



Highcliffe School

11-18 Academy & Specialist College

Information

Intake 2013

*Vision Statement: I believe in using what you have,
instead of mourning for that which you do not.
In thirty years time, I want to be able to look back
at my youth and know that I used my talents fully,
that I wasted nothing.*



Welcome

Dear Parents

Welcome to Highcliffe School and thank you for showing an interest in our school. Please accept, with our compliments, this copy of the School Information Booklet, which will help you to get to know us better.

The ethos at Highcliffe is very special. Highcliffe is much more than a school, as a thriving community it is much more about a way of life. We insist on hard work, exceptional standards of behaviour and courtesy. Our students are excellent citizens and their well-being and success are of paramount importance. All who visit are impressed by the friendly and calm atmosphere at Highcliffe School.

Our students enjoy learning in a highly stimulating environment, where each young person is treated as an individual. A key priority is to develop our young people as unique and remarkable individuals with their own special talents and interests. We are very keen for them to develop as great team players, eager to lead, formidable competitors and impressive performers. Our young people have a strong appreciation of the international dimension and global impact on their futures.

Our mutual ambition is for the young people of Highcliffe to flourish today so they can thrive in their future roles as students, citizens, and lifelong learners. To challenge our students academically, we work

together to produce highly personalised programmes of study, based upon a rich and diverse curriculum. We are immensely proud of the exceptional achievements of our students and our staff.

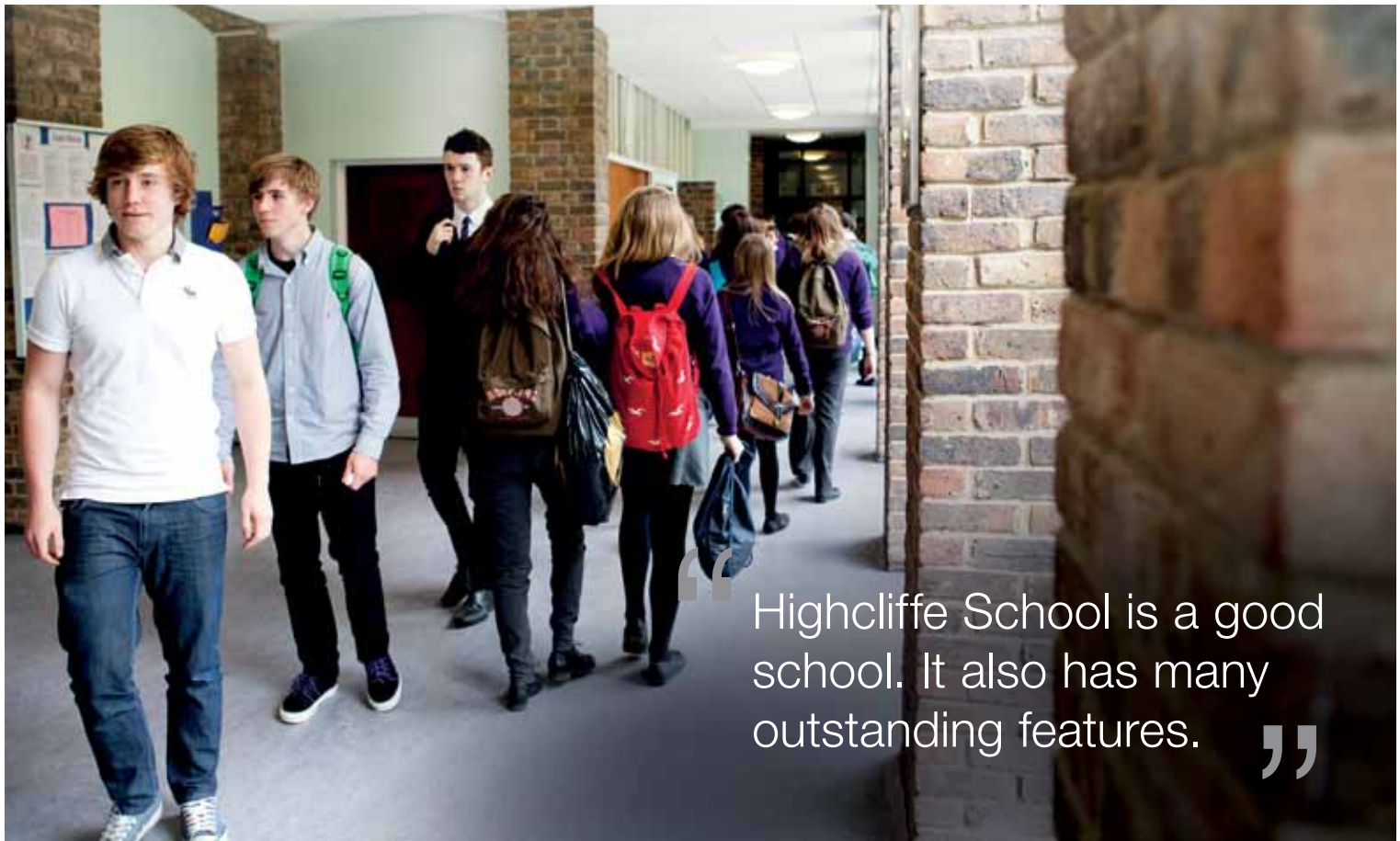
We are sure that you, as parents, are delighted that our Sixth Form provides strong levels of continuity into post 16 education. Life in the Sixth Form also broadens horizons, as our young people develop and progress to University and high quality employment. Students regularly progress to Oxbridge and a wide range of Russell Group Universities as well as to Higher Education courses across the country.

We look forward to working with you in support of your family.

Yours sincerely

Judith A Potts
Headteacher





Highcliffe School is a good school. It also has many outstanding features. ”

Ofsted 2008

- Parents rightly hold it in high regard, reflected in the comment of one parent: 'A brilliant school'.
- The school has high expectations and a good track record of improving students' attainment.
- A particular mark of the effectiveness of the Sixth Form is the very strong record of success students have in achieving places in universities and further education institutions of their choice.
- The school's dual specialisms for languages and science and mathematics are exceptionally well-embedded.
- Students have the personal qualities and skills that equip them exceptionally well to make decisions for themselves.
- The school is orderly and students respect each other.
- Most students enjoy school, reflected in above-average attendance.
- A significantly higher than average number of students gain good GCSE A* – C grades in both English and Mathematics.
- Students achieve well because of rigorous and consistently good quality teaching and a wide-ranging curriculum.
- Students respond very positively to the excellent levels of care, support and guidance provided by staff.
- An undoubted reason for the school's success is the outstanding leadership and management of the headteacher and senior team.
- The school has effectively placed itself at the heart of the community.
- In the lessons observed, students were challenged well.



Celebrating Achievement 2012

The Faculty of Art Design and Technology,
Highcliffe School cordially Invites you to
a private viewing of

Celebrating Achievement 2012
an exhibition of GCSE and A Level work

on Thursday 21st June, 4.30 - 6.30pm

RSVP 01425 273381, office@highcliffeschool.com

Staff

Headship Team

Ms	Judith	POTTS	BEd Hons	Headteacher, Emergency Procedures , CAF
Mr	Nigel	CAMPBELL	BA Hons, PGCE	Deputy Headteacher – School Self Evaluation, Safeguarding (DSP) , CAF
Mr	Nicholas	O'CONNOR	BSc Hons, PGCE, Dip HED	Deputy Headteacher – Director of Curriculum Programmes, Risk Assessment/Trips and Visits
Mr	Mathew	DOWNS	BA Hons, GTP	Assistant Headteacher – E Learning Systems Manager, Data Protection, E Safety
Mr	Mike	JONES	BEd Hons, MSc	Assistant Headteacher (KS4 Progress) Target Setting and Student Progress, Student Transport
Mr	Mark	YAPP	BA Hons, PGCE	Assistant Headteacher (KS3 Progress) Teaching & Learning, Bullying/Racial incidents

Assistant Headteachers

Mr	James	DEAN	BSc Hons, PGCE
Mrs	Anna	KARANJA	BA Hons, PGCE
Ms	Deborah	KENNEDY	BEd Hons
Mrs	Christine	KING	BEd Hons, Cert SpLD

School Improvement

Feedback for Informed Learning; Head of Achievement Year 8
Raising of the School Leaving Age; Director of Sixth Form
Home Study; Senior Curriculum Leader, Humanities
Personalisation, SENCO, **Safeguarding**, CAF

Senior Support Staff

Mrs	Angela	PARSONS		PA to Headteacher
Mrs	Kay	LEWIS	CPFA	Business Manager

Staff List	Qualifications	Subject Area/Responsibility
English		
Mrs Rebecca BOWEN	BA Hons, PGCE	Media, English
Mr David BRYDEN	BA Hons, PGCE	Lead Teacher: Literacy; Japanese
Mrs Jill BUNTING	BSc Hons, PGCE	English, History
Miss Megan CRUMP	BA Hons, PGCE	English, Media
Mrs Louise FRY	BA Hons, PGCE	English
Mrs Louise GABONY	BA Hons, PGCE	Senior Curriculum Leader: English
Mr John GARNER	BA Hons, PGCE	Head of Achievement Year 10, English
Miss Anna MARTINDALE	BA Hons, PGCE	Curriculum Leader: English KS3
Mrs Heather PEARSON	BA Hons, PGCE	English
Mrs Amanda SIBBICK	BEd	Curriculum Leader: English KS4
Dr Barbara STEVENS	PhD, BA Hons, GTP	English, Film

Art Design Technology

Miss Katharine BOOTHROYD	BA Hons, PGCE	Art Design and Technology
Mr James ELLIOTT	BA Hons, PGCE	Curriculum Leader: Art
Miss Tori FARREN	BA Hons, PGCE	Art
Mrs Susan GUPPY	BA Hons, PGCE	Art, Fine Art and Art Design
Mrs Valerie HARRIS	Cert Ed	Curriculum Leader: Textiles
Miss Deborah LEITCH	BA Hons, PGCE	Catering, Food
Mr Gary MANT	BA Hons, PGCE	Art Design and Technology
Mr Anthony MEREDITH	BA Hons, PGCE	Art Design and Technology
Mr Simon NICHOLLS	BA Hons, PGCE	Senior Curriculum Leader: Art, Design & Technology
Mrs Sally ROWE	HLTA	Catering, Child Development
Mrs Zara SAGANIC	MA, GTP	Art
Mrs Pauline SILVERWOOD	BSc Hons, PGCE	Textiles, Art, Graphics
Mr Martin SIMMONS	BA Hons, Cert Ed	Curriculum Leader, Graphics; Graphics, Art Design & Technology; SCITT Subject Tutor
Mr Philip TOWNSHEND	BEd Hons	Curriculum Leader: Electronics and Control

Technical and Curricular Support

Mr Anthony MEREDITH	BA Hons, PGCE	Technician
Mrs Sally ROWE	HLTA	Technician
Miss Catherine SELLERS	BA Hons	Technician
Mrs Vanessa SWAYNE		Technician

Expressive Arts

Mr Richard BANNISTER	BMus, Hons, PGCE	Music, Curriculum Support
Mrs Jenny BEWLEY	BEd Hons	Head of Achievement Year 11; PE and Dance, Citizenship
Mr James DEAN	BSc Hons, PGCE	Head of Achievement Year 8; PE
Miss Emma DUDDLE	BA Hons, PGCE	Curriculum Leader: Music
Miss Claire FELLINGHAM	BA Hons, GTP	PE
Mr Simon HALLAM	BA Hons, PGCE	Senior Curriculum Leader: Expressive and Performing Arts; Economics
Mr Neil JOBBINS	BA Hons, PGCE	Curriculum Support, PE
Mrs Moira McGRATH	BEd Hons, AST	Drama, Performing Arts
Miss Lisa SWAN	BEd Hons	PE, Head of 6th Form
Miss Elena RILEY	BA Hons, PGCE	Music, Curriculum Support
Mrs Maria WEBBER	BEd Hons	Curriculum Leader: Physical Education; PE, Dance
Mrs Abigail WILLS	BA Hons, GTP	Dance, PE, Drama

Humanities

Mrs Jeanne ATHERTON	HLTA	Curriculum Support, Humanities
Ms Kate BARRALL	BA Hons, PGCE	Curriculum Leader: History, Humanities
Mrs Jenny BEWLEY	BEd Hons	Head of Achievement Year 11; Citizenship, PE, Drama

