

Additional
Information

Prospectus

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NCHS
The Science College

The Curriculum

A broad and balanced curriculum is offered to all students, following guidelines issued under the National Curriculum. We constantly review our programmes to ensure that students are receiving education relevant to their present and future needs.

Key Stage 3

Years 7, 8 & 9 follow Key Stage 3 National Curriculum core subjects – Mathematics, English and Science. History, Geography, one Language, Technology, Physical Education, Art, Music and Drama complement these subjects. In addition Religious Education, Information and Communications Technology, Personal, Social and Health Education and Citizenship are also delivered. In line with programmes currently being delivered in Primary Schools, we have a fully developed literacy programme for all students. The school implements the National Numeracy and Literacy Strategy in years 7 to 9.

Key Stage 4

Years 10 & 11 continue to follow Key Stage 4 National Curriculum core subjects together with a compulsory Language course and either History or Geography for the majority of students plus a choice from other subjects studied in years 7, 8 & 9. Religious Education, PE, Citizenship and Information and Communications Technology are also studied, as part of the core curriculum. It is vital that students are given a choice of subjects at this Key Stage. Students can also follow vocational courses.

Year 9 is a very important year when your child will begin to make important choices that could affect their future career path (making decisions and taking responsibility for their

own actions are skills developed throughout school life – with support and guidance from caring staff and parents). Students in year 9 receive guidance on careers; consider options related to their skills and what they enjoy plus they receive a booklet to take home which outlines the preferences available, covering what each involves as well as parents and pupils attending an Options Evening.

Year 10 begins a period of detailed study in your child's education, leading up to GCSE examinations in Year 11. To broaden students' horizons, a two week work experience and careers programme is scheduled in Year 10. Each student follows a programme of activity during their work experience to ensure they benefit from the world of work. This is organised by the school and is a highly rewarding experience for the students.

During year 11 interviews are arranged for all students with a member of the Connexions Service. Students interested in further education have the opportunity to discuss their application and proposed course of study with a member of the relevant Further Education College staff. We work very closely with all the post 16 providers in the area.

Personal, Social and Health Education (PSHE)

Time is set aside to allow students to discuss issues which affect life both inside and outside the school environment. This is currently done within full day blocks. Projects are undertaken and outside speakers are invited to provide the benefit of their knowledge and experience. Form tutors help deliver PSHE in partnership with outside agencies.

Attendance

As a school we believe that good attendance is paramount for students to fully achieve their potential. We take the simple view that if students are not here then it is very difficult to deliver the high quality education we provide. Consequently, we would urge you not to take your son or daughter out of school for a holiday during term time. A two-week holiday in term time instantly reduces a student's attendance to 95%. Clearly, this will impact on a student's learning and therefore achievement. Only in exceptional circumstances will a holiday absence be authorised.

Promoting a Healthy Lifestyle

A key feature of the school's desire to prepare students fully for an active adult life is the healthy lifestyle initiative. It looks to promote a healthy diet; the regular taking of exercise and particularly encourages students to cycle or walk to school. This programme is supported by PSHE; the PE Department and Catering Staff. It is our hope that the school delivers a coherent and sustainable healthy lifestyle approach encouraging students to make key choices about their health and diet.



Special Educational Needs

There is no such thing as an 'average' child! Each has their own special range of skills and aptitudes to offer as they develop and mature, and because of this each child is encouraged to perform to the best of their ability throughout school life – in whatever area they excel, be it academic, art, social or caring skills. The school has an SEN policy that seeks to provide the appropriate provision for each need from basic needs to gifted and talented. This may be in the form of extra support or resources and is co-ordinated by the Head of SEN.

Access and Disability Arrangements for Admission

With the introduction of the new Special Educational Needs Code of Practice 2002 (CoP) and the need for inclusion as a result of the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001, it makes it unlawful for schools and LEAs to discriminate against disabled students for a reason relating to their disability without justification. Disability is defined in this legislation as follows: "a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".

