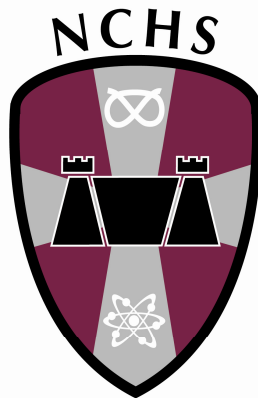


SOUTH NEWCASTLE FEDERATION

NCHS – The Science College



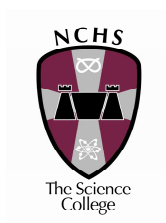
The Science
College

School Prospectus

2011 - 2012



NCHS-The Science College



SCHOOL DETAILS

Headteachers':	Mr Mark Heuston (Executive Headteacher) Mrs Jill Adamson (Associate Headteacher)
School Address:	Ostend Place Westlands Newcastle under Lyme Staffordshire ST5 2QY
School telephone number:	01782 667650
Student absence direct line:	01782 667660
School fax number:	01782 667667
E-mail address:	office@nchs.staffs.sch.uk
Web site address:	www.nchs.staffs.sch.uk

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.

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 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.

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.

The Curriculum (continued)

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.

The House System

Forms at NCHS are based on a vertical tutoring system. We currently have 24 tutor groups grouped with four Houses: Newton; Celsius; Henry and Sievert. The average tutor group has between 20 and 21 students in it. This allows every student at NCHS to be given a very specific and individual programme of pastoral care and support. It also allows a detailed and comprehensive academic mentoring system to be delivered whereby each year students are asked to set personal and academic targets. These are regularly reviewed and form the basis of some focussed and specific discussions regarding individual improvement.

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; the Catering Staff and the DCSF. 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 course in both Key Stages covers essential issues in this important area of study. The emphasis throughout the course 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.

Access to Documents

Copies of all documents referred to under Paragraphs 5 and 6 of the Education (School Curriculum and Related Information) Regulations 1989, may be inspected or obtained (except those which are copyright) at the school, upon request to the Headteacher. In some instances a charge may be made for any copies supplied (not exceeding the cost of production).

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 should be well ordered and the students should 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 particularly 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 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 the 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 about 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 homework set and when it is due in and their timetable. It is also provided as a means by which parents and staff can communicate to resolve an issue, inform of appointments made and make comments in general. Parents are asked to sign the planner at the end of each week. It is a vital component in the dialogue needed between the school and parents.

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.

- **Activities**

Dodge Ball
Volley Ball
Badminton
Cheerleading
Fitness Club
Football
Street Dance
Dance Mats
Rock It Ball
Rugby
Netball
Rowing
Hockey

French Film Club
ICT Club
Duke of Edinburgh
African Drumming
Textiles
Guitar Club
Cookery Club
Film Club
Art Club
Coursework Catch Up
Home Work Club
Instrumentalists
Revision

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.

Charging for School Activities

Activities and Excursions

In order to broaden and enrich students' educational experiences the school will from time to time organise activities which may involve additional expenses. To meet such costs parents may be asked to make voluntary contributions. Should these contributions fall short of the required amount the school may have to cancel the activity concerned, unless it forms an **essential** part of an examination syllabus or of the National Curriculum.

No student will be prevented from participating in any activity that takes place during school hours solely on the grounds that his/her parents are unable/unwilling to make a monetary contribution.

If, during a school trip or visit, a student becomes unwell the school will take the appropriate action and at the same time inform the parent. The parent will then be requested to either meet the student or discuss future actions with the member of staff.

Music (Instrumental Tuition)

Students who wish to learn to play a musical instrument may do so. This, at present is subsidised fully by the school. Tuition takes place weekly. Musical instruments may be hired from the school.

Students who receive musical tuition will be expected to make a contribution to the musical life of the school, through participation in concerts and attending regular rehearsals of the orchestra, band or choir.