Mrs Jennifer COX	BA Hons, PGCE	Curriculum Leader: Geography (M)
Mrs Vivian DEDMAN	Cert Ed	Team Leader for Coaching & Mentoring, Lead Teacher for Gifted & Talented (Safeguarding)
Miss Natalie DE GERNIER	BSc Hons, PGCE	Humanities
Mrs Leona DOWNIE	BA Hons, PGCE	Curriculum Leader: Religious Education; Humanities
Mrs Helen FINCH	BA Hons, PGCE	Curriculum Leader: Careers, including Work Related Learning, History
Mr Andy GODDARD	BA Hons, MA, PGCE	Head of Achievement Year 7, RE, Humanities
Ms Deborah KENNEDY	BEd Hons	Senior Curriculum Leader: Humanities; Geography, Humanities
Mrs Victoria MORTELL	BA Hons, PGCE	Curriculum Leader: Geography
Mrs Helen O'CONNOR	BA Hons, PGCE	EPQ
Mr Lee POWELL	BSc Hons, PGCE	Team Leader, Curriculum Support
Mrs Deborah POWELL	BA Hons, PGCE	Curriculum Support, EPQ
Mrs Melanie READ	BA Hons, PGCE	Curriculum Leader for PSHE and Community Cohesion; History, Humanities
Miss Fiona STEWART	BSc, PGCE	Curriculum Support, Geography, Humanities
Mr Andrew TURNER	BA Hons, PGCE	Curriculum Support, History, Humanities
Mr Mark YAPP	BA Hons, PGCE	Assistant Headteacher; RE, Humanities

Information Communication Technology/Business Information Systems

Miss Jill BURDEN	BA Hons, PG Dip Ed	ICT, Business
Mr Stephen CALLEAR	BSc Hons, PGCE	Business Studies, ICT
Mr Adam CLEMENT	BSc, PGCE	ICT, Computing
Mr Philip COUGHLAN	BA Hons,PGCert(BsStud),MBA	Curriculum Leader: International Dimension; ICT, Sociology, Business Studies
Mr Mathew DOWNS	BA Hons, GTP	ICT, Computing
Mr Mark MORTELL	BEd Hons	Senior Curriculum Leader: ICT, Computing and Business, Economics

Technical and Curriculum Support

Mr Chris COLEMAN	PRINCE2	Senior IT Systems Technician
Mr Mathew DOWNS	BA Hons, GTP	E Learning Systems Manager
Mr George WEST		IT Systems Technician

Mathematics

Miss Jessica ALLDIS	BSc Hons, PGCE	Curriculum Leader: Mathematics KS3, Economics
Mr James ANTHONY	BSc, PGCE	Mathematics
Mr Ian BURGAN	BEng Hons, PGCE	Senior Curriculum Leader: Mathematics
Mr Steven COOPER	MEng, PGCE	Mathematics
Mr Thomas COWLEY	BEng, PGCE	Mathematics
Mr Will EDMONDS	BSc Hons, PGCE	Achievement Mentor, Mathematics
Miss Kerry HAYMAN	BSc Hons, PGCE	Curriculum Leader: Mathematics KS4; Mathematics, PE
Mrs Jessica KELLY	BSc Hons,PGCE	Mathematics
Mr Bryan LOSE	MA, GTP	Mathematics
Miss Carryl MORGAN	BSc Hons, PGCE	Mathematics
Mrs Marie PAGE	BSc, PGCE	Lead Teacher: Numeracy, Mathematics
Miss Annie TAYLOR	BSc Hons, PGCE	Mathematics
Mrs Jacqueline TYLER	Bsc Hons, PGCE	Mathematics

Science

Mrs Alison BARCLAY	BSc Hons, PGCE	Curriculum Leader: Science KS3; Science, Chemistry
Miss Kimi BERKELEY	BSc Hons, PGCE	Curriculum Leader: Physics; Science, Biology
Mr Russell BOOKER	BSc Hons, PGCE	Curriculum Leader: Chemistry; Science, Chemistry
Mrs Julie BUNNETT	Cert Ed	Nursery Nursing, Health and Social Care
Mrs Jennifer CHALMERS	BSc Hons, GTP	Psychology
Mrs Helen CHAMBERS	BA Hons, GTP	Psychology
Mr Richard CRAVEN	BSc Hons, PGCE	Science, Biology; Eco Schools Co-ordinator

Ms	Sue	CULLEN	BSc Hons, PGCE	Senior Curriculum Leader: Science (including Science College); Science, Biology
Mr	Paul	EVANS	BSc Hons, PGCE	Head of Achievement Year 9; Science, Physics
Ms	Sue	FORD	Cert Ed	Health & Social Care
Mr	Mark	HAYWARD	BSc, MSc	Science, Biology
Miss	Tanya	HUNT	BSc Hons, PGCE	Science, Physics
Mrs	Sarah	JAMES	BSc, PGCE	Curriculum Leader: Biology; Science, Biology
Mr	Mike	JONES	BEd Hons, MSc	Assistant Headteacher; Science, Chemistry
Mr	Peter	LOWTON	BSc Hons, PGCE	Science, Biology and Physics
Mr	Nicholas	O'CONNOR	BSc Hons, PGCE, Dip Hed	Deputy Headteacher; Biology
Mr	Dean	PRODOMO	BSc Hons, PGCE	Science, Biology
Mr	Alex	WARING	BSc Hons, PGCE	Science, Biology

Technical and Curriculum Support

Mrs	Lorraine	COLLINS		Senior Technician - Chemistry
Mr	Nick	MITCHENER		Technician - Physics
Mr	Richard	SILVERWOOD	BSc Hons, Dip Opt	Technician - Biology

Modern Foreign Languages

Mr	Nigel	CAMPBELL	BA Hons, PGCE	Deputy Headteacher, Director of Specialist College, French, Italian Latin
Mrs	Marilyn	GOWER	BA Hons, Dip Ed	French, Italian
Mrs	Lucy	HEASMAN	BA Hons, PGCE	Co-Director MFL: Community; SCITT Tutor; German, French, Spanish
Mr	Philip	HILL	BA, PGCE	Director of Sixth Form; French, Latin
Mrs	Anna	KARANJA	BA Hons, PGCE	French, Spanish
Mrs	Lisa	KHALIL	BA Hons, PGCE	Assistant Director Language College; French, Spanish
Mr	John	MAURICE	MA, PGCE	French, Spanish, German
Mrs	Amy	MORTIMER	BA Hons, PGCE	Assistant Director Language College; Spanish, French
Mrs	Clare	SHEPHARD	BA Hons, PGCE	Spanish
Mrs	Sandra	SNELL	BA, PGCE	Italian Language Assistant
Mrs	Maria	TRENT		French
Mrs	Clare	TUBBS	BA Hons, PGCE	Senior Curriculum Leader: Modern Foreign Languages; French, Spanish, German
Mr	Jon	WAYTH	BA Hons, MEd, PGCE	German, French
Miss	Susanne	WEIDEMANN	MA, PGCE	

Foreign Language Assistants

Miss	Jade	KA		French Language Assistant
Miss	Maria	OLMEDO		Spanish Language Assistant
Mrs	Maria	TRENT		Italian Language Assistant
Mr	Philip	OPPERMANN		German Language Assistant

Curriculum Support

Mrs	Jeanne	ATHERTON	HLTA	Curriculum Support
Mr	Richard	BANNISTER	BMus, Hons, PGCE	Curriculum Support
Mrs	Vivian	DEDMAN	Cert Ed	Curriculum Support, Team Leader for Coaching & Mentoring, Lead Teacher for Gifted & Talented
Mr	Neil	JOBBS	BA Hons, PGCE	Curriculum Support
Mr	Lee	POWELL	BSc Hons, PGCE	Curriculum Support, Team Leader
Miss	Elena	RILEY	BA Hons, PGCE	Curriculum Support
Mr	Andrew	TURNER	BA Hons, PGCE	Curriculum Support

Learning Support Team

Mrs	Christine	KING	BEd Hons, Cert SpLD	Assistant Headteacher, Head of Particular Needs, Safeguarding
Mrs	Sharon	ALLEN		Senior Teaching Assistant
Mrs	Coralie	ANSTEE	BA Hons, PGCE, Cert SpLD	Specialist Teacher

Mr	Alexander	BARCLAY		Teaching Assistant
Miss	Charly	BARRETT		Teaching Assistant
Mrs	Christina	BENTLEY		Teaching Assistant
Mrs	Nancy	COOMBS		Teaching Assistant
Mrs	Kathy	COOMBER	HLTA	Teaching Assistant
Mrs	Charlotte	DOWNS		Teaching Assistant
Mr	Paul	FIELD		Teaching Assistant
Mrs	Daphne	GOLD		Teaching Assistant
Miss	Kerry	GOODING		Teaching Assistant
Miss	Joanne	HARDING		Teaching Assistant
Mrs	Susan	HASSALL		Senior Teaching Assistant
Mrs	Sharon	HEAD		Teaching Assistant
Mrs	Emma	HESK		Teaching Assistant
Mr	Brett	HOWARD		Teaching Assistant
Mrs	Vanessa	JEAVONS		Teaching Assistant
Mrs	Amanda	KAVANAGH		Emotional Literacy Support – Assiant ELSA
Mrs	Sally	PARRETT		Student Support Worker, SEN
Mrs	Lynda	PROCTOR		Teaching Assistant
Mr	Joseph	PRODOMO	HLTA	Teaching Assistant
Mrs	Lynne	SOLLY		Teaching Assistant
Mrs	Phyl	TAYLOR		Teaching Assistant
Mr	Yurii	TRACH		Teaching Assistant
Mrs	Marianne	WALTON	HLTA	Teaching Assistant
Mrs	Kirsty	WILLIAMS		Teaching Assistant

Support Staff

Mrs	Sarah	BAGSHAW		Reprographics
Mr	Tim	BARNES	Cert Ed	Student Support Worker, Lower School, (Safeguarding)
Mr	Keith	BLAKE		Caretaker/Handyperson/Driver
Mrs	Alison	BOWER		Clerical Assistant: Student Support 13-19, Work Experience
Mrs	Catherine	BREDDY		Clerical Assistant: Curriculum Support
Mrs	Suzanne	COLLIER		Mid-Day Supervisor
Mrs	Tracey	COWLAND		Clerical Assistant, Student Support
Mrs	Helen	CURRIE		Clerical Assistant, Student Support
Mrs	Linda	DEVLIN		Whole School Display
Mrs	Judy	FORD		Clerical Assistant, Finance
Mrs	Sue	GODWIN		Finance Officer
Mr	Rhys	GROVES		Site Manager
Mrs	Laura	HARRIS		Clerical Assistant
Mrs	Tina	HEATHMAN		Admissions Officer
Mrs	Kay	LEWIS	CPFA	Resource Manager
Mrs	Nicola	LILL		Assistant Examinations Officer
Mrs	Elizabeth	NAGEL-SMITH	BA Hons, PGCE	Senior Librarian
Mr	David	PALMER		Caretaker
Mrs	Lynn	PATERSON		Clerical Assistant
Mrs	Sarah	REDRUP		Staff Room Caterer, Mid-Day Supervisor
Mrs	Sally	RILEY		Student Support Worker, Upper School, Attendance & Behaviour
Mrs	Hilary	ROSINA		Data and Examinations Manager
Mrs	Sheila	RUFFELL		Clerical Assistant, Finance
Mrs	Katie	STRIDE		Data Officer
Mrs	Katrina	THOMPSON		Student Support Worker, Medical Officer, Safeguarding
Mrs	Nickie	THORNE		Finance Assistant
Mrs	Hannah	WHITE		Student Support Worker 13-19, Work Experience

Clerk to the Academy Trust

Mrs	Marilyn	GOWER	BA Hons, Dip Ed	
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Academy Trust

Academy Trust Directors 2012

Mr Martin Axton	Chair	Mrs Caralyn Kydd-Coutts	
Mrs Mandy Gardiner	Vice Chair	Capt. John Lofts	
Ms Judith Potts	Headteacher	Mrs Myra Mawbey	
Mr Jeremy Allin		Mr Gary Moore	
Mrs Jenny Bewley		Mr Brian Roberts	
Mr Mathew Downs		Mr Wilbert Smith	
Mr Nick Geary		Mr William Smith	
Mrs Elayne Hutt		Mrs Claire van Wingerden	
Dr Karen Jenkinson		Mr Steven White	
Mrs Christine King		Mrs Marilyn Gower	Clerk to the Academy Trust

Secret Garden Poem by Aisling Taylor (Year 7)