Sex Education

In addition to those aspects of sex education which appear in the syllabuses of individual subjects, e.g. Science, Religious Education and Child Development, the PSHE programme in both Key Stages covers essential issues in this important area of study. The emphasis throughout is on the students' sense of respect for themselves and others. Parents have the right to withdraw children from all or part of sex education outside the National Curriculum. The Governors consider sex education to be an essential part of the curriculum and urge every student to participate.

Religious Education

Religious Education is entirely non-denominational and is based on the county's agreed syllabus. You have the right to request that your child be excused assembly and Religious Education lessons. Before doing so, however, we would ask you to discuss with us the implications of withdrawal from this important aspect of the curriculum.

Complaints

The School has established procedures for the hearing of complaints made against the School. A copy of the procedures is available from the school, on request.

Developing Self Confidence

Students achieve success in an atmosphere where discipline, tolerance and self-control are demonstrated. The learning environment is well ordered and the students are expected to behave in a way that facilitates their own and their fellow students' learning. No student has the right at NCHS to deny another an education.

Good behaviour is expected from our students not only in the classroom and school premises in general, but also off the school site – on the way to and from school. This is an area where close links between school and parents can help to develop good conduct as well as respect and consideration for other people.

To ensure that an appropriate learning environment exists for your child, a Code of Behaviour has been established. Details of this and the Dress Code are included below and they will also be included in your child's planner, which is issued to them on their first day at school.

Code of Behaviour

NCHS – The Science College is a large community and the way in which individuals behave affects their well being and the well being of the community as a whole. Students must follow clear instructions from staff. In order to ensure that everyone has a worthwhile experience we need rules to create and maintain good order.

- Treat all people with courtesy and respect.
- Prepare for school by observing the Dress Code.
- Ensure that you have the correct books and equipment for each day. This also includes any homework that needs to be handed in.
- Arrive at school on time and make sure that you are punctual for your lessons.
- Move around the school quietly and in an orderly manner. Keep to the left in the corridors and on the stairs. When you are outside use the paths.
- Do not drop litter but use the litterbins provided around the school.
- Do not bring any items to school that are not normally required for school purposes. This includes mobile phones, personal music systems, jewellery, etc.
- Chewing gum or fizzy drinks are not allowed in school.

The school expects good behaviour from all its students in order that everyone can make the most of the opportunities available to them

STUDENTS WHO DISREGARD THE STANDARDS SET BY THE SCHOOL MUST EXPECT TO FACE THE SANCTIONS IMPOSED BY THE SCHOOL. STUDENTS MAY BE KEPT BEHIND FOR A PERIOD OF TIME TO DISCUSS THEIR WORK OR BEHAVIOUR. TWENTY-FOUR HOURS' NOTICE WILL BE GIVEN TO PARENTS FOR DETENTIONS VIA THE STUDENTS PLANNER.



Pastoral Care

The school has close links with local feeder schools, each of whom receive a visit from the Primary Liaison officer and Headteacher for a 'get to know you session'. A similar visit is arranged for the Head of Special Needs who co-ordinates the transition from Primary School to NCHS. Year 6 students are invited to spend a day with us in July.

Students are placed in vertical tutor groups that are mixed ability under the care and guidance of a form tutor, who remains with them throughout their years at the school. Continuity is very important for the students – from junior to high school, and through each year in the high school. On entry students are placed in a tutor group that has students aged 11-16 and in one of four Houses. As they go through school they remain in the same tutor group.

Your child's form tutor's role is to guide their social and moral development – hence their involvement on Personal, Social & Health Education lessons. The tutor is the parents' first point of contact should you have any enquiries or problems concerning your child and their well being in the school.

In the case of absence you are requested to telephone the school office on our dedicated absence line number: 01782 667660 immediately your child is absent.

If a student is to be absent for reasons other than illness, the Headteacher should be consulted in advance where possible and permission obtained.



Your Child's Planner

Each student is provided with a planner in which to record home learning set and when it is due in and their timetable. It is also provided as a means by which parents and staff can communicate. Parents are asked to sign the planner at the end of each week. It is a vital component in the dialogue between the school and home.



Extra – Curricular Activities

A wide range of extra – curricular activities are organised by staff both during lunchtime and after school, which enrich students' experiences and play an important part in developing social skills and attitudes.

