



Highcliffe School

11-18 Foundation School and Specialist College



Information

Intake 2011

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

Highcliffe School Welcome



Dear Parents

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

The ethos at Highcliffe – the 'feel' of our School, is very special. We emphasise enjoyment in learning, within a caring, purposeful and stimulating environment, where individual students matter and their well being and success are paramount.

At the heart of any harmonious, ambitious community lie personal relationships which encourage, challenge and enable all to give of their best – striving to build upon their previous best – on a daily basis. 'Excellence for All, Excellence from All'. We therefore seek to provide the highest-quality educational opportunities for our students. To make our school even better is our ambition. We will need the participation and commitment of our students, and the support of our parents, if we are to meet this challenge.

I believe that it is our responsibility to make a positive difference to the future life chances of each and every person. Highcliffe is a successful school and we can all be proud of our students and their achievements in a wide range of fields. We blend together the traditional values with an enthusiasm to meet the opportunities of the 21st Century. We 'aim high' and provide an impressive variety of curricular and extended-curricular programmes where students will be encouraged to realise their talents and interests, building confidence and self-esteem.

Our mutual ambition is for our young people to thrive within their future roles as students, citizens, workers, lifelong learners and parents. We aim to equip our students with the necessary transferable skills, knowledge and attitudes that they will need in the future.

We are sure that you, as parents, are delighted that our Sixth Form offers continuity yet broadens horizons, as our young people develop and flourish into adulthood.

I believe that, as parents, you will shortly be making one of the most important decisions, shaping your son or daughter's future. We look forward to meeting with you at our Open Evening when you will have a further opportunity to find out more and to see the school in action.

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

Yours sincerely

A handwritten signature in black ink that reads "J Potts."

Judith A Potts
Headteacher



Highcliffe School Ofsted 2008



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

- 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.



Highcliffe School Staff



Headship Team

Ms	Judith	POTTS	BEd Hons
Mr	Nigel	CAMPBELL	BA Hons, PGCE
Mr	Nicholas	O'CONNOR	BSc Hons, PGCE
Mr	Mike	JONES	BEd Hons, MSc
Mr	Mark	YAPP	BA Hons, PGCE

Headteacher, **Emergency Procedures**
 Deputy Headteacher - School Self Evaluation/Progress, **Child Protection**
 Deputy Headteacher - Director of Curriculum Programmes, **Risk Assessment trips & visits**
 Assistant Headteacher (KS4 Progress) Target Setting and Student Progress
 Assistant Headteacher (KS3 Progress) Teaching & Learning
(Racial incidents/referrals)

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
Mrs	Catrina	STONE	BSc Hons, PGCE, CBIOL MSB

School Improvements

Feedback for Informed Learning
 Raising of the School Leaving Age
 Home Study
 Personalisation, **Child Protection**
 Coaching

Senior Support Staff

Mrs	Jane	COLEMAN	
Mr	Mat	DOWNS	BA Hons, GTP
Mrs	Kay	LEWIS	CPFA

PA to Headteacher, **Child Protection Officer**
 E Learning Systems Manager, **Data Protection**
 Resource Manager

Staff List

English

Mrs	Rebecca	BOWEN	BA Hons, PGCE
Mr	David	BRYDEN	BA Hons, PGCE
Mrs	Jill	BUNTING	BSc Hons, PGCE
Mrs	Louise	GABONY	BA Hons, PGCE
Mr	John	GARNER	BA Hons, PGCE
Miss	Anna	MARTINDALE	BA Hons, PGCE
Mrs	Heather	PEARSON	BA Hons, PGCE
Mrs	Amanda	SIBBICK	BEd
Dr	Barbara	STEVENS	PhD, BA Hons

Qualifications

Subject Area/Responsibility

Media, English
 Curriculum Leader Cultural Literacy
 English
 Senior Curriculum Leader English KS5
 English, Head of Achievement Year 8
 Curriculum Leader English KS3
 English
 Curriculum Leader KS4
 English, Film

Art Design Technology

Mrs	Janet	BULLAS	BA Hons, Cert Ed, HNC
Mr	James	ELLIOTT	BA Hons, PGCE
Mrs	Susan	GUPPY	BA Hons, PGCE
Mrs	Valerie	HARRIS	Cert Ed
Mr	Roger	IZNEROWICZ	BA, PGCE
Miss	Deborah	LEITCH	BA Hons, PGCE
Mr	Gary	MANT	BA Hons, PGCE
Mr	Simon	NICHOLLS	BA Hons, PGCE
Mrs	Sally	ROWE	HLTA
Mr	Paul	RYCROFT	BEd
Mrs	Pauline	SILVERWOOD	BSc Hons, PGCE
Mr	Martin	SIMMONS	BA Hons, Cert Ed
Ms	Amanda	THORP-WEST	BA Hons
Mr	Philip	TOWNSHEND	BEd Hons

Art, Design & Technology
 Curriculum Leader Photography, Art
 Art and Design & Technology
 Curriculum Leader, Textiles
 Art, Design and Technology
 Catering, Food
 Art Design and Technology
 Senior Curriculum Leader, Art Design and Technology
 Catering
 Art, Design & Technology
 Textiles
 Art, Design & Technology, SCITT Subject Tutor
 Curriculum Leader, Art
 Curriculum Leader Electronics and Control

Technical and Curricular Support

Mrs Janet	BULLAS	BA Hons, Cert Ed, HNC	Whole School Display, Art, Design & Technology Technician
Mrs Linda	DEVLIN		Technician
Mrs Karen	MARTIN		Technician
Mrs Sally	ROWE	HLTA	Technician
Mrs Pauline	SILVERWOOD	BSc Hons, PGCE	Technician
Mr Bob	WHEELER		Technician

Expressive Arts

Mr Richard	BANNISTER	B Mus, Hons, PGCE	Music
Mr James	DEAN	BSc Hons, PGCE	Head of Achievement Year 11
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
Mr Neil	JOBBINS	BA Hons, PGCE	Curriculum Support, PE
Mrs Moira	McGRATH	BEd Hons	Head of Drama, AST
Miss Lisa	SWAN	BEd Hons	PE, Sixth Form Achievement Mentor
Miss Elena	RILEY	BA Hons, PGCE	Music
Mrs Maria	WEBBER	BEd Hons	Curriculum Leader Physical Education
Mrs Abigail	WILLS	BA Hons, GTP	Teacher of Dance/PE

Humanities

Ms Kate	BARRALL	BA Hons, PGCE	Curriculum Leader History
Mrs Jenny	BEWLEY	BEd Hons	Citizenship, Head of Achievement Year 9
Mrs Vivian	DEDMAN	Cert Ed	Geography and Religious Education
Mrs Leona	DOWNIE	BA Hons, PGCE	Curriculum Leader, Religious Education
Mrs Helen	FINCH	BA Hons, PGCE	Head of Careers, including Work Related Learning
Mrs Louise	FRY	BA Hons, PGCE	History (Maternity Cover)
Mr Andy	GODDARD	BA Hons, MA, PGCE	Head of Achievement Year 10
Ms Deborah	KENNEDY	B Ed Hons	Senior Curriculum Leader Humanities
Mrs Victoria	MORTELL	BA Hons, PGCE	Curriculum Leader Geography
Mr Lee	POWELL	BSc Hons, PGCE	Team Leader, Curriculum Support
Mrs Deborah	POWELL	BA, PGCE	Teacher, Curriculum Support
Mrs Melanie	READ	BA Hons, PGCE	History
Mrs Jeanne	ROSE	HLTA	Curriculum Support
Miss Fiona	STEWART	BSc, PGCE	Geography, Travel & Tourism, Citizenship
Mr Andrew	TURNER	BA Hons, PGCE	Curriculum Support, History, Humanities
Mr Mark	YAPP	BA Hons, PGCE	Assistant Headteacher

Information Communication Technology/Business Information Systems

Miss Jill	BURDEN	BA Hons, HND, Cert Ed, PGCE, PG Dip Ed	ICT
Mr Stephen	CALLEAR	BSc Hons, PGCE	Business Studies
Mr Philip	COUGHLAN	BA Hons,PGCert(BsStud),MBA	Curriculum Leader International Dimension
Mrs Jo	DAVIES	Cert Ed, PG Dip (CompSc)	ICT
Mr Mathew	DOWNS	BA Hons, GTP	ICT
Mr Mark	MORTELL	BEd Hons	ICT Senior Curriculum Leader

Technical and Curriculum Support

Mr Chris	COLEMAN		IT Systems Technician
Mr Mathew	DOWNS	BA Hons, GTP	E Learning Systems Manager