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 homework. Homework supports and consolidates learning undertaken in class. You can help by providing a quiet place to work and by taking an interest in homework 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 is on offer to tempt the local community into lifelong learning, from swimming lessons, scuba diving, wine tasting and woodwork.

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). Heals should be no greater than 2 inches at the back.

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 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 hugging.

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 hugging.

Girls' PE Uniform

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

Boys' PE Uniform

Black Polo Shirt
Black Rugby Shirt
Black Shorts
Black/White Football Socks
Black Tracksuit Bottoms*
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 tests:
 - 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 arranged in order of priority according to how near their home addresses are to the school, measurements being by the nearest practical walking route, and is determined by the use of a computerised system.

The PAN for the 2012-2013 academic year is 145 students.

Visiting arrangements for parents interested in applying to the school

An Open Evening is held during the third week of September. During the same week the school is open for two days and welcomes visits from potential parents and students.

Open Evening Wednesday 21st September 2011
Open Days Thursday 22nd September 2011
Friday 23rd September 2011

Arrangements can be made to view the school on a separate occasion, by direct application to the Associate Headteacher.

Homework Policy

What is Homework?

For these guidelines “homework” 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 Homework 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.

Homework: What is it for?

- Independent learning
- Consolidation
- Practice – learning by doing
- Completion of course work assignments
- Self-discipline
- Research
- Pupil/parent/teacher partnership
- Work not suited to classroom situation

The skills and experiences gained from regular homework are:

- Investigations
- Interviews
- Simple experiments
- Essay writing
- Research
- Public library visit
- Drafting
- Report writing
- Reading
- Designing
- Revision
- Making a model
- Drawing
- Word processing
- Desktop publishing
- Projects
- Testing Understanding

How homework 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 homework arrangements to ensure that the total amount of homework 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 homework 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 homework and in setting deadlines for its completion. Student planners should be used by students and teachers to implement and monitor an effective homework timetable.

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

Homework tasks should have a clear objective linked to study programmes.

The amount of time which should be spent by students at NCHS, on average, on homework or GCSE coursework, will fall within the following ranges:

Years 7 – 8	45 – 90 minutes per day
Year 9	1 – 2 hours a day
Years 10 – 11	1.5 – 2.5 hours a day

Sanctions:

Students are expected to complete homework 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 homework or help students attend other places where homework can be done, such as homework clubs or study support centres;
- Make it clear to students that they value homework and support the school in explaining how it can help them make progress at school;
- Encourage students and praise them when they have completed homework;
- Expect deadlines to be met and check that they are.

Glossary of Terms

Agreed Syllabus	A non-denominational programme of religious education adopted by the local education authority for use in schools after consultation with teachers, representatives of churches and other religious groups.
Connexions Service	Part of the LEA's service administered centrally and with local officers who provide careers' advice to students before they leave school; interviews for all students and help with finding employment.
Curriculum	A plan of study of a subject or group of subjects, usually the school's scheme of work showing the divisions into which learning has been broken.
GCSE	General Certificate of Secondary Education
LEA	Local Education Authority
PSHE	Personal, Social and Health Education
Tutor Group	Class of students or form assigned to a teacher for administrative and pastoral activities. Students are placed in Vertical Tutor Groups within one of four Houses.
Year	In accordance with the National Curriculum, we address each school year with its number as in the full 5 – 19 plan; Year 7 – First year at NCHS Year 8 – Second year at NCHS Year 9 – Third year at NCHS Year 10 – Fourth year at NCHS Year 11 – Fifth year at NCHS
Key Stage 3	Years 7 – 9
Key Stage 4	Years 10 – 11

Publication Scheme on

Information Available Under the Freedom of Information Act 2000

The governing body is responsible for maintenance of this scheme

1. Introduction: What a publication scheme is and why it has been developed

One of the aims of the Freedom of Information Act 2000 (which is referred to as FOIA in the rest of this document) is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

To do this we must produce a publication scheme, setting out:

- The classes of information which we publish or intend to publish;
- The manner in which the information will be published; and
- Whether the information is available free of charge or on payment

The scheme covers information already published and information which is to be published in the future. All information in our publication scheme is either available on our website or in paper form.

