

“The level of care provided for each pupil is remarkable and no stone is left unturned”

Ofsted 2017



Hanley Castle

High School and Sixth Form Centre

Prospectus
Intake September 2021



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Welcome

Dear Parent/Guardian

Thank you for requesting our school prospectus. I am delighted that you have chosen to find out more about Hanley Castle High School.

Hanley Castle has been a centre of educational excellence since Tudor times. However, it is now a high-performing academy with a national reputation for innovative practice and state of the art facilities.

In common with other Worcestershire schools, we will not be publishing our GCSE and A Level results for 2020 due to the unique manner in which these grades were awarded. Parents will recall that teachers were asked to submit their judgement about the grade they believed a student would have received in their subject if the exams had gone ahead. Needless to say, this resulted in some wonderful results for our students, with a very large number achieving all of their GCSE outcomes at grades 7, 8 and 9.

In 2019 Hanley Castle students celebrated the school's best ever GCSE results under the new, tougher system. 27% of all passes were awarded at grades 7, 8 or 9. 90% of students achieved a good pass in English and a massive 49% achieved the prestigious English Baccalaureate – over twice the national average.

The same was true for our 2020 A-level candidates, who surpassed the results of 2019, returning outstanding results in academic subjects such as mathematics, further mathematics, chemistry, history, economics and English. One feature of the 2020 results was the very high proportion of grades awarded at A* and A across a wide range of challenging academic subjects. Our Year 13 leavers are heading off to universities across the country. This autumn will see students commencing their studies at universities including Oxford, Cambridge, Bath and Exeter.

However, the success of Hanley Castle is not just based on exam results. In June 2018 the school was delighted to be named 'Secondary School of the Year' in the Worcestershire Education Awards, while the summer of 2019 saw our 'International School Award' renewed for a further three years.

Hanley Castle is also an Artsmark Gold school with nationally accredited provision in music and drama, as well as a strong reputation in sport, volunteering and student leadership.

Hanley Castle's track record of consistently outstanding examination results has made it an increasingly popular choice. As a result, we will again be offering 180 Year 7 places for September 2021 to meet this demand.

Our most recent Ofsted report is full of praise for the school and its students:

- The school is passionate about success for every child.
- The level of care provided for each pupil is remarkable.
- Being successful at Hanley Castle is not just about academic success. There is a wealth of enrichment activities, including international exchange visits, music, drama and sporting opportunities.
- Teaching is engaging and motivating.
- Pupils enjoy their lessons and believe their teachers expect them to work hard and do their best.
- The sixth form continues to be a real strength of the school with excellent results in academic and vocational courses, increasing numbers, a wide-reaching enrichment programme and very successful progression for students into work, training or university.
- Pupils feel safe in school. They are keen to learn and behave well in lessons and around the school.
- Pupils are polite, respectful and welcoming to visitors. They work well together, support each other and are proud of their school.

The pages of the prospectus give only a taste of what the school offers. Details of our Open Day arrangements for the 2021 intake are available on the school website. We will do our very best to ensure that parents and prospective pupils have the opportunity to learn as much as possible about our school, either remotely or first-hand.

I look forward to meeting you very much.

Lindsey Cooke
Headteacher



General Details

Hanley Castle High School became an academy in August 2011. This means that it is now a co-educational, 11–18 comprehensive school independent of Local Authority control. It serves a large catchment area which reaches as far as Worcester in the north, towards Pershore in the east, to Malvern in the west and beyond the boundary with Gloucestershire in the south.

Headteacher	Lindsey Cooke BA (Hons), NPQH
Deputy Headteachers	Rob Johnston BSc (Hons), NPQH Sarah Anderson-Kirby BA (Hons)
Business and Finance Director	Elaine Wilkins BA (Hons), ACMA
School Address	Hanley Castle High School Church End Hanley Castle Worcester WR8 0BL
Telephone	01684 593241
Absence Line	08448 481620
Email Address	office@hanleycastlehs.org.uk
Website	www.hanleycastle.worcs.sch.uk
Admissions	Contact the school at the above address.
Chair of Governors	Kate Taylor
Email	chair@hanleycastlehs.org.uk
The 'Friends' PTA	friends@hanleycastle.worcs.sch.uk





Staff (2020-21)

Leadership Team

Mrs S Anderson-Kirby	BA (Hons)	Deputy Headteacher, Student Support
Mrs J Burrows	BA (Hons)	Assistant Headteacher
Mrs L Cooke	BA (Hons), NPQH	Headteacher
Mr S Cook	BSc (Hons)	Assistant Headteacher
Mr D Findlater	BEng (Hons)	Assistant Headteacher
Mr R Johnston	BSc (Hons), NPQH	Deputy Headteacher
Mrs E Wilkins	BA (Hons), ACMA	Business & Finance Director

