

GREAT BADDOW
HIGH SCHOOL
SPECIALISING IN SCIENCE AND SPORT

PROSPECTUS





GREAT BADDOW HIGH SCHOOL

SPECIALISING IN SCIENCE AND SPORT

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HEADTEACHER Mrs C Lynch, BA (Hons)
CHAIR OF GOVERNORS Mr A Oades



AIMS, ETHOS AND EXPECTATIONS

AIMS

Our school motto translates as 'Always striving for higher things' which encapsulates our vision for our students and our staff. Consequently, we aim to:

- support students in achieving their academic potential and to develop as well-rounded, confident young people who can make a positive contribution now and in the future;
- provide outstanding educational experiences and opportunities for success within the classroom, through trips, visits and a wide range of extra-curricular activities;
- ensure that all students feel happy and safe, knowing that they are supported within a secure, caring learning environment;
- develop individuals with a life-long understanding of how to keep themselves healthy and safe and to appreciate the benefits of an active lifestyle;
- promote outstanding personal development opportunities for all students through a rich and varied programme of extra-curricular activities and student leadership;
- provide leadership at all levels which inspires, motivates, challenges and supports; and
- share our values and aspirations with parents so that we work together to achieve the best for our students.

ETHOS

We believe that our core purpose is to enable each student to achieve their academic potential so that they can progress to university, further education or training. We also place great value on providing a vast range of opportunities through which students experience success, develop transferable skills and learn to value team-work, creativity, commitment and resilience. We believe strongly in the benefits of extending learning beyond the classroom and support this through a wide range of trips, visits, workshops and other enrichment activities.

Our staff are well trained and our own professional development is important to us. We believe in sharing good practice and evaluating all aspects of our work in order to continue to develop and improve.

“Expectations of pupils are high.” OFSTED 2017

EXPECTATIONS

None of the above can be achieved without a fair, consistent approach to discipline, mutual respect and an acceptance of the rules and procedures which are designed to maximise the benefits of school life for all members of the school community. In a large school it is necessary for all students, parents and staff to share an understanding that all students are expected to:

- work hard to achieve their academic potential in class and through homework;
- respect others and themselves;
- attend regularly, except when ill, and be punctual;
- wear uniform correctly;
- be properly equipped for all lessons;
- follow the code of conduct and accept correction without argument;
- take advantage of the opportunities available to them; and
- approach any teacher, group tutor or head of year with any concern that they have.

Teachers are expected to:

- treat the students with the respect they deserve;
- have high expectations of their students and encourage them to have high expectations of themselves;
- maintain commitment to their own professional development; and
- encourage students to participate in the extra-curricular life of the school.

SAFEGUARDING

All staff working at Great Baddow High School are required to place the safeguarding of children as the highest priority of their work in school. All staff are directed to follow policy and procedures detailed in the school Safeguarding Booklet, including statutory guidance and relevant policies and appendices. Safeguarding policy is reviewed annually by the governing body of the school. A culture of safety operates within the school where children are valued, involved and listened to.

“Safeguarding is at the heart of what the school stands for.” OFSTED 2017

OUTCOMES

As a school, we expect students to:

- achieve academic success;
- be happy and to want to come to school;
- be hardworking, friendly, courteous and smart in appearance; and
- behave well, respect others and adhere to the school rules.

As a staff, we expect attainment and progress levels to continue to rise because of the targets that are set and the strategies deployed to achieve them.

“There is a buzz of purposeful learning at Great Baddow High School.” OFSTED 2017

THE CURRICULUM

GOVERNING BODY POLICY STATEMENT ON THE CURRICULUM

At Great Baddow High School, every student is entitled to a curriculum that is rich and varied, challenging and inspiring, enabling every individual to fulfil her or his potential.

In order to achieve this goal, we intend for every student to have access to a curriculum which is broad and balanced and which is differentiated, so that all students believe they are able to achieve attainable but aspirational targets. As a school, we continually keep the curriculum under review, responding to national developments but identifying what our students need to enjoy future success.

