds a personal electronic file for each young person containing the following items:

- A summary information document for that pupil (inc. parental and/or local authority contacts, key worker, pupils wishes and feelings about education and future goals, education chronology, photograph)
- EHCP / Statement of Special Educational Needs;
- Personal Education Plan;



- Individual Education Plan with current targets, along with previous IEPs with evidence of target review;
- Baseline / Diagnostic Assessments results and a summary evaluation of these results;
- Any reports, information or plans from previous education settings;
- The pupil's risk assessment;
- Achievements and Accreditation (original copies);
- In-year progress tracking data and evaluation (inc. attendance, behaviour, curriculum);
- Review records;
- Any other additional information and evidence relevant to that pupil's time in the school, progress made and outcomes achieved.

### **Curriculum organisation and design**

The school provides 25 hours of learning opportunities each week for all pupils and provides a curriculum that supports the requirements of the Education (Independent Schools Standards) Regulations, 2014. All young people are taught in small groups of between 1 and 8 students depending on the subject and activity. Teaching groups are decided by year group, key stage, academic pathway and peer compatibility. Young people have access to 1:1 intervention sessions as required.

Our curriculum is planned to:

- a. Enable the intellectual, emotional and physical development of each pupil
- b. Meet the needs, aptitude and potential of each individual
- c. Provide a balanced programme which promotes the development and mastery of skills and understanding

The programmes of learning are contained in the National Curriculum and cover the following subject areas across Key Stages 3 & 4:

**English**  
**Mathematics**  
**Creative Arts**  
**ICT**

**Literacy and Numeracy Intervention Support (where required)**  
**Physical Education**

**Humanities**  
**Science**  
**Lifeskills (PSHCE)**  
**DT (including Food and Nutrition)**

A typical example of a school day is as follows:

Tutorial	L 1	L 2	B	L 3	L 4	L	Reading	L 5	L 6	L7
8.50-9.00	9.00-9.45	9.45-10.30		11.00-11.45	11.45-12.30		1-1:15	1:15-1.45	1.45-2.30	2.30-3:15
	Maths	English		Science	Art		Whole School Reading	Intervention	DT	ICT

Additionally, we have an enrichment day every week to provide a range of wider curricular opportunities, many leading to accreditation. Examples include:

- **Outdoor and adventurous activities e.g. Indoor Climbing (NICAS)**
- **Arts Award**
- **Home Cooking BTEC**
- **The John Muir Award**
- **Planned educational visits to local areas of interest**

Pupils in Years 10 & 11 have an opportunity to participate in Work Experience. For some learners the school makes use of the 14-16 curriculum opportunities available in local F.E. colleges and with other providers.

Many learners who attend the school have an EHCP. The school will work closely with the placing authority to ensure that a young person's specific needs are met and that any specific requirements in their plan are catered for. The school adheres to the review requirements of EHCP and Personal Education Plans.

### Qualifications and accreditation

We aim to ensure that every young person leaves our school with formally recognised qualifications in Maths, English and Science. This may be through GCSE, BTEC, Functional skills or Entry Level qualifications. In addition, we offer a range of accreditation so students can gain a suite of qualifications to help them onto their chosen pathway in education, training and employment.

We are an accredited exam centre with JCQ, and are registered with a number of qualification providers including OCR, ASDAN, AQA and Edexcel.

All pupils are able to access accreditation relevant to their needs and abilities, and all pupils are offered a progressive route through this range of qualifications. Those currently on offer are as follows:

- AQA Unit Awards
- ASDAN short courses and Personal Development
- Entry Level Awards
- Functional Skills Awards
- GCSE in Maths, English and Science
- GCSE in foundation subjects to meet the needs and aspiration of the students
- BTEC Home Cooking Skills
- Arts Award
- NGB Sports and Outdoor Pursuits Awards

Progress towards achieving accreditation is supported by a continuous cycle of formative assessment and a focus on Assessment for Learning. This helps pupils understand and recognise their progress and achievement; and ensures teachers keep learners on track for academic success.