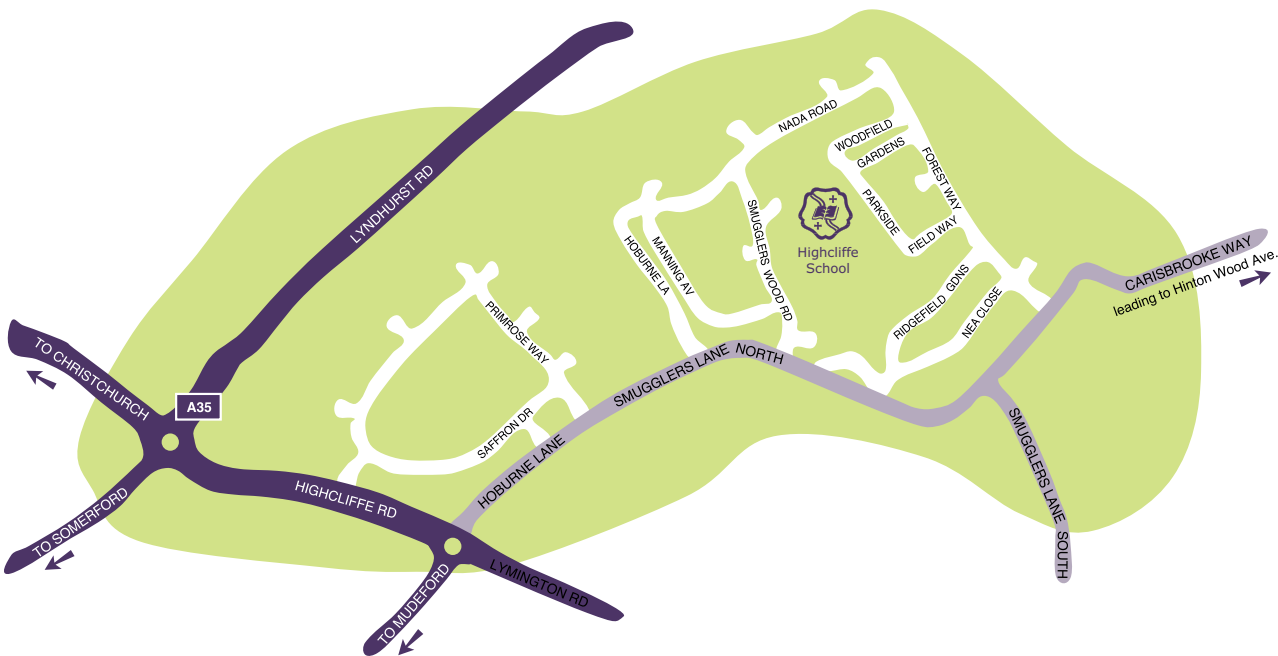
If I had a Secret Garden I would, watch
the lush emerald grass grow, Sit on the
newly painted caramel bench and sing
with the birds. I would watch the frogs
leap across the sweet lily pads.

The trees would dance with me in such
glee! The flowers tall and bright burst
with colour! I see ruby, aqua, rose and
marigold, the colours shimmer in the
beautiful sunlight.

I would lean on the old oak tree, listening
to the pitter, patter of the crystal
clear rain, on the lime green leaves and
wait for the magical rainbow to appear!



School Map & Catchment Area



For further information on school admissions, please contact, directly, Mrs T. Heathman, Admissions Officer at the school.

Highcliffe School,
Parkside, Highcliffe,
Christchurch,
Dorset BH23 4QD

T. 01425 273 381
F. 01425 271 405
E. office@highcliffeschool.com
www.highcliffeschool.com

This plan has been provided as a guide.





Admissions Policy

General Information

School Type:	11-18 mixed comprehensive school	
School Roll:	Main School (Years 7 – 11) on roll:	1184
	Sixth Form on roll:	265
	Total:	1449
	(Census January 2012)	
Admissions Authority:	Highcliffe School Academy Trust	

Application to Highcliffe School

Year 7 September New Intake Admissions

The co-ordinated admission scheme requires parents to apply for a place (New Intake only) at Highcliffe School using the common application form available from your local authority or your child's primary school.

Admission Enquiries, Years 7 – 11 (Casual Admissions)

Please contact directly the Admissions Officer at Highcliffe School should you be considering applying for a place at Highcliffe School.

Telephone: **01425 273381** Email: **office@highcliffeschool.com**

Sixth Form Admission

Application forms and prospectus available from the Sixth Form Office, Highcliffe School.

Telephone: **01425 282322** Email: **sixth@highcliffeschool.com**

Admission Policy 2013-2014

Students will be admitted at age 11, and In Year, without reference to ability or aptitude. The normal age of transfer into Highcliffe School in September 2013 is 11, where the child reaches that age between 1st September 2012 and 31st August 2013.

Children who live in the areas traditionally served by Highcliffe St Mark Primary and Mudeford Junior Schools in Dorset; Tiptoe Primary, Sway St Luke's Primary, Brockenhurst, Bransgore and Hordle Primary Schools in Hampshire, may transfer at the age of 11 to Highcliffe School if places are available.

Closing date for receipt of completed forms for normal year of entry will be in accordance with the timetable set down in the respective local authority's coordinated scheme.

The school's admission number for September 2013 is 216. Should the school be oversubscribed (i.e. receive more applications than places available), places will be allocated in accordance with criteria set out below (see Agreed Admission Criteria). The Academy Trust will only agree to exceed the admission number where exceptional circumstances apply or as part of the LA's In Year Fair Access protocol.

In the normal year of entry, parents will be informed about the allocation of a place by letter, sent by first class post on 1st March 2013, or the nearest working day after.

If you wish your child to attend Highcliffe School but there are no places available, you may have your child's name placed on a waiting list. The waiting list operates in accordance with the published admission criteria.

If your child is refused a place at the school you have the right to appeal to the Admissions Appeal Panel. Please write to the Clerk of the Academy Trust if you wish to do this and the school must then send you the appropriate information.

Applications Received, Highcliffe as Preferred School

Traditional Feeders	Intake 2012	Intake 2011	Intake 2010	Intake 2009	Intake 2008	Intake 2007	Intake 2006
Highcliffe St Mark Primary	66	66	63	101	66	67	69
Hordle Primary	28	23	38	33	30	25	37
Bransgore Primary	18	17	12	11	20	19	26
Tiptoe Primary	13	9	17	14	13	8	15
St Luke's Primary, Sway	11	13	9	14	24	12	12
Brockenhurst Primary	5	17	15	10	9	8	8
Mudeford Junior	59	45	54	44	48	0	0
TOTAL	200	190	208	227	210	139	167
Other Christchurch Juniors							
Mudeford Junior						50	54
Burton Primary	6	7	7	5	6	16	11
Somerford Junior	4	4	4	3	1	2	8
St Joseph's, Somerford	5	6	6	5	6	4	2
The Priory, Christchurch	1	3	1	1	1	4	0
Christchurch Junior	0	0	1	0	0	0	1
TOTAL	16	20	19	14	14	76	76
Other Hants Juniors							
New Milton Junior	8	4	6	12	7	12	8
Milford on Sea Primary	1	3	2	1	1	0	1
Ashley Junior	1	3	7	2	5	8	2
Burley Primary	0	2	0	0	1	0	2
Our Lady & St Joseph	1	0	0	0	0	0	1
Sopley Primary	3	2	0	1	1	3	1
Lymington Junior	1	2	0	0	0	1	0
William Gilpin	1	0	0	1	3	0	0
South Baddesley Primary	0	1	0	0	0	0	0
TOTAL	16	17	15	17	18	24	15
Bournemouth Juniors							
St Katharines	0	2	4	1	6	7	9
Pokesdown Primary	0	0	0	3	2	1	5
St James	1	0	3	0	0	0	0
St Martins	1	0	0	0	0	0	0
West Moors Middle School	0	0	0	0	0	0	1
Stourfield Junior	1	3	0	1	0	1	0
Corpus Christi Junior	0	0	0	0	0	0	1
TOTAL	3	5	7	5	8	9	16
Private/Independent							
Ballard School	1	0	1	4	0	1	3
Durlston Court	1	4	2	0	2	1	2
Moyles Court School	0	0	0	0	0	0	1
Pilgrims Independent	0	0	0	1	0	0	0
TOTAL	2	4	3	5	2	2	6
Moving to area	1	0	3	1	1	0	4
TOTAL	238	236	255	269	253	250	284
Standard admission no	216	216	216	216	216	216	216
Successful appeals	20	10	28	37	4	27	29
Unsuccessful appeals	0	0	14	0	6	0	9

Transport to Highcliffe School

In Catchment: Hampshire based applicants only

The new Hampshire County Council (HCC) Home to School Transport Policy will be implemented in full from September 2013. (<http://www3.hants.gov.uk/traveltoschool/school-transport.htm>)

The policy states that students living over 3 miles from a school will be entitled to free transport to the nearest catchment school only. This is a change from the previous policy of providing free transport to any school within a shared catchment arrangement. In effect, Hampshire County Council has removed the discretionary element of their policy.

Therefore, for students who live in Hampshire, more than 3 miles from Highcliffe School and where Highcliffe School is the nearest school treating that address as in-catchment, HCC will continue to provide transport free of charge.

HCC and Highcliffe School are working together to ensure that the existing transport service remains in place. HCC have committed to meeting the school's needs in terms of total seat numbers required. Highcliffe School will purchase seats on the coaches which will be available.

Highcliffe School will subsidise the cost of a seat. Seats will be available at a cost of £295 per seat, per academic year (from September Intake 2013) for the first two seats purchased per family unit as defined by our Admissions Policy. Where additional seats are required for siblings within the same family unit Highcliffe School will provide these at no further cost.

Further Information:

- Parents are advised to refer to Hampshire County Council regarding free school meals and SEN entitlements with regards to transport provision.
- Students will be expected to uphold high standards of behaviour when travelling to and from school.
- Highcliffe School will enable payment to be made by instalments.
- There will be no reduction or abatement of cost due to absence or any other circumstance.
- Hampshire County Council charges a standard discretionary rate of £495 per seat (2012/13 rates and may be subject to change).
- Parents are free to choose to make alternative transport arrangements.

Over-subscription

In the event of oversubscription, for any year group the following criteria will be applied, in the order set out below, to decide which children to admit.

Agreed Admission Criteria

1. Children who are in the care of a local authority, or a child who was previously in the care of a local authority, but immediately after being looked after became the subject to an adoption, residence or special guardianship order. (see footnote iii)
2. Children who live within the school's defined catchment area and have a sibling actually on roll of the school at the time of admission. (see footnote iv)
3. Children of members of staff, who have worked at Highcliffe School for a minimum of two years, or have been recruited/retained to fulfil a skill shortage. (see footnote v)
4. Children who live within the school's defined catchment area.
5. Children who have a sibling actually on roll of the school at the time of admission. (see footnote iv)
6. Children who attend one of the following schools: Bransgore Primary School; Brockenhurst Primary School; Highcliffe St Mark Primary School; Hordle Primary School; Mudeford Junior School; Sway St Luke's Primary School; Tiptoe Primary School.
7. All other children

Explanatory Notes

- i. Parents choosing Highcliffe School have made their application on the understanding that Highcliffe is an 11-18 school, noting that the school benefits from specialisms in Languages, Science and Maths.
- ii. The admission of children with Statements of Special Educational Needs is covered by Sections 324 to 328 of, and schedule 27 to, the Education Act 1996. Where Highcliffe School has been named in the child's Statement of Special Educational Needs this will count towards the school's admission limit. Highcliffe School has an expectation to be consulted prior to this being determined. Guidance on the Admission of Statemented students is given in the Special Educational Needs Code of Practice.
- iii. The term 'looked after' children, relates to children who have a care order (full or interim) or who are accommodated under Section 22 of the Children Act 1989. For those children who were previously looked after but became subject to an adoption, residence or special guardianship order – a copy of the adoption order, residence order or special guardianship order and a letter from the Local Authority that last looked after the child will be required.
- iv. A sibling means children living as brothers and sisters, including half-siblings, step-siblings, adoptive siblings and other children, such as foster children, in the same family unit and relates to all year groups provided by the school.
- v. In line with the new Admissions Code (to be adopted wef February 2012) 'Children of teachers, teaching support staff and administrative support staff with a minimum of two year's continuous service at the school or who have recruited/retained to fulfil a skill shortage at the date of application (in year) or relevant closing date under the LA coordinated scheme (normal year of entry), and intend still to be employed at the time of the child's admission'. The term 'children' includes full, half, step adopted and those non blood related but resident through marriage, civil partnerships and single family co-habitation arrangements at the time of application or deadline.

Where too few places are available to satisfy preferences, or within any of the priority order categories listed, places will be allocated on the basis of the child's closeness to the preferred school (defined by straight line measurement using a Geographical Information based system which identifies an Easting and Northing for the home address and the school building and calculates the distance between the two locations.

In the event that the Academy Trust is unable to distinguish between applications, despite applying the priority categories above, lots will be drawn by an independent person to determine the final place(s).

If the last student to be offered a place within the school's published admission number (PAN) is a multiple birth or same cohort sibling, any further same cohort sibling will be admitted, if the parents so wish, even though this may raise the intake number above the school's PAN.

The home address is considered to be the main residence where the family/child spends all or the majority of their time.

