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## Welcome

Dear Parent/Carer

This booklet provides you with very detailed information about the school and how it operates. Although reading the whole document may at first glance seem to be a daunting task, I hope that you will persevere because it is all about how we aim to provide the best possible education for your child.

Having read it once, please keep the booklet close to hand at home and use it as a source of reference when you wish to find out specific information e.g. the school's policy on Independent Learning. The most important section, therefore, is the contents page, which provides a quick route to the information you require.

Whatever you make of it, please be assured that the school itself is "user-friendly"; that we shall strive to keep it that way; and that you will always be welcome if you wish to talk to us.

Yours sincerely  
**Dean Judson**  
Head Teacher



To arrange a tour of Hurworth School please contact the school office (01325 720424/721188) and ask to speak to your child's Raising Achievement Co-ordinator. If s/he is not immediately available, the school will offer to ring you back as soon as possible. If you do not have a child at the school, please ask for the Head Teacher. Upon arrival at school you will be greeted by a senior member of staff who will provide you with the "guided tour". The Head Teacher is always willing to talk with you and appointments are best pre-arranged by phone.



## **School Aims**

**We believe in the widest possible horizons for learning and aim to achieve the finest 11-16 education to be found anywhere.**

### **MISSION STATEMENT - “Achieving Excellence with Care”**

1. To provide a curriculum which:

- Interests and motivates, both through its content and its range of Teaching and Learning Styles;
- Enables students to develop the knowledge, understanding and skills upon which they can build according to their interests and abilities;
- Allows students to make progress at a challenging pace and which also provides for the development of special aptitudes;
- In addition to fulfilling national requirements, will also meet the broader needs of our children in an ever changing world.

2. The provision and maintenance of an environment in which ALL students can achieve success, and where all students are valued and respected and extend the same value and respect to others.

3. The development of a concept of learning as a desirable, lifelong and enjoyable process.



These aims are further divided into the following categories:

- Intellectual** To teach students to: develop lively and enquiring minds; learn in a range of contexts; be literate and numerate; think and reason clearly; develop independence of thought and action; observe carefully; discriminate intelligently; make rational judgements; stimulate and sustain curiosity.
- Physical** To teach students to: develop a healthy body; grow in confidence; develop body control; develop skills and awareness of how to maintain and improve personal health.
- Aesthetic** To encourage a response to beauty and form and develop a sense of awe and wonder.
- Affective** To help students to develop emotional stability and maturity through their experiences.
- Moral** To enable students to establish a broad basis on which they can make judgments concerning their own conduct and relationships.
- Spiritual** To develop spiritual awareness and understanding.
- Personal** To promote: self-knowledge and the ability to respond to strengths and address weaknesses; the opportunity for students to recognise their own progress and set targets for further learning.
- Social** To develop a sense of responsibility of self and the community; to encourage tolerance, sympathy and understanding of others; to produce members of society capable of performing useful adult life-roles, with the ability to change society for the better.



## **Proposed Admission Statement of Hurworth School 2017-18**

Hurworth School is a popular, successful school which is consistently over-subscribed. The school caters for students from the ages of 11-16 and is located in the village of Hurworth. We have completed a major refurbishment/rebuilding programme over the last few years and we are particularly pleased with our sporting facilities which are first class. The school prides itself on its pastoral care and its first class academic record; a winning combination which resulted in the school being deemed as “outstanding” in all areas of provision in its most recent Ofsted inspection.

The school’s academic courses lead to examinations at GCSE with the vast majority of pupils moving onto Higher Education or work based learning. Sporting, academic and pastoral traditions are well established and the school enjoys an excellent reputation in a wide range of activities.

### **How to apply for a place**

The school will admit up to **127** students who are moving from primary to secondary school. Applications for places will be made in accordance with the Local Authority’s co-ordinated admission arrangements.

### **Admissions Policy**

The Governing Body of Hurworth School is the Admissions Authority for this school. After the admission of children with Special Educational Needs where Hurworth School is named on the statement, and where the number of applicants is greater than the published admission number, applications will be considered against the criteria set out below in the order:

#### **(i) Looked After Children**

A ‘looked after’ child is a pupil who is in the care of a LA or provided with accommodation by that authority (For more in depth definitions see Section 22(1), Section 8, Section 14A of the Children’s Act 1989 and Section 46 of the Adoption and Children Act 2002).

#### **(ii) Family Links**

Children who have a brother or sister already attending Hurworth School and who are expected to be on roll at the school at the time of admission.

#### **(iii) Medical Reasons**

Children with very exceptional medical factors directly related to school placement. Applications under this criterion must be supported by written evidence from a doctor.

#### **(iv) Children living in Hurworth**

Children who live within Hurworth Ward.

#### **(v) Associated Areas**

Children who live within the following areas (as defined on the Local Authority map by wards). The villages of: Middleton St George, Middleton One Row, Neasham, Bishopton, Sadberge, Great Stainton, Little Stainton and the rural areas of Sockburn, Low Dinsdale and Hurworth Moor.



## **(vi) Distance**

Pupils who live nearest the preferred school measured from the front door of the home address (including flats) to the main school gate, by the shortest walking route judged to be safe (lighting at regular intervals and paved/tarmaced). This will be based on the child's permanent home address.

## **Measurements**

For applications which require a measurement to be undertaken in order to apply the oversubscription criteria or to determine a tie-break situation, the Local Authority on behalf of the Academy will measure the distance using a Geographical Information System (GIS) this ensures consistency for all measurements.

## **Tiebreak**

In the event of a tie-break in any oversubscription criteria, **distance** will be the deciding factor, which may involve an officer walking the route using a pedometer.

## **Multiple Births**

Where a single place remains and the next child to be offered is a twin or other multiple birth, then the school will use its discretion in deciding whether to offer over the PAN.

## **Medical Criterion**

If a parent states a preference for a school and indicates their reason for doing so is 'medical', then they will be required to send a supporting letter from a professional practitioner. The supporting evidence should set out the particular reasons why the school in question is the most suitable school and the difficulties it would cause if their child had to travel to another school. The Authority reserves the right to make contact with the District Medical Officer for independent information regarding the child's condition. The LA may also seek advice from other qualified professionals, e.g. Psychologists or other specialists where necessary.

## **Family Links**

### **Children have a family link if:**

They are half or full brother or sister.

They are adoptive brother or sister.

They are a foster brother or sister.

Their carers are co-habiting and children live together in the same household.

They are children of the same household (e.g. carers have special guardianship/residency order).

## **Home Address**

This is the child's permanent address where he or she generally resides. Temporary addresses may not be used in the application for admission to the Academy. For parents/carers who may have more than one property, reference should only be made to the property in which they and the child(ren) mainly reside.

Where parents/carers are separated and the child lives for periods with both, then the home address will be that of the parent that receives the child benefit.

If the main address has changed temporarily, for example where a parent/carer resides with extended family during a period of sickness or takes up temporary accommodation due to building works/renovation, then the home address remains that at which the parent/carer was resident before the period of temporary residence began.

Where the temporary change of address is due to the sale of property, evidence of the particular circumstances will be required to determine the home address for the purposes of the application.

### **Waiting Lists**

If your child has been refused admission, a waiting list is available where priority will be given according to the oversubscription criteria stated for this school based on the information provided at the time of application. The waiting list will be open until the end of the Autumn Term 2017.

### **School Transport Arrangements**

Details on transport arrangements for which the Local Authority are responsible are available via the Secondary Admissions Brochure. Details on the school's charging policy for transport are available on page 8 of this brochure.

### **Admission of Children Outside of their Normal Age Group**

Parents may request that their child is admitted outside their normal age group. When such a request is made, the School will make a decision on the basis of the circumstances of the case and in the best interests of the child concerned, taking into account the views of the Head Teacher and any supporting evidence provided by the parent, bearing in mind the age group the child has been educated in up to that point.