As part of its wider self-review and monitoring of standards, the school follows a programme of departmental and aspect reviews, which generates constructive advice and informs planning in order that all curriculum areas can develop in a way that will continue to raise standards and achievement.

QUERIES IN RESPECT OF CURRICULUM

The school attaches importance to consultation with parents and takes pride in its readiness to respond to any concern lodged by a parent. The Head of Department or Head of Year should be contacted in the first instance.

CHARGING AND REMISSIONS

In order to fund optional visits, parents are, from time to time, asked to make voluntary contributions towards the cost. If insufficient contributions are made, it is possible that the particular visit may be cancelled, although this very rarely happens.

CURRICULUM ORGANISATION IN KEY STAGE 3 AND 4

For most subjects, children are taught in sets determined by the student's ability in that subject.

- **KS3: Years 7 and 8**

Students are taught in two parallel bands and are set in mathematics, English, science, modern languages, history, geography and physical education.

Students study: art; computer science; drama; English; food technology; French and/or German; geography; history; mathematics; music; personal development (PSHE); physical education; religious education; science; technology.

- **KS3: Year 9**

Year 9 is the foundation year for GCSEs. Students continue to be set within two bands. They continue to study the majority of subjects from Years 7 and 8 but select three subjects from art, music, drama, technology and food technology to continue studying in Year 9. All students begin a Level 2 vocational course (GCSE equivalent) in Information Technology that they continue into Years 10 and 11 as part of the core curriculum offer.

The Key Stage 4 option process starts during Year 9. Considerable guidance is given to ensure that each student's selection of subjects provides a broad general education that is relevant to the student's personal interests, aptitudes and career aspirations and which retains future choice.

- **KS4: Years 10 and 11**

Compulsory GCSEs are studied in English language and literature, mathematics and science plus at least one GCSE from French, German, history, geography or computer science. The curriculum also includes "core" physical education, religious education, PSHE and computer science and options from GCSEs in: art & design; business studies; design & technology; drama; French; geography; German; history; ICT; computer science; music; religious studies; and BTEC Level 2 Diplomas in Sport and in Business Studies.

Students can follow the English Baccalaureate (EBacc) which comprises: GCSEs in English, maths, science, history/geography, French/German. There is currently no compulsion to follow the EBacc, although students are able to select this combination of subjects and are encouraged to do so if it best meets their needs and university aspirations.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Personal, Social and Health Education (PSHE) is taught through timetabled fortnightly lessons (as Personal Development) and through a series of events and activities, supplemented through work completed in tutor sessions.

The school aims to nurture students who will become caring, reflective and grounded citizens, aware of the core values of British society: democracy, the rule of law, individual liberty, mutual respect and tolerance. PSHE, Religious Education, tutor time, school and year councils and student leadership are all key parts of this process, and all subjects contribute different aspects.

THE SIXTH FORM

The sixth form offers a wide range of academic courses. It prepares students for entry to universities and other specialised colleges of higher education, or careers post-18, including advanced apprenticeships. The majority of students gain entry to their first choice university to read for degrees in a wide range of subjects, with support provided to those eligible to apply for places at the Universities of Oxford and Cambridge and Veterinary Colleges.

CURRICULUM

Most subjects have 9 hours of teaching per fortnight per single A Level or equivalent.

CURRENT OPTIONS

A Level: art and design; biology; business studies; chemistry; economics; English language; English literature; French; geography; German; history; ICT; mathematics; further mathematics; media studies; music; physical education; physics; product design; psychology; and RE (philosophy and ethics).

BTEC Level 3: Sport (Development, Coaching and Fitness); Health and Social Care; Performing Arts; and Business. Many students are able to follow one A Level with these courses.

Cambridge Technicals: Business, ICT, Cyber Security.

All students follow enrichment and Personal Development activities. They have one lesson per week of 'enrichment' e.g. sport, performing arts, leadership, cookery or art. Supervised study periods are also timetabled.