In England and Wales, if parents were married to each other at the time of the child's birth, or have jointly adopted a child, both have parental responsibility. If parents were not married, the mother always has parental responsibility. The father has parental responsibility only if he has jointly registered the birth with the mother (since 1 December 2003), if he has a Court Order or has a Parental Responsibility agreement. The School Admissions Team may seek legal advice if there is any doubt and documentary evidence may be required. Should both parents have parental responsibility, only one application will be considered. Unless a court order rules otherwise, the application must be made by the parent who has day to day care of the child for the majority of the school days/weeks.

Where this is unclear or disputed, or where care is split equally and there is no agreement between the parents, the application must be made by the parent at the address identified on the

child's registered health service General Practitioner (GP) record as at the closing date where relevant (proof may be required). If separated parents reside at the same address, they should reach agreement on the application to be submitted or obtain a Court Order, but in the absence of either of these the Local Authority will allocate a place at the nearest school with places available.

In respect of all placements, if a place is offered on the basis of an application that then proves to be fraudulent, and this has been identified by the first October half-term following admission, the offer of the place will be automatically withdrawn.

Moving to the Area

In the event of a prospective family needing to move house at any point during the admission procedure, then it is the duty of the parents concerned to notify the School Admissions Officer in writing; the Governors' Admission Panel will require copies of relevant documentation:

advising that an exchange date has been reached on a purchase and agreed with the parties concerned, or evidence of tenancy agreement

or

a letter from an employer confirming details of relocation to a specific address

or

(in the case of a family returning to a house they already own) evidence of a parent being required to return to work in distant parts, together with, for example, evidence of a tenant being given notice to quit.

Sixth Form Admission Arrangements – 2013/14

Students progressing into the Sixth Form will need to meet entry requirements. These requirements will vary depending on the course/s chosen.

Although these are standard realistic requirements, each student will be looked at individually and acceptance on a course will take into consideration the proven ability, career aspirations and evidence of a positive attitude of the individual concerned.

Some courses may require higher levels of qualification than those set out below, to ensure that students do not embark on a course they will be unable to complete. Students are advised to check the individual course description for any such requirement as listed in the Sixth Form prospectus.

Level 2 Courses including GCSE, BTEC, OCR First National and CACHE certificate

5 Grade D GCSE minimum

GCE AS Level

5 Grade C+ GCSE minimum – grade A* - B is preferred for some chosen/related subjects.

GCE A2 level (Full A level)

Students should have received a pass at AS level and demonstrated an effective learning behaviour.

Oversubscription Criteria

Highcliffe School is an Academy and as such the Academy Trust is the Admissions Authority. They are also responsible for the admission arrangements for the Sixth Form entry.

The policy set out below explains the procedure for entry into the Sixth Form at Highcliffe School.

1. Where all parental preferences for places at the school can be satisfied all students seeking a place will be admitted.
2. Where there are too few places available to satisfy all

preferences, places will be allocated according to the following priority order:-

- a. Students who are looked after by a local authority, or an child who was previously in the care of a local authority, but immediately after being looked after became the subject to an adoption, residence or special guardianship order. (see footnote iii)
 - b. Students living within the school's catchment area and who will have a sibling(s) attending the school at the time of admission (see footnote iv)
 - c. Children of members of staff, who have worked at Highcliffe School for a minimum of two years, or have been recruited/retained to fulfil a skill shortage. (see footnote v)
 - d. Students living within the school's catchment area
 - e. Students living outside the school's catchment area who have a sibling(s) attending the school at the time of admission (see footnote iv)
 - f. Students living outside the catchment area
3. Where too few places are available to satisfy preferences, or within any of the priority order categories listed, places will be allocated on the basis of the child's closeness to the preferred school (defined by straight line measurement using a Geographical Information based system which identifies an Easting and Northing for the home address and the school building and calculates the distance between the two locations.
 4. In the event that the Academy Trust is unable to distinguish between applications, despite applying the priority categories above, a person who is independent of the Academy Trust will draw lots to determine the final place(s).

Please see Explanatory Notes for main school

Children from Overseas

Parents who are living in the UK, and whose children have accompanied them, may express a preference for Highcliffe School. Applications will be considered in accordance with the School's published admissions policy. Different rules operate in relation to applications from overseas and will depend upon whether the child has a right of abode in the UK, is a EEA national or non-EEA national or falls under another category.

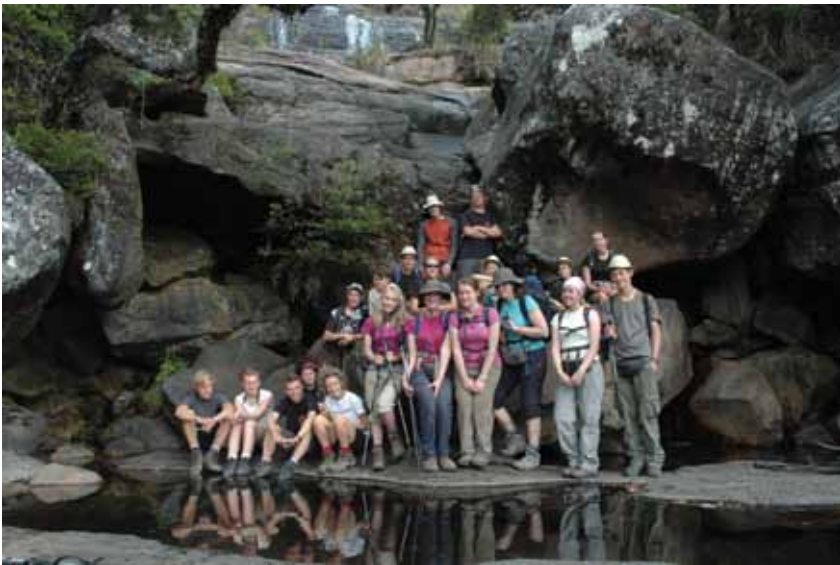
Consultation

If a change to the admissions policy and/or the school's admission arrangements is envisaged, the Academy Trust of Highcliffe School will consult with the following at an early stage to ensure the policy is legal, fair and workable and will not have un-intended implications for other schools. Among those consulted are:

- Dorset, Hampshire and Bournemouth LAs
- Other Schools: Dorset – all schools in the Christchurch pyramid

Hampshire – all primary schools that are feeder schools to Highcliffe School

	Intake 2012		Intake 2011		Intake 2010	
Profile of 1st preference applications received by closing date	Applications received include 0 SEN statements	Places offered March 2012	Applications received include 3 SEN statements	Places offered March 2011	Applications received include 2 SEN statements	Places offered March 2010
Criterion 1 Looked after children	0	0	1	1	1	1
Criterion 2 In Catchment & Sibling on roll	70	70	82	82	90	90
Criterion 3 In Catchment	118	124	111	119	110	121
Criterion 4 Sibling on roll, but not living in catchment	8	10	13	14	19	3
Criterion 5 Attends Feeder School	29	12	14	0	14	0
Criterion 6 By distance	13	0	15	0	21	1
Total	238	216	236	216	255	216



Highcliffe School Show

The Faculty of Art, Design and Technology cordially invite you to a private viewing of Art and Technology work in the Highcliffe School Show

AT: Highcliffe Castle
ON: Thursday 2nd February
FROM: 3.30pm to 6.00pm

The show runs from 1st February to 26th February
 R.S.V.P. 01425 273581, office@highcliffeschool.com



General Information

Home Study

All students will receive home study.

Key Stage 3 students should spend a minimum of 30 minutes to complete each homestudy. Key Stage 4 students should expect to spend a minimum of 45 minutes to complete each home study. Key Stage 5 students should spend one hour, per subject, per evening.

Regular learning will clearly vary from one student to another in the amount of time required. GCSE coursework often involves students in a considerable workload. Advanced level and 16+ GNVQ coursework requires extensive extra study and research both at school and at home.

A home study diary forms part of our student organiser, which is our students' contact book. Students should be encouraged to complete their home study in undisturbed conditions and to regard prompt completion as important.

Parents should let the school know by contacting the class teacher if there are problems with home study which they cannot resolve. Perhaps your son/daughter seems to be doing too much or not enough or, alternatively, is finding it too easy or too difficult.

Health Education

In Years 7-11 Health Education programme forms part of the Personal and Social Education. The following topics are covered: The misuse of drugs including alcohol and tobacco; human reproduction and relationships; ante-natal care and childbirth; contraception; sexually transmitted diseases including A.I.D.S. The approach adopted is designed to involve students actively in gaining knowledge, examining their own attitudes and values, and developing a sense of personal and moral responsibility.

In addition, in Years 10 and 11, various Health Education topics occur for some students within different GCSE subjects.

Attendance Information

Below is the overall provisional figure for attendance for the whole school. Study leave is no longer counted as authorised absence.

	Yr 2011
Total number of students on roll of compulsory school age	1198
Attendance	95.70%
Length of taught week (lesson time)	25.0hrs

Improving attendance has been at the forefront of our agenda and we are now beginning to reap the rewards with a rise in overall attendance. Our school attendance target figure is set at 97%, and we are well on our way to reaching this with the support from parents and the strategies the school has put in place to help students with their attendance.

School Day

The present School Day is:

8.35 am to 1.20 pm
2.00 pm to 3.05 pm

During the teaching day there are 5 teaching periods, four in the morning and one in the afternoon, each of one hour duration.

Lunchtime Arrangements

Students in Years 7-11 are not allowed to leave the school premises at lunchtime except to have lunch with their parents at home. A written request from parents is necessary before this is allowed.

All lunches at school, sandwiches or meals, are eaten in the Dining

Room provided for students. In the summer students may eat sandwiches on the school field.

Hot and cold food is available from the School Cafeteria at reasonable prices and the majority of students have their lunch in the Cafeteria. Students whose parents are receiving Income Support Grant are entitled to free meals. If you feel that your child may be entitled to a free meal please enquire at the Student Support Office for an appropriate form.

Sixth Form students have access to their own separate cafe facilities throughout the day.

Instrumental Music Lessons

The Highcliffe Instrumental Music Service offers a wide range of lessons to students on a variety of instruments and we have approximately 80 students taking lessons. We currently have visiting teachers for violin, piano, saxophone, flute, clarinet, brass, acoustic and electric guitar and bass guitar, drums and voice. Lessons are delivered at a high standard students are issued with a progress log to track their achievement. They are also encouraged to enter for graded exams with the ABRSM, Trinity and Rock School boards. The school charges for lessons and students who wish to take them should register their interest with Student Support, where they will receive letter detailing costs towards the end of the term.

Demand for some instruments is very high and a waiting list operates when student interest exceeds allocated teaching time. We therefore advise that parents wait before they purchase instruments until students have been accepted for lessons. Instruments can be stored within the department and should be clearly marked with the name and tutor group of the student. Parents are also advised to seek insurance for instruments to cover them in case of accidental loss or misplacement.

Extra-curricular Activities

The department runs several ensembles each week and students who receive lessons as part of the IMS are expected to attend to support their tuition and gain experience in performance. Students have the opportunity to join vocal groups, jazz band, one of the guitar groups or the newly forming string and percussion group. Students also have the opportunity to take part in our productions and school shows, which have proved very successful and popular in the past. We are always pleased to welcome students to attend extra-curricular activities that have lessons outside of school.

Expected Routes Taken by Year 11 Students (2012)

Destination	Percentage
Sixth Form or Post 16 Education	94%
Other	6%

Year 11 Destinations

2 students not in education employment or training (NEETS) = less than 1%

Charges and Subsidies

Many of the educational visits and experiences are only possible with the tremendous voluntary financial assistance we receive from parents. In the school's policy for charges and subsidies for educational activities (full details available from the school office) the Academy Trust welcomes the principle of free school education, and also recognises the support offered by parents which enables the school to offer such a wide range of activities for our students.

Consideration of Complaints

The Academy Trust has made arrangements for the consideration and disposal of complaints.

The Academy Trust expects the school and parents/guardians to work together to support students and resolve any differences of opinion.

Parents are asked to contact the school in the first instance to discuss any matters of concern.

Governors may be contacted over any matter that continues to cause concern.

If you wish to make a complaint under Section 23 (i) of the 1988 Act, copies of the local arrangements and procedure to be followed should be requested from the Headteacher, or alternatively from the Chair of Academy Trust, Mr M Axton, c/o Highcliffe School, Parkside, Christchurch, Dorset BH23 4QD.

Medical Facilities

A regular programme of preventive medicine is carried out at school by the Area Medical Officer.

This programme includes:

Immunisations:	
Tetanus, Diphtheria & Polio	Year 10 Students
HPV	Year 8 Students

Parents are informed about proposed injections and parental consent is needed before any treatment is given to a child. If children are injured or become ill at school, our Medical Officer will make every effort to inform parents so that parents may arrange suitable treatment. We do request parents to keep us fully informed about medicines or treatment which children may need during the school day.

PLEASE NOTE: School staff are not allowed by law to give non-prescription medicine to students.

