



Engineering

CHELMER VALLEY HIGH SCHOOL
A Specialist Engineering and Leadership Academy
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PROSPECTUS

ACADEMIC YEAR 2017 - 2018

Published in accordance with the requirements of the DfE and based on the latest information available at the time of publication (September 2016)

Head Teacher: Claire Goodchild

Chair of Governors: Dr. Gill Sturman



INFORMATION ABOUT THE SCHOOL

Dates of school terms for 2017/2018 (to be confirmed):

Term:	From:	To:
Autumn	Monday 4 th September 2017	Wednesday 20 th December 2017
Spring	Tuesday 2 nd January 2018	Thursday 29 th March 2018
Summer	Monday 16 th April 2018	Friday 20 th July 2018

Dates of half-term holidays for 2017/2018:

Term:	From:	To:
Autumn	Monday 23 rd October 2017	Friday 27 th October 2017
Spring	Monday 12 th February 2018	Friday 16 th February 2018
Summer	Monday 28 th May 2018	Friday 1 st June 2018

All dates are inclusive.

Students are not required to attend school on five staff training days.

THE SCHOOL DAY:

Each school day is organised as follows:

8.30 am	Arrival
8.35 – 9.00 am	Assembly/registration
9.00 – 11.00 am	Lessons 1 and 2
11.00 – 11.30 am	Break
11.30 – 1.30 pm	Lessons 3 and 4
1.30 – 2.10 pm	Lunch break
2.10 – 3.10 pm	Lesson 5



Chelmer Valley High School Aims

The Route to Success

A Challenging, Vibrant, Happy and Supportive Community

Our aims are very straightforward, we are determined that each individual student will have the opportunity to achieve their personal best in all that they do.

We consider, challenge, vibrancy, happiness and a supportive community crucial in reaching our vision. With your support we aim to:

Challenge

Foster a challenging learning culture that promotes maximum achievement, lifelong learning, independence and leadership.

Vibrant

Develop the social, moral, spiritual and cultural skills necessary to become an effective, responsible and valued member of the community.

Happy

Inspire enjoyment and passion in all aspects of life which encompasses perseverance, resilience and personal reflection.

Supportive

Promote a supportive, safe and considerate environment based on goodwill, concern for others and equal opportunities for all.

Information about admissions

Approved admissions number: 196 Number on roll September 2015: 1189

In September 2015, 207 students from 24 appointed Primary Schools entered the school. A total of 730 applications for 196 places were made to the school.

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order given, to determine which children to admit:

- In accordance with Revised School Admissions Code and School Admission Appeals Code (1 February 2012) priority will be given to a looked after child. A looked after child will also include any adopted child that has previously been classified as a looked after child
- Where the child has a sibling currently attending the school at the time of admission (Local Authority sibling definition applied)
- Where a child attends one of the following Primary schools that have a relationship with Chelmer Valley High School as part of the River Chelmer Partnership: Boreham Primary, Broomfield Primary, Ford End County Primary, Great Leighs County Primary, Great Waltham County Primary, Little Waltham C of E Primary, Newlands Spring Primary, Parkwood Academy, St Pius X Catholic Primary.
- Applicants living within the priority admissions area. Straight line distances from home to school, those living closest being given highest priority. Straight line distances are calculated by the LA.
- Remaining Applicants

In the event of oversubscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given higher priority. For an explanation of how distance is measured, please see the Secondary Education in Essex booklet.

A waiting list is kept for all year groups. Children on the waiting list will be ranked in the same order as the published oversubscription criteria. The waiting lists are maintained for the full academic year.

Sixth Form

Students will be admitted into the Sixth Form (Year 12 / 13) at age 16 where the school agrees it is able to offer and resource a programme of study from which the student will benefit. Applicants will have a meeting with senior staff and offers of places will be made based upon the range of courses previously pursued and the grades achieved. As a general rule, applicants for A level courses should have a minimum of 5 GCSE grades A* - C / 9 – 5 including English and Maths with at least a grade B/6 in the subjects they wish to study. Entry requirements for individual courses can be found in the Sixth Form Prospectus.