ENTRY REQUIREMENTS

To gain a place in the sixth form, students must:

- genuinely wish to continue with full-time education within a school;
- have demonstrated that remaining at Great Baddow High School after GCSEs would be beneficial;
- agree with the school staff on a suitable course of study; and
- have obtained a minimum of 38 points from GCSE English and mathematics plus the best six other subjects. In some subjects, a student will require at least grade 6 (previously B) in that subject at GCSE in order to begin A level studies, with a grade 7 required for maths. For BTEC Level 3 courses, if similar Level 2 courses have been studied in Key Stage 4, a merit in that subject is required and grades 4 in mathematics and English. It is a Department of Education requirement that all students are expected to continue with English and/or maths if they have not achieved a grade 4 in Year 11.

DRESS CODE

Sixth form students are not required to wear uniform but must dress appropriately for a public work place in the context of an 11-18 school. Facial piercings, extreme hair styles and colours are also not allowed. Sixth form students are required to wear their ID badges on lanyards around their neck at all times.

A senior prefect system is in operation in the sixth form. Prefects carry out a variety of duties including interviewing prospective staff, delivering whole school assemblies and supporting younger students. All sixth form students are expected to contribute to student leadership activities and the wider life of the school. They enjoy their own common room, coffee bar and supervised study facilities.

Full details of the sixth form are provided in the brochure that is presented to Year 11 students during the autumn term. The open evening and parents' meetings, combined with individual interviews, prepare students for entry to the sixth form.

RELIGIOUS EDUCATION

It is important for children to have basic knowledge and understanding of the many cultures and religions of the world. It makes for more enlightened and well-rounded individuals who see the world, not just a single country, as their home.

Religious education promotes tolerance and acceptance of other people from various religious backgrounds. It provides exciting opportunities for young people to engage with relevant, contemporary and challenging questions that impact on all of our lives: questions about spirituality, meaning and purpose, equality and diversity, authority, global citizenship and sustainability.

In Key Stage 3 students extend and deepen their knowledge and understanding of Christianity and at least two other religions as well as non-religious world views such as humanism, recognising their local, national and global context.

All students in Key Stage 4 will follow a course which is a combination of RE and Personal Development. Many modules involve opportunities for students to explore personal and social issues alongside religious belief and practice. All these skills are transferable to all subjects at Key Stage 4 and 5 and in higher education or the work place.

Parents have the right to withdraw their children from religious education and should consult the Headteacher if they wish to exercise this right. Alternative arrangements will be made for those lesson periods.

DAILY COLLECTIVE ACT OF WORSHIP

All students in Great Baddow High School take part in regular assemblies and tutor activities, generally considering a theme or moral topic from a broadly Christian perspective. Parents wishing to exercise the right to withdraw their children from the collective act of worship should write to the Headteacher, who will make alternative arrangements.

THE TEACHING OF RELATIONSHIP AND SEX EDUCATION (RSE)

Aspects of health education are an essential part of our provision for students aged 11 to 18. This is intended to develop the individual's responsibility for him or herself and others, and to promote mutual and self respect. This area of the curriculum includes hygiene, good sexual health practices, body awareness and the physical, emotional and moral aspects of relationships and sex. The school recognises that parents bear the primary responsibility for ensuring that their children have an understanding of all physical, emotional and moral aspects of sexual maturity. The approach adopted is, therefore, sensitive to the wide range of views held by parents on these issues. Relationship and sex education is included in the curriculum as a planned element of PSHE (Personal Development). This course is designed to ensure that moral, social and legal issues, appropriate to the age of the student, are addressed in the context of caring relationships, family life and religious beliefs. This approach ensures coherency, continuity and progression, essential to students' physical, mental and spiritual development. We hope that, on leaving the school, students will be well-informed, so as to develop their own moral stance on a sound basis with an awareness of the consequences of behaviour. Moral and spiritual discussion on many aspects of health education also takes place in religious education, when appropriate opportunities arise. Biological aspects, and many other health-related issues, are also addressed in science lessons.