Mathematics

Miss Jessica	ALLDIS	BSc Hons, GTP	Mathematics
Mr Ian	BURGAN	B Eng, PGCE	Senior Curriculum Leader, Maths, ICT, BIS
Mr Will	EDMONDS	BSc, PGCE	Mathematics
Miss Kerry	HAYMAN	BSc Hons, PGCE	Curriculum Leader Maths KS4
Mr David	JOHNSON	BSc Hons, PGCE	Mathematics
Mrs Jessica	KELLY	BSc,PGCE	Mathematics
Mr Bryan	LOSE	MA	Mathematics
Miss Carryl	MORGAN	BSc, PGCE	Mathematics
Mrs Marie	PAGE	BSc, PGCE	Mathematics
Ms Emma	SALTER	BSc Hons, PGCE	Mathematics, Numeracy
Mr Peter	WAY	MSc, PGCE	Mathematics

Science

Mrs Alison	BARCLAY	BSc Hons, PGCE	Science, Curriculum Leader KS3
Miss Kimi	BERKELEY	BSc Hons, PGCE	Curriculum Leader, Physics
Mr Russell	BOOKER	BSc Hons, PGCE	Curriculum Leader, 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	Biology

Ms	Sue	CULLEN	BSc Hons, PGCE	Senior Curriculum Leader Science, including Science College
Mr	Paul	EVANS	BSc Hons, PGCE	Physics, Head of Achievement Year 7
Mr	Philip	EMMEL	BEd	Science
Ms	Sue	FORD	Cert Ed	Health & Social Care
Miss	Tanya	HUNT	BSc Hons, PGCE	Physics
Mr	Mike	JONES	B Ed Hons, MSc	Assistant Headteacher
Miss	Sarah	MASLIN	BSc, PGCE	Biology
Mr	Nicholas	O'CONNOR	BSc Hons, PGCE	Deputy Headteacher
Mrs	Fiona	SAWDON	BA Hons, BSc, PGCE	Science
Mrs	Catriona	STONE	BSc Hons, PGCE, CBIOL MSB	Student Dev and Effectiveness, Child Protection
Mr	Alex	WARING	BSc Hons, PGCE	Biology

Technical and Curriculum Support

Mrs	Lorraine	COLLINS		Senior Technician - Chemistry
Dr	Vasant	DESHMUKH	BSc, PhD	Technician - Physics
Miss	Anna	FARLEY	BSc	Technician - Biology

Modern Foreign Languages

Mr	Nigel	CAMPBELL	BA Hons, PGCE	Director of Specialist College, Deputy Headteacher
Mrs	Marilyn	GOWER	BA Hons, Dip Ed	Latin
Mrs	Lucy	HEASMAN	BA Hons, PGCE	MFL
Mr	Philip	HILL	BA, PGCE	Co-Director MFL, Community
Mrs	Anna	KARANJA	BA Hons, PGCE	Director of Sixth Form
Mr	John	MAURICE	MA, PGCE	Assistant Director Language College - SL French
Mrs	Amy	MORTIMER	BA Hons, PGCE Cert	Teacher of French and Spanish
Miss	Clare	RICHARDSON	BA Hons, PGCE	Assistant Director Language College /KS2 MFL Co-Ordinator, Curriculum Leader Spanish
Mrs	Sandra	SNELL	BA, PGCE	MFL
Mrs	Clare	TUBBS	BA Hons, PGCE	MFL
Mr	Jon	WAYTH	BA Hons, PGCE	Senior Curriculum Leader MFL
Miss	Susanne	WEIDEMANN	MA, PGCE	Teacher of German, French

Foreign Language Assistants

Miss	Stefanie	BULIRSCH		German Language Assistant
Miss	Maria	CORTES ROBLES		Spanish Language Assistant
Mrs	Maria	TRENT		Italian Language Assistant
Miss	Celine	POULET		French Language Assistant

Technical and Curriculum Support

Mrs	Maire	BREATHNACH	BA Mus	Curriculum Support
Mrs	Vivian	DEDMAN	Cert Ed	Curriculum Support, Lead Teacher for Gifted and Talented
Mrs	Louise	FRY	BA Hons, PGCE	Curriculum Support
Mr	Neil	JOBBINS	BA Hons, PGCE	Curriculum Support
Mr	Andrew	TURNER	BA Hons, PGCE	Curriculum Support

Learning Support Team

Mrs	Christine	KING	BEd Hons, Cert SpLD	Special Educational Needs Co-Ordinator, Child Protection
Mrs	Sharon	ALLEN		Teaching Assistant
Mrs	Coralee	ANSTEE		Specialist Teacher
Mr	Alexander	BARCLAY		Teaching Assistant
Mrs	Christina	BENTLEY		Teaching Assistant
Mrs	Eleanor	CALEY		Teaching Assistant
Mrs	Angela	COOMBS		Teaching Assistant
Mrs	Kathy	COOMBER	HLTA	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		Teaching Assistant
Mrs	Sharon	HEAD		Teaching Assistant
Mr	Brett	HOWARD		Teaching Assistant
Miss	Amanda	KAVANAGH		Teaching Assistant
Mrs	Sally	PARRETT		Student Support Worker
Ms	Julia	PICKING		Teaching Assistant
Mr	Joe	PRODOMO		Teaching Assistant
Mrs	Phyl	TAYLOR		Teaching Assistant
Mr	Yuri	TRACH		Teaching Assistant
Mrs	Marianne	WALTON		Teaching Assistant
Mrs	Kirsty	WILLIAMS		Teaching Assistant

Support Staff

Mrs	Jane	COLEMAN		PA to Headteacher
Mr	Malcolm	AMBROSE		Senior Site Supervisor
Mrs	Sue	AXTON		Clerical Assistant
Mrs	Sarah	BAGSHAW		Reprographics
Mr	Tim	BARNES	Cert Ed	Student Support Worker
Mr	Keith	BLAKE		Caretaker/Handyperson/Driver
Mrs	Alison	BOWER		Clerical Assistant, Student Support 14-19
Mrs	Catherine	BREDDY		Clerical Assistant, Curriculum Support
Mrs	Janet	BULLAS	BA Hons, Cert Ed, HNC	Whole School Display
Mrs	Suzanne	COLLIER		Mid-Day Supervisor
Mrs	Tracey	COWLAND		Clerical Assistant, Student Support
Mrs	Helen	CURRIE		Clerical Assistant, Student Support
Mrs	Susan	DAVID		Clerical Assistant
Dr	Vasant	DESHMUKH	PhD, BSc	Science Technician
Mrs	Linda	DEVLIN		Display Technician
Mr	Mathew	DOWNS	BA Hons	E Learning Systems Manager
Mr	Terry	FITZPATRICK		Caretaker
Mrs	Judy	FORD		Clerical Assistant, Finance
Mrs	Sue	GODWIN		Finance Officer
Mrs	Tina	HEATHMAN		Admissions Officer
Mrs	Jackie	LEATHERBARROW		Staff Room Caterer
Mrs	Kay	LEWIS	CPFA	Resource Manager
Mrs	Nicola	LILL		Administrative Officer
Mrs	Lynn	PATERSON		Clerical Assistant
Mrs	Sarah	REDRUP		Mid-Day Supervisor
Mrs	Jane	REID		Clerical Assistant
Mrs	Sally	RILEY		Student Support Worker, KS4, Attendance & Behaviour
Mrs	Hilary	ROSINA		Data and Examinations Manager
Miss	Suzanne	RYALL		Clerical Assistant
Mr	Geoff	SCOTT		Groundsman
Mrs	Pam	SCRUTTON		Cleaner
Mrs	Katie	STRIDE		Administrative Assistant
Mrs	Katrina	THOMPSON		Clerical Assistant, Student Support Worker
Mr	Bob	WHEELER		Technician
Mrs	Hazel	WHEELER	CTTLS	Learning Resource Manager
Mrs	Hannah	WHITE		Student Support Worker 14-19

Instrumental Music Teachers

Ms	Beverley	CLARK		Strings
Mr	James	EARL		Guitar
Mrs	Sandy	ELKINS		Singing
Mr	Martin	FULKER		Brass Teacher
Mr	Paul	GILL		Drums
Ms	Rachel	LEO		Clarinet, Saxophone, Flute
Mr	Michael	SLATTERY		Piano and Keyboard