Some information which we hold may not be made public, for example personal information.

This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

2. Aims and Objectives

The school aims to:

- develop the knowledge, skills and attitudes necessary to take their place in society as responsible, informed and active citizens,
- develop lively and enquiring minds, to think for themselves, to argue rationally and enjoy learning. As a consequence they will value themselves and their achievements,
- respect and tolerate other people; their religious and moral values, race, beliefs and cultures. In doing this they will consider and value the spiritual and moral dimensions of life.
- understand the rapidly changing world in which we live, incorporating within this an understanding and appreciation of the richness and variety of our cultural heritage
- use their leisure time creatively and effectively and at the same time maintaining a healthy lifestyle

and this publication scheme is a means of showing how we are pursuing these aims.

3. Categories of information published

The publication scheme guides you to information which we currently publish (or have recently published) or which we will publish in the future. This is split into categories of information known as 'classes'. These are contained in section 6 of this scheme.

The classes of information that we undertake to make available are organised into four broad topic areas:

School Prospectus– information published in the school prospectus

Governors' Documents – information published in the Governors' Annual Report and in other governing body documents

Pupils & Curriculum – information about policies that relate to pupils and the school curriculum

School Policies and other information related to the school – information about policies that relate to the school in general

4. How to request information

If you require a paper version of any of the documents within the scheme, please contact the school by telephone, email, fax or letter. Contact details are set out below or you can visit our website at www.nchs.staffs.sch.uk.

Email: office@nchs.staffs.sch.uk
Tel: 01782 667650
Fax: 01782 667667
Contact Address: Mrs J Adamson, NCHS The Science College, Ostend Place, Newcastle-under-Lyme, Staffordshire, ST5 2QY.

To help us process your request quickly, please clearly mark any correspondence "**Publication Scheme Request**".

If the information you're looking for isn't available via the scheme and isn't on our website, you can still contact the school to ask if we have it.

5. Paying for Information

Information published on our website is free, although you may incur costs from your Internet service provider. If you don't have Internet access, you can access our website using a local library or an Internet café.

Single copies of information covered by this publication are provided free unless stated otherwise in section 6. If your request means that we have to do a lot of photocopying or printing; pay a large postage charge or is for a priced item such as some printed publications or videos, we will let you know the cost before fulfilling your request. Where there is a charge this will be indicated by an * sign in the description box.

Classes of Information Currently Published

School Prospectus– this section sets out information published in the school prospectus

Class	Description
School Prospectus	<p>The statutory contents of the school prospectus are as follows. (Other items may be included in the prospectus at the school’s discretion):</p> <ul style="list-style-type: none"> • the name, address and telephone number of the school and the type of school • the names of the headteacher and the chair of governors • information on the school policy on admissions • a statement of the school’s ethos and values • details of any affiliations with a particular religion or religious denomination; the religious education provided; parents’ right to withdraw their child from religious education and collective worship and the alternative provision for those pupils • information about the school’s policy on providing for pupils with special educational needs • number of pupils on roll and rates of pupils’ authorised and unauthorised absences • National Curriculum assessment results for appropriate Key Stages, with national summary figures • GCSE/GNVQ results in the school, locally and nationally • a summary of GCE A/AS level results in the school and nationally • the number of pupils studying for and percentage achieving other vocational qualifications • the destinations of school leavers. (Some information might be confidential or otherwise exempt from the publication by law – we cannot therefore publish this) • the arrangements for visits to the school by prospective parents • the number of places for pupils of normal age of entry in the preceding school year and the number of written applications/preferences expressed for those places

Governors’ Annual Report and other information relating to the governing body – this section sets out information published in the Governors’ Annual Report and in other governing body documents

Class	Description
Instrument of Government	<ul style="list-style-type: none"> • the name of the school • the category of the school • the name of the governing body • the manner in which the governing body is constituted • the term of office of each category of governor if less than 4 years • the name of any body entitled to appoint any category of governor • details of any trust • if the school has a religious character, a description of the ethos • the date the instrument takes effect