The process for requesting such an admission is to apply to the School in writing giving a clear explanation of why the request is being made. Once a decision has been made the Admission Authority will write to the parent(s) informing them of the decision and setting out reasons for such.

Parents/Carers have a statutory right to appeal against the refusal of a place but this does not apply if the authority can offer a place but it is not in the year group that has been requested.





## Home to School Transport

Please note that school transport will be available for children living in the areas outlined in the school's admissions policy - Middleton St George, Middleton One Row, Neasham, Bishopton, Sadberge, Great Stainton, Little Stainton and the rural areas of Sockburn, Low Dinsdale and Hurworth Moor.

Children living in the Firthmoor area (as defined on the map which lies South of Harris Street) will qualify for "school transport" if their application for a place at Hurworth School is successful, under the sibling link or distance criterion.

Darlington Borough Council has a duty to make the necessary travel arrangements for 'eligible children' under Section 508B of the Education Act 1996.

The Council will provide 'free' transport in the following circumstances:

- To the nearest appropriate school which is more than 3 miles from the parental address
- To children entitled to free school meals or those families in receipt of the maximum level of working tax credit to:-
  - 1 of their 3 nearest qualifying schools which is more than 2 miles but less than 6 and/or
  - to the nearest suitable school on grounds of religion or belief which is more than 2 miles but less than 15

### **Charging Policy (2016/17)**

***Please note that this may be subject to change in the academic year 2017/18***

Families will be charged a maximum of **£2.00** per day. If a family has more than one child that obtains a place on a coach, the eldest child will be charged **£2.00** then there will be a reduction of 10% (**£1.80**) for the first sibling and a reduction of 20% (**£1.60**) for each sibling after that. The charge will be in place for the whole of the academic year. There will be no reductions for sickness absence, holiday absence, exclusion etc.

If a child no longer requires the seat on the coach the parent must inform the Local Authority of their decision and must return the bus pass to the Authority in order that a refund can be calculated from the date of receipt of the pass itself.



### **Allocation of places**

The Local Authority will not consider providing additional routes, diversions to existing routes or increase the capacity of a coach to meet an increased demand, unless there are cost effective reasons for doing so. All decisions to provide an additional service will be taken in consultation with Head Teachers.

Places on the school coaches will be allocated as follows:

Non-Statutory places will first be allocated to the pupils who currently use home to school transport on a non-statutory basis, and then places will be issued to any new starters or mid-year transfers.

Once pupils are allocated to a route they will all be treated equally regardless of year group.

The calculated distance is measured from the front door of the home address (including flats) to the main school gate, by the shortest walking route. This will be based on the home address of the child where they reside for the majority of the time (where there is shared care the decision will be based on the parent that receives the child benefit). To remain consistent the Authority uses a Geographical Information System to measure all distances. The Authority's priority when measuring a route is to identify the shortest route judged to be safe (safe is lit at regular intervals, paved/tarmaced). The Local Authority accepts there may be exceptions and will treat each case on its merits.

The Authority will decide which route your child should be allocated; thereafter places will be determined on a furthest distance from the school basis i.e. if there are two children applying for the same route we will allocate the route to the pupil who lives furthest from the school within the route area. No consideration will be given to childcare arrangements, or drop offs due to location of parents workplace.

If your child is successful in obtaining a place on the transport we will attempt to enable your child to access transport for the full five years of their secondary education. However, this cannot be guaranteed as circumstances may change at any time. This transport will be known as non-statutory transport.

Allocations will be made prior to the commencement of the academic year. The application form will stipulate a date by which forms must be returned to the local authority for processing. Any applications made after this date, will be treated as late and they will be accommodated after all of the applications that were received by the deadline, this includes any renewing pupils. Any applications made mid-year i.e. during September to July of any academic year will be accommodated where possible.

### **Conditions**

Places will only be made available on each route if there are seats available after all statutory children have been accommodated. If there is sufficient demand then a case will be considered for increasing the size of the coach, if possible and only in circumstances where this is cost effective.

A non-statutory child can be removed at any point in time. The Authority will give 10 working days' notice to parents for their child to be taken off a route.

The Authority is responsible for issuing bus passes and will undertake periodical checks on coach routes to ensure that passengers are complying with the Local Authority Travel Rules.

Pupils will be issued one pass for one route; there is not an option for pupils to have multiple passes for different routes. If a pupil wants to change routes a request can be made by Parents/Carers to the Transport Team and this will be assessed and accommodated where possible.

### **Payment**

The secondary school that your child attends will make arrangements with you to collect payment for the transport if you are successful in obtaining a fare-paying place. Schools offer parents a variety of ways to make payments, including direct debit, cash, cheque and an online service. Passes will not be issued to pupils until their school has received payment for the pass.



## **Raising Participation Age Statement - what this means for your child**

Phase 1 of Raising the Participation Age (RPA) came into effect in June 2013, requiring young people to continue to participate in education and training for a further year after the end of compulsory schooling.

Phase 2 commenced on 26 June 2015 and requires young people to continue to participate until at least their eighteenth birthday. However, we expect most young people will choose to continue with their chosen activity until the end of the academic year in which they turn 18.

The first cohort affected by phase 2 are those who left Year 11 in summer 2014.

Young people can choose to participate through full-time education, a job or volunteering combined with part-time study, or by undertaking an apprenticeship or traineeship.

As we do not have a post-16 provision at Hurworth School, your child will need to have secured one of the three options outlined above to meet the criteria in the Act. We will guide your child through this process via our careers programme and work with you to ensure that your child accesses the most appropriate post-16 provision.





## The School Day

	Start	End
Starting to move towards form bell rings	8.50 am	
Registration activities/Assembly	8.55 am	9.10 am
Period 1	9.10 am	10.10 am
Period 2	10.10 am	11.10 am
Break	11.10 am	11.25 am
Period 3	11.25 am	12.25 pm
Lunch	12.25 pm	1.15 pm
Starting to move towards form bell rings	1.15 pm	
Registration	1.20 pm	1.25 pm
Period 4	1.25 pm	2.25 pm
Period 5	2.25 pm	3.25 pm
Comfort break before journey home, collect mobile phones etc	3.25 pm	3.30 pm
End of School Day	3.30 pm	

## School Holidays 2016-17

Pupils Holidays	School Closes 3.30 pm	School Re-opens to pupils 8.55 am
Summer 2016		Monday 5 <sup>th</sup> September 2016
Autumn Half Term	Friday 21 <sup>st</sup> October 2016	Tuesday 1 <sup>st</sup> November 2016
Christmas	Friday 16 <sup>th</sup> December 2016	Tuesday 3 <sup>rd</sup> January 2017
Spring Half Term	Friday 17 <sup>th</sup> February 2017	Monday 27 <sup>th</sup> February 2017
Easter	Friday 7 <sup>th</sup> April 2017	Monday 24 <sup>th</sup> April 2017
May Day	Friday 28 <sup>th</sup> April 2017	Tuesday 2 <sup>nd</sup> May 2017
Summer Half Term	Friday 26 <sup>th</sup> May 2017	Monday 5 <sup>th</sup> June 2017
Summer 2017	Wednesday 19 <sup>th</sup> July 2017	TBC provisional date Monday 4 <sup>th</sup> September 2017





## Pupil uniform

We believe that dress and presentation help to create good personal standards among pupils, and Parents/Carers are requested to give their full support to the school in adhering to the range of clothing recommended. We react very strongly against pupils who come to school with incorrect uniform or inappropriate haircuts. **Whilst the school is in a period of winter uniform, shirts must be tucked in at all times and school jumpers must be worn.**