Further details of the school's approach to assessment can be found in the **Assessment Policy**, available on request.

From Sept 2022, details of the academic results for pupils in 2021-2022 academic year will be found in **Appendix A** of this document.

### Careers Information and Guidance

At Hidlow Grange School, we work with our local advisor from the Department of Work and Pensions. All pupils have the opportunity for a careers interviews and discussions throughout their time with us. These discussions take place termly as part of the PEP.

All Year 10 and 11 students complete work experience each year. We support at College Open Days and Careers Advice Events offered by local employers. We support our students through the application process for post-16 provision to ensure they apply for appropriate courses at the correct level of challenge. We support these tasks in our PHSCE and tutor time, as well as providing practical and administrative support for college and job applications.

### Relationships and Sex Education (RSE)

Given the complex needs of our young people and taking into account individual previous experiences, we believe that RSE is an essential element of our curriculum. It is crucial that our students learn about safe healthy relationships and how to keep themselves and others free from physical and emotional harm. We ensure that political and social issues are presented in a balanced manner. The content is formally delivered in Life Skills lessons, as part of the science curriculum, and with the support

of care staff, key-workers and therapists. The school and therapy team work closely on the timing and content of particular aspects of the curriculum that concern sensitive issues such as consent, gender, exploitation and domestic abuse. The boys are placed in appropriate teaching groups based on age and knowledge and the content is managed depending on their needs and current levels of knowledge. At times individuals who need specific support are taught on a 1-1 basis by a trusted adult. Keeping safe on-line is a key aspect of Relationships Education and is taught in Life Skills and Information Technology lessons. *Local Authorities and parents currently have the right to withdraw their children from the sex education aspects of RSE until the year the child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.*

### **Supporting education at home**

Care staff are expected to provide assistance and an appropriate working environment for the completion of study at home. Homework is a priority and evening activities should be organised around its completion. At home, each young person has access to a quiet space in their bedroom or the living area to do homework. Arrangements can be made with school to enable young people to access a computer in the school outside school hours. In the absence of the young person's parents, care staff attend parents' meetings and other school events which would normally be attended by parents or carers.

The school's **Curriculum Policy** and **SEND policy** are available on request.

## **Behaviour**

### **Behavioural Expectations**

The school has a comprehensive Behaviour Policy detailing the approach used to support, challenge, manage and modify behaviours occurring in the school. Our policy is founded on consistency and Nurture Group Practice. We share expectations and boundary setting across the site, and work to build and maintain positive relationships. This ensures we keep each other safe, foster learning and help our young people make the right choices about their behaviour.

The shared expectations for the school are as follows:

- **Stay calm and behave safely**

- **Allow others to learn**
- **Be respectful and tolerant of others**
- **Listen carefully and follow instructions**
- **Work hard and do your best**

Unwanted behaviour in and around school falls on a spectrum from low level disruption through persistent non-compliance to violent assault and self-harm. Staff are proactive in challenging behaviour in a timely manner to avoid escalation. Structure, boundaries and expectations provide a clear definition of what is acceptable and provide staff with a framework to address the behaviour of young people. Knowledge of the young person's individual needs is key to knowing which approach and strategies work best for them.

We:

- Always challenge the behaviour and not the individual
- Praise appropriate responses and choices
- Encourage the young person to take responsibility for their actions
- Give the young person the opportunity to explain their actions
- Intervene quickly but with a low key approach such as refocusing, reminding, redirection and distraction
- Offer the young person alternative choices and a "way out"
- Are clear and assertive in our expectations
- Provide regular praise to the class and individual to keep a focus on learning

A range of sanctions are used alongside the rewards system within the school. Details of these are to be found in the **Behaviour Policy**.

At times, behaviour presented by a pupil may escalate to the point where, after other approaches have proven unsuccessful, **restrictive physical intervention** may be required. All staff are trained in Maybo, as the preferred model for Branas Isaf, and all physical intervention is carried out within the guidelines of this training, and in order to keep young people and staff safe from further harm.