Term Dates 2012/2013

	Autumn	Spring	Summer
Term Start	04.09.12	07.01.13	15.04.13
Half Term Break	29.10.12	18.02.13	27.05.13
Half Term Restart	05.11.12	25.02.13	03.06.13
End of Term	21.12.12	28.03.13	24.07.13

Public Holidays	
Christmas	25 & 26 December 2012
New Year	1 January 2013
Easter	29 March & 1 April 2013
May Day	6 May 2013
Spring Bank Holiday	27 May 2013
Summer Bank Holiday	26 August 2013

PLEASE NOTE: The pattern of school terms and holidays will vary slightly from school to school since 5 of the 195 days are for staff development and individual schools may make a small adjustment to the basic calendar. It is therefore advisable to contact schools direct for confirmation of their term dates.

The Disability Discrimination Act

The school is working with Dorset LA to improve access provision and has developed a DDA plan which is regularly reviewed.

Provision for Particular Needs

The provision for Particular Needs (PN) at Highcliffe School is in accordance with the Code of Practice and follows guidelines laid down by the LA. The main objective in making provision for students with PN is that the school wishes all its students to be able to fully access their curriculum entitlement. The school plans for the integration of PN provision into differentiated programmes of study across the curriculum areas enabling access for all concerned.

All faculties have a PN policy where aims and objectives to cater for all students are used in planning syllabuses and schemes of work and to ensure that the curriculum is delivered in appropriate teaching and learning styles.

- It is recognised that many students will, perhaps for only a short time, have some form of PN and that some support may be required.
- The school will ensure that equality of educational opportunity is provided for all students.
- All teachers are teachers of Particular Needs and as such will enable all students to access the lessons.
- The term 'Particular Needs' encompasses the variety of needs that students present in school
- Students with Particular Needs should and will, wherever possible, be educated alongside their peers.
- Students with Particular Needs will benefit from a variety of grouping structures and teaching approaches including the use of ICT.
- When working with students with Particular Needs, teachers will seek to raise the self esteem and confidence of these students by allowing and providing opportunities for success.

- Effective provision will be secured where there is the greatest possible degree of partnership between parents, students, teachers and external agencies.
- Students are involved in reviewing target setting and decisions about their future educational provision.

Funding received into the school budget is used at the discretion of the Academy Trust to fulfil their duties with regard to making provision for students with PN.

In accordance with Statements of Special Educational Needs, students may be withdrawn from lessons, either individually or in small groups for literacy, numeracy, language or specific teaching to address a particular need. In addition, there is support provided during lessons and extra curricular time by Teaching Assistants to enable students to access the work in lessons and complete individual study.

Behaviour support is also provided in school, to ensure the well being of students, which is essential if good learning is to take place.

Students on the PN register are fully integrated into the life of the school and every effort is made to ensure their curriculum entitlement. All students are encouraged to achieve the highest possible standards and to develop into responsible and successful members of the community.





Curriculum

Content and Organisation

Students aged 11-13 Year Groups 7 and 8 National Curriculum Key Stage 3

All students in their first two years at Highcliffe follow courses in all the core and foundation subjects of the National Curriculum:

Art	Drama
Design Technology	English
Geography	History
Information Technology	Mathematics
Modern Foreign Languages (two of French, German, Italian or Spanish)	
Music	Physical Education
Religious Education	Science

In addition all students study and Personal Studies, including Health Education, Careers and Citizenship.

As a Specialist Language College two foreign languages are studied.

Teaching groups are arranged in a variety of ways, with setted groups in some subjects and balanced groups in others.

Students aged 13-16 Year Groups 9, 10 and 11 National Curriculum Key Stage 4

All students study:

English	Most also study English Literature
Mathematics	
Science	Students study either Double Science or the separate Sciences, Biology, Chemistry and Physics

Modern Foreign Language (French, German, Italian, Spanish)
Information Technology
Religious Education
Physical Education
Personal and Social Education, including Careers, Citizenship, Health Education, Enterprise and Work Related Learning

Courses are also chosen from:

Art & Design
Art Textiles
Computer Science

Child Development
Dance
Design Technology (Catering, Electronics, Graphic Products, Product Design and Textiles)
Expressive Arts
French, German, Italian, Spanish
Geography
Health & Social Care
History
Information Technology (GCSE)
Latin
Music
Physical Education/Sport

Some students are also able to work towards AS Level qualifications alongside their GCSE Studies.

Highcliffe Sixth Form

Students aged 16-19 Courses are offered in:

A/AS level:

Students are able to choose from the following Advanced Courses:

Accountancy	Art & Design
Art Textiles	Biology
Business Studies	Chemistry
Citizenship	Computing
Critical Thinking	Economics
English	EPQ (Extended Project)
Film Studies	French
Further Mathematics	Geography
Geology	German
Government & Politics	Graphic Products
Health & Social Care	History
Human Biology	Information Technology
Italian	Latin
Law	Mathematics
Media Studies	Music/Music Technology
Physical Education	Photography
Product Design	Physics
Psychology	Religious Philosophy & Ethics
Sociology	Spanish
Sports Diploma	Travel & Tourism
CACHE Nursery Nursing Diploma	

BTEC (Advanced Level) Awards:

Performance Studies – Acting
Performance Studies – Dance
Performance Studies – Music

Intermediate Courses:

CACHE Nursery Nursing Certificate
ICT Diploma
Art Design Diploma
Travel & Tourism Diploma

GCSE:

English
Mathematics
Science (Biology, Chemistry & Physics)
Classical Civilisation
Latin

Enrichment:

NCFE Food Nutritional & Catering
NCFE Volunteering
CSLA – Sports Leader Award
CSLA/HSLA
Duke of Edinburgh Silver Award

Our Gifted and Talented Programme

Our Gifted and Talented Programme provides a stimulating environment enhancing students' progress, where they are fully supported along their learning journey from day one at Highcliffe School. Students are encouraged to be independent learners and have many opportunities to display their leadership skills and become fully involved in the whole school community. The curriculum is enriched through an abundance of exciting challenges.

A typical diet of opportunities would include cultural visits to India and Japan as well as foreign language exchange trips. Students are invited to attend the Oxbridge conferences both locally and nationally. Alongside this, students experience life as a student whilst residing at Oxford and Cambridge as part of the Oxbridge application process. There is extensive support for university applications with an interview programme and an individual mentoring scheme in place. There is a full and varied enrichment programme and our top sportsmen and women are supported so that they can train and compete in their chosen discipline whilst studying for their examinations. Many students choose to participate in the World Challenge Expeditions to various destinations across the globe.

“Highcliffe Sixth Form has prepared me with the crucial knowledge, friends and attitude to confidently advance to the university of my choice. With 20 hours of one-to-one tuition regarding my Personal Statement, university visits and supportive teachers, I couldn't have asked for more from a Sixth Form institution. I would highly recommend the experience to anyone”

Sammy Joynson
Former Head Boy
Highcliffe Sixth Form

Careers Education & Guidance Policy

At Highcliffe School the strengths and capabilities of the students are developed in a carefully designed programme of Careers Education & Guidance planned collaboratively by the careers co-ordinators and pastoral tutors. The content is provided in a variety of ways throughout the students' time in school with the assistance of The Connexions Service.

Connexions is a government-funded service for all young people, providing independent and impartial information, advice, guidance and support on a wide range of issues. They help young people navigate their way through decisions about learning and employment, voluntary and personal development opportunities, health, housing and many other aspects of life that teenagers may need support with. In addition to the information and advice offered by the school, young people also have to have access to qualified Connexions Advisors. These advisors ensure cohesive support through working with the young person to identify need, prioritise issues and make future plans. Connexions Advisors also work closely with school staff and those from external agencies such as Education Welfare Officers and Youth Workers.

In practice the experience of young people and the challenges they face as they move towards adulthood will vary widely; as a result, the type of support young people require will likewise vary. Those young people who require relatively little support may well find that the help they receive from tutors and their parents together with materials in the Connexions information areas in school is sufficient to meet their needs. Other students may require more support in terms of career/learning/employment issues or perhaps in depth sustained support to help overcome more complex issues.

The Connexions advisor for Highcliffe School is Dave Sherwin and he can be contacted by leaving a message with the school reception team or via the Blandford Connexions Shop on: 01258 454454. There is also a very useful website: www.connexions.gov.uk to find out more about Connexions. This co-ordinated programme will enable students to develop necessary skills, make sound, informed choices and prepare them for the challenges of the next stage, be it education, training or work. Students are encouraged to use the Careers Library in school to access information they require.

Developing Sixth Form education in the Christchurch area provides exciting times for students with potential, and more opportunities than ever await the most talented individuals. However, they require more than talent to make the most of opportunities to realise their potential in their approach to the world of employment. They will need expert advice and experienced, professional support. Following the considerable and wide programme of Careers Education and Guidance delivered from Year 7 to Year 11, students in Years 12 and 13 will continue to receive the support and guidance of committed staff and a professional Careers Adviser from Dorset Careers to help them in the action plans for the future. For these students the future is just beginning.

The Investor in Careers Award

The Investor in Careers Award was developed by Cornwall and Devon Careers in 1994. It is a quality standard for the management of Careers Education and Guidance in schools and FE colleges. It is a kite mark for quality in Careers Education, information, advice and guidance.

Highcliffe School successfully achieved the full award in June 2010 and we are delighted to be formally acknowledged for our outstanding provision of CEIAG, for all students in all year groups.

Work Related Learning

All students are entitled to a work related learning programme. In addition some students select a vocational qualification eg. Construction, Hair & Beauty, Land based industries, Countryside management.

For further information regarding the Sixth Form or to arrange an initial visit please contact the Sixth Form office: sixth@highcliffeschool.com

Peer Mentoring



Hear4U Mission Statement

The Peer Mentoring scheme has been running since 2008. Students are fully trained after a rigorous selection procedure to become Peer Mentors in Year 10. The training involves developing interpersonal skills, interview techniques, use of different types of questions and setting boundaries. Training is on-going and continued support is offered to the mentors with regular monitoring and updates.

The group called **Hear4U** is available to meet students in all year groups individually or in small groups to discuss matters affecting their school life. Students can self refer by filling in a form and posting it in either of the two boxes which are located in the Learning Resource Centre and outside the STAR room. The Peer Mentors visit their assigned Year 7 tutor group each week to support the tutor, run workshops and generally be on-hand to ease the younger students into the Highcliffe School community.

The group are working closely with 3 trained staff who are members of the Student Development team. This team value the support and guidance of the National Mentoring and Befriending Foundation (MBF) who have helped set up the project. The school has achieved the nationally recognised Approved Provider Standard for mentoring.

The students have represented the school on various occasions speaking eloquently at regional conferences for the MBF and addressing newly qualified teachers at the annual Dorset conference. Our work has been show cased and exemplar documents used in the national training mentoring toolkit.

'Peer mentors aim to work with the whole Highcliffe community to compliment the pastoral system, raise students sense of self-belief and promote an ethos of care and support throughout the school'.

Art, Design, Technology & Exhibitions

At Highcliffe School we are extremely fortunate to have our Art Design and Technology Faculty located within a state of the art building, Da Vinci. This building houses Catering, Fine Art, Photography, Textiles Technology, Art Textiles, Graphics, Electronics and Product Design. Crossover is encouraged across materials areas and is becoming more evident in student outcomes. Exhibitions of students' work take place throughout the year and kick off with an annual display of Art work being displayed at Highcliffe Castle. A variety of other exhibitions take place as opportunities arise in the community. The year concludes with a Faculty exhibition which includes work from all students entered for examinations. The private viewing is always an uplifting evening where parents, students and staff have the opportunity to celebrate the outcomes created throughout the year. Needless to say, with creative success comes academic success and students in Da Vinci achieve outstanding examination results year on year.

Student Voice

Students from Highcliffe School have presented training sessions to Newly Qualified Teachers (NQTs) at the annual Dorset Teacher Training Conference. The focus for the sessions has been 'Student Voice' – through presentations and tasks our students have guided over 100 local trainee teachers through the many different ways that students can make positive contributions to their learning, their safety and well being and the general running of the school. Real examples from everyday school life were used and students from Year 7 onwards took part. Feedback from the trainee teachers stated that the input from Highcliffe students was one of the highlights of the day.

Highcliffe in the local community

Students from Highcliffe School have represented the school on the Youth in Christchurch Council (YIC) and have been involved in designing & implementing a website for all young people in the area.

A group has also worked hard over the last 3 years to improve facilities for young people in Highcliffe. Following consultations with other students, a wish list was drawn up and sources of funding investigated. Working with Christchurch Council, Highcliffe Residents Association and YIC (Youth in Christchurch council), funding was obtained and new facilities on Highcliffe Recreation ground were built. For her work on this project, known as High 5, a student was awarded the Diana Award. This scheme was founded ten years ago by the Diana Memorial Committee to act as a lasting memorial to Diana's belief in the power of young people to change the world. They recognise and celebrate the amazing work that young people perform in their communities.