Items and colours of clothing for girls and boys are as follows:-

- Trousers must be plain black, standard fit and not be made from denim, corduroy, leather, lycra or other expandable material. Leggings, ski pants, tight trousers, black jeans or ¾ trousers are not permitted
- Skirts should be black and knee length when the child is sitting down – no miniskirts or tight fitting skirts. If tights are worn they must be plain black and not patterned.
- Plain white shirt **not** a T-shirt or blouse
- Maroon Summer Polo Shirt - a new version of this which incorporates pupils houses is being phased in from September 2016
- V-necked sweater with school logo
- School tie, this must cover the top shirt button (ties other than school ties are not to be worn) - all pupils will be wearing ties which incorporate their houses from the return to Winter uniform in ~ October 2016
- Black shoes with heels no higher than 6cm. Shoes should completely cover the foot for health and safety reasons. Trainers and plimsoll shoes are not acceptable and neither are leisure boots such as Rockport and Ugg boots. Shoes or boots with multi-coloured soles (soles of shoes must be plain black and not have a coloured or white line through them) or uppers are unacceptable. Shoes/boots must be plain black and not have stripes or logos of any kind visible
- Jewellery - only one stud per ear and one watch. Rings of any type are not allowed. No other body piercing is permitted
- No jewellery is to be worn during PE lessons, this includes recently pierced ears (it is not acceptable to cover them with plasters)
- Nails whether natural or fake must be clear and of reasonable length. No coloured nails are permitted. If a teacher feels that the nails are not of reasonable length or may be a hazard in a practical lesson this pupil will be sent to the main office
- Make up must be kept to an absolute bare minimum or preferably none at all
- Coats should be an appropriate outdoor coat - no sweatshirts, hooded tops, cardigans, tracksuit tops or coats made of denim
- A school bag large enough to carry an A4 file must be carried every day
- Hair must be worn no shorter than a No 2 hair cut anywhere on the head and extreme hair dyes/multi coloured hair is not acceptable for any pupil. Hair styles /eyebrows must not have any lines, patterns or symbols showing



The decision when pupils will transfer from winter to summer uniform will be taken by the Head Teacher and will be communicated to Parents/Carers via letter. There will be a minimum of 2 weeks' notice given prior to uniform change.

## P.E. and Games Kit

- A black and blue unisex polo shirt with school logo
- Black and blue shorts with school logo for boys
- Black and blue skort with school logo for girl
- A pair of black football socks with Hurworth written down the centre in blue
- An optional black and blue unisex fleece with school logo
- An optional black and blue unisex all weather top with school logo

## Equipment

There are certain essential items students will need in school every day. In order to carry them, and any books and equipment specific to any particular day, a bag big enough to hold an A4 sized folder is required every day. We recommend a sports bag/holdall. A plastic bag will be neither robust nor secure enough to last the rigours of a school day and a boot bag is not big enough for school books.

Students will have the opportunity to use a private locker. Students may go to these lockers at breaks or lunchtime, not lesson change over.

### Essential items

- Pencil case
- Coloured pencils
- Blue or black pens
- Pencil
- Pencil sharpener
- Ruler
- Eraser
- Calculator (available to buy from the Maths department)
- A reading book
- Student planner (issued by school)

**There are some things students must not bring into school, these are:**

- **Alcohol or drugs**
- **Weapons of any kind including any form of gun (imitation / bb / air)**
- **Knife or sharp bladed objects**
- **Laser pens**
- **Chewing gum**

All the above items will be confiscated and only returned when a parent/carer attends school to collect the item. It is important to note that the governors and staff of Hurworth School **DO NOT ACCEPT LIABILITY FOR DAMAGE/LOSS TO**



**PROPERTY BROUGHT INTO SCHOOL.** Any mobile phone, iPod, iPad/tablet or similar device brought to school must be handed to the office on arrival. Failure to do so will result in a sanction being applied.

The same liability applies to school trips and visits.

- Any other items of value which the pupil should not have brought into school or has misused in some way might - if the school judges this appropriate and reasonable - be stored safely at the school until an appropriate family adult can come and retrieve them
- Items which the pupil should not have had in their possession particularly of an unlawful or hazardous nature may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such an action

## Medical Information/Injuries and Care Plans

If your child has a medical condition such as Asthma or Diabetes or has suffered an injury and requires treatment in school, a care plan and/or risk assessment may need completing, please contact the school office for further details.



## **The Curriculum**

At Hurworth School we believe that every student should have access to a broad and balanced curriculum, which will meet their future needs in education, training and the workplace. The curriculum is designed to prepare students for their future roles as workers, parents/carers and members of the wider community.

### **Key Stage 3**

Students entering the school at the beginning of Year 7 study a broad and balanced curriculum. All students study the following subjects throughout their first three years in the school:

**English, Mathematics, Science, Spanish, Design and Technology, History, Geography, Religious Studies, Drama, Dance, Music, Art, Information Communication Technology, Physical Education and Personal, Social, Health, Citizenship, Education (PSHCE)**

We offer a second Modern Foreign Language, French, in Years 8 and 9 to students in sets 1 and 2. Careers information is provided in all year groups.

Throughout Key Stage 3 students also experience a PSHCE period once a week. During this lesson aspects of Citizenship are studied as well as time spent with the tutor reviewing progress, setting individual targets and developing further studying skills.

### **Key Stage 4**

During the final two years at Hurworth School, students will have the opportunity to select a number of subjects leading to nationally recognised qualifications. These qualifications can include GCSE and vocational qualifications in a variety of subjects. We are always seeking to develop the breadth of our Key Stage 4 curriculum to allow all students the opportunity to gain qualifications in their chosen area.

Pupils select options from a list of subjects; the English Baccalaureate (EBacc) is not prescribed but is available to all pupils. Pupils in Sets 1 to 3 follow a Progress 8 suite of qualifications. Option groups are mixed ability and based on the combination of pupils' choices and the schools ability to meet their choices.

There are two RS/PSHCE/Citizenship (SMSC) lessons per week in Year 10; in Year 11 students have one study lesson per week.

**We operate a two week timetable.**

## Class Organisation

On entry all students will be placed in a mixed ability tutor group for registration and tutorial work.

The school's philosophy is that students' experiences in school are differentiated according to their level of ability. Accordingly, Hurworth School places students into teaching classes by grouping children of similar ability together on entry into the school.

The school decides upon the composition of classes by using a combination of the results of tests and teachers' continual assessment. ***Classes are reviewed continually and we will alter the set of a student at any stage in the academic year if teachers feel that such a move is justified.*** This means that students in all classes must perform to his/her potential consistently to maintain their places. In all cases, parents will be consulted before any action is taken with regards to student movement between classes.

By organising our classes in such a way the bands of differentiation within the sets are narrow, therefore allowing teachers to be more student-specific in their planning and in their delivery of all aspects of the curriculum. This helps create the best possible climate for learning, together with the warmest possible care.

Having taken great care to get the class structure right, parents should be aware that, increasingly, students are taught as individuals rather than classes. Students are encouraged to understand their own progress and be responsible for their own learning. This awareness is a vital aspect of the school's policy towards target setting.

We offer equal opportunities to both boys and girls to experience an appropriate curriculum.





## **Hurworth School Special Educational Needs and Disabilities (SEND)**

We recognise that at some point in any student's career at Hurworth School the individual may require additional support to reach their potential. Regardless of the need and the length of time for which support is required, the school will meet that need wherever possible. If this support cannot be provided by our experienced and highly-qualified staff then we will seek external specialist support.