Over Subscription to Sixth Form

Where applications for admission exceed the 200 places available, the following criteria will be applied:

1. Students currently attending the school
2. Students living in the catchment areas (see above)
3. Proximity of student's home to school, with those living nearer being accorded the higher priority (distance is measured in a straight line from home to school)

We welcome applications from students wishing to join our Sixth Form. Enquiries should be directed to the Head of Sixth Form, Mr J Beadle.

To find out more about the school you can:

1. Visit the School when it is in session. To arrange this please contact the school by telephone or in writing.
2. Visit on one of the more formal occasions available during September/October in the year before entry.
3. Visit the school website www.chelmervalleyhighschool.co.uk

Our Expectations of Students

The school works hard to ensure consistent standards are applied at all times. Our expectations of students are clearly explained in the Behaviour for Learning Policy.

We firmly believe in rewarding students for their achievements and celebrating their success. This is done through a range of reward systems. The school works hard to ensure that when students do not meet the school's expectations, whether academic or behaviour, our response is consistent and in proportion to the concerns raised. Sanctions will be applied when inappropriate behaviour is observed.

The school is often congratulated on student behaviour, especially on trips and educational visits. In the last Ofsted inspection, behaviour was deemed as very positive. 'Students have good attitudes to learning. Their willingness to work hard and to support each other in learning is impressive. They have an excellent understanding of the importance of setting a good example to younger students. Their attendance is high.' (Ofsted November 2013)

Our academic expectations are high and students who work hard and make progress are congratulated. If students do not make the required effort or complete work set there are consistent steps in place to prevent underachievement. Should this become persistent students may be required to attend targeted study sessions on Friday evenings. Full details about our expectations, rewards and sanctions can be found in the Behaviour for Learning Policy, which is available on request.

Safeguarding and Child Protection

The physical and emotional wellbeing of Chelmer Valley students is the responsibility of our Governing Body and its sub-committees.

The Governing Body ensures that effective policies, practices and procedures are in place to promote and protect the healthy development of our students whilst they are at school.

With regard to Child Protection, the school strictly adheres to procedures laid down by the Local Authority in its SET procedures 2015, 'Keeping Children Safe in Education 2016' and 'What to do if you're worried that a child is being abused' documents.

The school has in place a structure to deal effectively with Child Protection concerns:

1. Designated members of staff (Mrs R. Walsh, Mrs K. Edmonds & Mrs C Goodchild) responsible for concerns referred by members of the teaching and support staff, students and others and for liaising with outside agencies.
2. A Designated Governor (Mrs F. Luke) who liaises between the staff and the Governing Body.
3. All Governors Committees who review the Safeguarding procedures of the school to ensure their appropriateness and efficiency.

4. Child Protection Policy at Chelmer Valley. This is the school's own Policy which outlines procedures for staff should they have concerns about a child. All Chelmer Valley staff receive Child Protection training and regular updates.

Chelmer Valley's Child Protection Procedures were highly approved by OFSTED and are updated regularly in line with Government directives.

Contact with the home

A good partnership between the school and the home is essential for students to be happy, be secure and to perform well academically. To assist with this the school uses an online homework system to enable parents to monitor home learning. They have a small diary in which notes can be written although we promote the use of email. For most concerns a student's form tutor is the main contact point. Contact may be established by:

1. Emailing the student's form tutor
2. Writing a note in a student's diary
3. Sending a letter to the form tutor
4. Sending an e-mail to school@chelmer.essex.sch.uk
5. Telephoning the school and leaving a message and contact number

We will try to reply within 48 hours. Your child's tutor will direct the concern to the most appropriate person if he/she cannot help.

Home/School agreement

The partnership between student, parent and school is integral to the social and academic success of all students. The Chelmer Valley Home/School Agreement makes clear our expectations from and commitment to this relationship. It is expected that parents/carers choosing to send their child to the school will sign the agreement and fully support the school. The Home/School agreement will be sent to all parents/carers as part of the full pack of induction information.

