CHELMER VALLEY HIGH SCHOOL
A Specialist Engineering and Leadership Academy
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PROSPECTUS

ACADEMIC YEAR 2019 - 2020

Published in accordance with the requirements of the DfE and based on the latest
information available at the time of publication (September 2018)

Head Teacher: Mrs. Claire Goodchild
Chair of Governors: Dr. Gill Sturman
INFORMATION ABOUT THE SCHOOL

Dates of school terms for 2019/2020 (to be confirmed):

<table>
<thead>
<tr>
<th>Term</th>
<th>From</th>
<th>To</th>
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</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>Tuesday 3\textsuperscript{rd} September 2019</td>
<td>Thursday 19\textsuperscript{th} December 2019</td>
</tr>
<tr>
<td>Spring</td>
<td>Monday 6\textsuperscript{th} January 2020</td>
<td>Friday 3\textsuperscript{rd} April 2020</td>
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<tr>
<td>Summer</td>
<td>Monday 20\textsuperscript{th} April 2020</td>
<td>Wednesday 22\textsuperscript{nd} July 2020</td>
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Dates of half-term holidays for 2019/2020:

<table>
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<th>Term</th>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Autumn</td>
<td>Monday 28\textsuperscript{th} October 2019</td>
<td>Friday 1\textsuperscript{st} November 2019</td>
</tr>
<tr>
<td>Spring</td>
<td>Monday 17\textsuperscript{th} February 2020</td>
<td>Friday 21\textsuperscript{st} February 2020</td>
</tr>
<tr>
<td>Summer</td>
<td>Monday 25\textsuperscript{th} May 2020</td>
<td>Friday 29\textsuperscript{th} May 2020</td>
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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

To be the best we can possibly be….

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 2018: 1199

In September 2018, 196 students from 26 appointed Primary Schools entered the school. A total of 743 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 School Admissions Code 2014 priority will be given to a looked after child. A looked after child or a child who was previously looked after but immediately after being looked after ceased to be so because they were adopted or became subject to a child arrangement order or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (as defined in Section 22 (1) of the Children’s Act 1989)
- Where the child has a sibling currently attending the school at the time of admission. A sibling is defined as a child living in the same family unit. This includes biological as well as step brothers and sisters and children of partners living at the same address. (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 C of E County Primary, Great Leighs County Primary, Great Waltham C of E 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.
- 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 the Sixth Form team 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’s, including English and Maths, grades 9 – 5 and at least a grade 6 in the subjects they wish to study. Entry requirements for individual courses can be found within 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 the 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. ‘Around the school, students are polite and courteous. They are considerate of others and treat one another and adults with respect. Students have positive attitudes to school and want to do well. They participate well in the wide range of enrichment and extra curricular activities offered by staff. Students feel safe, well looked after and supported in school.’ (Ofsted October 2017)

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 Wednesday evenings.

Full details about our expectations, rewards and sanctions can be found in the Behaviour for Learning Policy.
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 2018, ‘Keeping Children Safe in Education 2018’ 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 S. Mycock, Mrs K. Edmonds, Mrs C Goodchild & Mrs C Robbins) responsible for concerns referred by members of the teaching and support staff, students and others and for liaising with outside agencies.
2. Designated Governors (Mrs F. Luke & Mrs M Whybro) liaise 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. For almost all concerns a student’s form tutor is the main contact point. Contact may be established by:

1. Emailing the student’s form tutor
2. Sending a letter to the form tutor
3. Sending an e-mail to the form tutor school@chelmer.essex.sch.uk
4. 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 of 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 opportunities 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 broad and balanced 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:*

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 qualification. 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 that can be studied:* Triple Science Humanities (History, Geography, Religion, Philosophy & Ethics (RPE)) Modern Foreign Languages (French, German, Spanish) Art Music Drama Physical Education Technology Vocational courses can be studied and currently we offer Child Development, 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.

Subject teachers regularly provide estimated grades for every student and these enable students, parents and tutors to monitor and measure progress.
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:**

**OCR Technical:**
Information Communication Technology

**BTEC Level 3:**
Business, Sport, Music

All students are expected to complete the Extended Project Qualification and Financial Studies or Core Mathematics. There is a suite of enrichment activities available to all students.