Minutes of meetings of the governing body and its committees	Agreed minutes of meetings of the governing body and its committees. (Current and last full academic school year). (Some information might be confidential or otherwise exempt from the publication by law – we cannot therefore publish this)
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Pupils & Curriculum Policies – This section gives access to information about policies that relate to pupils and the school curriculum

Class	Description
Home-School Agreement	Statement of the school's aims and values; the school's responsibilities, the parental responsibilities and the school's expectations of its pupils for example homework arrangements
Home-School Agreement	Statement of the school's aims and values; the school's responsibilities, the parental responsibilities and the school's of its pupils for example homework arrangements
Curriculum Policy	Statement on following the policy for the secular curriculum subjects and religious education and schemes of work and syllabuses currently used by the school
Sex Education Policy	expectations Statement of policy with regard to sex and relationship education
Special Educational Needs Policy	Information about the school's policy on providing for pupils with special educational needs
Accessibility Plans	Plan for increasing participation of disabled pupils in the school's curriculum, improving the accessibility of the physical environment and improving delivery of information to disabled pupils
Equal Opportunity & Race Equality Policy	Statement of policy for promoting equal opportunities and race equality
Collective Worship	Statement of arrangements for the required daily act of collective worship
*Careers Education Policy	Statement of the programmes of careers education provided for Key Stage 4.
Child Protection Policy	Statement of policy for safeguarding the promoting welfare of pupils at the school
Pupil Discipline	Statement of general principles on behaviour and discipline and of measures taken by the headteacher to prevent bullying

School Policies and other information related to the school – This section gives access to information about policies that relate to the school in general

Class	Description
*Published reports of Ofsted referring to the school	Published report of the last inspection of the school and the summary of the report and where appropriate inspection reports of religious education in those schools designated as having a religious character.

*Post-Ofsted Inspection action plan	A plan setting out the actions required following the last Ofsted inspection and, where appropriate, an action plan following inspection of religious education where the school is designated as having a religious character.
Charging and Remissions Policies	A statement of the school's policy with respect to charges and remissions for any optional extra or board and lodging for which charges are permitted, for example, school publications, music tuition, trips
School session times and term dates	Details of school session and dates of school terms and holidays
*Health and Safety Policy and risk assessment	Statement of general policy with respect of health and safety at work of employees (and others) and the organisation and arrangements for carrying out the policy.
Complaints' procedure	Statement of procedures for dealing with complaints
*Performance Management of Staff	Statement of procedures adopted by the governing body relating to the performance management of staff and the annual report of the headteacher on the effectiveness of appraisal procedures.
Staff Conduct, Discipline and Grievance	Statement of procedure for regulating conduct and discipline of school staff and procedures by which staff may seek redress for grievance
*Curriculum circulars and statutory instruments	Any statutory instruments, departmental circulars and administrative memoranda sent by the Department of Education and Skills to the headteacher or governing body relating to the curriculum.

(Our website is at www.nchs.staffs.sch.uk)

6. Feedback and Complaints

We welcome any comments or suggestions you may have about the scheme. If you want to make any comments about this publication scheme or if you require further assistance or wish to make a complaint then initially this should be addressed to Mrs J Adamson, NCHS The Science College, Ostend Place, Newcastle under Lyme, Staffordshire, ST5 2QY.

If you are not satisfied with the assistance that you get or if we have not been able to resolve your complaint and you feel that a complaint needs to be made then this should be addressed to the Information Commissioner's Office. This is the organisation that ensures compliance with the Freedom of Information Act 2000 and that deals with formal complaints. They can be contacted at:

Information Commissioner, Wycliffe House, Water Lane, Wilmslow, Cheshire. SK9 5AF

OR

Enquiry/Information Line: 01625 545 700

Email: publications@ic-foi.demon.co.uk

Website: www.information.commissioner.gov.uk