- Dodge Ball
- Rock It Ball
- African Drumming
- Volley Ball
- Rugby
- Textiles
- Badminton
- Netball
- Guitar Club
- Cheerleading
- Rowing
- Art Club
- Fitness Club
- Film Club
- Coursework Catch Up
- Football
- ICT Club
- Revision
- Street Dance
- Duke of Edinburgh
- Eco Group
- Chess Club
- Reading Club
- Table Tennis
- Drama Club
- Basketball
- Sign Language
- Zumba
- Spanish



Working Together With Parents

The school considers that active partnerships with parents are extremely important in enabling students to develop their full potential.

We welcome any contact with parents related to their child's progress or on any issue in general. The school has an open door policy. If the person you wish to contact is unavailable, our office staff will endeavour to offer you an alternative choice i.e. the Head of House, Assistant Head, Deputy Head or Associate or Executive Headteacher themselves.

Your support is required, especially in the area of home learning. Home learning supports and consolidates learning undertaken in class. You can help by providing a quiet place to work and by taking an interest in home learning set, and signing your child's diary at the end of each week.

Parental Support for School

Like all schools, we welcome parents who wish to help us. There are busy school events that need the presence and help of parents. If you can help in any way, please contact Isobel White, Assistant Headteacher, on 01782 667650.

With the Community

The school is proactively involved in forging links with businesses and organisations in the community. Students benefit from these developments in the form of visits from outside speakers who talk about their experiences in industry and also by visits to factories to observe working practices. The school currently opens its facilities for use by the local community. A wide range of evening classes are on offer to tempt the local community into lifelong learning, from swimming lessons, scuba diving, wine tasting and woodwork.

Visits and Trips

There are many and varied visits for your child to be involved in. These include the Modern Languages visit to France and a bi-annual ski trip arranged across the federation. The History Department arrange a visit to Auschwitz.

School Uniform

NCHS is proud to be a uniform school. It is the policy of the school, actively supported by parents, that uniform is worn.

School Uniform

- Official School Sweatshirt (for health reasons not to be used for PE) – is compulsory and must be worn every day. Black sweatshirts for yrs 7, 8 and 9, Burgundy sweatshirts for yrs 10 and 11.
- White school polo shirt (with NCHS logos).
- Plain black or white socks or black/flesh toned tights.
- Sensible black shoes (not boots, trainers, platform or high-heeled shoes). Heels should be no greater than 2 inches at the back.



Boys

- Black tailored trousers – with a defined waistband and zip and hanging from the waistline, not hipsters or excessive flares. They must not drag or touch the ground or have a belt or a buckle either sewn to the trouser or loose. They must not have logos on them. The material must not be tight or figure hugging.

PE Uniform

- Black Polo Shirt
- Black Rugby Shirt
- Black Shorts
- Black/White Football Socks
- Plain Black Tracksuit Bottoms*
- Black Hooded Sweatshirt*

Girls

- Knee length black skirt, which should be plain A-line style. If the skirt has a split in it, the split should be no greater than 2 or 3 inches above the knee and must not be at the front or sides. The material must not be tight or figure hugging. OR Black tailored trousers – with a defined waistband and zip and hanging from the waistline, not hipsters or excessive flares. They must not drag or touch the ground or have a belt or a buckle either sewn to the trouser or loose. They must not have logos on them. The material must not be tight or figure hugging.
- Black, Brown or Burgundy hair accessories

PE Uniform

- Black Polo Shirt
- Black Shorts
- Plain Black Tracksuit Bottoms*
- Black/White Football Socks
- Black Hooded Sweatshirt*

* These items are optional.

All Physical Education kit can be purchased at 'Smart Uniform', Barracks Road and are inscribed with the NCHS logo.