English

Mrs G Colledge	BA (Hons)	English
Miss D Easthope	BA(Hons)	English/College Leader
Mrs E Elliott	MA	Head of English
Miss E Jonsberg	BA(Hons)	English/G & T Co-ordinator
Miss J Millward	BA (Hons)	English Co-ordinator
Mrs E Rees	MA	English
Mrs K Stock	BA (Hons)	English Co-ordinator
Mrs A Whittaker	BA (Hons)	English

Mathematics

Mr T Boughen	BSc (Hons)	Mathematics/Economics
Mrs E Downes	BA (Hons)	Mathematics
Mrs S Emson	BSc (Hons)	Mathematics/Lead Practitioner/STEM Co-ordinator
Ms I Gillam	BA (Hons)	Mathematics
Ms M Gregory	BSc (Hons)	Mathematics
Mrs K Gosling	BSc (Hons)	Mathematics/Co-ordinator (Curriculum)
Mr M Nixon	BSc (Hons)	Head of Mathematics
Mrs A Waite	BEd (Hons)	Mathematics



Science

Mrs T Barnes	BSc (Hons)	Psychology
Mrs L Mander	BSc (Hons)	Science
Mr S Cook	BSc (Hons)	Science/ Assistant Headteacher, Post-16 Studies
Mrs A M Dawes	MA (Hons)	Science
Mr J Ellis	MA (Hons)	Science/Director of International Operations and KS4 Alternative Curriculum Provision
Mrs J Jones	BSc (Hons)	Science/KS3 Science Co-ordinator
Ms J Kilby	BA (Hons)	Psychology
Mrs L Avery	BSc (Hons)	Science
Mrs L Millikin	BSc (Hons)	Science/KS4 Science Co-ordinator
Mr N Stonehouse	BSc (Hons)	Head of Science
Mr J Williams	MSc	Science

Modern Foreign Languages

Mrs M Berthold	Diplôme de Bachelier	Spanish/French
Miss R Hopkins	MPhil	German/KS3 MFL Co-ordinator
Miss E John	MA	Languages
Mrs S Mainwaring	LLB (Hons)	Head of MFL

Humanities

Mrs E Benham	BA (Hons)	Geography/Humanities Co-ordinator Y7 and Y8
Miss H Brayne	BSc (Hons)	Geography
Mr M Duggins	BA (Hons)	Citizenship/Politics/ Head of PSD
Miss R Dunn	BA (Hons)	Geography/ Head of KS3
Mrs A Kilvington	BA (Hons)	Religious Studies Teacher/Cover Supervisor
Mrs E Skelton	BA (Hons)	History/ Assistant Head of KS5
Mr B Kingswood	BA (Hons)	Head of Humanities/History
Mr A Mainwaring	BA (Hons)	History/Humanities Co-ordinator (Data & Intervention)

Art, Design & Technology

Miss M Coughlan	BA (Hons)	Art
Mr R Holly	BSc (Hons)	Product Design
Mr G Leaver	BA (Hons)	Head of Art, Design & Technology
Mrs E Warburton	BA (Hons)	Textiles
Miss D Windrum	BSc (Hons)	Food & Nutrition



Business Studies

Mrs D Berry	BA (Hons)	Head of Business Studies and Economics
Mr M McTernan	BA	Business Studies/KS4 and Post-16 CEIAG Leader
Mr A Scott-Walker	BA (Hons)	Business Studies

Computing and Information Technology

Mr A Bateman	BSc	Head of Computing and Information Technology
Mr R Cox	BSc (Hons)	Computing/IT/Computer Science
Mr J Roche	BA (Hons)	Computing/IT/Computer Science

Drama

Mr S McKenna	BA (Hons)	Drama and English
Mrs S Parker	BA (Hons)	Head of Drama

Music

Mr J Felton	BA (Hons)	Head of Music
Mr M Williams	BA (Hons)	Music

PE

Mr J Gowing	BSc (Hons)	Head of Physical Education
Mrs B Hulbert	BA (Hons)	Physical Education
Mrs J Mason	BA (Hons)	Physical Education/ Head of KS4
Mr G Mathews	BSc (Hons)	HUET Sports Partnership Co-ordinator
Mr M Scanlan	BSc (Hons)	Physical Education/ Director of Applied Studies and Professional Mentor
Mr P Smith	BSc (Hons)	Physical Education / Assistant Head of KS3
Mrs M Wheldon	BSc	Physical Education