Following a physical intervention, the student's individual Positive Handling Plan is reviewed. This gives all concerned the opportunity to consider what strategies might work best in future to avoid a repetition of the incident.

The school's **Behaviour Policy** is available on request

## Exclusion and school refusal

School exclusion is usually counterproductive for our students: many have experienced rejection from education in the past and we work hard to find alternative measures when a student is having difficulties in school. However, there may be occasions where the actions of a young person lead to no alternative in order to keep them, and those around them, safe.

The school does not take the decision to exclude lightly, and all exclusions are discussed with the Regional Lead for Education. Exclusions are also governed by strict guidance issued by the DfE defining the process that must be followed when an exclusion takes place.

Our staff work as a team - particularly when a young person is experiencing difficulties in school and is at risk of exclusion. When this happens, all key staff are responsible for providing additional support to help the young person through this period of difficulty. All action taken at this time will be recorded in the young person's individual records and the IEP may be amended to reflect the change in circumstances.

At other times, a young person may refuse to attend school. All staff work closely to prevent a pattern of non-attendance from forming, and to respond proactively to any underlying issues.

When young people are excluded from school or have a regular pattern of school refusal, school staff provide study materials for them to complete during the absence. Staff from the home will assist and supervise the young person in completing this work during normal school hours.

On those very rare occasions where a young person is at serious risk of permanent exclusion from school, the residential care manager and Headteacher will work closely with the placing authority to identify an appropriate alternative educational placement. Whilst an alternative placement is being sought, the school will endeavour to provide a short-term educational package.

The school's **Exclusion Policy** is detailed in the **Behaviour Policy** and is available on request

## Health and welfare

### Safeguarding & Child Protection

We are serious about our responsibilities for ensuring that all young people are kept safe from harm. All staff receive safeguarding training on induction and there is a mandatory requirement that L1 training is updated on an annual basis.

The Headteacher assumes the role of Designated Safeguarding person for the school, and has completed the Safeguarding course relevant to this role.

The school's approach to safeguarding can be found in the detailed Safeguarding Policy and Procedures, and details of the safeguards in place on off-site educational visits can be found in the Offsite Educational Visits Policy.

The school's **Safeguarding Policy** is available on request

### Health and Safety

Our health and safety responsibilities are of paramount importance. We operate within the Health and Safety at Work Act 1974 and follow this and associated regulations. We ensure the health and safety of our young people and staff in school and during off-site visits.

The school's **Health & Safety Policy** and **Offsite Educational Visits Policy** are available on request

### Bullying

The school does not tolerate bullying. The school seeks to raise awareness around bullying with all pupils and staff through school-wide initiatives, such as participation in Anti-Bullying Week, and through the PSHCE curriculum. Pupils are made fully aware of the expectations on them with regards to bullying and the consequences of their actions should they choose to bully others.

Staff conduct and role modelling are also important to show how people should interact with one another to build and maintain positive relationships. Bullying from staff towards other staff or young people is not tolerated and will lead to disciplinary sanctions.

It is important to note that the school holds ALL members of its community to the same high standard, and no allowance is made for any staff member, no matter who they are.

The school's **Anti-Bullying Policy** is available on request



## Complaints procedures

Hidlow Grange School has a full complaints procedure which operates throughout the organisation. We aim to resolve all complaints at the informal stage, however, where this is not possible we operate a formal complaints procedure. Strict reporting and recording procedures are followed.

The school's **Complaints Policy** is available on request, as is number of **formal complaints** arising in the last academic year.

## Spiritual, Moral, Cultural and Social (SMSC) Needs

SMSC aspects of development are promoted within and beyond the curriculum. At Hidlow Grange School, we embrace the diversity of cultural, religious and ethnic backgrounds of all members of our school and the wider community. We seek to address any particular needs of our pupils, help them to explore their identity, and promote values of equality and diversity across the whole school. Our ethos has a strong focus on tolerance and understanding of the views and ideas of others, and helps all our pupils understand and celebrate the different identities and backgrounds of their peers. This ensures all pupils are included and valued within the school community. This includes the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths, and beliefs and those without faith.