### **Objectives of the School's SEND Provision**

- To ensure access to a broad, balanced and relevant curriculum for all students
- To identify students with additional needs and disabilities
- To identify the nature of the additional need or disability and to implement appropriate learning, behavioural and social skills programmes to meet that need as far as resources will allow
- To raise the self-esteem of students with additional needs and disabilities.
- To encourage a Parent/Carer partnership and with it involvement in students' learning
- To promote effective liaison between the Leadership Team, Department Heads, Raising Achievement Co-ordinator, staff, parents and outside agencies
- To promote the idea that the delivery of the National Curriculum to all students is the responsibility of all staff
- To support staff in curriculum areas in adapting schemes of work and provision for all students
- To ensure continuity across all Key Stages
- To ensure that SEND is represented on all relevant school bodies

**We are recognised as an inclusive school and we are very proud of our reputation.**

In developing this offer, SEND children are understood to be those students with or without statements or Educational Health and Care Plans who have difficulties in participating in those curriculum experiences which they could have expected to share, had the particular difficulty not existed. They will include children with Social and Communication problems, as well as children with Physical, Sensory and/or Emotional Problems.

The school works in line with the Code of Practice principles in that:

- SEND issues are addressed
- There is recognition of a continuum of needs and provision
- Students will be given the greatest possible access to a broad and balanced education
- Liaison with the Local Authority, Health and Social Services will take place as appropriate to the need of the child



## **Resourced Provision for Autistic Students**

As a part of our commitment to providing an inclusive education, we have an additional resource for up to 12 students identified as having more specific needs due to autism. We aim to provide a high level of support, enabling all students within this provision to access a broad and balanced curriculum within mainstream education.

Students who are supported by the provision access their curriculum mainly in standard school teaching sets; however, some lessons may be held in small groups or on a one-to-one basis in a specified quiet room. During these lessons we aim to develop students' skills through interaction with experienced specialist staff. The skills learnt may include life tasks, language and communication skills and a range of social skills.

Throughout the year we are actively engaged in inducting new students into this provision and a member of the SEND Team will be happy to discuss any individual transition plan with yourself or your child's current education providers.

As part of the Local Authority's outreach support services the Provision Manager also works with staff and students in other mainstream schools, supporting the needs of autistic students at Key Stages 3 and 4.

Further detailed information about the SEND provision at Hurworth School can be found by following the Special Educational Needs link on the school website.



## Independent Learning

We believe that all students should develop skills as independent learners. Home study plays an important part in the development of this skill and is essential if students are to achieve maximum success in their work.

Students are expected to take responsibility for their learning. Independent Learning is set as appropriate to the lesson and the learning being undertaken. Where no formal Independent Learning is set students are encouraged to use time at home to consolidate their learning, review previous learning or start preparing for the next topic through personal research and reading. The quality of Independent Learning is monitored by the Raising Achievement Co-ordinators as well as individual department heads and by the Leadership Team.

Each pupil is given a planner at the beginning of the year. It is used to record each Independent Learning Task (ILT) that is set for each subject. It is the policy of Hurworth School that all students will be given Independent Learning Tasks. In Key Stage 3 the tasks will be set out in an Independent Learning booklet which will be issued every half-term throughout the academic year. In Key Stage 4 tasks will be distributed by individual subject areas.

### **Please:**

- Ensure that your child is detailing Independent Learning in the planner and is recording the date it is to be completed by and the time which should be spent on it
- Let us know if Independent Learning is causing distress through it being too difficult or too much
- Inform your child's form tutor if circumstances arise which make difficult the provision of the right conditions in which Independent Learning may be undertaken. We can provide suitable areas in school for students to complete Independent Learning to the best of their ability



## **Pastoral Organisation**

To help us achieve our goal of providing excellent education with a high degree of care for all of our students we place a great deal of emphasis on the pastoral organisation of the school. We are proud of the fact that the atmosphere and ethos in school is one of respect and dedication to learning. To this end your child will have a support structure of key personnel around them from day one that seeks to support, guide and encourage high attainment and enjoyment of all aspects of school life.

Each student on entry to school will be placed into a mixed ability tutor group. These groups are very carefully created to combine friendship groups with individuals who display the wide variety of talents, interests and needs that make up our school as a whole.

### **Form Tutor**

Each group has a form tutor who will remain with that group throughout their five years at school wherever possible. The form tutor's concern is the total welfare of the student. They will always be available to the student for advice, support and guidance. The form tutor is the member of staff that will see most of your child at school and as such they are pivotal to each child's success. We actively encourage regular dialogue or written contact between parents and the tutor. The tutor is your first point of call in school.

### **Raising Achievement Co-ordinator**

Each year group is supported by a Raising Achievement Co-ordinator. These members of staff support and guide students through the challenges of school. They are caring individuals who seek to co-ordinate the learning of each individual and maximise their achievement. They work very closely with all Heads of Department, teaching staff and external agencies to ensure that each individual student's needs are met and that students are fulfilling their potential at Hurworth School. If you are unable to speak to your child's tutor, the Raising Achievement Co-ordinator is your next point of call.

### **Leadership Team**

For serious issues, members of the Leadership Team will be able to assist you. They work very closely with Raising Achievement Co-ordinators and form tutors and together they all make up the Pastoral Team of Hurworth School.

### **Parents' Evenings**

There is one formal Parents' evening for each year group every academic year and an additional Year 7 Parents' evening early in the Autumn term. These evenings provide all parties with an opportunity to discuss progress, future tasks and events. Your attendance at these events is crucial to the success of your child.



## Rewards and Sanctions

We believe that a partnership with Parents/Carers is essential in promoting high standards of work and behaviour amongst students and we keep Parents/Carers regularly informed of the progress that their son or daughter is making.

We also believe that high standards of work and behaviour should be encouraged through a system of rewards for students. All staff look for every opportunity to reward and celebrate the achievements of every one of our students, rewarding good behaviour, high attendance, effort, progress and academic excellence.

Where there are concerns about a student's effort, behaviour or attitude in school, Parents/Carers will be contacted as soon as possible. The school operates a system of sanctions for students who display unacceptable levels of effort or behaviour. These include: verbal reprimands, setting of purposeful additional work and restriction of freedom within school.

For more persistent, serious incidents and continued poor behaviour/effort the school will employ a number of intervention strategies both in school and utilising the Local Authority provision for behaviour support outside Hurworth School. Of course, you as Parents/Carers will be key to the success of these measures.

Ultimately a student may be excluded from attending school for a finite period of up to 45 days in any school year. Any student who exceeds 45 days of fixed term exclusions in one academic year will automatically be permanently excluded from school. The sanction of external or permanent exclusion may also be applied for a one-off or series of incidents.

The school has a discipline policy that is reviewed by the Leadership Team and Board of Directors annually. It can be accessed via the school website [www.hurworthschool.org.uk/policies](http://www.hurworthschool.org.uk/policies)



## **Values charter**

**We are Hurworth School**

**We believe in**

**“Achieving Excellence with Care”**

**We expect pupils to work hard every day and to uphold the following values.**

- *Democracy – **everyone has a voice and a right to learn***
- *The rule of law – **adults at our school are working hard for our safety and welfare; we respect them***
- *Individual liberty – **we have a variety of activities here and everyone is welcome to take part***
- *Mutual respect – **our community welcomes everyone***
- *Tolerance of those of different faiths and beliefs – **we celebrate difference***

### **Transport**

**Things to do for ALL pupils when travelling to and from school**

1. Think about the safety of all people – if you do something which makes a situation unsafe for you, any other pupil, an adult working for a transport company or any member of the public you will be sanctioned
2. Respect all property – you will be sanctioned if you damage any property belonging to any pupil, transport company or member of the public
3. Think about the enjoyment of other people – when travelling to and from school you will come into contact with lots of different people. If your actions make them unhappy or angry you are letting down yourself, your family and the school. You will be sanctioned for this and may have to attend sessions with Glen Caley the Anti-Social Behaviour Officer