Support Staff

Miss H Barnes	Cover Manager
Mrs E Bradbeer	Receptionist/Administrative Assistant
Miss A Burton	Safeguarding & Attendance Officer
Mrs A Calvesbert	Key Stage 4 Admin Assistant
Mrs B Chapman	Finance Manager
Mrs R Clayton	Cover Supervisor
Mr J Eaton	Key Stage 5 Administration Assistant



Mrs K Fogg	Assistant Head of KS4
Mrs A Goff	Data Officer
Mrs J Hickling	Finance Analyst
Mr A Isaac	Facilities Manager
Ms K Longdon	Finance Assistant
Ms Z Mitchell	Key Stage 3 Admin Assistant
Mr S Plant	Librarian
Mrs L Price	Careers Leader, Head of Work-Related Learning and Alternative Curriculum
Mrs S Ridout	School Counsellor
Mrs E Rusling	Receptionist/Administrative Secretary
Mrs Y Shaw	Office Manager
Mrs C Shorter	Finance Assistant
Mrs M Snape	HUET Company Secretary and Executive Assistant to CEO and Headteacher
Mrs N Stimpson	Senior Student Support Officer/HUET Data Protection Officer
Mrs C Stone	HR Manager & Executive Assistant to HUET CFO/Business & Finance
Mrs S Tandy	Assistant Head of Key Stage 3
Mrs C Yapp	Examinations & SIMS Manager

SENCO

Mr J Laidler	SENCO
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Learning Support Assistants

Mrs H Ball	Mrs J Bunker	Mr T Daw	Mrs L Edwards
Mr A Fellows	Mrs J Graham	Mrs S Kennedy	Mrs R McDowell
Miss H Pearson	Mrs K Yardley	Mrs C Suttling (Senior LSA)	

ICT and Technicians

Mrs P Cain	Food Technician	Mr V Elliott	Science Technician
Mr D Fagg	ICT Systems Manager	Mrs H Finch	Science Technician
Mr A McIntosh	ICT Technician	Mr B Williams	ICT Technician
Mrs K Good	DT Technician	Mr D Deaville	ICT Technician

Caretakers/Maintenance

Mr R Billet	Mr I Pearson	Mr J Speller	Mr S Smith
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Lunchtime Supervisor

Mrs J Baldwin



School History and Colleges

The school is one of the oldest in the country. The exact date of foundation is not known, but there is evidence that in 1326 a Chantry School was already established near the King John's castle of Hanley. At the time of the Reformation Hanley re-emerged as a grammar school, and we have a charter from 1544 in the reign of Henry VIII. Research into the ancient medieval history of the village has provided clues as to the possible founders of our school, and we have reflected this in the names of our three "colleges": Gilbert, Burley and Horton.

In 1633 a new body of Trustees was appointed and in 1733 the school was rebuilt; these buildings (much modified) are still in use today. Old boys include the writer P. H. Newby CBE, novelist (the first winner of the Booker Prize for fiction), Managing Director of BBC Radio, and Controller of Radio 3 for 15 years until 1979 and David Mitchell, author.

We now have a population of around 1,100 students, including 220 sixth formers and over 100 staff.

The Colleges of Hanley Castle

The aim of our college system is to strengthen further the feeling of community and identity within the school, and to build on the strong traditions that are an important part of life at Hanley Castle. It creates a sense of mutual support between students of all ages, and provides opportunities for student leadership within every year group. We believe that an ethos that encourages participation and healthy competition leads to a positive school experience and helps to raise students' aspirations towards success both at Hanley Castle and beyond.

The three colleges, Gilbert, Burley and Horton, are named after ancient settlements within the Hanley Castle parish. Each takes their identity from an influential group of Hanley residents from the 14th century: the foresters who managed the Malvern Chase hunting ground, the residents of King John's castle that gave the village its name and the potters whose industry flourished here for 500 years.



Gilbert



Burley



Horton



Two tutor groups in Year 7 are allocated to each of the three colleges. Students remain in these tutor groups, and hence their college, until the end of Year 11. Each college has its own tie, distinguished by a different coloured stripe: green for Gilbert, blue for Burley and gold for Horton. College captains are elected for each college from each year group. They are responsible for devising the annual programme of events and encouraging participation and support from their peers.

Sixth Form students retain their college identity and take on overarching leadership roles, working with their respective teams of college captains and fronting college assemblies. This introduces a 'vertical' element to school life without taking away the year group and tutor group systems of pastoral support that work so well.