Admissions Policy

If we receive more applications for admission than we can cope with, places will be allocated according to the guidelines laid down by the Local Education Authority:

1. Students living within the catchment area of the school.
2. Students who would, in the first year to which the application relates, have an elder brother or sister in attendance at the school, who will still be attending at the proposed admission date.
3. Students who satisfy both of the following criteria:
 - a) they are distinguished from the great many of other applicants either on medical grounds which are supported by a medical report, obtained by parents, specifying the medical advantage of the child attending the preferred school compared with the normal catchment area school or by other exceptional circumstances material to the choice of school (i.e. the circumstances of the child, not the economic or social circumstances of the parent); and
 - b) they would suffer hardship if they were unable to attend the school.
4. Other students will be considered in order of priority according to how near their home addresses are to the school, measurements being by the nearest practical walking route, and determined by the use of a computerised system.

Home Learning Policy

What is Home Learning?

For these guidelines “home learning” refers to any work or activities which students are asked to do outside lesson time, either on their own or with parents or carers.

The Purpose of Home Learning at NCHS is to:

Encourage students to develop the skills, confidence and motivation needed to study effectively on their own. This is vital given the importance for students in the future of life long learning and adaptability;

Consolidate and reinforce skills and understanding developed at school;

Extend school learning, for example through additional reading;

Sustain the involvement of parents and carers in the management of students' learning and keeping them informed about the work pupils are doing;

Manage particular demands, such as GCSE course work.



Home Learning: What is it for?

- Independent learning
- Self-discipline
- Consolidation
- Research
- Practice – learning by doing
- Pupil/parent/teacher partnership
- Completion of course work
- Revision

How home learning will be planned and co-ordinated so that the demand on students' time is consistent and manageable on a daily basis

We will set out the home learning arrangements to ensure that the total amount of home learning set for students either daily or weekly is consistent and manageable for them on a daily basis. They will not be required to work in a way which gives them too much to do on some days and too little on others. Our home learning timetables will co-ordinate across subjects and set out subject allocations for each day. Subject teachers must appreciate the need to work within this timetable, both in giving home learning and in setting deadlines for its completion. Student planners should be used by students and teachers to implement and monitor an effective home learning timetable.

The home learning timetable shall be written by the student in the planner for each week and an appropriate comment included for each subject.

Home learning tasks should have a clear objective linked to study programmes.

Sanctions:

Students are expected to complete home learning by the deadline. A series of sanctions increasing in severity will be used for non-completion.

The Role of Parents - Parents should:

- Provide a reasonably peaceful, suitable place in which students can do their home learning or help students attend other places where home learning can be done, such as home learning clubs or study support centres;
- Make it clear to students that they value home learning and support the school in explaining how it can help them make progress at school;
- Encourage students and praise them when they have completed home learning;
- Expect deadlines to be met and check that they are.



Performance Exam Information

Percentage of these achieving five or more GCSE's/equivalent at grade A* - C	69%
Percentage of these achieving five or more GCSE's/equivalents at grade A* - C (including English & Mathematics)	49%
Percentage of these achieving the English Baccalaureate	25%

Measure description	All	All %	Male Pupils	Male %	Female Pupils	Female %
Number of Candidates	68	100%	25	36.76%	43	63.24%
Achieving English Baccalaureate	17	25%	3	12%	12	32.6%
Achieving 5+ A* - C including English & Mathematics	33	49%	9	36%	14	55.8%
Achieving 5+ A* - C	46	69%	16	64%	30	69.77%
Achieving 5+ A* - G	67	99%	24	96%	43	100%
Achieving 1 + A* - C	65	96%	22	88%	43	100%
Achieving 1 + A* - G	68	100%	25	100%	43	100%
Achieving an Entry Level Qualification	68	100%	25	100%	43	100%
Achieving 2 + A* - C in Science	42	62%	16	64%	26	60.47%

For a more detailed breakdown including individual subjects please visit our website on www.nchs.staffs.sch.uk.

The school works closely with Connexions and other post 16 providers and employers to prepare students for life after school. NEET figures for NCHS have fallen over the past 5 years (see table below)

Year	Continued full-time education (%)	Structured learning in the workplace (%)	NEET (%)
2007	63.8	21.5	10.0
2008	68.1	16.4	9.5
2009	80.0	12.6	6.3
2010	75.6	16.7	5.6
2011	82.4	8.8	4.4

The PSHE programme supports careers education and in both Years 10 and 11 external providers are bought in to deliver focused workshops on preparation for exams and post 16 opportunities.

NCHS

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