Uniform

Uniform is worn by all students except members of the Sixth Form (Years 12/13) who have their own smart dress code. Parents sending their children to Chelmer Valley do so with the understanding that uniform is a requirement of the standards we expect and maintain. We insist on the full school uniform at all times.

A school is often judged by the appearance of its students in public. The reputation of the school is of importance and value to the individual both during school life and later when seeking to enter employment. A good standard of uniform helps to set the tone of our school. It also identifies the student with the school. Full uniform details are available from the School Office or website.

The Governors of Chelmer Valley High School wish to remind all staff, students and visitors that the school cannot take any responsibility for the loss of personal belongings that have been left unattended on the school site. If facilities are offered for belongings to be left unattended, it should be noted that persons availing themselves of this facility do so at their own risk. Personal belongings can normally be insured under household contents policies and individuals may wish to make their own arrangements in this respect.

Enrichment Opportunities

Enrichment is an important aspect of school life at Chelmer Valley. We ensure that there is a comprehensive programme of clubs, trips and visits for all year groups as well as planned after school sessions.

Astronomy, World Challenge, Duke of Edinburgh, theatre trips, residential trips, and curriculum based clubs are just a few of the opportunities on offer. Enrichment evenings promote engagement for students of all abilities. Additional study sessions, access to ICT facilities, revision classes and homework clubs are also a prominent feature in the student calendar.

The Curriculum, organisation of education and teaching methods at the School

We aim to provide a balanced, broad-based curriculum which promotes the spiritual, moral, cultural, academic and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life. We teach students in ability groups in as many subjects as possible from Years 7 to 11. As a growth mindset school we aim to offer a range of opportunities to extend children of all ability levels. At least 25 hours a week are spent on teaching, which is in line with the Department for Education's recommendations. There are many opportunities to engage in extracurricular activities in order to enhance learning.

In Years 7, 8 and 9 the list of subjects currently studied includes:

The Curriculum subjects:

Mathematics, English, Science, Computer Studies, a Modern Foreign Language, Art, Music, Technology, Physical Education, Geography and History, Religious Studies, Drama, Citizenship/Personal Social and Health Education (PSHE).

Information and Communications Technology (ICT) is used across the curriculum, and students have access to computers in many areas of the school. Emphasis is placed upon the acquisition and assessment of ICT capability within discrete Computer Studies lessons.

In Year 8 many students also take up a second Modern Foreign Language.

Assessment of students' progress is on-going throughout Key Stage 3. In some areas of the curriculum, some students will complete a shortened Key Stage 3 and begin their Key Stage 4 studies before the end of Year 9.

Tutors support students' learning in Key Stage 3 through a structured tutor programme and by reviewing their achievements and helping them with their target setting. Students are given comprehensive guidance in order to ensure that they follow a broad and balanced curriculum during Key Stage 4. This guidance starts in the Spring Term of Year 9 and involves parents at every stage before the final decisions about curriculum choices are made.

Our Key Stage 4 curriculum currently offers a range of GCSE and Vocational courses, which lead naturally into the courses offered post-16. Most students are entered for public examinations unless there are exceptional circumstances. A small number of students may follow an alternative education programme, more appropriate to their needs, which does not necessarily lead to GCSE. All students have access to a Pathway leading to the English Baccalaureate.

In Years 10 and 11 the following subjects must be studied:

Mathematics, English Language, English Literature, Science (minimum equivalent of 2 GCSE's) and Core Physical Education. In addition, currently, they must select one from a Modern Foreign Language, Geography or History.

Other subjects can be studied from each of these areas:

Triple Science

Humanities (History, Geography, Philosophy & Ethics)

Modern Foreign Languages (French, German)

Creative (Art, Music, Drama,)

Physical Education

Technology (Product Design, Graphics, Resistant Materials, Textiles, Food Technology)

Vocational courses can be studied and currently we offer Child Development, Leisure & Tourism, Certificate of Personal Effectiveness, Applied Business Studies and Computer Studies (ICT, Computer Science)

To enrich the curriculum, at an appropriate time students have access to Careers, Citizenship, Health Education and Enterprise/Work-related learning activities. Additional opportunities are provided across the curriculum for students to apply and improve their computer skills. There is also a full enrichment programme throughout Key Stage 3, 4 and 5.