The college year runs from Easter to Easter finishing with the Hanley Run, an event in which students have competed for as long as our school records show. Throughout the year students (and their tutors!) compete for their college in sports competitions such as the swimming gala, chess, dodgeball, penalty shoot out, indoor rowing, badminton, tennis, football, netball and sports day.

Other events include 'Hanley's Got Talent', Arts festivals, charity events, chef of the year, mascot competitions, activities week, accelerated reader, debating and the college leaders' team building day. Individual subjects also hold specific competitions. Students earn college points for participation as well as success, and rewards from their lessons each term contribute to their college total. The college shield is presented annually to the overall winner.



Buildings and Facilities

Hanley Castle High School is a village within a village. The school's accommodation has evolved over many centuries and is a unique blend of the old and the new.

The latest additions are a new mathematics and humanities suite, while our dining facilities have also seen a significant upgrade and expansion.

Our magnificent sixth form centre is another architectural highlight. Designed to provide purpose-built facilities for our expanding sixth form, the new building has state-of-the-art learning and ICT facilities. A spacious common room also ensures that there is room to relax as well as study.

The new sixth form centre has ensured that the oldest part of the school, which originates from Tudor times, has been refurbished and preserved to house future generations of Hanley students and their staff.

Students at Hanley Castle benefit from superb facilities. Our refurbished science department includes two new chemistry laboratories. The school hall is beautifully appointed, with

tiered seating for public performances in music, drama and dance.

Many rooms are purpose built. High specialisation areas include five computer suites, two exceptionally well appointed music rooms with practice rooms and a recording studio, a fantastic performance studio, two art studios and five technology areas. Our ICT network and infrastructure have been significantly upgraded and a wireless network installed across the school.

Modern Foreign Language provision is a strength of the school and is housed in a magnificent £2 million eight classroom language block overlooking St Mary's Church and open fields.

The library has a charm associated with the old school, being situated in the imposing Lechmere Hall with its exposed beams. It was the inspiration for PG Wodehouse's Grammar School in "What Ho, Jeeves". We enjoy full time librarian services.

A modern, well equipped sports hall, which was recently updated, provides excellent indoor physical education facilities. Playing fields adjoin the school with many other pitches located on the Glebe, in total some fifteen acres. The tennis courts have been extended and are used throughout the year for a variety of sports.





Our Values, Aims and Objectives

Hanley Castle High School has a beauty and quality of life which is very special and must be preserved. These qualities, linked to academic, sporting and social success, attract many parents and children. As a school, we never forget that life should be enjoyed.

The principal aim of the school is to bring out the best in people. This is reflected in our vision statement.

Our aspiration is that:

Every Hanley student feels part of a happy, safe school community where they develop self-belief, are listened to and valued.

Each individual develops their unique gifts, talents and abilities, maximising learning opportunities both within and outside the curriculum.

All young people leaving our care move confidently onto further study or employment having enjoyed our long-standing traditions, achieved their full potential and developed the knowledge, skills and personal qualities that will ensure future success in an ever-changing international society.

We shall achieve this through:

A secure Safeguarding policy and practices.

A stimulating learning environment, supported by consistent expectations.

Care, support and intervention that place the individual at the centre of everything that we do.

Celebration of all forms of success and reward of positive attitude and effort.

Close partnership between parents, school and the student to support progress.

A curriculum that promotes knowledge and understanding for every student.

Opportunities outside the curriculum that ensure a broader development.

A clear understanding of rights and responsibilities in a global community.

All major school policies can be found in full on the school website www.hanleycastle.worcs.sch.uk, including:

Admissions Arrangements • Attendance • Gifted and Talented Policy • Curriculum • Equalities Policies • Exclusions • Positive Behaviour Management • Safeguarding • Special Educational Needs





Curriculum

Hanley Castle offers a broad, balanced, relevant curriculum to all students in the school. This reflects the National Curriculum and post-16 developments, whilst promoting the development of skills for learning and positive interpersonal relationships. We acknowledge that individuals have different learning needs, and as students go into Year 9 we support them in following the most appropriate learning 'pathway' for their interests and aspirations.

Students in Key Stage 3 (Years 7 and 8) study a core of English, Mathematics, Science, Modern Foreign Language(s), Technology, Computing and PE. They also study Geography, History, Religion and World Views, Art, Music, Drama, Citizenship and Personal, Social & Health Education. The 'core' subjects group students in the most advantageous way for learning in that subject. For Mathematics, Science and Languages this involves academic setting. Most students learn other subjects in mixed ability groups.