Multi-Agency Support

Ms	Vanessa	BOMPHREY		Education Social Worker
Mrs	Carol	COOK		Special Educational Needs Support Service (SENSS)
Mr	Steve	COX O'ROURKE		Youth Service
Ms	Elizabeth	DAY		Young Carers Support Officer
PCSO	Gary	EVANS		Safe Schools and Community Police Officer
Ms	Dinah	FELL		Educational Psychologist
Mrs	Susan	GILLSON		Hearing Support Service
PCSO	Mark	LANE		Safe Schools and Community Police Officer
Ms	Kelly	METCALF		Extended Services Development Co-Ordinator
PCSO	Louise	MICHAEL		Community Police Support Officer
Ms	Julia	MOULTON		Children's Services
Ms	Jessica	ROBERTSON		Speech & Language Therapy Service
Mr	Neil	ROBERTSON		Shadows Outreach Worker
Mr	Duncan	ROEBUCK		Traveller Education Support Services
Ms	Pauline	SARGENT		Behaviour Support Service
Mr	Dave	SHERWIN		Personal Advisor - Connexions
Mrs	Carole	STANHOPE		Education Social Worker
PC	Chris	VAUGHAN		Community Police Officer
Mrs	Joyce	VOUSDEN		Vision Support Service
Mrs	Cheryl	WELLINGTON		Public Health Practitioner

First Aiders

Mrs Sarah BAGSHAW	St John Ambulance Trainer/Assessor	Medical Officer, Reprographics (FAW Exp May 2012)
Mr Tim BARNES	First Aid at Work	Exp 05/03/2011
Mrs Alison BOWER	First Aid at Work	Exp 23/10/2012
Mrs Tracey COWLAND	First Aid at Work	Exp 13/02/2011
Mrs Helen CURRIE	First Aid at Work	Exp 01/12/2010
Miss Claire FELLINGHAM	First Aid at Work	Exp 15/07/2010
" "	Adrenaline Auto Injection Module	Appointed Person Day Course
" "	Emergency Life Support	Exp 09/11/2011
Mr Simon HALLAM	First Aid at Work	Exp 02/11/2012
Mrs Jessica KELLY	First Aid at Work	Exp 22/12/2011
Mr Simon NICHOLLS	First Aid at Work	Exp 22/12/2011
Ms Julia PICKING	First Aid at Work	Exp 08/02/2013
Mrs Sally RILEY	First Aid at Work	Exp 20/10/2010
Mr Martin SIMMONS	First Aid at Work	Exp 28/06/2012
Miss Lisa SWAN	First Aid at Work	Exp 02/11/2012
Mrs Katrina THOMPSON	First Aid at Work	Exp 23/10/2012
Mrs Abigail WILLS	First Aid at Work	Exp 23/11/2010

Manual Handling

Mrs Sarah BAGSHAW	Exp 27/06/2013
Mr Keith BLAKE	Exp 27/06/2013
Mrs Lorraine COLLINS	Exp 27/06/2013
Mrs Tracey COWLAND	Exp 27/06/2013
Mrs Helen CURRIE	Exp 27/06/2013
Dr Vasant DESHMUKH	Exp 27/06/2013
Mrs Linda DEVLIN	Exp 27/06/2013
Miss Anna FARLEY	Exp 27/06/2013
Mr Terry FITZPATRICK	Exp 27/06/2013
Mrs Judi FORD	Exp 27/06/2013
Mrs Karen MARTIN	Exp 27/06/2013
Mrs Pauline SILVERWOOD	Exp 27/06/2013
Mrs Hazel WHEELER	Exp 27/06/2013
Mr Rob WHEELER	Exp 27/06/2013

Key Holders

Mr Malcolm AMBROSE
Mr Keith BLAKE
Mr Nigel CAMPBELL
Mr Mathew DOWNS
Mr Terry FITZPATRICK
Mrs Kay LEWIS

Mini Bus Staff Drivers

Mr Malcolm AMBROSE	Mrs Anna KARANJA
Mrs Alison BARCLAY	Mrs Jessica KELLY
Mr Tim BARNES	Mrs Christine KING
Mr Keith BLAKE	Mr Howard KNIGHT
Mr Stephen CALLEAR	Mr Bryan LOSE
Mr Nigel CAMPBELL	Miss Anna MARTINDALE
Mrs Jennifer CHALMERS	Mrs Moira MCGRATH
Mr Steve COLEMAN	Mr Simon NICHOLLS
Mr James DEAN	Mr Nicholas O'CONNOR
Mrs Vivian DEDMAN	Mrs Sally RILEY
Mr Will EDMONDS	Mrs Jeanne ROSE
Mr Paul EVANS	Mr Geoff SCOTT
Mr Paul FIELD	Mrs Amanda SIBBICK
Mrs Helen FINCH	Mr Martin SIMMONS
Mr Terry FITZPATRICK	Mrs Catriona STONE
Mr Ian FORD	Miss Lisa SWAN
Mr Andy GODDARD	Mr Philip TOWNSHEND
Mr Simon HALLAM	Mr Andrew TURNER
Miss Kerry HAYMAN	Mrs Maria WEBBER
Mr Philip HILL	Mr Bob WHEELER
Mr Neil JOBBINS	Mr Mark YAPP
Mr Mike JONES	

Highcliffe School Governors



Members of the Governing Body

Mr. Jeremy ALLIN	Partnership Governor
Mr. Martin AXTON (Chair)	Partnership Governor
Mr. Ben BARNETT	Community Governor
Mrs. Jenny BEWLEY	Staff Governor
Mr. Mathew DOWNS	Staff Governor
Mrs. Mandy GARDINER (Vice Chair)	Parent Governor
Mr. Nick GEARY	LA Governor
Mrs. Elayne HUTT	Parent Governor
Mrs. Christine KING	Staff Governor
Capt. John LOFTS	LA Governor
Mrs. Myra MAWBAY	LA Governor
Ms. Judith POTTS (Headteacher)	Governor
Mrs. Dawn SHEEKEY	Parent Governor
Mr. Wilbert SMITH	Parent Governor
Mr. Steven WHITE	Parent Governor
Associate Members: Mrs. K. Lewis (Resource Manager); Mr. N. Campbell, Mr. N.O'Connor (Deputy Heads)	

Clerk to Governors

Mrs. Marilyn GOWER

'Childhood Tracks' Oliver Harrald Year 9

Eating freshly caught cod by the
seaside,

Eating apples just fallen from the
highest trees,

Eating ice creams that melt too
soon onto your hands,

Drinking ice cold cola under the
shade of a parasol.

Hearing the almost endless singing
of the birds,

Hearing the wind whisper through
the tallest buildings,

Hearing the waves crash by the
coast and bring sound to the
otherwise silent shore,

Hearing the gulls screeching before
they dive into the dark waters.

Smelling the battered fish and
chips from the shop,

Smelling a freshly mown lawn
nearby,

Smelling the freshly washed clothes
as my mother hangs them out to
dry,

Smelling pasties fresh from the
bakery that is full of people
waiting in line.

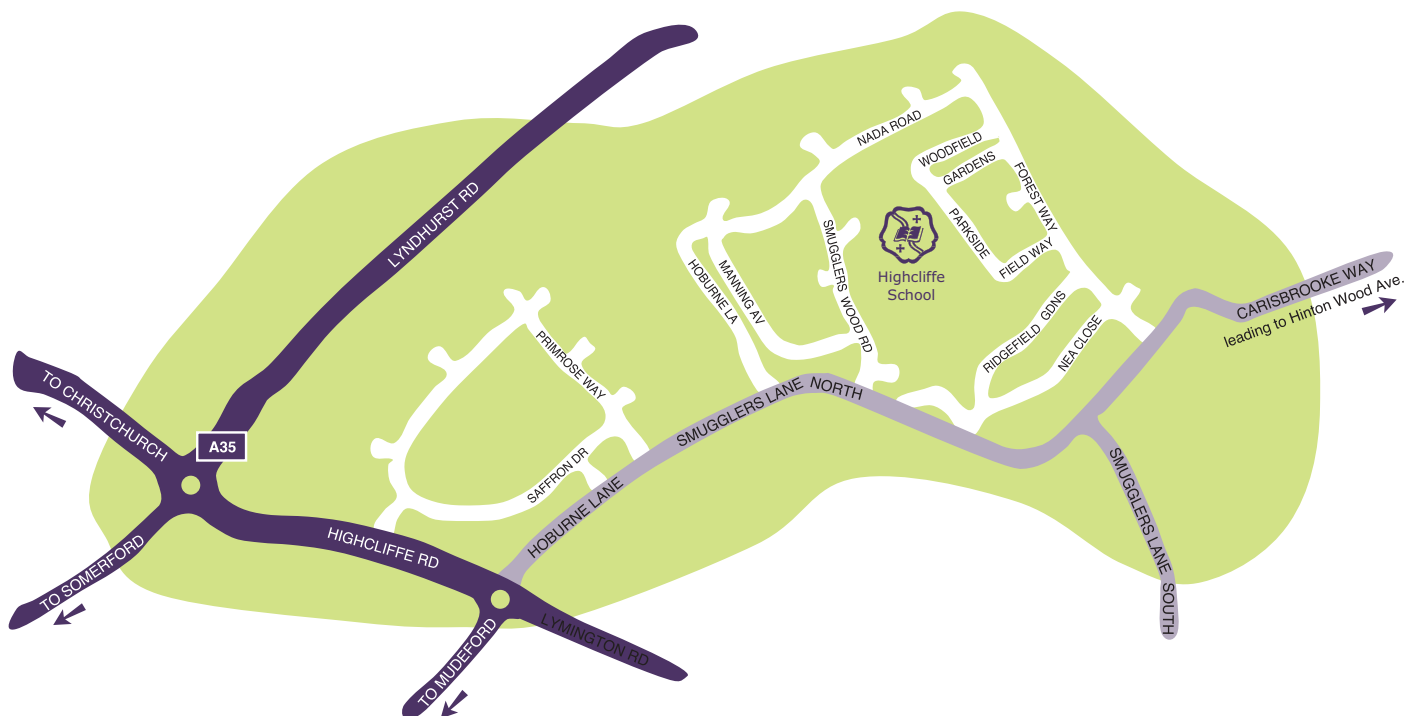
Seeing cars come quickly down the
road,

Seeing the rivers flow
continuously throughout the
countryside,

Seeing the tide of the sea move
out at dawn,

Seeing the street lights go out
and the day start all over again.