Individual review sessions and target setting take place throughout Key Stage 4. Progress is monitored through the completion of subject reviews and the preparation of estimated grades at regular intervals.

We provide all post-16 students with comprehensive support in order to access Higher or Further Education, a Vocational Career, or Apprenticeships. Currently students are offered combinations of the following courses in our Sixth Form.

GCE A Level courses:

English Literature, Mathematics, Further Mathematics, Biology, Business, Chemistry, Physics, Art and Design, Design & Technology – Product Design, Drama and Theatre Studies, Economics, Extended Project Qualification, Financial Studies, French, Geography, German, History, Media Studies, Music, Music Technology, Philosophy, Psychology, Sociology, Sport and Physical Education.

OCR Technical:

Information Communication Technology

BTEC Level 3:

Performing Arts, Business and Physical Education.

All students are encouraged to enter for the Extended Project Qualification and there is a suite of Enrichment activities available to all students.

Students have regular time allocated with their tutor for assessing and reviewing progress and target setting. Subject teachers regularly prepare estimated grades for every student and these enable students, parents and tutors to monitor and measure progress.

Freedom of information

Parents and the public can access a wide variety of information either from the school website or by contacting the school. Most information is free of charge but in particular circumstances the school reserves the right to charge for the cost of photocopying or the cost of associated staff time for collating the information.

Please see the Freedom of Information Publication Scheme on our website or request a copy from the School Office. Requests made under the Freedom of Information Act should be made to Mrs T Ratty, email tratty@chelmer.essex.sch.uk

The School's Special Educational Needs policy

Our Special Educational Needs policy encompasses current legislation and the Code of Practice as it applies to our School. The buildings conform to the requirements of the Disability Discrimination Act. Learning Support is an active element of the curriculum. Strategies are developed which enhance awareness and augment practical teaching and learning skills at all levels.

The School's Sex Education policy

Human reproduction is covered by the National Curriculum in Science. Materials in the Sex and Relationships Education (SRE) programme developed by Essex County Council are used across all year groups, ensuring continuity across the key stages. The teaching methods used encourage reflection and develop decision-making skills as well as providing factual information.

The Key Stage 3 (years 7, 8 & 9) programme emphasises relationships, human sexuality and assertiveness skills. Year 7 lessons focus exclusively on relationships and have little sexual content. The Key Stage 4 (years 10 & 11) programme covers sexually transmitted diseases, contraception and relationships. In Years 8 to 11 the Sex Education programme is taught by trained staff, supported by specialists from the Central Essex Primary Care Trust. Lesson content is well structured and specified.

Parents who wish to do so can withdraw their children from all or part of the Sex Education programme provided, except that which is required as part of National Curriculum Science. This means that parents can request that their children do not take part in those aspects of Sex Education not covered by the Science National Curriculum. Parents are informed of this when their child first starts at the school. Parents may see and discuss the teaching materials used. More information is available from the Student Safety and Welfare Coordinator, Mr. M Hyde.

Religious Education and collective worship

In line with the statutory requirements contained in the Education Act 1996 all students at Key Stage 3 follow the Essex Agreed Syllabus for RE. There is also RE provision at Key Stage 4 in the form of an optional full course, Philosophy & Ethics, and compulsory Philosophy & Ethics study days drawn from AQA.

RE has equal standing in relation to national curriculum subjects within the school curriculum and RE is provided for all students. Parents can choose to withdraw their children on religious grounds from all or part of RE and Collective Worship.

We hold regular year group and house assemblies, these can be of a religious nature and often have a Christian focus. A weekly Christian group meet at lunchtime and Muslim prayers are run by arrangement.

Community Cohesion

Community Cohesion is an integral part of the life of the school. We have a varied programme of projects and activities which promote cohesion with the local, national and international communities.

The house system has been instrumental in building links with our local and global charities and over the past 5 years we have raised over £13,000 for these good causes.

Students are given the opportunity to mix with and learn from those with different backgrounds, religions and to take part in multi-cultural activities, charity work and the World Challenge.