High 5 was also awarded a special commendation in the Houses of Parliament Speaker's award.

Mathematics Challenge

UKMT is a national maths challenge set by Leeds University. Students achieve Gold, Silver and Bronze Certificates. This year we entered students from Senior (Yrs 12/13) Intermediate (Yrs 10/11) and Junior (Yr 7 and Yr 8).

Last year we had 10 golds, 40 silver and approx 60 Bronze, this continues to improve every year, over the year groups. This year we have entered 100 students for the Year 7 and Year 8 Junior Maths Challenge. We also recently entered in the UKMT FMSP Senior Maths team challenge and came 3rd out of all the independent and state schools in Dorset, only beaten narrowly by Poole Grammar School and The Thomas Hardy School. Highcliffe outperformed schools such as BSB, BSG and Canford.



Record of Achievement

Academy Excellence Awards

Aaron Page, a Highcliffe Sixth Form student, gained the top Chemistry Award in the recent National Academy Excellence Awards. Aaron received a trophy, £1000 and an internship for GlaxoSmithKline. This is an exceptional achievement for both Aaron, his parents and Highcliffe School. He was the only student from an academy in the entire region to qualify for the final stage, never mind win it – well done indeed!

Physical Education 2011-2012

Year 8 Basketball Team

Christchurch Schools Champions

Year 9 Cricket Team

Bournemouth & District Schools Finalists

Year 10 Cricket Team

Bournemouth & District Schools Finalists

Dorset County Plate Winners

Year 10/11 Cross-Country Team

Dorset Schools Team Champions

Year 7 Football Team

Bournemouth and Christchurch Town Girls' Champions

Area Schools Olympic Girls' Tournament Winners

Year 8 Football Team

Bournemouth and District Town Cup Winners

Year 9 Football Team

Bournemouth and Christchurch Town Girls' Champions

Area Schools Olympic Girls' Tournament Winners

U15 Girls Football County Cup Runners Up

Year 7 Netball Team

Dorset Schools Finalist

Year 7 Rounders Team

Dorset League Finalists

Year 7 Rugby Team

Bournemouth and District Schools Champions

Year 8 Rugby Team

Area Schools Rugby 7s Tournament Runners-up

Bournemouth and District Schools Runners-up

Year 9 Rugby Team

Area Schools Rugby 7s Tournament Winners

Bournemouth and District Schools Champions

Year 12 Rugby Team

Bournemouth and District Schools Winners

Musical and Drama Achievements

Music

School Production of "We Will Rock You"

Winter and Summer Concerts

Year 13 Student achieved full marks in Music Technology

Student performing with Richard Meryick (BBC Performer and Radio Presenter)

Entrants into external ABRSM & Trinity Board Instrumental Exams

School Choir

Expressive Arts, Dance and Drama

Year 7 Performing Arts Summer School 2012

Year 9 Expressive Arts performed Rock Challenge at Bournemouth Pavilion

Year 10 Gifted and Talented workshops in improvisation

Year 11 30 students achieved their Bronze Arts Award

Year 12 and 13 students performed Theatre in Education projects at several other schools

BTEC Acting students produced an evening performance for an audience

Several theatre trips: Equus; Rhinestone Mondays; Speechless; Sister Act; After Juliet;

Workshops by a range of practitioners: Junior Jones (Wise Moves Dance), Peter Courtney (Direct Theatre) Christine Page (Dorset Music Service) Susana Ayala (Helen O'Grady Drama Academy)

Christchurch Community Project involving Highcliffe School and feeder Schools : performances at the Regent Centre.

Engineering in Education Scheme

The scheme, run by the EDT, has been a part of Sixth Form Physics for the past 8 years. We have been very fortunate in being paired with the Royal Navy and Rolls Royce as our corporate sponsors, to research and solve real life problems and manufacture prototype solutions for use on RN frigates, rescue boats and submarines.

Each team contributes 100 hours towards the project that includes a 3 day residential at the University of Southampton and an assessment day where the project is presented to high level Navy and industrial personnel.

Teams in the past have progressed to regional and national level competitions with their projects and all are eligible to receive Gold CREST awards on successful completion.

The scheme is a fantastic opportunity for students to gain experience and insight into real life engineering and to gain skills that are applicable in every walk of life. But best of all, it is great fun to do!



Examination Results 2012

Examination Results 2012

GCSE results 2012 are subject to significant appeals and review and therefore not finalised for production at this time.

GCSE and Equivalent Results

Number of students at the end of Key Stage 4

2011	2010	2009
229	219	217

GCSE and Equivalent achievements of pupils at the end of Key Stage 4

% achieving 5+A*-C	80%	77%	78%
% achieving 5+A*-C including English & Maths	66%	63%	62%
% achieving 5+A*-G	98%	99%	100%
% achieving two GCSEs or equivalent at grades A*-C in science	71%	68%	70%
% achieving A*-C in one full Modern Foreign Language GCSE or equivalent	52%	61%	48%
% achieving at least one qualification	100%	100%	100%
Average total point score per student (uncapped)	477	452.5	429.8

GCSE and Equivalent Results

Subject	No. Entries	A*	A	B	C	D	E	F	G	U	
English	Male	110	7	15	27	31	20	6	1	1	2
	Female	116	13	23	45	30	3	2	0	0	0
	Total	226	20	38	72	61	23	8	1	1	2
English Literature	Male	90	5	12	42	17	11	3	0	0	0
	Female	110	5	24	58	19	4	0	0	0	0
	Total	200	10	36	100	36	15	3	0	0	0
Mathematics	Male	109	12	20	16	24	24	7	3	3	0
	Female	116	8	9	29	38	21	6	2	2	1
	Total	225	20	29	45	62	45	13	5	5	1
Science	Male	68	0	6	9	21	19	11	2	0	0
	Female	95	3	8	27	35	15	5	1	1	0
	Total	163	3	14	36	56	34	16	3	1	0
Science: Additional	Male	67	0	6	7	24	15	10	5	0	0
	Female	95	4	10	29	35	6	8	2	1	0
	Total	162	4	16	36	59	21	18	7	1	0
Biology	Male	42	9	11	13	8	1	0	0	0	0
	Female	21	2	8	9	0	2	0	0	0	0
	Total	63	11	19	22	8	3	0	0	0	0
Chemistry	Male	42	12	9	13	7	0	1	0	0	0
	Female	21	1	13	4	1	1	1	0	0	0
	Total	63	13	22	17	8	1	2	0	0	0
Physics	Male	42	14	10	13	4	0	1	0	0	0
	Female	21	2	11	5	1	2	0	0	0	0
	Total	63	16	21	18	5	2	1	0	0	0
	Male	13	2	0	2	5	4	0	0	0	0
	Female	45	1	7	12	19	6	0	0	0	0

Subject		No. Entries	A*	A	B	C	D	E	F	G	U
Art & Design (Fine Art)	Total	58	3	7	14	24	10	0	0	0	0
	Male	9	0	1	3	2	3	0	0	0	0
	Female	14	1	4	8	1	0	0	0	0	0
Art & Design (Graphic Communication)	Total	23	1	5	11	3	3	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0
	Female	11	0	2	2	7	0	0	0	0	0
Art & Design (Textiles)	Total	11	0	2	2	7	0	0	0	0	0
	Male	14	0	2	5	3	2	1	1	0	0
	Female	14	1	4	5	4	0	0	0	0	0
Business & Communication St.	Total	28	1	6	10	7	2	1	1	0	0
	Male	18	0	2	6	5	2	2	0	1	0
	Female	19	2	9	4	1	2	1	0	0	0
Catering	Total	37	2	11	10	6	4	3	0	1	0
	Male	4	0	0	0	2	2	0	0	0	0
	Female	10	0	1	4	2	2	1	0	0	0
Citizenship Studies	Total	14	0	1	4	4	4	1	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0
	Female	9	0	1	1	4	0	3	0	0	0
Dance	Total	9	0	1	1	4	0	3	0	0	0
	Male	27	4	3	7	3	1	6	2	1	0
	Female	7	0	2	2	1	2	0	0	0	0
D & T: Electronic Products	Total	34	4	5	9	4	3	6	2	1	0
	Male	32	1	2	4	7	5	5	4	4	0
	Female	4	0	0	0	4	0	0	0	0	0
D & T: Product Design	Total	36	1	2	4	11	5	5	4	4	0
	Male	0	0	0	0	0	0	0	0	0	0
	Female	18	3	4	6	2	1	2	0	0	0
D&T: Textiles Technology	Total	18	3	4	6	2	1	2	0	0	0
	Male	8	1	3	3	1	0	0	0	0	0
	Female	36	7	7	15	5	2	0	0	0	0
Expressive Arts	Total	44	8	10	18	6	2	0	0	0	0
	Male	33	2	3	3	4	4	8	5	4	0
	Female	35	5	9	7	5	5	2	2	0	0
French	Total	68	7	12	10	9	9	10	7	4	0
	Male	31	2	5	7	10	3	3	1	0	0
	Female	23	2	3	9	8	1	0	0	0	0
Geography	Total	54	4	8	16	18	4	3	1	0	0
	Male	23	0	2	2	6	7	3	1	2	0
	Female	40	3	9	5	8	7	6	1	1	0
German	Total	63	3	11	7	14	14	9	2	3	0
	Male	13	0	1	6	2	3	0	0	0	1
	Female	16	1	2	6	4	1	1	0	0	1
History	Total	29	1	3	12	6	4	1	0	0	2
	Male	0	0	0	0	0	0	0	0	0	0
	Female	16	0	1	8	4	1	0	1	1	0
Home Economics: Child Development	Total	16	0	1	8	4	1	0	1	1	0
	Male	12	2	4	1	0	2	0	3	0	0
	Female	13	3	2	3	2	1	1	1	0	0
Italian	Total	25	5	6	4	2	3	1	4	0	0
	Male	3	0	0	0	1	2	0	0	0	0
	Female	4	1	0	1	0	1	1	0	0	0
Latin	Total	7	1	0	1	1	3	1	0	0	0
	Male	16	4	3	4	2	2	1	0	0	0
	Female	16	2	3	5	6	0	0	0	0	0
Music	Total	32	6	6	9	8	2	1	0	0	0
	Male	30	2	4	8	9	4	3	0	0	0
	Female	12	1	0	2	4	4	1	0	0	0
Physical Education	Total	42	3	4	10	13	8	4	0	0	0
	Male	102	11	9	30	17	15	5	7	5	3
	Female	115	15	21	41	17	8	6	1	3	3
Religious Studies	Total	217	26	30	71	34	23	11	8	8	6
	Male	36	7	1	4	6	6	1	5	6	0
	Female	42	5	7	10	11	5	1	1	1	1
Spanish	Total	78	12	8	14	17	11	2	6	7	1

GCSE Short Courses

	Male	29	2	12	12	3	0	0	0	0
	Female	41	5	17	13	6	0	0	0	0
Citizenship Studies	Total	70	7	29	25	9	0	0	0	0
	Male	6	0	0	0	0	0	3	1	2
	Female	2	0	0	0	0	0	0	1	0
Art & Design (Fine Art)	Total	8	0	0	0	0	0	3	2	2

Level 1 Certificate in Modern Foreign Languages (FCSE)

A qualification designed to encourage and prepare Year 9 students for further study in Modern Foreign Languages.

	French	German	Italian	Spanish
Entries	113	52	23	110
Distinction	47	39	18	53
Merit	38	12	1	43
Pass	25	1	3	13

Vocational and Other Qualifications

CACHE

Level 3 Diploma in Child Care and Education

Equivalent to 3 GCEs at A Level

Entries	B	D	E
6	2	3	1

OCR Nationals

Level 3 Diploma in Sport

Equivalent to 3 GCE A Levels: Distinction A; Merit B/C; Pass C-E

Entries	Pass	Merit	Dist
6	3	1	2

Level 2 National Award

Equivalent to 2 GCSEs: Distinction A*/A; Merit A/B; Pass C

	Entries	Pass	Merit	Dist
ICT	79	44	27	8
Travel & Tourism	4	0	4	0
Sport	20	6	13	1

Level 2 National First Award in ICT

Equivalent to 1 GCSE: Distinction A*/A; Merit A/B; Pass C

Entries	Pass	Merit	Dist
169	94	27	48

Level 2 National First Certificate in ICT

Equivalent to 3 GCSEs: Distinction A*/A; Merit A/B; Pass C

Entries	Pass	Merit	Dist
4	1	3	0

Level 2 National Certificate in ICT

Equivalent to 4 GCSEs: Distinction A*/A; Merit A/B; Pass C

Entries	Pass	Merit	Dist
2	0	2	0

BTEC

BTEC Level 3 Subsidiary Diploma in Business

BTEC Level 3 Subsidiary Diploma in Performing Arts (Dance)

BTEC Level 3 Subsidiary Diploma in Performing Arts (Acting)

Entries	Pass	Merit	Dist
7	4	3	0
4	1	1	2
5	1	3	3 (D*)

Award in the Arts

Level 1 Bronze Award

Entries	Pass
33	33

Religious Studies

Entry Level (Equivalent to half a GCSE)

Level 2 Pass

Level 3 Pass

Entries	Pass
7	7
3	3

A Level and Equivalent Results

Grades	No of Passes	% of Passes		2011	2010	2009
A*/A	59	21.45	Number at end of A/AS or equivalent study	117	68	86
A* to B	139	50.55	Average point score per examination entry	210	210	214
A* to C	201	73.09	Average Point Score per student	688	737	719
A* to E	275	100				

GCE A Level Results 2012 (Provisional)

A total of 11 students gained the equivalent of at least 3 grade A's at A-Level; 16 were A* grades. Twenty subjects had 50% or more students gaining an A* to B grade. Ten students achieved all A*/A grades. One student gained a place at Oxford University to read Biological Sciences, two students are studying medicine, one at the London School of Medicine and the other at Southampton.