Highcliffe School School Map & Catchment Area



Highcliffe School,
Parkside, Highcliffe,
Christchurch,
Dorset BH23 4QD
T. 01425 273 381
F. 01425 271 405
E. office@highcliffe.dorset.sch.uk
www.highcliffe.dorset.sch.uk

Hampshire & Dorset Catchment Areas

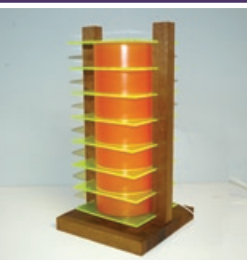


More precise information can be obtained from the
School Admissions Officer.

This plan has been provided as a guide.

Highcliffe School

Admission Policy



General Information

School Type:	11-18 mixed comprehensive school	
School Roll:	Main School (Years 7-11)	on roll 1184
	Sixth Form	on roll 220
		Total 1404
		(Census Jan 2010)

Admissions Authority: Highcliffe School Governing Body

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.

Tel. 01425 273381 Email. office@highcliffe.dorset.sch.uk

All applications should be made via the Dorset Schools Admissions Team on 01305 228509, or www.dorsetforyou/schooladmissions

Sixth Form Admission

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

Tel. 01425 282322 Email. sixthform@highcliffe.dorset.sch.uk

Admission Policy 2011-2012

Students will be admitted at age 11 without reference to ability or aptitude. The normal age of transfer into Highcliffe School in September 2011 is 11, where the child reaches that age between 1st September 2010 and 31st August 2011.

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, Brangore and Hordle Primary Schools in Hampshire, may transfer at the age of 11 to Highcliffe School if places are available. To enable this to happen you should complete a Dorset admission form if you are a Dorset resident or a Hampshire admission form if you are a Hampshire resident; copies of these are available from your child's Junior School. They are also available from the admissions team at either Dorset or Hampshire Local Authority (LA). Once completed the form should be returned to your child's Junior School or sent to the address on the form as appropriate.

Closing date for receipt of completed forms will be in accordance with the timetable set down in the respective local authority's Coordinated Scheme.

The school's admission number for September 2011 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 Governing Body will only agree

to exceed the admission number where exceptional circumstances apply or as part of the LA's In Year Fair Access protocol.

Parents will be informed about the allocation of a place by letter, sent by second-class post on 1st March 2011.

Highcliffe School does not immediately receive copies of the completed application forms for transfer at the age of 11 as the forms are either sent to the LA directly or via your child's present school.

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 Governing Body if you wish to do this and the school must then send you the appropriate information.

Transport to Highcliffe School

For students who live in Hampshire, provided that Highcliffe is your designated school and you live more than three miles from Highcliffe School, Hampshire LA will provide transport free of charge. If you live outside the area traditionally served by the school then you will be responsible for your own transport arrangements for getting your child to school, including costs.

Over-Subscription

Following a determination by the Office of the School's Adjudicator, the school's Admissions Policy has been amended to reflect their decision. This will be the school's policy for Intakes 2010 - 2012. In the event of oversubscription, 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.
2. Children who live within the school's defined catchment area and have a sibling actually on the roll of the school at the time of admission.
3. Children who live within the school's defined catchment area.
4. Children who have a sibling actually on the roll of the school at the time of admission.
5. Children who attend one of the following schools: Brangore 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.
6. All other children.

Explanatory note

- 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.

Applications Received, Highcliffe as Preferred School

Standard admission no 216 Successful appeals 28 Unsuccessful appeals 14

	Intake 2010	Intake 2009	Intake 2008	Intake 2007	Intake 2006	Intake 2005	Intake 2004
Traditional Feeders							
Highcliffe St Mark Primary	63	101	66	67	69	70	68
Hordle Primary	38	33	30	25	37	28	26
Bransgore Primary	12	11	20	19	26	13	18
Tiptoe Primary	17	14	13	8	15	7	12
St Luke's Primary, Sway	9	14	24	12	12	17	17
Brockenhurst Primary	15	10	9	8	8	4	9
Mudford Juniors	54	44	48	0	0	0	0
TOTAL	208	227	210	139	167	139	150
Other Christchurch Juniors							
Mudford Junior	0	0	0	50	54	37	59
Burton Primary	7	5	6	16	11	10	9
Somerford Junior	4	3	1	2	8	7	10
St Joseph's, Somerford	6	5	6	4	2	4	2
The Priory, Christchurch	1	1	1	4	0	2	1
Christchurch Junior	1	0	0	0	1	0	1
TOTAL	19	14	14	76	76	60	82
Other Hants Juniors							
New Milton Junior	6	12	7	12	8	9	17
Milford on Sea Primary	2	1	1	0	1	1	0
Ashley Junior	7	2	5	8	2	7	7
Burley Primary	0	0	1	0	2	1	0
Our Lady & St Joseph	0	0	0	0	1	0	1
Sopley Primary	0	1	1	3	1	0	0
Lymington Junior	0	0	0	1	0	0	0
William Gilpin	0	1	3	0	0	0	0
TOTAL	15	17	18	24	15	18	25
Bournemouth Juniors							
St Katharines	4	1	6	7	9	3	12
Pokesdown Primary	0	3	2	1	5	2	2
Queens Park Junior	0	0	0	0	0	1	0
St James	3	0	0	0	0	0	1
St Michaels	0	0	0	0	0	0	1
West Moors Middle School	0	0	0	0	1	0	0
Stourfield Junior	0	1	0	1	0	0	1
Corpus Christi Junior	0	0	0	0	1	0	0
TOTAL	7	5	8	9	16	6	17
Private/Independent							
Park School	0	0	0	0	0	1	0
Ballard School	1	4	0	1	3	0	2
Durlston Court	2	0	2	1	2	0	2
Talbot House	0	0	0	0	0	0	1
Moyles Court School	0	0	0	0	1	0	0
Pilgrims Independent	0	1	0	0	0	0	0
TOTAL	3	5	2	2	6	1	6
Moving to area	3	1	1	0	4	1	3
TOTAL	255	269	253	250	284	225	283

- 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.
- 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.

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 Governing Body 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).

Where parents/guardians have children of multiple births (twins/triplets etc) and the Governing Body is unable to allocate all the children a place the parents/guardians will be invited to decide which of the children should be allocated the available place(s).

In respect of Year 7 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 – 2011/12

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 National and CACHE	4 Grade D GCSE minimum
GCE AS Level	5 Grade C+ GCSE minimum Some subjects require a Grade B
GCE A2 level (Full A level)	Students should have received a Pass at AS level and demonstrated a positive attitude

Oversubscription Criteria

Highcliffe School is a Foundation School and as such the Governing Body 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.

Profile of 1st preference applications received by closing date	Intake 2010		Intake 2009			Intake 2008	
	Applications received include 2 SEN statements	Places offered March 2010	Profile of 1st preference applications received by closing date	Applications received include 2 SEN statements	Places offered March 2009	Applications received include 0 SEN statements	Places offered March 2008
Criterion 1 Looked after children	1	1	Criterion 1 Looked after children	1	2	0	0
Criterion 2 In Catchment & Sibling on roll	90	90	Criterion 2 Attend Feeder, address in catchment	186	190	179	179
Criterion 3 In Catchment	110	121	Criterion 3 Sibling on Roll	24	25	26	26
Criterion 4 Sibling on roll, but not living in catchment	19	3	Criterion 4 Attends Feeder School	28	0	22	22
Criterion 5 Sibling on roll, but not living in catchment	14	0	Criterion 5 Attends Feeder School	20	0	11	15
Criterion 6 By distance	21	1	Criterion 6 By distance	10	0	15	0
Total	255	216	Total	269	217	253	242

Where a student lives with parents with shared responsibility each for part of a week the home address will be identified as the address of the person whose name is on the relevant Child Benefit booklet (not the address on the booklet).