## Health Needs

Our teaching team plays an active role in promoting all aspects of a young person's health, including education on issues such as alcohol/substance abuse, sexual matters and Aids/HIV. These are addressed through the PSHCE curriculum and in tutor times.

All full-time staff are trained in emergency first aid, and a number of staff are trained to a higher level as designated first aiders. The school maintains a set of first aid equipment and in the event of any accident, pupils will be attended to immediately and by suitably qualified staff.

The school makes every effort to cater for and support the day to day health needs of our students and as evaluated through the planned admission process and risk assessments. Medication required in the day is kept in a locked cabinet in the staff toilet and Medical Room. Accompanying care staff take responsibility for its administration, in accordance with the First Aid & Medication Policy for the school.

The school's **First Aid Policy** and **Accident Record** is available on request

The Branais Isaf **First Aid & Medication Policy** is available on request

## **Accessibility**

Hidlow Grange School has an accessibility plan which aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable young people and visitors with a disability to take advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to all

We recognise the need to provide adequate resources for implementing plans and review plans regularly.

## **Security**

The security of the young people and our staff is a priority. Visitors must have an appointment and must sign in and out when they are on school premises. All staff who work at CareTech must have a current DBS certificate and all teaching staff must have a current Safeguarding Qualification.

The entrance to the school is kept secure throughout the school day.

## **School Uniform**

At Hidlow Grange we have a full school uniform which consists of black trousers, a white shirt or polo shirt, black school shoes and a black or blue school jumper or Hidlow hoodie. Young people are expected to wear appropriate school uniform for school. We believe this sets a young person in the best frame of mind so they arrive in school ready to learn.

In addition to this, students must be appropriately dressed when taking part in Physical Education and other activities. The school PE kit consists of a red polo shirt, black tracksuit trousers or shorts, pupils may wear a jumper and or coat in cold weather. Care staff will ensure young people are provided with the clothing and equipment they need. School and Care will agree what the consequences will be if a young person refuses to dress appropriately.

## The Teaching Team

The teaching team at Hidelow Grange School comprises of specialist teachers, who are able to deliver effective, knowledgeable and engaging learning experiences to all our pupils across the curriculum. We have subject teachers in the following areas:

- English & Literacy
- Maths & Numeracy
- Science
- Creative Arts including Art, Design Technology and Food Nutrition
- Physical Education
- Humanities & PSHCE

Teachers also plan and deliver the range of wider curriculum experiences available on Enrichment Day which takes place on a Friday.

Alongside the teachers, care staff support pupils in the school and with their learning. They are an important element of the school team and bring a wealth of knowledge and experience to help our pupils engage in school life and the learning opportunities on offer.

For a list of the teachers and residential care staff currently working in the school and their qualifications please see **Appendix B**.

### Safer Recruitment

The school employs rigorous safer recruitment strategies at every stage of the recruitment process. The Headteacher has undertaken Safer Recruitment training. All new employees must undergo an enhanced DBS check, have their references thoroughly vetted and provide clear evidence of qualifications and employment history.

All new members of the teaching team must successfully complete a six-month probationary period, during which they must complete their mandatory training requirements and are assessed as to their suitability to their role.

### Quality Monitoring & Continuous Professional Development

The Regional Lead for Education and Executive Headteacher, implements the Quality Assurance Framework for Education Services in support of school improvement and development. This specifies the monitoring regime for all CareTech schools, namely lesson observations, learning walks, audits of planning and schemes of work, audits of assessment and feedback, and resource audits. Should a teacher not meet the required standard for the school, he or she will be supported to improve through the performance management process. Should a teacher continue to fail to meet the

required standard they may ultimately face action for capability.