	A*	A	B	C	D	E	U
Art (Fine)	1	2	4	1	2	0	0
Art (Graphics)	0	1	6	1	0	0	0
Art (Photography)	0	1	2	6	4	1	0
Art (Textiles)	1	0	2	1	0	0	0
Biology	4	1	2	1	2	1	0
Biology (Human)	0	0	0	1	0	2	0
Chemistry	1	3	1	1	1	0	0
Computing	0	0	0	2	2	1	0
D&T Systems & Control	0	0	0	0	1	1	0
English Literature	1	2	2	2	2	1	0
English Language & Literature	0	0	2	5	0	1	0
Extended Project	2	2	3	3	0	1	0
Film Studies	0	0	0	4	0	1	0
French	0	2	3	2	0	0	0
Further Maths	0	3	1	3	1	1	0
Geography	0	1	2	2	2	2	1
German	0	1	1	0	0	0	0
History	0	3	2	3	0	0	0
Health & Social Care (Single Award)	0	0	1	0	0	0	0
Health & Social Care (Double Award)	0	0	3	6	5	0	0
ICT	0	0	0	1	2	0	0
Italian	1	1	1	0	0	0	0
Mathematics	5	8	9	3	4	3	1
Media Studies	0	1	4	0	3	0	0
Music Technology	0	0	2	0	2	0	0
PE	0	0	3	0	1	0	0
Physics	0	4	3	3	2	7	2
Portuguese	0	0	1	0	0	0	0
Product Design	0	0	1	0	2	0	0
Psychology	0	5	11	6	6	0	0
Religious Studies	0	3	4	3	2	0	0
Sociology	0	0	1	1	2	0	0
Spanish	0	0	2	0	1	1	0
Travel and Tourism	0	0	0	2	1	0	0

Sports Leaders UK

The aim of this recognised qualification is to prepare responsible, motivated and confident people to lead safe, purposeful and enjoyable sporting and recreational activities for small groups. It is designed to encourage involvement in sport organisation and provision on a voluntary basis.

	Entries	Pass
Sports Leaders UK level 1 Award in Dance Leadership	2	2
Vocational Qualifications	Entries	Result
VTCT Level 2 Certificate in Hairdressing Services	8	Pass
City & Guilds NPTC Level 1 Certificate in Work Based Animal Care		
BTEC Level 2 Extended Certificate in Construction	1	Merit
City & Guilds NPTC Level 1 Diploma in Work & Land-based Operations		
City & Guilds Level 2 Certificate in Horse Care	1	Merit
CIEH		Pass
Level 2 Award in Food Safety in Catering		32
Adult Literacy and Numeracy		Pass
Numeracy Level 1		6
Numeracy Level 2		5

NVQ Languages (Equivalent to GCSE Grade B)

French
German
Spanish

Pass

23

8

22

Level 2 Qualifications

AQA

GCSE Art & Design: Fine Art
GCSE Art & Design: Textiles
GCSE Art & Design: Graphic Products
GCSE Business and Communication Systems
GCSE Computing
GCSE Performing Arts: Dance
GCSE Design & Technology: Textiles
GCSE Expressive Arts
GCSE Geography A
GCSE Mathematics: Modular Course (B)
GCSE Sociology

LEVEL 1 & 2

Certificate in Preparation for Working Life

EDEXCEL

GCSE D&T: Electronic Products
GCSE D&T: Resistant Materials
GCSE French
GCSE German
GCSE Italian
GCSE Spanish
GCSE ICT
GCSE Mathematics
GCSE Physical Education

OCR

GCSE Home Economics: Child Development
GCSE Citizenship
GCSE Classical Civilisation
GCSE Latin
GCSE Music

GCSE Religious Studies:

Philosophy and Ethics: Full Course

GCSE Science (Gateway Suite):

Additional Science
Science
Biology
Chemistry
Physics
GCSE Health and Social Care

CAMBRIDGE NATIONALS

ICT: Level 1/2
Sport Science – Level 2

OCR NVQ

French, Spanish & German (L1/2)

WJEC

GCSE Catering
GCSE English
GCSE English Literature
GCSE History

SPORTS LEADERS UK

Award in Community Sports Leadership: Level 2

Level 3 Qualifications

AQA

GCE Art & Design -Fine Art
GCE Art & Design -Textiles
GCE Art & Design - Graphic Design
GCE Art & Design - Photography
GCE Citizenship
GCE Computing
GCE D&T: Systems & Control Technology
GCE Economics
GCE English Language and Literature
GCE English Literature
GCE Extended Project
GCE French
GCE Geography
GCE German
GCE ICT
GCE Media Studies
GCE Psychology
GCE Sociology
GCE Spanish

EDEXCEL

GCE History
GCE Italian
GCE Mathematics
GCE Further Mathematics
GCE Music
GCE Music Technology
GCE Product Design:Resistant Materials

BTEC

Business : Subsidiary Diploma
Performing Arts: Acting – Extended Certificate
Performing Arts: Dance – Extended Certificate
Music (Performing): Subsidiary Diploma

OCR

GCE Biology
GCE Chemistry (Salter's)
GCE Health & Social Care (Double Award)
GCE Health & Social Care (Single Award)
GCE Home Economics: Food, Nutrition & Health
GCE Human Biology
GCE Classics – Latin
GCE Physical Education
GCE Physics
GCE Religious Studies:Philosophy & Ethics

OCR NATIONALS

National Diploma in Sport

WJEC

GCE Film Studies

CACHE

Diploma in Child Care and Education: (L2/3)

Other Qualifications

OCN

Angling, Conservation and the Environment

AQA – FCSE (LEVEL 1)

French; German; Italian ; Spanish

FOREIGN LANGUAGE LEADER AWARD

DUKE OF EDINBURGH AWARD

Bronze and Silver Awards

EDEXCEL– Entry Level Certificate

Geography

ARTS MARK (TRINITY COLLEGE)

Award in the Arts Level 1 – Bronze

Award in the Arts Level 2 – Silver

EDEXCEL: A.L.A.N.

Adult Literacy (Level 1 & Level 2)

Adult Numeracy (Level 1 & Level 2)



Sixth Form

Why choose Highcliffe 6th Form?

- High quality learning experience
- Excellent exam results and progression into Higher Education
- Exceptional preparation for Oxbridge and Medical applications, admissions tests and interviews
- Extensive range of courses
- Excellent Higher Education and careers support
- "Outstanding pastoral care, guidance and support" (OFSTED)
- Specialists in Languages and Science
- Our Sixth Form Centre has excellent facilities including its own Cafe, study centre, Art studio, fitness suite, two language labs, ICT Suites, state of the Art Technology centre
- Residential trips to Oxford, Cambridge and Plymouth Universities
- Overseas visits to France, Germany, Italy, Spain, Japan, India, USA, Madagascar, Cambodia
- Transport: As well as offering travel subsidies we run dedicated mini-bus services to Highcliffe from Bournemouth and the New Forest
- Comprehensive programme of enrichment and social events

Student responsibilities are important to us and we encourage students to take up leadership roles which could involve: encouraging and mentoring younger students, following a community service programme to include schemes such as Duke of Edinburgh Award Scheme, the various sports leadership awards and Young Enterprise.

“

The Sixth Form Team are determined to provide a high quality experience for all.

OFSTED

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Student Voice

The Sixth Form Council, led by our Head Girl and Head Boy, are nominated by their peers to represent the student body in a range of curricular and extracurricular areas. The council is run by students for students and meets regularly to voice the opinions of the Sixth Form as well as making key decisions about forthcoming events and activities.

The council provides:

- Support for Students
- Student Voice
- An essential link between students and staff
- NUS affiliation



Highcliffe's supportive environment encourages the full use of your potential. Friendly staff are always willing to give you all the help you need.

Coral Norton
Head Girl

Subjects offered at Highcliffe School

ADVANCED: LEVEL 3

Acting/Drama BTEC
Art Textiles
Biology
Business Studies BTEC
Dance BTEC
Chemistry
Child Care
Citizenship
Computing
Economics
Electronics Systems & Control
English Language & Literature
English Literature
Extended Project Qualification
Film Studies
Fine Art
French
Further Mathematics
Geography
German
Graphics
Health & Social Care

Higher Sports Leader Award
History
Home Economics
Human Biology
ICT
Italian
Latin
Law
Mathematics
Media Studies
Music
Music (Performing)
Music Technology
National Diploma in Sport
Photography
Physical Education
Physics
Product Design
Psychology
Religious Philosophy & Ethics
Sociology
Spanish

ENRICHMENT COURSES

Community Sports Leader Award
Catering (NCFE)
Classical Civilisation
GCSE Re-Sits in English, Maths & Science
French
Japanese
Dance Sports Leader Award
German
Mandarin Chinese
Language Leaders Award
Italian
Spanish
6th Form Sports
Community Challenge
Academic Mentor Scheme
Volunteering

Guidance Support & Achievement

Challenge, Inspire, Achieve

All students are offered a wide range of support, advice and guidance, tailored to their individual needs:

Academic Support

- Course advice at interview
- Transition support and Induction: promoting a successful and smooth transition into year 12 and 13
- One to one academic tutorials with a personal tutor
- Target setting to help students achieve their potential
- Individual Learning Plans (ILPs) to identify and prevent underachievement
- Academic Focus Weeks – (Independent Learning/Revision)
- Excellent individual advice, guidance and support with university and job applications
- Mock interviews
- Advice and information about employment locally, nationally and internationally
- Assistance with Work Experience/Shadowing placements
- Higher Education advice, including help with UCAS applications and guidance on applying for the right course at the right institution
- University Visits/Conferences and help organising undergraduate shadowing schemes
- Help with preparing for university aptitude tests, including BMAT, LNAT, TSA etc
- Information about Gap Year opportunities

“

Teachers provide students with excellent advice and guidance.

OFSTED

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Pastoral care & support

- Advice on personal issues, supported by our local partners, eg Connexions, School Nurse, Shadows etc
- Mentoring & Coaching to enable students to become more independent

Financial Support

- Subsidised travel costs & minibus shuttle service
- 16-19 Bursary
- Sports Scholarships
- NUS Student cards
- No text book costs
- Subsidised trips

The academic support at Highcliffe is second to none. Every member of staff is happy to provide advice, guidance and constructive feedback on any piece of work as well as suggesting strategies on how to overcome any areas of difficulty.

Jack Radford
Head Boy





Duke of Edinburgh Award

Duke of Edinburgh at Highcliffe School

In Year 10 students are given the opportunity to take part in their Bronze Duke of Edinburgh Award. Then in Year 12 they are given the opportunity to take part in their Silver Award. Completion of the award is highly recognised by employers. It requires participants to be self motivated and organised and have a sense of adventure. The award allows participants to mix with a range of people they wouldn't otherwise have known, to make a difference to other people's lives, develop new skills and challenge themselves to do things they never thought they would do.

To achieve the award participants are required to complete three sections and an expedition. At Bronze level they complete two sections for three months and one for six months. At Silver level they complete the Volunteer section plus one other section for six months and their third choice for three months. The sections are:

Volunteer Section

This should be an experience for the participants that helps the local community and makes a difference to people's lives. This could be coaching your favourite sport, working in a charity shop, conservation work or a variety of other activities which can be seen on the website www.dofe.org.

Skill Section

The idea of the skill section is to choose a skill and spend time developing it and therefore improving it. It is very varied and could be anything from dog training and handling to cycle maintenance.

Physical Recreation Section

The Physical Recreation Section is designed to be fun and to help improve health and physical fitness. Many participants find that they are already doing an activity that they can use for this section.