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 (see footnote 2) to satisfy all preferences, places will be allocated according to the following priority order:
 - i. Students who are looked after by a local authority (see footnote 3)
 - ii. Students living within the school's catchment area and who will have a sibling(s) attending the school at the time of admission (see footnotes 4 & 5)
 - iii. Students living within the school's catchment area (see footnote 4)
 - iv. Students living outside the school's catchment area who have a sibling(s) attending the school at the time of admission (see footnote 5)
 - v. 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 are allocated on the proximity of the child's home to the school, determined by means of the 'Map Info' professional computer mapping system, operated by Dorset Council which, having two fixed points (home and school) calculates the distance as a straight line measurement.
4. In the event that the Governing Body is unable to distinguish between applications, despite applying the priority categories above, a person who is independent of the Governing Body will draw lots to determine the final place(s).

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. Please contact the Dorset Schools Admissions Team for further advice.

Consultation

If a change to the admissions policy and/or the school's admission arrangements is envisaged, the Governing Body 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

The Dorset Admissions Forum oversees this school's consultation process, and will attempt to resolve any objections that may arise as a result of any changes that are proposed.

Safeguarding

Highcliffe School is committed to safeguarding and promoting the welfare of our students.

All adults working in the school have a duty of care towards all students. This means we would act at all times in a way that is consistent with their safety and welfare.

Any concern about a child, particularly if they may be suffering or at risk of suffering harm will be dealt with by the Senior Designated Person (SDP) for Child Protection or the Deputy Designated Person for Child Protection.

This school has a child protection policy and more detailed procedures on child protection which are available from the DSP or on our website



Highcliffe School General Information



Home Study

All students will receive home study.

Key Stage 3 students should expect to spend between 45 and 90 minutes on home study per evening. Key Stage 4 students should expect to spend between one and a half and two and a half hours on home study per evening. Key Stage 5 students should expect to 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 forms part of 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; family planning; 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 2010
Total number of students on roll of compulsory school age	1183
Attendance	93.41%
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 95%, 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

Demand for places is normally heavy; we have approximately 100 students taking lessons at the moment. Parents are advised to wait until they hear from us before purchasing any instrument. At present we offer lessons on violin, viola, cello, trumpet, recorder, flute, clarinet, saxophone, piano, keyboard, drums, voice, acoustic/electric guitar and bass. The school charges for lessons and details of costs are available from the school finance office.

Although students should have their own instrument, we do have some belonging to the school. These are available by arrangement with the music department.

The school runs several ensembles each week and we encourage the students having lessons to take part in at least one group. They should also be prepared to represent the school from time to time. Students are able to join one of our many vocal groups, our orchestra or jazz band and take part in our fabulous musical shows. Several of our students are members of local choirs and orchestras in Dorset and Hampshire. We will, of course, be pleased to hear from and provide opportunities for students having private instrumental lessons.

Please ensure that instruments have the student's name on the case. The instruments can be stored in the music block in between lessons but not overnight or at the weekend.

It may be worth organising insurance for instruments that are brought to and from school.

Expected Routes Taken by Year 11 Students (2010)

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

Year 11 Leavers 2009

2 students not in education employment or training = 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 Governing Body 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 Governing Body has made arrangements for the consideration and disposal of complaints.

The Governing Body 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 Governors, Mr M Axton, 10 Freshwater Road, Christchurch, Dorset BH23 4PD.

Medical Facilities

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

This programme includes:

Injections:	Tetanus, Diphtheria & Polio	Year 10 Students
Screenings:	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 2011/2012

	Autumn	Spring	Summer
Term Start	05.09.11	03.01.12	16.04.12
Half Term Break	24.10.11	13.02.12	04.06.12
Half Term Restart	31.10.11	20.02.12	11.06.12
End of Term	16.12.11	30.03.12	23.07.12

Public Holidays

Christmas	26 & 27 December 2011
New Year	2 January 2012
Easter	6 & 9 April 2012
May Day	7 May 2012
Spring Bank Holiday	4 June 2012
Queen's Jubilee	5 June 2012
Summer Bank Holiday	27 Aug 2012

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.

Provision for Particular Needs

The provision for Particular Needs 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 faculties 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.

- In line with the Warwick report the aims of the Learning Support Department are the same as those for all students in the school. 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.

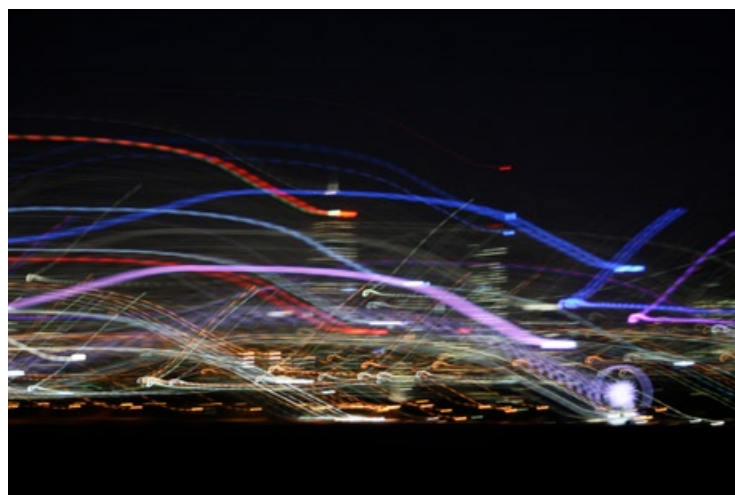
Funding received into the school budget is used at the discretion of the Governing Body to fulfil their duties with regard to making provision for students with PN.

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.

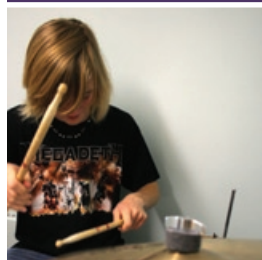
Students on the PN register are fully integrated into the life of the school and every effort is made to ensure their curriculum entitlement. All students are encouraged to achieve the highest possible standards and to develop into responsible and successful members of the community.

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.



Highcliffe School 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:

English	Mathematics
History	Design Technology
Science	Geography
Art	Music
Physical Education	French, German, Italian or Spanish

In addition all students study Religious Education, Drama, Information Technology and Personal Studies, including Health Education, Careers and Citizenship.

As a Specialist Language College two foreign languages are studied.

Teaching groups are arranged according to the needs of subjects, with setted groups in some 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	Most students study Double Science but some study separate Sciences, Biology, Chemistry and Physics

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
Business & Communication Systems
Child Development
Dance
Design Technology (Catering, Electronics, Graphic Products, Product Design and Textiles)
Expressive Arts
French, German, Italian, Spanish
Geography
Health & Social Care
History
ICT Diploma
Latin
Music
Physical Education

Some students are also able to work towards AS Level qualifications alongside their GCSE Studies. Students may be withdrawn from Religious Education or Collective Worship when parents request this in writing. An alternative course, GCSE Sociology, is offered in Years 9, 10 & 11 and in Years 7 to 8 other work is set in the Resource Centre.

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
Electronics	English	EPQ (Extended Project)
Film Studies	French	Further Mathematics
Geography	Geology	German
Government & Politics	Graphic Products	Health & Social Care
History	Human Biology	ICT
Italian	Latin	Law
Mathematics	Media Studies	Music/Music Technology
Performance Studies	Physical Education	Photography
Product Design	Physics	Psychology
Religious Philosophy & Ethics		Sociology
Spanish	Sports Diploma	Travel & Tourism
CACHE Nursery Nursing Diploma		

Intermediate Courses:

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

GCSE:

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

Enrichment:

Astronomy
NCFE Food Nutritional & Catering
DSL A – Sports Leader Award
HSL A – Sports Leader Award
CSLA – Sports Leader Award

The Gifted and Talented Academy

The Gifted and Talented Academy 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. 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 Joynton
Head Boy 2009/10
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: 6th@highcliffe.dorset.sch.uk

Peer Mentoring

Hear 4U Mission Statement

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

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 showcased and exemplar documents used in the national training mentoring toolkit.

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 and last year saw Laura Fisher exhibit her work at ArtSway. 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 a training session to NQTs at the annual Dorset Teacher Training Conference. The focus for the session 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. The training session was so successful in 2009 that we were invited back in 2010. On both occasions the 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 at Highcliffe School have been working 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 year 9 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. Any student who achieves a gold and over a certain mark goes into the next round called the Kangaroo round. Last year we entered students from Senior (Yrs 12/13) Intermediate (Yrs 10/11) and Junior (Yr 8).