Through the school ethos and curriculum we promote a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences.

Complaints about the curriculum

Information regarding the arrangements made by the Governing Body for the consideration of complaints about the curriculum is available on request from the School Office or on the school website.

Careers education and guidance.

Chelmer Valley High School aims to ensure that every student achieves success through receiving the best careers education and guidance possible. We seek to produce well-rounded young adults ready either to take their place in the world of work, or to take advantage of the opportunities in further and higher education.

Careers Education and Guidance helps prepare young people for adult and working life and to contribute to the development of the whole person, preparing them for responsible citizenship. At Chelmer Valley High School we aim "To ensure that all students develop the relevant knowledge, skills and attitudes to enable them to make informed decisions about their future."

The school's Careers Programme is managed by Mr I Paz & Mrs S. Lasagna supported by Higher Education Institutions and other outside organisations.

The School's Careers Programme holds an "Essex Recognition of Quality Award".

Sport

We offer a broad and balanced programme of physical activities for all Key Stage 3 and 4 students during Physical Education lessons, including competitive team games, gymnastics, dance and athletic activities. All students participate in a fitness programme and are educated in maintaining a healthy lifestyle. There is a comprehensive programme of extra-curricular activities after school.

All students have an opportunity to participate in inter-house competitions, which are held regularly during the school year. The school is successful in many inter-school fixtures and Area and National competitions, some of our students going on to compete at a higher level. Physical Education is taught to GCSE and BTEC Level 3 in Sport.

Facilities at the school are excellent and include a sports hall, gymnasium, health suite, dance studio, netball/tennis courts and extensive playing fields. These facilities may be hired by the public and are used by the community for badminton, football and fitness activities.

The School's Creative Arts Provision

The Arts curriculum provides breadth and balance and contributes to the spiritual, moral and cultural development of students. All students in Key Stage 3 study Art & Design, Drama and Music for one hour per subject each week. In Year 8 students study Art & Design for three hours over two weeks. In Key Stage 4 students may choose more than one Arts subject. All Art, Drama and Music teachers are specialists and take advantage of opportunities for further training whenever possible.

By the end of Key Stage 4 in Art all students will have had the opportunity of visiting a major exhibition in a museum, art gallery or be involved in an extra curricular Art activity. These visits are arranged to complement studies in the classroom. Throughout their course, students experience work in a wide variety of art disciplines from drawing, painting, clay, wire, pastels to practical explorations into artists. Opportunities exist for students to continue with their artwork at lunchtime and after school.

Regular trips are made to the theatre. Visiting professionals enhance the Drama curriculum and many issues relating to personal development are addressed through Drama. Key Stage 4 and post 16 students are involved in delivering theatre to their peers and parents in the drama studio. There are regular drama clubs and the department produces a number of performances each year, both as a part of examination coursework and as an extra-curricular activity.

The Music department offers a wide range of instrumental lessons and visiting Essex Music Services peripatetic teachers deliver weekly lessons to students who choose to take up the opportunity of learning an instrument. Students opting to take GCSE Music receive free instrumental tuition to support their practical work throughout the course. Lunchtime and after school clubs take place including a ukulele group, Key Stage 3 singing group, Senior Choir and these ensembles regularly perform in annual school Christmas and Summer concerts. Our Senior Choir also supports Farleigh Hospice through annual fundraising performances.

Media Studies

Media is offered at Key Stage 5 providing students with the opportunity to create their own films, magazines and newspapers, as well as study how media affects society. Students are given opportunities to visit film studios, take part in residential activities, go to the cinema and create whole school films as extra-curricular activities.

The data that follows is published in compliance with the requirements of the Department for Education

Where ages are shown, students were on roll on the third Thursday in January 2016 and had reached the age in the twelve months before the start of the 2015/2016 school year.

Rates of authorised and unauthorised absence during 2015/2016

The total number of students of compulsory school age on roll for at least one session between 1st September 2015 and 30th June 2016 was 1075.

The percentage of half days missed through authorised absence was 4.85%

The percentage of half days missed through unauthorised absence (truancy) was 0.96%