GCSE resit classes in English and Mathematics are run for students where relevant.

Students have regular time allocated with their tutor for assessing and reviewing progress and target setting.
**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. 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, Miss. K Dawson.
Religious Education and collective worship

The Key Stage 3 curriculum adheres to statutory requirements for provision of Religion, Philosophy & Ethics (RPE) and includes ethical, philosophical and religious topics and questions. There is also RPE provision at Key Stage 4 in the form of an optional full course, Religion, Philosophy & Ethics; the exam board is AQA.

RPE has equal standing in relation to national curriculum subjects within the school curriculum and RPE is provided for all students. Parents can choose to withdraw their children on religious grounds from all or part of RPE 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 6 years we have raised over £15,000 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 Miss L Fletcher & Mrs J Carter supported by Higher Education Institutions and other outside organisations, including U-Explore.

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, striking & fielding, expressive 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 at GCSE and BTEC Level 3 in Sport.

Facilities at the school are excellent and include a sports hall, gymnasium, fitness 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, netball and fitness activities.
The School's Creative Arts Provision

The Arts curriculum provides breadth and balance, contributing to the spiritual, emotional, moral and cultural development of students. All areas offer a broad and exciting range of visits, some external and some by guest speakers, designed to offer deeper connections and access to the subjects and themes explored.

Art
Art is taught across Key Stage 3 for one hour per week, except Year 8, who are timetabled 3 hours per fortnight. Art offers opportunities for students to continue exploring their creative practice through the department ‘open door’ policy aimed at independent activity, along with the weekly Art Club.

Students are encouraged to work independently through projects aimed to introduce students to a diverse range of themes and subject matters including the Visual Elements, Portraiture and Figures. A wide range of materials are explored including inks, paint, collage, pastels, clay, three dimensional responses and print. They learn the value and skill of keeping a sketchbook which records and reflects their Art experience over the three years.

Music
Music is taught across Key Stage 3 for one hour a week and focuses on developing students performing, composing and listening and appraising skills. We follow the Edexcel Exam board for GCSE and students receive five lessons a fortnight. Students who opt to continue on to GCSE Music receive free instrumental tuition to support their practical unit throughout the course, as well as a one composition lesson in Year 11.
A variety of extra-curricular clubs are on offer to all students including numerous choirs, singing ensembles as well as a ukulele group and keyboard ensemble. Practice rooms are available at lunch times and break times for students to use, either for their own independent work or to rehearse as part of a group. The department puts on two annual Music concerts at Christmas and at the end of the summer term. Students in all key stages have the opportunity to take part in these performances and showcase their work to friends, family and Teachers.

**Drama**

Students have one Drama lesson a week throughout Key Stage 3. Drama helps young people understand themselves and the world around them. They are able to build self-confidence and to develop social skills. Drama allows students to grasp concepts, face issues and solve problems through developing ideas, performing and evaluating the work of others. Performance forms a central part of the drama curriculum alongside learning about technical theatre and developing planning and evaluative skills. There is the opportunity to continue studying drama at Key Stage 4 & 5.

![Drama Performance](https://example.com/drama_image.jpg)

Like the other creative subjects, we have an open door policy allowing for independent rehearsals and activities to take place in our large studios. Many opportunities are available through the extra-curricular drama programme, including Key Stage 3 drama club, whole school productions, a Shakespeare showcase collaborative event with other local schools, theatre trips and workshops.

**Media Studies**

Media is offered at Key Stage 5 providing students with the opportunity to study 9 different types of media including music, video, TV, online, film, marketing, advertising and many more. Students will 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 2018 and had reached the age in the twelve months before the start of the 2017/2018 school year.

Rates of authorised and unauthorised absence during 2017/2018

The total number of students of compulsory school age on roll for at least one session between 31st August 2017 and 29th June 2018 was 1024.

The percentage of half days missed through authorised absence was 5.46%
The percentage of half days missed through unauthorised absence (truancy) was 1.4%