CAREERS EDUCATION

Careers education, information, advice and guidance (CEIAG) is a part of the common curriculum for all students from Years 7-13 and is delivered via the Personal Development programme. This is supplemented by visits from advisers and representatives from a wide range of occupations. The school hosts a careers fair for Years 9-13 students, which offers access to local and national employers, apprenticeships, and further and higher education. We engage an Independent Careers Adviser (from Directions IAG Ltd) who provides impartial advice and guidance at key decision points in Years 9-13, including individual interviews for all students at Key Stage 4. Advice on careers, apprenticeships and entry to higher education forms an essential part of our sixth form work. Work experience is undertaken in Year 12. Students and parents can access careers information via website links on the school portal/careers page.

HOMEWORK

Homework is recorded on 'Show my Homework', which can be accessed by parents and students via the portal. Students should expect homework to be set regularly (in accordance with the schedule for each Key Stage). The time required for each subject will vary according to the student's age and the nature of the work being undertaken. It should be noted that, in addition to writing, homework might involve reading, learning, viewing, observing, interviewing, researching, experimenting or any other learning skill.

EXAMINATION POLICY AND RESULTS

Year 10 and 11 students work towards GCSE examinations and BTEC (Level 2). Year 12 and 13 students work towards A Level examinations and BTEC/Cambridge Certificate (Level 3). Details of the public examination results are included in the attached booklet. It is the school's policy to enter all students for external examinations. A list of specifications followed by our students is available on request from the school.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are strongly encouraged. Concerts and stage productions are regular features of school life and large numbers of students take part in competitive games. Tuition in a wide range of musical instruments is available. Interested parents are encouraged to contact the head of music. Every opportunity is taken for the school to contribute to the activities of the local community and students are engaged regularly in programmes of community service. Students are encouraged to participate in field studies, a wide range of curricular enrichment trips and international visits. The school has a longstanding exchange programme with the Eschenbach Grammar School, in Germany.

SPECIALIST AREAS

Our vision is to continue to raise standards by improving all aspects of our teaching and learning, for the benefit of our students. As a specialist school we strive for excellence and place ourselves at the cutting edge of best practice in education in all curriculum areas.

SCIENCE

Our well-resourced science labs have been further enhanced by improvement projects and leading edge teaching resources. Science subjects are very popular sixth form choices, with many students choosing science-based courses at university.

This specialism adds a further dimension to our extra-curricular and cross-curricular science programme with activities aimed at all year groups and their families. For example, we are actively involved with STEM (science, technology, engineering and mathematics) projects, which have an interdisciplinary and applied approach, such as:

- Local and national and international competitions and challenges including: First Lego League (design and coding engineering challenge), bridge-building, the UKAYRoC rocket competition, the Rocket car competition and the Faraday Challenge; Thinkers in Education projects; Tomorrow's Engineers Energy Quest.

Other activities include:

- visit to the Big Bang Fair in Birmingham, taking part in science activities and looking at future opportunities;
- space week assemblies and space-themed model making competition;
- science week assemblies and science-themed poetry competition;
- author visits to inspire a passion for science;
- inter-house competitions e.g. bridge building and sunflower growing;
- 'PhysicsFest' hosted at Great Baddow High School; and
- A level physics students visit the radiotherapy department at UCLH to see the most cutting edge application of medical physics and gain careers advice.

SPORT

We have held our sports specialism since 2002 reflecting high academic and sporting achievement. We work hard to develop and share best practice within a co-ordinated network of secondary, primary and special school partners. We also work with the Youth Sport Trust, Sport England and the local sports development unit. These initiatives have enabled us to improve facilities and to bring in coaches to help support lessons and clubs. Great Baddow High School hosts West Ham United satellite academy of excellence.

We believe that every student has the right to participate in, and experience, a wide range of sports. Enjoyment is a key factor and we hope to give all students the opportunity to find activities they enjoy to enhance their health through their adult life. An extensive extra-curricular timetable allows students to extend their sport beyond the statutory timetabled lessons if they wish. We sustain success at National, County and District level.

DESTINATIONS OF OUR STUDENTS

Under new Government legislation, all young people are required to stay in education until they are 18. Year 11 students progress into the sixth form or on to further education.

The vast majority of Year 13 leavers progress to university, with the remainder going in to employment or apprenticeship schemes.