**Students being dropped off at school and picked up**

- As soon as you are dropped off at school you must think about the points above
- You must come into school sensibly through the safety gate and into the pupil entrance
- You must leave by the same exit

**Students walking to school**

- You must conduct yourself sensibly and enter and leave by the pupil entrance
- You are very likely to be around members of the public



## **Students cycling to school (You can only do this from Hurworth, Neasham or Croft)**

- You must park your bike and secure it by the front entrance and enter and exit by the pupil entrance
- You must wear a helmet and high visibility clothing
- If it is Winter use lights to be seen and don't cycle if it's icy

## **Students in taxis**

- You must follow all safety instructions from the driver
- Be polite – saying hello, please and thank you cost nothing and goes a long way!
- Consider other passenger pupils in your taxi. Use the pupil entrance when you arrive at school

## **Students on buses (school or public transport)**

- Bus passes must be carried and shown to the driver – school staff will also carry out random checks
- Bus passes are only valid for the bus being boarded
- If you require a temporary bus pass this must be collected from office by 1pm
- Walk sensibly to your bus stop (see walking guidelines)
- Stand at your stop and do not obstruct the pavement or people going about their day
- Enter the bus one at a time, be polite (hello, please and thank you), sit down and follow all safety rules including sitting and wearing a seat belt
- Stay seated until the bus stops
- Exit one at a time
- Enter and exit by the pupil entrance
- When you get off the bus on an evening walk sensibly to your house



## **Break and Lunch**

### **Before 8.50, at 3.30 and 'topping up' your Canteen Balance**

- In poor weather you will be able to go straight into the building following the other rules of the Charter
- In dry weather, you will be permitted into the main corridor at the discretion of the Leadership team from 8.40 to 'top up' your canteen balance, hand in mobile phones and/or get a temporary bus pass
- From 8.50 all pupils enter ahead of a prompt 8.55 registration
- During break time you may top up your canteen balance and then leave the building or go to the canteen adhering to the other charter rules
- At 3.30 leave sensibly by your usual mode of transport. No pupil should be getting a temporary bus pass at 3.30

### **Canteen Conduct**

- Stand sensibly in the dinner queue listening carefully to the instructions of the dinner queue supervisors
- Use a tray
- Use good manners when ordering and receiving food
- Line up sensibly at the bottom of the stairs and in the till queues
- Sit at a table – no standing and eating
- All waste food and packaging must be put into the bins provided
- Tables must be cleared including all plates, bowls and cutlery
- Any spillages must be cleaned up – there will be a cleaning station positioned next to the used tray rack where plates are put away. This is at the back of the canteen adjacent to the rear doors
- Seats must not be taken from one table and moved to another
- Seats must be put under tables at the end of the meal

### **'Rules of Lending'**

- If you owe more than £4 the following rules apply:
  - At lunchtime, you will be able to have a sandwich but no 'luxuries' such as bottled drinks, popcorn etc., are allowed. There is always free filtered water available
  - You will not be able to borrow more money
  - You should go to the office to obtain a 'lend' card BEFORE you go to the canteen, as the canteen staff will not allow any further transactions without authorisation

- Please note the following information for all students:
  - Anyone including those who are on the outstanding dinner money list can have free tea and toast in the morning
  - If you are entitled to Free School Meals the daily limit is £2.00. Students occasionally go over this limit and arrangements should be made to clear any outstanding balances. The same rules regarding the £4.00 limit also apply to students on Free School Meals.
  - We do not allow more than two biscuits at lunch-time

Parents and pupils are encouraged to check the lunch money balance regularly and top up before break time, where possible.

### **Litter**

- **No** food to be taken out of the canteen by pupils in Years 7-10
- Only bottled drinks/those with a lid may be taken out of the canteen
- All litter must be placed into the bins provided around the school building, please also use bins in classrooms and around school if the main bins are full

### **Ball Game Free Zones**

- The Quad Garden is open for Year 7 and 8 pupils only
- The hard surface around Room 36 and the area behind Rooms 32, 37, 31 and 30 are ball game free zones. No ball games are allowed in these areas
- No ball games near windows



### **Corridor and Field Conduct**

- In good weather when the field is open use the field and yards for any meetings of friendships or games etc. Do not congregate in the corridors in good weather
- Walk on the left at all times
- If your form teacher has a lunch class form is only available at the start of lunchtime to drop off bags
- In poor or wet weather it is permissible to stay indoors where at all possible using form rooms
- The MRC is open for sensible conduct – board games and homework or productive use of computers.
- No pushing or shoving at any time, between lessons if there is a potential crush stand still and wait for a member of staff to clear a space
- No close personal contact between pupils who are in a relationship

### **Field Rules**

- Remember to adhere to the 'Ball Game Free Zones'
- Please try not to drop litter and use the outside bins around the area
- If you are not near a bin pick it up at the end of break/lunch and put it into the bins inside
- At around 1.10 a teacher will usually ask you to make your way down from the furthest areas of the field towards school
- From 1.10 it is still fine to use the field but the athletics track, 'big' football pitch and top end behind the back of the houses and gardens becomes out of bounds
- At 1.20 you should already be near the building – go to registration immediately

### **Consumption of Fizzy/Energy Drinks**

- All energy drinks are prohibited from consumption within school
- All fizzy drinks over 750ml are also prohibited
- Only water may be consumed during lessons (unless there are safety implications e.g. during Science experiments) and it is freely available throughout the school day

### **Smoking**

Pupils caught smoking or in an area where smoking is taking place will be put on a register of smokers through the Pastoral RAG system and a disciplinary programme will be followed:



- Confiscation of materials which can only then be collected by a Parent/Carer
- Referred as an out of lesson incident on ClassCharts
- Pastoral Detentions completed
- Awareness session on the dangers of smoking – and a compulsory smoking cessation programme with Karen Guy School Nurse
- Parents/Carers contacted
- May be referred to Anti-Social Behaviour Officer Glenn Caley
- Repetition or refusal to comply may result in exclusion

The school may forward the names of persistent offenders to the Council Enforcement Officer and the Police and further incidents will result in more serious sanctions being considered by the school. The school may choose to seek assistance from the Local Enforcement Officer or the Police in pursuing a statutory fixed penalty notice.

The penalties and fines for the smoke-free offences set out in Health Act 2006 are; a fixed penalty notice of £50 (discounted to £30 if paid within 15 days from the issue of a notice) or a fine by a court not exceeding level 1 on the standard scale (up to £200).

### **Lessons**

- Always follow the instructions of any adults in charge
- Line up in silence outside the classroom or where your lesson will take place
- When you enter the room get out all of your equipment in silence – this includes your planner
- All pupils should be in a seating plan which will be shown on ClassCharts
- When completing individual work, pupils should be working in silence; pupils should raise their hands and wait before asking or answering questions
- Pupils are not permitted to engage in any conversation that does not centre around subject content
- No answering back e.g. Staff “Get on with your work”, Pupil “I am”; Staff “Stop talking”, Pupil “I wasn’t”
- A pupil cannot leave a lesson without permission
- Pupils should be stood behind chairs at the end of each lesson and then they will be dismissed in silence

**Overall, we seek to set and maintain excellent standards of behaviour to maximise learning for all within our school. Parents/Carers support is fundamental to the success of this goal.**



## Student Attendance

Your co-operation in ensuring regular attendance and punctuality is essential. When absence occurs, a dated and signed note giving the reason for absence is required on the student's return. However, **Parents/Carers are requested to contact school on the first morning of their child's absence from school**. Should the absence be prolonged, please let the school know, so that we can provide work and any further support your child may need to continue their education.