Last year we had 2 kangaroos, 4 golds, 12 silver and approx 45 Bronze over the year groups. We also entered 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 beat schools such as BSB, BSG and Canford.



An Exhibition of Art, Art Textiles & Photography work presented by students of Highcliffe School
24th February - 14th March 2010

Private View Tuesday 2nd March 4 - 6pm
RSVP office@highcliffe.dorset.sch.uk
01425 273381

Highcliffe Castle is open daily between
11am & 4pm



Designed by Lili Gilbertson

Highcliffe Castle, Rothesay Drive,
Highcliffe, Dorset, BH23 4LE
www.highcliffecastle.co.uk

Highcliffe School, Parkside,
Highcliffe, Christchurch,
Dorset, BH23 4QD
www.highcliffe.dorset.sch.uk

Highcliffe School Record of Achievement



Teams 2009-2010

Year 11 Girls Football Winners

Year 12/13 Girls Football – Last 16 in Girls National Cup, South West of England Champions and County Cup semi-finals

U13 Girls Football

Last 16 in Girls National Cup, County Cup quarter finalists

Year 12 Girls Table Tennis

Dorset Schools Champions

Years 10/11 Basketball Team

Christchurch and District Schools Basketball League Winners

Years 10/11 Netball Team

3rd in Bournemouth and District Schools League

Years 9-13 Gymnastics team

Tumbling Team runners-up

Year 10 Cricket team

Bournemouth & District Schools Cup winners

Year 7 Cricket Team

Bournemouth and District Schools Cup runners-up

Year 8 Cricket Team

Bournemouth and District Schools Cup runners-up

Year 9 Cricket Team

Bournemouth and District Schools Cup runners-up

Year 9 Rounders Team

East Dorset League Finalists

Year 9 Girls Rounders

Christchurch School Rounders Tournament Winners

Years 8/9 Girls Athletics

3rd Place in Bournemouth and District Athletics Schools Cup

Year 8 Basketball Team

Christchurch and District Schools Basketball League Winners

Year 8 Football Team

Bournemouth and District Football Cup Runners Up

Year 8 Rugby Team

Bournemouth and District Tournament Runners Up

Years 7/8 Girls Football

Last 16 in Girls National Football Cup

Year 7 Rugby Team

Dorset and Wiltshire Emerging Schools Winners

Bournemouth and District Tournament Winners

Significant Achievements for Highcliffe in 2010

- Highcliffe has three specialisms MFL and Science inc Maths: including Leading Edge status Project with the Specialist Schools and Academies Trust working in partnership with other providers to share good practice.
- Designated 'Gifted and Talented Lead School (Department for Education)
- Investors in Careers Award
- Leading Edge Status
- Highcliffe is a Pathfinder School meeting the Approved Provider Standard by the Mentoring and Befriending Foundation supporting peer mentoring between students in the school.
- Peer Mentoring work showcased nationally at the request of the Department of Education

Musical and Drama Achievements

Music

Entry into National 'Talent Call' competition

'Battle of the Bands' – organised by a 6th Form student (for EPQ Qualification)

'Once upon a song' Musical' – directed by a 6th Form student (for EPQ Qualification)

Winter and Summer concerts

'Shout' choir, 'Vocalis' choir, 'Treble-makers' boys choir

Jazz Orchestra, Guitar Ensemble

Expressive Arts, Dance and Drama

6th Form – Rock Challenge dance performance – 'Lost childhoods'

Year 10 – Rock Challenge dance performance – 'Descendants of Dragons'

Year 9 – Rock Challenge dance performance – 'Sweet and Honourable'

Christchurch Quay open air dance performances

Winter and Summer concerts (led by 6th Form dance leaders)

Dance Evening led the Christchurch Community Project for over 200 students in feeder schools

Performance evening to raise funds for Year 13 student gap year training in Africa Wise Moves Dance Workshop;

Helen O'Grady drama academy workshop

Theatre trips – 'Days of Significance'; 'Woyseck'; 'Blood Brothers'; 'A Midsummer Night's Dream'.

Engineering in Education Scheme

The scheme, run by the EDT, has been a part of Sixth Form Physics for the past 5 years.

We have been very fortunate in being paired with the Royal Navy from the beginning to research and solve real life problems and manufacture prototype solutions for use on frigates, submarines and rescue boats.

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 personnel.

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

This scheme is a fantastic opportunity for students to gain experience of 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 2010



Examination Results 2010 (Provisional as at September 2010)

GCSE and Equivalent Results	2010	2009
Number of students at the end of Key Stage 4	219	217
GCSE and Equivalent achievements of pupils at the end of Key Stage 4		
% achieving 5+A*-C	77%	78%
% achieving 5+A*- C including English & Maths	63%	62%
% achieving 5+A*-G	99%	100%
% achieving two GCSEs or equivalent at grades A*-C in science	68%	70%
% achieving A*-C in one full Modern Foreign Language GCSE or equivalent	61%	48%
% achieving at least one qualification	100%	100%
Average total point score per student (uncapped)	452.5	429.8

GCSE and Equivalent Results

Subject		No. Entries	A*	A	B	C	D	E	F	G	U
English	Male	116	1	14	32	36	19	8	4	0	2
	Female	101	4	20	36	27	11	2	0	0	1
	Total	217	5	34	68	63	30	10	4	0	3
English Literature	Male	101	10	13	22	31	21	4	0	0	0
	Female	97	6	21	29	27	13	1	0	0	0
	Total	198	16	34	51	58	34	5	0	0	0
Mathematics	Male	116	18	18	20	28	12	11	5	4	0
	Female	101	12	12	16	29	18	4	9	1	0
	Total	217	30	30	36	57	30	15	14	5	0
Science	Male	88	1	15	23	22	18	6	2	1	0
	Female	81	1	9	29	20	15	6	1	0	0
	Total	169	2	24	52	42	33	12	3	1	0
Science: Additional	Male	88	3	11	20	21	17	11	5	0	0
	Female	85	1	11	28	18	12	11	4	0	0
	Total	173	4	22	48	39	29	22	9	0	0
Art & Design (Fine Art)	Male	24	0	2	2	10	8	1	1	0	0
	Female	34	0	3	10	13	8	0	0	0	0
	Total	58	0	5	12	23	16	1	1	0	0
Business & Communication St.	Male	11	0	2	4	4	0	0	0	0	1
	Female	8	0	3	2	2	0	1	0	0	0
	Total	19	0	5	6	6	0	1	0	0	1
Biology	Male	28	3	11	9	5	0	0	0	0	0
	Female	17	8	6	2	0	1	0	0	0	0
	Total	45	11	17	11	5	1	0	0	0	0
Catering	Male	12	0	3	4	4	0	0	1	0	0
	Female	25	8	10	2	5	0	0	0	0	0
	Total	37	8	13	6	9	0	0	1	0	0
Chemistry	Male	28	6	7	10	3	2	0	0	0	0
	Female	17	7	6	3	0	1	0	0	0	0
	Total	45	13	13	13	3	3	0	0	0	0