SPECIAL EDUCATIONAL NEEDS

The school's policy on special educational needs follows the Department of Education Code of Practice on the identification and assessment of special educational needs. The governing body's Policy Statement on the Curriculum makes clear that each student shall experience a curriculum that is broad, balanced and differentiated to meet their needs. The 2015 Code of Practice requires that the SEND policy in all schools shall have regard to the contents of the Code of Practice.

The education of students with special needs is co-ordinated by the SENDCO and Learning Support term. Students with additional needs are generally supported in class with their peers. On occasion students are withdrawn from class to focus on their literacy, numeracy or other barriers to learning. The Learning Support faculty also liaises closely with outside agencies, i.e. Educational Psychology Service, Social Care, etc.

STUDENTS WITH DISABILITIES

The design of newer facilities, e.g. the PE block, 6th Form common room and humanities departments includes access for disabled students. Where possible, the school will make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage. The Governing Body continues to work to ensure that these students are not treated less favourably.

HEARING IMPAIRED CHILDREN

The Resource Base for Hearing Impaired Students was established more than 30 years ago and has been an integral part of the school since then. There are places for a maximum of 16 students who are deaf and have statements or Education Health and Care plans which state that deafness is their greatest need. Students attend mainstream lessons with specialist support where required. Signed communication support is provided in the classrooms for students who need sign language to access the curriculum. It is school policy that all DVDS and clips shown to deaf students should be subtitled to allow for equal access.

The Resource Base has a suite of five rooms which are used to teach students in a one-to-one tutorial or in small groups. Specialist equipment is available for students to use either in the Resource Base or mainstream classrooms. A speech therapist and sign language instructor work regularly with students and liaise with Resource Base staff to ensure that students' needs are met.

For more information, please contact Mrs Pierce, Teacher of the Deaf in charge of the Resource Base or click on the RBHIS section on the school website for more information.

CONSULTATION WITH PARENTS

The school consults with parents at least twice in each year: through meetings with tutors, with subject teachers and through the annual report. Full reports are issued to all students once per year, with interim reports twice per year. All reports are accessed via the portal. Parents are asked to complete a survey coinciding with the parents' evening and these help us to evaluate and improve our practice.

TEACHING ACCOMMODATION

The school possesses first-class educational and recreational facilities, including three drama studios, a well-stocked library, conference room, areas for supervised sixth form study, eleven laboratories, four workshops, one electronics laboratory, two food technology rooms (including a professional catering facility), four art studios, as well as specialist rooms for all other subjects. We also have an extensive playing field, an indoor swimming pool, dance studio, domed astroturf pitch, sports hall and gymnasium. All departments are resourced for computer-assisted learning and students have further access to computers in networked ICT and business studies rooms and sixth form study areas. The curriculum is well-supported by a centralised reprographic and audio-visual service.

THE SCHOOL DAY

School starts at 8.45 am and ends at 3.15 pm. Times of the lessons are as follows:

| All years: | |
|-----------------------------------|---------------|
| Registration/assembly/tutor time: | 08.45 - 09.05 |
| Period 1 | 09.05 - 10.05 |
| Period 2 | 10.05 - 11.05 |
| Break | 11.05 - 11.25 |
| Period 3 | 11.25 - 12.25 |

| Years 7/8/11: | |
|---------------|---------------|
| Lunch break | 12.25 - 13.05 |
| Period 4 | 13.10 - 14.10 |
| Period 5 | 14.15 - 15.15 |

| Years 9/10/6th form: | |
|----------------------|---------------|
| Period 4 | 12.30 - 13.20 |
| Lunch break | 13.30 - 14.10 |
| Period 5 | 14.15 - 15.15 |

PASTORAL CARE AND DISCIPLINE

For organisational purposes, the school is divided into year groups. Within each group the head of year, assistant year head and a team of tutors monitor students' progress and respond to their varying academic, social and emotional needs. Parents should regard the tutor as the first point of contact between home and school.

The school's social, sporting and other competitive activities are organised on an inter-house basis. There are three houses. Throughout the year, there is a full programme of inter-house competitions.