### Key Points to Remember

- Whilst it is right that schools recognise that individual students and families may have occasional problems, the aim of us all is to expect regular attendance
- Lateness is not acceptable and is also an issue of attendance
- Where a student is absent without prior authorisation, an explanation is required
- We are not obliged to accept parental notes where there is reason to doubt the validity of the explanation offered. For example shopping trips within school hours are not acceptable or explanations such as 'minding the house', looking after siblings etc., are not acceptable reasons for absence
- The school operates a First Day Contact Policy. The school will make every effort to contact parents/carers on the first day of absence

**Any student's attendance which falls below an acceptable level or any student who has persistent absences will be referred to the Family Intervention Team and further sanctions will be imposed this may include fixed penalty notices.**

Holidays will not be authorised as a matter of course. Only in exceptional circumstances can the Head Teacher grant a leave of absence. Leave of absence must be requested from and agreed by the school in advance of any absence by sending in a letter to the Head Teacher. If approved, the absence is registered as authorised and if not approved but still taken, as unauthorised. You can be fined for taking your child on holiday during term time without the school's permission.

## Extra-Curricular Activities



We believe that it is important to offer students more learning experiences than those in the classroom. We therefore offer a variety of activities at lunchtime and after school. These include:

Supervised ICT work  
Football, Rugby, Hockey and Cricket  
Netball and Basketball  
Athletics, Rounders  
Trampoline and Dance  
Music Clubs  
Language Clubs  
School Garden  
Cooking Club

Orienteering  
Homework classes  
Duke of Edinburgh Award Scheme  
Extra Tuition  
Talent Shows  
Youth Parliament  
Animation Club  
Science Clubs  
Craft Club

We also offer all students the opportunity to enhance their learning and enjoyment of school life through a variety of trips both within the UK and abroad.



## **Target Setting - Key Stage 4**

At the beginning of Year 10 each student will receive end of Key Stage 4 targets that are aspirational and achievable for each of their examination subjects. These targets will be reviewed regularly in Year 10 and each month during Year 11. In conjunction with the regular monitoring of progress your child will receive the additional support of a mentor who will discuss targets and progress whilst ensuring that your child reaches their potential at this school.

## **Target Setting - Key Stage 3**

At the beginning of Year 7 each student will receive both an end of year and an end of Key Stage 3 target that is aspirational and achievable for each of their subjects. These targets will be reviewed regularly throughout the Key Stage and adjusted as necessary.

Targets are given to students and kept in their school planners throughout Key Stage 3. By finding the relevant page in your child's planner you will also notice that the teachers will review progress towards these targets at least termly and record their judgements.

We expect that you will be delighted to have the opportunity to check your child's progress as recorded in his/her planner at regular intervals throughout Key Stage 3. Teachers will use three codes to describe progress towards the targets: A - indicates working above the target and this will result in the target being raised; O - will signify that your child is on course to meet the aspirational target; B - is the letter you do not want to see because it will mean that your child is working below the target set. Achieving a B will automatically trigger further school intervention with your child in order to raise his/her standard of achievement.

You may be contacted by your child's Raising Achievement Co-ordinator or the Head of Department in the instance where your child's performance falls below expectations.

## **Assessment and Reports**

Detailed reports on individual progress in each subject, together with a general report, are prepared and issued to parents after the period of formal examinations for students in all year groups. The dates of these are staggered throughout the academic year.

The reporting system continues to be reviewed to meet the requirements of the school and DfE guidelines.

Reports give an assessment of the child's pastoral and academic development. They include details of attendance, a comment made by the form tutor and an assessment of their personal characteristics.

## School Publicity

On a termly basis, the school compiles a comprehensive School Newsletter, detailing everything that the school community has achieved, school trips, sporting achievements, activities of school departments, notable extra-curricular achievements of students, Inter-house competitions etc. This is distributed via students.

The school sends news of school events and achievements to the local media and frequent reports appear in the Northern Echo, Darlington and Stockton Times and Herald and Post newspapers. The cuttings are displayed on a dedicated display board which is frequently updated. Current and former students' achievements are further recognised by a display of photos and captions near the pupil entrance to the school. The school regularly updates the many display boards in the school corridors with photos of school events including SMSC days, the Prom, Evenings to Celebrate Achievement, Sports Day, musical productions and many other activities.

Photos are taken of school events, are sent to the media and are used in the various display boards. Please note: a record is kept in school of parental permission in respect of the possible use of images of their children. This permission, or refusal of it, is strictly adhered to.

The schools website address is: [www.hurworthschool.org.uk](http://www.hurworthschool.org.uk)





## Citizenship and Spiritual, Moral, Social and Cultural Development

The development of the child is paramount to Hurworth School. All students are entitled to a coherent programme of Citizenship and SMSC education. Development in these areas ensures that all students enjoy a broad and balanced citizenship experience both within their different subject areas as well as their PSHCE lessons. In addition to this students are given the opportunity to take part in a series of themed days which support provision for SMSC and Citizenship development.

- **Year 7:** Social and Emotional Aspects of Learning (SEAL) day. The rationale for this day is to provide pupils with a personal tool kit to allow them to deal with social and emotional issues. Students complete workshops focusing on motivation, problem solving and feelings.

**Year 7** students also host an Older Adults Party. The rationale for this day is for students to take ownership for the planning and implementation of a party for members of our society. This involves inviting guests, preparing and serving a meal, and providing high quality entertainment.

- **Year 8:** Looking After Me Day. The rationale for this day is to encourage students to think about the whole person; body, mind and soul. They experience a number of ways of caring for and developing these areas. On this day students take part in a variety of workshops such as First Aid, Yoga, Healthy Eating and Indian Head Massage.

- **Year 9:** Multicultural Day. The rationale for this day is to enable students to gain a positive awareness and understanding of the diverse society in which we live. This is achieved through a series of workshop experiences, such as African Drumming, Salsa and Street Dancing as well as Foreign Cookery and Japanese kite making.

- **Year 10:** Preparing for Life. The rationale for this day is to equip students with essential skills to aid them in their life after school. Once again this will take the form of workshops including financial advice, cooking on a budget and stress management.

To further enhance this area a meaningful assembly programme has been devised. Hurworth School recognises the enormous value gained by bringing the whole school or significant school groups together. It enables the development of school identity and provides us with the opportunity to affirm our prevailing ethos that curricular success is coupled with care and respect for those around us. Assembling together enables us to share values, promote the caring quality of our school environment and affirm our belief in the uniqueness and worth of each individual.



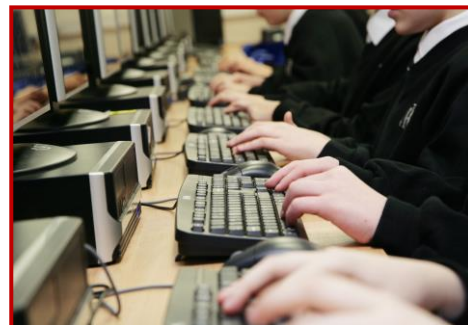
## Religious Studies and PSHCE

This important area of our curriculum is based broadly on Christian and humanitarian principles, without affiliation to any particular denomination. Health Education, which includes Sex Education and matters relating to personal development, forms part of the content of a variety of subjects including PE, Design and Technology, Science, Religious Studies and PSHCE. A continuous review of the organisation and delivery of these important elements of students' experiences is undertaken.

## Sex Education

The school sets out to ensure that all students receive a clear outline of human physiological structures and processes in core Science lessons during Year 7 in a context of plant and animal reproductive systems. Moral and ethical aspects of human relationships are approached as students grow in maturity. These sessions are found within our PSHCE curriculum. Such lessons deal with friendship, leading to courtship and long-term partnership, commending celibacy before and fidelity during long relationships, stressing the essential need for caring, considerate relationships, characterised by love and affection between partners and within family groups. Problems with relationships are also dealt with.