Subject		No. Entries	A*	A	B	C	D	E	F	G	U
Dance	Male	0	0	0	0	0	0	0	0	0	0
	Female	13	1	2	3	2	3	1	1	0	0
	Total	13	1	2	3	2	3	1	1	0	0
D & T: Electronic Products	Male	16	1	3	5	2	1	2	0	2	0
	Female	3	3	0	0	0	0	0	0	0	0
	Total	19	4	3	5	2	1	2	0	2	0
D & T: Graphic Products	Male	25	3	5	7	7	2	0	0	0	1
	Female	14	0	2	6	5	1	0	0	0	0
	Total	39	3	7	13	12	3	0	0	0	1
D & T: Resistant Materials	Male	36	3	7	8	10	3	3	2	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	36	3	7	8	10	3	3	2	0	0
D&T: Textiles Technology	Male	0	0	0	0	0	0	0	0	0	0
	Female	14	2	5	3	3	1	0	0	0	0
	Total	14	2	5	3	3	1	0	0	0	0
Expressive Arts	Male	11	2	1	1	3	2	2	0	0	0
	Female	31	4	5	7	8	6	0	1	0	0
	Total	42	6	6	8	11	8	2	1	0	0
French	Male	34	3	2	6	12	4	1	2	3	1
	Female	35	2	5	11	7	2	5	1	1	1
	Total	69	5	7	17	19	6	6	3	4	2
Geography	Male	26	0	2	9	8	4	2	0	0	1
	Female	26	2	2	10	6	5	1	0	0	0
	Total	52	2	4	19	14	9	3	0	0	1
German	Male	22	2	11	1	3	4	1	0	0	0
	Female	15	1	2	9	0	3	0	0	0	0
	Total	37	3	13	10	3	7	1	0	0	0
History	Male	19	1	3	7	3	0	2	0	2	1
	Female	7	0	2	0	1	1	1	2	0	0
	Total	26	1	5	7	4	1	3	2	2	1
Home Economics: Child Development	Male	0	0	0	0	0	0	0	0	0	0
	Female	24	0	1	4	9	2	5	2	0	1
	Total	24	0	1	4	9	2	5	2	0	1
Italian	Male	12	4	0	2	2	3	1	0	0	0
	Female	13	5	3	2	3	0	0	0	0	0
	Total	25	9	3	4	5	3	1	0	0	0
Latin	Male	2	0	0	1	0	1	0	0	0	0
	Female	4	0	4	0	0	0	0	0	0	0
	Total	6	0	4	1	0	1	0	0	0	0
Music	Male	13	1	6	3	2	0	1	0	0	0
	Female	13	1	5	4	3	0	0	0	0	0
	Total	26	2	11	7	5	0	1	0	0	0
Physical Education	Male	47	3	12	10	7	11	4	0	0	0
	Female	22	3	3	7	3	5	1	0	0	0
	Total	69	6	15	17	10	16	5	0	0	0
Physics	Male	28	4	12	8	3	1	0	0	0	0
	Female	17	9	6	1	0	1	0	0	0	0
	Total	45	13	18	9	3	2	0	0	0	0
Religious Studies	Male	105	7	7	26	14	15	17	12	3	4
	Female	94	13	16	16	14	12	16	6	1	0
	Total	199	20	23	42	28	27	33	18	4	4
Spanish	Male	46	3	6	6	14	8	6	1	2	0
	Female	44	5	2	7	12	12	3	3	0	0
	Total	90	8	8	13	26	20	9	4	2	0
GCSE Short Courses											
Citizenship	Male	8	0	2	2	2	1	1	0	0	0
	Female	6	1	1	3	0	1	0	0	0	0
	Total	14	1	3	5	2	2	1	0	0	0
Art & Design (Fine Art)	Male	2	0	0	0	0	0	0	2	0	0
	Female	3	0	0	0	0	0	2	1	0	0
	Total	5	0	0	0	0	0	2	3	0	0

Certificate In Preparation for Working Life

This qualification encourages Year 10 students to play an active role as future citizens; understand the range of employment and the qualifications needed be able to apply the knowledge, skills and understanding developed at school, in the workplace; have the knowledge to make personal economic decisions.

	Pass
Level 1	75
Level 2	138

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	95	45	29	105
Pass	16	13	2	25
Merit	40	8	8	53
Distinction	29	23	19	26

Vocational and Other Qualifications

CACHE

Level 2 Diploma in Child Care and Education Equivalent to 5 GCSEs	Entries	B	C	D
	4	1	1	2
Level 3 Diploma in Child Care and Education Equivalent to 3 GCE at A Level	Entries	B	C	D
	6	2	3	1

OCR Nationals

Level 3 Diploma in Sport Equivalent to 2 GCE A Levels : Distinction (D) = A; Upper Merit (M1) = B; Lower Merit (M2)/Upper Pass (P1) = C; Middle Pass (P2) = D; Lower Pass (P3) = E	Entries	M1	M2	P1	P2	P3
	4	1	1	1	1	0

Level 2 National Award in ICT Equivalent to 1 GCSE: Distinction = A*/A; Merit = A/B; Pass = C	Entries	Pass	Merit	Dist
	211	89	64	58

Level 2 National Certificate in Travel and Tourism Equivalent to 4 GCSE's: Distinction = A; Merit = B; Pass = C;	Entries	Pass	Merit	Dist
	5	5	0	0

BTEC

BTEC Level 3 National Award in Business Equivalent to 1 GCE A level: Distinction = A; Merit = B/C; Pass = D/E	Entries	Pass	Merit	Dist
	4	2	1	1

BTEC First Certificate Level 2 Art & Design Equivalent to 2 GCSE's: Distinction = A; Merit = B; Pass = C;	Entries	Pass	Merit	Dist
	5	5	0	0

NCFE

NCFE Level 2 Certificate in Nutrition and Health Equivalent to a GCSE 'B' grade	Entries	Pass
	12	12

GCE A Level Results - Summer 2010

A total of 30 students gained the equivalent of at least 3 grade A's at A-Level; 31 were A* grades – 15% which is ahead of the national figure for selective grammar schools and nearly three times that of maintained comprehensives. Twenty two subjects had more than 50% of students gaining an A* –B grade.

Thirteen students achieved straight A*/A grades. Two students gained a place at Oxford University , reading Mathematics and English.

	A*	A	B	C	D	E	U
Art (Fine)	1	0	1	3	1	3	0
Art (Graphics)	1	1	2	1	2	0	0
Art (Photography)	1	6	4	1	1	1	1
Art (Textiles)	1	1	0	0	0	0	0
Biology	0	2	1	2	1	1	2
Chemistry	0	3	2	1	0	0	0
Computing	1	1	0	1	0	0	1
Drama & Theatre Studies	2	0	2	2	3	1	0
English Literature	4	3	5	3	1	0	0
English Language & Literature	0	0	4	2	0	0	0
Film Studies	0	1	6	2	2	0	0
French	0	1	0	0	0	0	0
Further Maths	4	1	2	0	0	0	0
Geography	0	0	1	2	0	0	0
German	0	1	0	0	0	0	0
History	0	1	1	0	2	0	0
Health & Social Care (Single Award)	0	0	0	0	0	1	0
Health & Social Care (Double Award)	0	2	0	0	0	0	2
ICT	0	0	0	0	2	2	2
Italian	0	0	1	1	1	0	0
Latin	0	0	1	0	0	0	0
Maths	8	8	3	3	1	1	0
Media Studies	0	1	1	5	1	0	0
Music	0	0	0	0	1	1	0
Music Technology	0	0	0	0	1	0	0
PE	1	0	2	0	0	0	0
Physics	2	6	0	0	1	2	0
Product Design	0	0	1	1	0	0	0
Psychology	2	5	3	7	2	1	0
Religious Studies	2	0	2	1	1	0	0
Sociology	1	0	0	0	0	0	0
Spanish	0	3	2	0	2	0	0

A Level and Equivalent Results	2010	2009
Number at end of A/AS or equivalent study	86	76
Average point score per student	721.5	618.4
Average point score per examination entry	213.7	206.5

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. The Level 3 award provides the skills and experience to deliver sport to a variety of community groups.

	Entries	Pass
Level 2 Award in Community Sports Leadership	16	16
Level 3 Certificate in Higher Sports Leadership	4	3
Lifeline Training Course (First Aid)	16	16
Level 1 Award in Dance Leadership	6	4

Vocationally Related Qualifications	Entries	Pass
Level 1 in Salon Services	3	3
Level 1 in Engineering Studies	2	2
Level 1 in Horse Care	3	3
Level 1 Building Craft	2	2

Adult Literacy and Numeracy	Pass
Numeracy Level 1	46
Numeracy Level 2	15
Literacy Level 2	2

GCSE Courses Studied

AQA

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

EDEXCEL

D&T: Electronics
 D&T: Resistant Materials
 French
 German
 Italian
 Spanish
 Physical Education

OCR

Home Economics: Child Development
 Citizenship
 Classical Civilisation
 Latin
 Music
Religious Studies:
 Philosophy and Ethics: Full Course
Science (Gateway Suite):
 Additional Science
 Science
 Biology
 Chemistry
 Physics
 Health and Social Care

WJEC

Catering
 English
 English Literature
 History

AQA

Level 1 Qualifications
 Certificate in Preparation for Working Life
 FCSE French
 FCSE German
 FCSE Italian
 FCSE Spanish

GCE Courses Studied

AQA

Accounting
 Art & Design -Fine Art
 Art & Design -Textiles
 Art & Design - Graphic Design
 Citizenship
 Computing
 English Language and Literature
 English Literature
 French
 Geography
 German
 ICT
 Media Studies
 Psychology
 Sociology
 Spanish
 Travel and Tourism

EDEXCEL

Drama & Theatre Studies
 History
 Italian
 Mathematics
 Further Mathematics
 Music
 Music Technology
Product Design:
 Resistant Materials

BTEC

First Certificate Art & Design (Level 2)
 First Diploma in Art & Design (Level 2)
 National Award in Business (Level 3)
 Performing Arts: Acting (Level 3)
 Performing Arts: Dance (level 3)

OCR

Biology
 Chemistry (Salter's)
 Critical Thinking
 Electronics
 Health & Social Care (Double Award)
 Health & Social Care (Single Award)
 Classics - Latin
 Physical Education
 Physics
Religious Studies:
 Philosophy and Ethics