The school attaches great importance to high standards of personal conduct and the development of good character. Discipline is firm, but fair, with considerable importance attached to encouragement and praise. There is a system of rewards, whereby teaching staff can issue credits to students. These credits are linked to progressive awards throughout the year. School, faculty and year team awards and Headteacher's Commendations for outstanding work are presented in assemblies, listed in Magnus and displayed in key areas of the school.

The school reserves the right to issue after-school detentions as a disciplinary measure, if necessary, with 24 hours' notice to parents given via detention slips. Parents are informed of detentions by text or letter but it is the student's responsibility to inform their parents.

SCHOOL UNIFORM (YEAR 7-11)

It is our aim that students should develop a sense of pride in their work, behaviour and dress. Therefore, a high standard of personal appearance is expected of all students:

| | |
|---------------|---|
| Blazer | Black with school badge |
| Trousers | Black, plain, smart, tailored (no denim or leggings) |
| Shirt | White, in a style that allows a tie to be worn (the top button should be fastened) |
| School tie | Traditional school tie (purchased from Pope and Smith) |
| Socks | Black or white (no longer than knee length) |
| Footwear | Smart formal black shoes – backless, high heels, boots, trainers or canvas shoes (or anything resembling these styles) are not permitted |
| Tights | Plain, flesh-coloured or black with no patterns |
| Skirt | Purchased only from Pope and Smith. All skirts should be worn at least an inch below the bottom of the knee |
| Sweater | Black v-neck with school crest – only available from school office. No hoodies |
| Outdoor coats | Black or dark coloured without logos and long enough to cover the blazer. Non front-opening top coats, with or without a hood, whereby the school tie cannot be seen, are not acceptable; neither are denim, leather or hoodies. |
| Jewellery | If it has to be worn, it is limited to one small plain ring and a maximum of one small plain gold or silver stud earring per ear lobe. No other jewellery or piercings (including facial piercings, tongue studs or bars) are permitted. Jewellery items which break the school rules will be confiscated until the end of the half term. Nail varnish or false nails must not be worn to school. Girls in Years 7-9 should not wear make-up and in Years 10-11 it should be very discreet. |
| Hairstyles | No extreme styles, fashion colours or hair patterns (e.g. tramlines). |

GAMES AND PE KIT

Boys

Sports College black shorts
Sports College white polo shirt
Sports College rugby shirt (with reversible band and badge)
Trainers
White ankle socks
Plain black swimming trunks
Towel
Plain black football socks
Football boots
Shin pads / mouth guard
Plain black tracksuit bottoms

Optional items for boys and girls

Sports College coat
Sports College bag
Sports College splash jacket

All students carry a 'responsibilities and expectations card'. If the uniform or PE kit is incorrect, a member of staff will mark the card. Six marks for any reason or a missing card will result in an after school detention.

SCIENCE/DESIGN AND TECHNOLOGY/FOOD TECHNOLOGY KIT

Aprons and goggles must be worn and are provided by the school.

ADMISSIONS

Our Admissions Policy can be found on our website.

We admit up to 10% in Year 7 who demonstrate an aptitude for sport, live outside our catchment area and do not have a sibling in the school. Students who wish to secure a place through this method can access the information from the website and should complete the supplementary forms.

PRE-APPLICATION VISITS FOR PARENTS

The Headteacher welcomes enquiries from interested parents and school visits are arranged by appointment. Teachers and students are accustomed to receiving classroom visitors during the school day. A parent wishing to inspect or acquire documents relating to the school and its organisation should contact the Headteacher. Our Open Evening takes place annually in the first week of October.

ARRANGEMENTS FOR BUS TRAVEL TO SCHOOL

Stephensons of Essex run buses to and from school from the following areas: Witham, Hatfield Peverel, Nounsley, Boreham, Chelmer Village, Danbury and Little Baddow. Payment for this is made directly to the bus company. The costs for this transport can be obtained from their website: www.stephensonsofexsex.com.

Girls

Sports College black skorts/shorts
Sports College white polo-shirt
Sports College fleece sweatshirt
Trainers
White ankle socks
Plain black swimming costume (one piece)
Towel
Plain black football socks
Football boots
Shin pads / mouth guard
Plain black tracksuit bottoms
Plain black leggings