Provision can be made for students whose parents wish them to be withdrawn from Sex Education. In such instances, a written request should be made to the Head Teacher. Parents and Carers are welcome to view teaching materials prior to their delivery.



## **Staffing 2016-17**

Mr D Judson, BEd, NPQH, Head Teacher

Miss S Allsop, BA Hons., Art

Mrs J Bell, BEd, IT

Mr S Bradnam, BSc Hons., Maths

Mrs S L Burn, BA Hons., NPQH, History and Assistant Head Teacher (CPD, Appraisal, NQT induction tutor)

Mr D Douglas, BSc Hons., PE

Mrs N Douglass, BA Hons., Religious Education, First Aid, Citizenship Coordinator

Mr R Elgie, BSc Hons., Maths and Maths Progress Leader

Mr S Elliot, BA Hons., Head of ICT/Computing

Mr M Flood, BSc, Head of Science

Mrs L Gawthorpe, BA, Head of Health and Social Care and Assistant Head Teacher (Raising Achievement, On-line Reporting and Assessment)

Mr N Gawthorpe, BA Hons., Design and Technology and Assistant Head Teacher (IT Development, SIMS Implementation), First Aid

Mr L Gladstone, BA Hons., Head of Business Studies

Mr S Gray, BSc Hons., Dip Ed., Geography and Induction and Procedures Coordinator

Miss S Heron, BA Hons., Head of Maths

Miss A Hodgson, BA Hons., Maths

Mr M Horner, BA Hons., Physical Education and Religious Studies

Mr A Jobling, BSc, Maths

Mrs C Judson, BA Joint Hons. (English and History), English

Mrs C Lawrence, BSc Hons., Literacy Intervention Coordinator

Mr A Liddle, BA Hons., Head of Physical Education

Mr N Lindsay, BA Hons., Raising Achievement Coordinator Year 9 and Deputy Head Teacher (Pastoral)

Mrs H Lovick, BA Hons., Design and Technology

Mrs L Millward, BA Hons., English

Miss T Minshull, BA Hons., Head of English

Miss H Moohan, BA Hons., English

Miss L O'Brien, BA Hons., Head of Modern Foreign Languages

Miss N Peaker, BSc Hons., Science and Deputy Head Teacher (Curriculum Development)

Mr K Pilbeam, BSc Hons., Science and Senior Teacher (Curriculum and Options)

Mr G Rathmell, BA Hons., English and English Progress Leader

Miss K Slinger, BA Hons., Physical Education and Raising Achievement Coordinator Year 8

Mr J Smith, BSc Hons., Head of Design and Technology

Mr A Sunter, BSc Hons., Science and Science Key Stage 3 Coordinator

Mr B Sutherland, BEd, Science, Head of Upper School, Educational Visits Coordinator

Miss N Syson, MSc, Maths

Mr D Thompson, BA Hons., Design and Technology



Miss K Walker, BA Hons., Head of History  
Mrs E Waller, BA Hons., Head of Art  
Mrs S Welch, BSc, Science and Science STEM Coordinator  
Mrs J Wilson, BA Hons., Head of Music  
Dr M Wilson, PhD, Science  
Mrs H Whitten, BA Hons., Head of Autism Provision, SENCo, SCOS Coordinator  
Mrs V Wraith, BA Hons., English  
Mrs B Wright, BSc, Head of Geography  
Mr J Young, Supply  
MFL Vacancy

**Assistant SENCo and Raising Achievement Coordinator Year 7**

Mrs M Pitchford

**School Support Assistants**

Mrs C Austin  
Mrs E Chapman  
Mrs S Daneshmand [Social Communication Outreach Service]  
Miss L King \*  
Mrs K Learoyd  
Miss S McGuire  
Mrs J Parker  
Mrs L Reed [Behaviour Support]  
Miss B Speed  
Mrs C Ward

**Caretakers**

Mr G Ward  
Mr M Anderson

**Technical Support**

Mrs S Dell, Laboratory Technician, First Aid  
Mrs G Pearce, Art/D&T Technician  
Mr A Hutton, ICT Network Manager  
Mr O Harker, ICT Technician  
Mr L Watson, ICT Technician

**School Business Manager**

Mrs E Colclough

**Assistant Head (School Manager)**

Mrs M Hall

**School Publicity and Attendance Officer**

Mrs J Watson, First Aid

**Financial Controller**

Mr G Hart

**Finance Assistant**

Mrs R Edwards

**Exam Assistant and Administrative Assistant**

Miss C Jameson

**Administrative Assistants**

Mrs M Notman

Mrs S Johnson

Mrs L Clark

**Lunchtime Staff**

Lunchtime Supervisor - Mrs M Leigh

Till operator - Mrs J Jones

**Cleaning Staff**

Mrs C King, Supervisor

Mrs J Chisman, Miss J Ireson, Miss A Usher, Miss B Akers, Mrs T Wheeler, Mrs D Thompson, Mrs M Matthews (D&T)

**Kitchen Staff**

Mrs J Pybus, Mrs P Hardy, Mrs P Segger, Mrs M Graham, Mrs S Segger, Mrs K Cossins, Mrs C Stevens, Mrs L Sokell, Mrs L Airey

**External Agencies****School Nurse**

Karen Guy

**School Counsellor**

Carmel Price\*

**Careers Personal Advisor**

Penny Hudson

\*denotes part-time staff

## School Directors

**Mrs S Jameson** (Chair of the Board of Directors)



Mr D Bell  
Mr K Bernstone  
Mr I Black  
Mr S Bradnam  
Mr M Clark  
Mr E Donlan  
Mr N Gawthorpe  
Mrs K Graves  
Mr A Hobbs  
Mrs J Hodgson  
Mr I Holme  
Miss F Holmes  
Mrs L Johnson  
Mr D Judson  
Mr J Marshall  
Mr T N Rees (Vice Chair)  
Mrs R Rees  
Mr J Stansfield  
Mrs D Tweddall

## GCSE Results 2015

I am delighted to report that the students achieved **70% 5 or more A\*-C including English and Mathematics** in 2015. The national figure for 2015 was **56%**. The results are due to the hard work, determination and perseverance of the students who once again have been skillfully supported by an outstanding team of teaching and non-teaching staff who once again have "gone the extra mile" to ensure that barriers to learning, both academically and pastorally, have been successfully broken down to ensure that all pupils achieved their optimum potential via a personalised learning platform.

The students and the staff at the school have been admirably supported by their parents and the Governing Body of the school who between them have ensured that the students have had the environment at home and at school in which to thrive.

With reports in the national and local media of a national downward trend this makes this year's achievements more notable and I have every confidence that yet again we will find ourselves ranked as one of the top performing schools.

A breakdown of the 2015 results are as follows:

- ✓ Pupils achieving Expected Progress in English - **86%** *National Average 2015 - 69%*
- ✓ Pupils achieving Exceeding Expected Progress in English - **45%** *National Average 2015 - 30%*
- ✓ Pupils achieving Expected Progress in Maths - **76%** *National Average 2015 - 66%*
- ✓ Pupils achieving Exceeding Expected Progress in Maths – **40%** *National Average 2015 - 30%*

### Core Subjects (A\*-C)

- English – 87%
- Maths – 81%
- Additional Science – 88%
- Core Science – 64%
- Biology – 93%
- Chemistry – 96%
- Physics – 100%

### Non-core Subjects

- Art – 100%
- Business Studies – 69%
- Catering – 87%
- Computing – 100%
- Drama – 71%
- Geography – 60%
- German – 80%
- Graphics – 70%
- Health & Social Care – 100%
- History – 85%
- ICT – 68%
- Law – 56%
- Media 85%
- Music – 100%
- PE – 97%
- BTEC PE – 100%
- Resistant Materials – 80%
- Religious Studies – 65%
- Spanish – 100%

**My congratulations to the pupils, staff, governors and parents – the partnership is working well.**

## **Additional Information**

### **Careers Information**

Years 7, 8 and 9 follow a programme that matches up individual interests and aspirations to practical advice and guidance.