WJEC

Film Studies
 Law

Other Qualifications

OCR NVQ

French, German and Spanish

OCR Nationals

Diploma in Sport: Level 3
 ICT: Level 2

Sports Leaders UK

Award in Community Sports Leadership: Level 2
 Award in Higher Sports Leadership: Level 3
 Award in Dance Leadership: Level 1

NCFE

Certificate in Nutrition and Health (Level 2)

CACHE

Diploma in Child Care and Education:
 Level 2 and 3

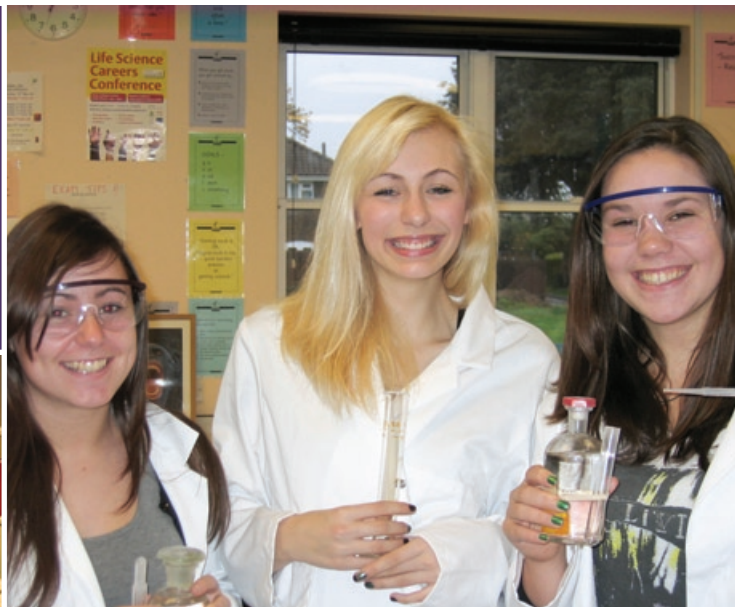
AQA

Extended Project: Level 3

OCN

Angling, Conservation and the Environment

Highcliffe School Sixth Form



Why choose Highcliffe 6th Form?

- Specialist Status in Languages and Science
- "Outstanding pastoral care, guidance and support" (OFSTED Feb 2008)
- Excellent Higher Education and careers support
- Extensive range of courses
- High quality learning experience
- Excellent exam results and progression into Higher Education
- Exceptional preparation for Oxbridge and Medical applications, admissions tests and interviews
- 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, Poland
- Transport: As well as offering travel subsidies we run two dedicated mini-bus services to Highcliffe from Bournemouth and the New Forest
- Comprehensive programme of enrichment and social events

"The popularity and success of the Sixth Form is reflected in the increased numbers in recent years."

OFSTED 2008

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

OFSTED February 2008

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



Bianca Verneti

"I went to school at St. Peters but chose to study at Highcliffe Sixth Form because the standards are high. I found settling in really easy because the staff and students are extremely friendly and have all been welcoming and accepting."



Emily Coak

"I moved from Arnewood to Highcliffe Sixth Form as the courses, study resources, extra curricular activities and atmosphere exceeded any that I had found elsewhere."



Dan Davies

"I like the close knit community atmosphere at Highcliffe and the fact that the teachers will go out of their way to make sure you are getting on all right. I also find that I genuinely enjoy my lessons and want to go away and find out more about what I've learned."

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.

SUBJECTS OFFERED AT HIGHCLIFFE

ADVANCED: LEVEL 3

Accounting	Extended Project Qualification	Mathematics
Acting/Drama BTEC	Film Studies	Media Studies
Art Textiles	Fine Art	Music
Beauty Therapy	French	Music Technology
Biology	Further Mathematics	National Diploma in Sport
Business Studies BTEC	Geography	Photography
Dance BTEC	German	Physical Education
Chemistry	Graphic Products	Physics
Child Care	Health & Social Care	Product Design
Citizenship	Higher Sports Leader Award	Psychology
Computing	History	Religious Philosophy & Ethics
Critical Thinking	Human Biology	Sociology
Economics	ICT	Spanish
Electronics	Italian	Travel & Tourism
English Language & Literature	Latin	
English Literature	Law	

ADVANCED: LEVEL 3

Angling (Environment & Conservation)	Archaeology	Child Care Travel & Tourism
Beauty Therapy	Catering (NCFE)	Art & Design
Community Sports Leader Award	ICT	Classical Civilisation
	Astronomy	Re-Sits / ALAN Qualification

ENRICHMENT COURSES

French	Mandarin Chinese	6th Form Sports
Japanese	Language Leaders	Watersports Academy
Dance Sports Leader Award	Italian	Community Challenge
German	Spanish	Academic Mentor Scheme

FAREWELL SPEECH OF SAMMY JOYNSON (Y13), HEAD BOY, MAY 2010

So here we are. After 7 years for most of us, and 2 years for some of us, we stand today in the safety of Highcliffe School with life before us. It seems strange to think that after today, we will no longer be gently chatting in the study room about too much work and too little time, but instead, in the real world, talking about dauntingly real issues. If we like it or not, this appears to be a real moment of change in our lives.

Almost seven years ago, when we were just children, Miss Potts stood at the front of our assembly, with the intoxicating smell of new purple jumpers filling our nostrils, telling us that our Highcliffe journey would be over before we know it. It seems, contrary to the opinion at the time, that she was completely correct.

Those years have flurried away like petals drifting from the richest purple rose and today, it seems that the last one is floating to the floor. Those petals have included people, moments and relationships which have shaped our teenage years, even our lives. The sensation of success, real success, when we have received academic results, and, perhaps most importantly, the feeling of friendship, trust and even first love. We will always remember those timid introductions we gave on our first day to the people who we now describe as our best of friends, we will remember that time where you trusted a class mate with the biggest secret in the world. That is growing up, that will forever be growing up, and our adolescence will always be synonymous with that open book, spread across that simple river, mounted on that unforgettable purple background.

However, we must not forget the teachers who have pushed us along our way. Those tutors who have pushed us through the monotony of UCAS and towards our dreams, those subject teachers who have slogged away

for hours to ensure that we achieve our best and those school leaders, who guarantee that this school runs so efficiently. These teachers - these friends - have moulded our Class of 2010 into an engine for success, happiness and prosperity and have subsequently reaped the benefits, like us, of our grades, aspirations and happiness. We are so lucky to have had companions such as these on our journey, and I would like to take this moment, on behalf of the Sixth Form to thank them all.

And, now I must bring my words to a conclusion and accept the reality that the world awaits us. This afternoon, we will no longer be students, but men and women ready to take on the trials and tribulations of the real world, a world without a purple jumper, a world without that chatty study room and a world, I solemnly say, without many of our special Highcliffe relationships. But this should not be a time for remorse; this is a time for dreams to be realised, aspirations to flourish and optimism to devour our tears. We sit on the spearhead of humanity, with youth, intuitive and a fine education giving us the qualities to mount a challenge, a successful challenge, on the world which lays beyond those old school gates. Today, use these qualities and all those happy memories to go forth and live a successful life, a prosperous life, and above all, a happy life; but never forget who you are, your background, or your friends, and never let that purple blood leave you.

Thank you, Highcliffe for shaping my life. The best of luck to you all in the future.

Duke of Edinburgh's 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. We organise a First Aid course in school that lasts 3 months and participants can choose to use this as the skill section of their award.

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.

Sam Goes to Marwell Wildlife'

"Here at Enterprise UK, we're thrilled that the Enterprise Team at Highcliffe School are launching the product they designed as part of the Make Your Mark Challenge 2009. Low carbon businesses are crucial to the growth of our economy and the well being of our planet, it's fantastic to see young people taking the lead on developing these ideas and inspiring the next generation—we wish them the very best of luck"



Highcliffe School 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 £50 per student 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.

Trousers

Years 7 through to 10 – Mid-Grey

Year 11 – Black or Mid-Grey

All trousers should be properly tailored and should not be:

- hipster cut
- made of Lycra
- combat style (side/thigh pockets)
- jeans style
- treggings
- skinny
- baggy
- fashion heuser

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.

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.

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

Year 7 – 10 girls may wear a short sleeved 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. Should be either short sleeved or long sleeved (NOT $\frac{3}{4}$).

Year 11 girls may wear a short sleeved 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, grey or black. Other 'coloured' or patterned socks are not acceptable. 'Pop socks' are not acceptable with a skirt.

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).

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.

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.
- 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.

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 appropriate.

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 through the online school shop. Plain black tracksuit bottoms at the discretion of teacher subject to weather conditions.

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 plimsolls are not permitted.

Expressive Arts

Black tracksuit bottoms, black expressive arts T-shirt (available from online school shop), 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 suitably 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 a 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.

First Day at Highcliffe

September 2010