Expedition Section

This section of the award is organised by the school. Participants work in groups of 5 to 7 and attend four training sessions in school to prepare them. They then complete a practice expedition in the New Forest that lasts for two days and one night. The final expedition is in the Purbecks for Bronze participants and lasts two days and one night and for Silver participants it is in The New Forest and lasts three days and two nights. During this time participants are required to orienteer themselves along a route they have planned and survive on the supplies that they carry on their back. They camp overnight and cook on Trangia stoves. This is a very enjoyable and rewarding part of the award and participants have very fond memories of it.



Dress Code

Uniform and Dress Code

Highcliffe School has a school uniform policy and a clear dress code of how this uniform should be worn. Uniform applies to all students in Years 7 through to 11 at all times without exception.

Every student attending the school has chosen to join Highcliffe and has done so in the knowledge that we have a uniform and dress code; therefore they should be proud to represent our school as best they can, wearing the uniform with pride. It is an important part of the identity of the school.

This policy has been developed with due regard for the Human Rights Act 1998 and anti-discrimination legislation.

We believe that our uniform helps towards us becoming a better school by setting a smart, business-like ethos amongst our students. In addition, the uniform is conducive to creating a good working environment and for the students to be focused on learning. Importantly, it also gives due consideration to the health and safety of our students.

Our uniform policy and dress code are reviewed regularly in consultation with students, parents, staff, School Council Members and Governors. It is designed to be smart, practical and cost effective. The overriding principle to this code is that **“Uniform should be worn smartly and neatly at all times”**

Students who fail to adhere to the Uniform Policy and Dress Code will be sanctioned accordingly.

Uniform grants are available for students entitled to free school meals. Application forms can be obtained from the finance office. A grant for up to £100 per qualifying student (FSM) is available every two years. The Upper School office tries to keep spare uniform for emergency use for all year groups and is always very grateful for any uniform donations.

All items of uniform and equipment should be clearly named.

Jumper

Approved school jumper. The jumper should meet the waistband of trousers or skirt, no midriff should be visible. The jumper should not be frayed, have holes or rips.

Years 7 through to 10 - Purple
Year 11 - Black

Skirt

Approved school skirt, which should be knee length at all times
Years 7 through to 10 – Grey with school crest.

Year 11 - Black or Grey with school crest.

Students who fail to wear the correct skirt may be issued with a school skirt to borrow.

Trousers

Years 7 through to 10 – Mid-Grey

Year 11 – Black or Mid-Grey

All trousers should be properly tailored and should not be considered to be a fashion trouser. The following styles are not acceptable:-

- hipster cut
- skinny
- drainpipe
- treggins
- combat style (side/thigh pockets)
- jeans style
- made of Lycra
- baggy

Trouser hems should be properly tailored, should not be frayed nor should the hem drag along the floor. Excessively baggy, flared or bell bottomed trousers are not allowed, for health and safety considerations. Trousers must be worn on the waist. No studded or fashion belts are permitted, belts should be black with a small buckle. Students who fail to wear the correct trousers may be issued with a pair of school trousers to borrow.

Tie

Approved school tie. Years 7 through to 11

Ties are expected to be worn smartly with the knot at the collar. Knots should not be either too small or too large. Guidance on the size of knot will be given to each student during assemblies.

Students who fail to wear their ties correctly may be given a clip on tie to borrow.

Year 11 girls may wear a non-fitted, short sleeved blouse, with revers collar, throughout their time in Year 11, therefore no tie is required.

Year 7 – 10 girls may wear a short sleeved, non-fitted blouse with revers collar during the Summer Term, therefore no tie is required.

Shirts/Blouses

Years 7 through to 11

White, non-fitted shirt or blouse to be worn tucked into the students' trousers or skirt with all buttons fastened.

During the summer months when female students do not need to wear a tie, Year 7 – 10 girls may wear a non-fitted short sleeved blouse with revers collar this must also be tucked into waistband of skirt or trouser with all buttons fastened.

Year 11 girls may wear a short sleeved, non-fitted blouse with revers collar, throughout their time in Year 11.

Tights

Girls may wear natural or black tights. No 'coloured' or patterned tights are to be worn.

Socks

Socks – plain white, plain grey or plain black. Other 'coloured' or patterned socks are not acceptable. 'Pop socks' are not acceptable with a skirt. Knee length socks should not be worn with skirts.

Shoes

Plain black leather style shoes are to be worn at all times. Black training shoes, trainer style shoes and boots are not acceptable. Heels should not exceed 5cm.

Students who fail to wear plain black leather style shoes, will be issued with black plimsolls from the Upper School office. The only exception to this rule is where the student has a medical reason not to wear leather shoes, supported by a note from their doctor.

High heels, sandals, open toed or backless shoes or flip flops are not allowed for health and safety reasons.

Jewellery

Highcliffe allows students to wear a limited amount of jewellery. We do not allow excess jewellery as it increases the likelihood of loss or theft. In addition, some items of jewellery can present a health and safety hazard.

Students are allowed to wear a wrist watch. A pair of small plain ear studs may be worn in the earlobe (gold or silver). Earrings will need to be removed for PE.

Nose studs, tongue studs, eyebrow studs or any other body jewellery are not allowed. Clear plastic bars worn in any such piercings are not acceptable. Students who wear such items will be asked to remove them.

One charity wristband can be worn.

Year 11 students may wear an additional discreet bracelet or necklace. Highcliffe School achievement badges may be worn on the jumper. Key and wallet chains should not be visible.

In PE, Science, Art, Design and Technology for Health and Safety reasons it is essential that all students remove jewellery.

Students will need to remove earrings for PE.

Hair

Hair should be clean and tidy at all times. Short hair should be a minimum of a grade 2. The following styles are not acceptable:-

- Braided and/or beaded
- Tramlines
- Any other forms of 'shaving'
- Long hair should be tied back for health and safety reasons and where appropriate e.g. Food Technology a hair net should be worn.

- Only natural hair colours will be accepted.
- Hair bands/slides should be plain black, brown or purple and be discreet.
- Alice bands should be plain black or brown and be undecorated.
- It is expected that students should be clean shaven.

Make-up

Coloured nail varnish is not accepted and students will be asked to remove it. False and acrylic nails are not permitted. Students will be asked to remove polish/nails.

Very discreet make up is allowed but if it is thought not to be discreet students will be asked to remove it.

Coats

Coats should be suitable for school and offer protection from the weather, therefore denim, corduroy, leather or suede are not appropriate. Coats should not be worn in the building and students should place them in lockers. Scarves must be removed inside the building. "Hoodies" are not appropriate for school and students are not to bring them to school.

Hats

Hats and baseball caps are not to be worn in school. The school is investigating the provision of a suitable cap to be used as protection from the sun. Further details will be issued as soon as possible.

Apron

Separate aprons are required for Design Technology and Food Technology lessons. A white craft apron is required for Design Technology and a green apron for Food Technology.

PE Outdoor Kit/Winter Kit

Approved school rugby shirt, black shorts, purple football socks, football boots (boots should have studs which are suitable for both football and rugby), shin pads, gum shield (rugby), trainers for girls (netball). Optional school PE sweatshirt available. Plain black tracksuit bottom.

PE Indoor Kit/Summer Kit

White polo shirt with Highcliffe crest, black shorts, white sports socks, trainers.

For Health and Safety considerations skate shoes and canvas plimsols are not permitted. Trainers should be a cross trainer or running trainer.

Expressive Arts

Black tracksuit bottoms, black expressive arts T-shirt to be worn during Expressive Arts lessons or performance only.

Cycle Helmets

Cycle helmets must be worn by all students who cycle to and from school. If a student arrives at school by bicycle without a helmet, parents may be contacted to bring in a helmet to be worn on the journey home. Helmets may be purchased from the Lower School office in school.

School Bag

A suitable sized rucksack or shoulder bag is required to carry A4 sized folders and the minimum equipment of a School Organiser, a calculator, 2 pencils, 2 pens (black ink), a ruler, a sharpener, an eraser, a small pack of colouring pencils, a secure fresh water bottle and lunchbox. All students have the opportunity to hire a locker during their time at Highcliffe where larger items can be stored securely. Mobile telephones should be switched off and placed in locker during the school day. Bags should be kept in locker during examination times.

School Trips – It is usual for full school uniform to be worn on all school trips unless directed by the trip leader after consultation with the Headteacher, when students should wear suitable clothing appropriate to the activity. School rules regarding make-up, jewellery and hair continue to apply during school trips.

Non Uniform Mufti Days – It is usual that during the school year a non-uniform mufti day will occur to raise money for charity. School rules regarding make-up, jewellery and hair continue to apply during these days. Students should not wear:-

- hats or hoods inside the school building
- clothing which displays motifs which may be deemed 'offensive'
- backless shoes/flip flops
- cropped tops

Additional Information

It is important for all members of our school community to be aware that we seek to ensure that safety and well being are of the utmost importance. As a result, please note that in the interests of:

- Security: the school needs to be able to identify individual students in order to maintain good order and identify intruders easily;
- Teaching and learning: a student's face should not be obscured for any reason. This is because a member of staff may not be able to judge their engagement with learning or be able to secure their participation in discussions and practical activities;
- Protecting the individual: the school dress code seeks to prevent students from wearing clothing which may be associated with anti-social elements in the wider community.
- Promoting identity: a strong, cohesive school identity supports the high standards we strive to achieve. If students appear to be very different to their peers, this can inhibit integration, equality and cohesion.

We are justly proud of the fact that we are an Inclusive School and our 'Dress Code' reflects our commitment to providing all students with the opportunity to learn within a safe and secure community.

Lost Property

Every effort will be made by the Student Support Office to return named items. However, it is only possible to store lost property for half a term before disposal.

If students forget an item of uniform they should report to their Head of Achievement, before morning registration, to borrow a replacement. These items should be returned at the end of the day.

All confiscated items will be clearly named and stored in the Student Support Office for parental collection.

The school will contact parents of those students who attend school without proper uniform, or those who refuse to accept the school's dress code, so that the issue can be successfully resolved.

Exceptions to this dress code are at the discretion of the Headteacher only.



Year 7

Get off to a flying start

"I have really enjoyed my first year at Highcliffe and I am really excited about going into year 8 as I will get to go on a number of different trips and take part in new opportunities"

Romy Caswell, 7.2
Tiptoe Primary School

"This year has been amazing and there were loads of opportunities and chances and I am glad that I took them all. I have made many wonderful friends and have really enjoyed my first year at Highcliffe"

Kira Marsh, 7.5
St Luke's CE
Primary School

"Year 7 has been great! There have been so many opportunities to be involved in and so many chances to shine. There have been lots of great, enjoyable trips but the best thing has been making new friends"

Eleanor Crowhurst, 7.5
Hordle CE Primary School

"I have found Highcliffe a fun and interesting experience. I was introduced to lots of new subjects like Citizenship, French and Spanish. The facilities at Highcliffe are great and the atmosphere and attitude of the teachers is amazing. There are lots of opportunities for everyone – Highcliffe is awesome!"

George Smith, 7.6
Highcliffe St Mark Primary School

"I have made loads of new friends during year 7 and have progressed in my lessons. I have thoroughly enjoyed getting to know my tutor and the rest of my teachers. I am very proud of my year 7 exam results and I am going to try and beat them next year!"

Chloe Daley-Brown, 7.2
Mudeford Junior School

"I think Highcliffe is an amazing school. All of the teachers are amazing and they always explain things that you might not understand. I am glad I am at Highcliffe – it is the best!"

Sophie Lockyer, 7.6
Brangore CE Primary School

"My first year at Highcliffe was really good and although it went really quick I thoroughly enjoyed it. I have had an amazing time at Osmington Bay, Monkeyworld and during activities week and feel that I have gained and learnt a lot this year"

Bradley Rowell, 7.8
Brockenhurst CE
Primary School



World Challenge Programme

World Challenge is an organisation which delivers educational expeditions to schools and provides significant Health and Safety back up should any complications arise. For this reason Highcliffe School has chosen them for two consecutive trips, the first to India and the Himalayas and the second to Madagascar.

The expeditions are split in to three phases and include Trekking, a Community project and Rest and Relaxation.

The build up process takes two years, during which the students have regular meetings with the school leader as well as World Challenge representatives. The students have to fund raise or gain employment to fund the trip and also learn group skills to negotiate and plan the trip itinerary.

This year saw us travel to Madagascar. The students experienced three and a half weeks away from home taking full responsibility for how they travelled, where they slept and what they ate. They had to adjust their itinerary learn to speak French and assimilate themselves into the Madagascan culture.

Highcliffe School believes that the education of young people involves much more than the achievement of academic grades and that we need to provide a range of extra-curricular experiences for our students to develop. The World Challenge experience is one that we feel offers students opportunities way outside of their comfort zone but which provides the relevant support for them, and us, to feel secure in experiencing them.



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