A number of Continuous Professional Development (CPD) days are included in the school calendar and teachers must attend these. A programme of training is agreed between the head and the team and appropriate training resources are secured to ensure that these days are worthwhile. Teachers are encouraged to attend external training relevant to their subject areas, and can request external training in areas of professional interest. A programme of peer support is in place in school to give teachers the opportunity to observe each other's practice in particular areas of teaching, learning and assessment, and to work towards whole-school improvement in that area. Teachers are also enabled to make links with teachers in other schools to share good practice and provide mutual support.

All teachers have an online 'e-learning' account with the company's training provider (Caresield) through which they can access and update mandatory training across the year.

### **Outdoor Education and Adventurous Activities**

Hidlow Grange School is associated with Branas School in North Wales. Branas School is registered with the Adventurous Activities Licensing Authority as an AALA centre. Hidlow Grange School is able to use their specialist staff and resources to offer a variety of adventurous pursuits including:

- Climbing;
- Kayaking;
- Canoeing;
- Hill and Mountain Walking;
- Cycling;
- Caving;
- Team-building skills.

Each young person has the opportunity to participate in a range of outdoor and indoor activities. These activities offer our young people the opportunity to build team-working skills, develop their own self-esteem, and enjoy and experience learning in the outdoor environment.

## APPENDIX A: Data for 2021-22

### Attendance

Attendance	
Overall Attendance	98.79%
Authorised Absence	0.67%
Unauthorised Absence	0.54%

### Attainment

Entry Level	
Student number	Awards achieved
1014	Entry Level 3 Maths Entry Level 2 Science Entry Level 3 English
1015	Entry Level 3 Maths Entry Level 2 Science Entry Level 2 English
1009	Entry Level 3 Maths Entry Level 3 English

FS Lv 1	
Student number	Awards achieved
1017	Level 1 English

FS Lv 2	
Student number	Award achieved
1012	Level 2 Maths Level 2 English Level 2 ICT
1013	Level 2 English Level 2 Maths Level 2 ICT

GCSE	
Student number	Award achieved
1012	<ul style="list-style-type: none"> <li>English Language 4</li> <li>English Spoken Language – Merit</li> <li>Combined Science – 5:4 (double award)</li> <li>History - 5</li> </ul>
1013	<ul style="list-style-type: none"> <li>English Language 4</li> <li>English Spoken Language – Pass</li> <li>Maths 5</li> <li>Combined Science – 5:5 (double award)</li> <li>History - 5</li> </ul>

BTEC	
Student	Award achieved
1009	Home Cooking Level 1
1014	Home Cooking Level 1
1015	Home Cooking Level 1
1012	Home Cooking Level 2
1013	Home Cooking Level 2

Other Awards
<p>The two Year 11 (1012 &amp; 1013) students gained their Bronze Arts Awards.</p> <p>Between them, learners at the school have also achieved 55 AQA Unit Awards. These have been in a variety of subject areas including Outdoor and Adventurous Education, English and PSHE.</p>

## Appendix B: Staffing Information

Teaching Staff	Qualifications
<b>Sam Goodchild</b> Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
<b>Charlotte James</b> DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
<b>Mark Maddock</b> 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
<b>Victoria Cooper</b> Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
<b>Juliet Smith</b> Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography



## **APPENDIX C: School Calendar**

### **Term dates and Teacher Training days 2022- 2023**

Autumn	Spring	Summer
Teacher Training 5 Sept	Teacher Training 3 Jan	Teacher Training 17 April
Pupils start 6 Sept	Pupils start 4 Jan	Pupils start 18 April
Half Term 24-28 Oct	Half Term 20-24 Feb	Half Term 30 May- 3 June
Teacher Training 14 Nov		Pupils break up 21 July
Term ends 16 Dec	Term ends 31 March	Teacher Training 24 July

Pupil contact days: 190; Teacher Training Days: 5

## **APPENDIX D: Details of complaints registered under the formal procedure – Academic Year 2021-2022**

**None registered**