Throughout Key Stage 4 all students will have the opportunity to experience life in the workplace. Year 11 students receive guidance about their transition to the next stage of their learning/training.

### **Charging and Remissions Policy**

The school does not charge students for essential curriculum experiences, although Parents/Carers may be asked to make a contribution to specific curricular activities that take part during the school day e.g. theatre visits. Parents/Carers may be charged for extra-curricular activities e.g. visits abroad. We also have access to Darlington Education Fund which has in the past helped fund events for individuals.

### **ParentMail**

The school has recently implemented the 'ParentMail' communication system. This is a comprehensive system that aims to keep Parents and Carers informed about up and coming events, attendance via text and email. On acceptance of a place at Hurworth School you will be encouraged to sign up to this system. The system will also allow you to make payments to the school on-line.

### **School Meals**

A cafeteria meals system operates in the school and a wide variety of dishes, both hot and cold are available, as well as snack meals. Items are priced individually and students pay for their purchases at a number of tills. A "healthy eating" policy is pursued by the school and is encouraged through curriculum programmes within Hurworth School.

Students who display poor behaviour during the lunch period will be warned and their parents will be informed of the situation in serious cases. If the misbehaviour continues the students may be barred from remaining on the school premises during lunchtime.

### **STUDENTS WHO STAY AT SCHOOL FOR MEALS ARE NOT ALLOWED TO LEAVE THE SCHOOL PREMISES AND A PASS SYSTEM OPERATES.**

**If Hurworth/Croft parents choose to allow their children to leave school during the lunch break, then students should not return to school before 1.10pm and under such circumstances, responsibility for the welfare and supervision of these students would remain with the parents.**

During morning break, hot drinks and a variety of snacks are on sale in the Dining Hall.

### **School Security**

Visitors to the school must sign in and wear a coloured lanyard. ALL members of staff know to stop and question any unfamiliar person in the building without the lanyard. Children are supervised during break times, lunchtime and at the beginning and end of the school day.

The local police advise the school on security issues and lecture the children during the school year. The school is fully alarmed and the system is reviewed annually.

The school premises and hardware are protected by Smart Water security.

## After School

The parents, governors and staff of Hurworth School are rightly proud of our school and our children. The focus of our pride, as our school motto says clearly, is in delivering '**excellence with care**'. In this regard, the school's Home School Agreement/Agreement for Examination Success has just one purpose, to ensure that each child achieves his/her maximum potential in **ALL** aspects of his/her education.

To work most effectively, it requires a commitment from all parties. That is the purpose of this agreement. It should be noted that the commitment includes support for our approach to attendance at "**additional**" classes.

### When Do These Occur?

In Year 11 the school runs "additional" classes most lunchtimes; three nights a week after school usually on a Monday, Tuesday and Thursday from 3.30pm until 4.30pm and on a few days during the February and May half terms and Easter holiday period. Year 10 pupils may be asked to attend lunchtime classes only.

### Why run Holiday Classes and who attends?

These are for "catch up" or revision purposes and are voluntary. We inform parents in advance of those students whose work is, in the judgement of the school, in need of further attention/support. For those students, the expectation is that parents will ensure their attendance.

### What are the Lunchtime and After School Classes? Who are they for?

**ALL Year 11** students make themselves available to attend a one hour after school class three days a week and also at lunchtimes. They are **required to attend** if, in the judgement of the school, their work requires further attention. Year 10 pupils may be asked to attend lunchtime classes only.

Clearly, our approach provides students with the incentive they need to get their work up to their optimum level of performance at the first time of asking.

### What Happens When A Student Fails to Attend an Extra Class when Required?

This is treated in the same way as if a student refuses to attend a school detention i.e. a breach of school discipline. In such instances, sanctions are imposed, including removing access to some or all of our extra-curricular activities.





## Home School Agreement 2016-21

### The Parents/Carer - I/we shall:

- Ensure that my child goes to school regularly, on time and properly dressed and equipped
- Notify the school if I know about any concerns or problems that might affect my child's work or behaviour
- Support the school's policies and guidelines for behaviour
- Support my child in their Independent Learning tasks
- Attend Parents' Evenings and discussions about my child's progress
- Find out about my child's life at school
- Ensure my child adheres to the classroom expectations, break and lunch time and transport guidelines in the Hurworth School Values Charter

### Hurworth School - The school will:

- Care for your child's safety and happiness
- Provide a comfortable, safe environment in which to work
- Ensure that your child achieves his/her full potential as a valued member of the school community
- Provide a balanced curriculum and meet the individual needs of your child
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Keep you informed about general school matters and about your child's progress in particular
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school
- Provide a high standard of education for the pupil in all subjects, thus enabling him/her to achieve his/her optimum potential
- Provide support for the pupil in the completion of all necessary classwork, coursework and Independent Learning tasks. This may include support from the SEN department
- Liaise regularly with the pupil and his/her parents regarding progress, and put into place strategies to improve the pupil's chances of academic success
- Provide a series of additional lunchtime, after school and revision classes deemed necessary by the school to ensure each pupil achieves the highest possible performance in public examinations
- The school will provide pupils with Academic Mentors in Years 10 and 11 to support them in optimising their potential

### The pupil - I shall:

- Attend school regularly and on time
- Adhere to the classroom expectations, break and lunch time and transport guidelines in the Hurworth School Values Charter
- Bring all the equipment I need every day
- Attend all additional lunch time, after school and revision classes deemed necessary by the school
- Complete all necessary classwork, coursework and Independent Learning tasks by the given deadlines and to the prescribed standard

### Hurworth School Home/School Agreement

I/We have read the home/school agreement and undertake to support the arrangements set out.

Signed (Parent) \_\_\_\_\_ Date \_\_\_\_\_

Signed (Pupil) \_\_\_\_\_ Date \_\_\_\_\_



## Agreement for Examination Success 2016 - 2021

Name of Student .....

Name of Mentor .....

### The School hereby promises to:

- Provide a high standard of education for the student in all core subjects, thus enabling him/her to achieve his/her optimum GCSE grades
- Provide support for the student in the completion of all necessary classwork, coursework and Independent Learning as appropriate. This may include the support of the SEN department
- Provide a comfortable, safe environment in which to work
- Liaise regularly with the student and his/her parents regarding progress, and put into place strategies to improve the student's chances of success
- Provide a series of additional lunchtime, after school and revision classes **deemed necessary by the school** to assist the student in the improvement of grades (**see statement earlier in this handbook**). NB "After school" is defined as outside normal school hours (09.00-15.30) and during school holidays

### The Parent(s) hereby promise to:

- Support your child through his/her crucial last year of compulsory education, assisting where possible with study and providing a quiet place for the student to work at home where possible
- Ensure the student's attendance at those additional lunchtime, after school and revision classes deemed necessary by the school (**see statement earlier in this handbook**)
- Liaise regularly with the student's mentor about progress and assist the student and the school with remedial work should there be a need

### The Student hereby promises to:

- Attend all additional lunchtime, after school and revision classes deemed necessary by the school (**see statement earlier in this handbook**)
- Complete all necessary classwork, coursework and Independent Learning by the given deadlines
- Adhere to the classroom expectations, break and lunch time and transport guidelines in the Hurworth School Values Charter
- Meet regularly with his/her mentor to discuss progress, and undertake to make improvements where necessary

Signed on behalf of the school ..... Date .....

Signed (parent) ..... Date .....

Signed (student) ..... Date .....



## **Notes**



## **Notes**