All students study one Modern Foreign Language in Year 7, and most start a second Language in Year 8.

Students in Key Stage 4 (Years 9, 10 and 11) study a core curriculum comprising English Language, English Literature, Mathematics, Science, PE, Computing, Religion and World

Views and Personal & Social Development (Citizenship and PSHE). They then follow one of the following "pathways". *These pathways will be reviewed as a result of any changes to government policy.*

Our curriculum purpose statement can be found in the About HCHS / Statutory Information section of the school website.

Pathway G – 'General GCSE'

This pathway is designed for approximately one third of our students who wish to follow an academic route, potentially expecting to achieve a grade 4 or above (previously grade C or above) in their chosen GCSEs. They have a free choice of subjects, although we do encourage students on this pathway to take at least one of Geography, History or a language.

Pathway GE – 'GCSE with English Baccalaureate'

This pathway is designed for approximately half of our students who wish to follow a particularly academic route, potentially leading to "facilitating" A-levels and a Russell Group university. They choose a language, Geography or History then three other GCSEs. Students following this pathway may opt for "Triple Science" (separate GCSEs in Biology, Chemistry and Physics), additional language(s), or additional Humanities subject(s).



The English Baccalaureate is not a qualification in itself. It was introduced in 2010 as a performance measure, recognising students' achievement in the following GCSE subjects: English, mathematics, history or geography, sciences and a language.

Pathway GB – 'GCSE with BTEC'

This pathway is designed for students who have a good chance of achieving 5 GCSEs at grade 4 or above (previously grade C or above), and is aimed at those students for whom a vocational component to their curriculum, such as a BTEC, is advantageous alongside other GCSE options. We encourage students on this pathway to take at least one of Geography, History or a language.

Pathway B – 'Bespoke/BTEC'

This is designed to support those students who will progress to achieve good 'level 1' qualifications, either through GCSE grades 1-3 (previously grades D-G), or via BTEC qualifications. Their curriculum is supplemented by skills-based and work related qualifications such as ASDAN. Year 10 and 11 students following this pathway currently attend the Bridge Centre in Hanley Swan for one afternoon per week, where they work towards nationally recognised vocational qualifications.

Academically Gifted Students

Teachers provide appropriate challenge for the full range of students in their classes. In addition to this, we run a programme of sessions, challenges and trips designed specifically to further develop the intellectual curiosity and aspirations of our most able students.

Post 16

Our Sixth Form curriculum comprises a broad range of over twenty A-levels alongside packages that provide progression routes from our Level 2 BTEC subjects in Key Stage 4. We currently offer Level 3 BTECs in Sport, Business, Science and ICT.

Personalising Learning

Every year we design option blocks for KS4 and KS5 around the subjects selected by students, thereby making every effort to meet students' preferred combinations.

ICT and Computing

All students are given the opportunity to develop IT skills to support their learning in other subjects and in their life beyond school. Each member of the school has access to our high specification computer network, through which they can access the internet and a wide variety of applications. In addition to the computer suites around the school, several departments have their own bank of laptops that are used in lessons. In KS3 all students are given an introduction to computing skills and e-safety through their core curriculum.

Religion and World Views

Religion and World Views is provided as part of a broad and balanced school curriculum which promotes students' spiritual, moral, social and cultural development. It is based on the Worcestershire agreed syllabus and is inclusive and broad minded. Parents do have the right to withdraw their child from RE and provide an alternative religious education, and must contact the Headteacher if they wish to do so. However, the school does not support selective withdrawal from Religious Education.



Supporting and Monitoring Progress

We work in partnership with students and parents to ensure that students fulfil their own personal potential. "Attitude and Effort" awards ("Attitude to Learning" awards in the sixth form) are an integral part of our monitoring process, and are communicated every half term. These awards make a regular judgment on students' attitude and effort in every subject. In addition, a progress check is made by every subject each term and communicated to parents.

The purpose of this monitoring is threefold:

- to keep parents informed on a regular basis
- to offer students reward and recognition for hard work in addition to attainment
- to flag up patterns in student progress so that we can implement early intervention where required

Effective learning builds on praise alongside focused next steps for improvement, appropriate for each individual ability. Subject teachers use this framework to give regular written and verbal feedback, and students are supported in acting upon advice. We believe that by becoming involved with the assessment of their own progress students develop an understanding of their goals for success. Students use their progress data to decide on achievable goals for the term ahead. These are reviewed at the beginning of each new term in the context of their teachers' feedback.

Parents are invited to an information evening at the beginning of each academic year to hear about the focus and opportunities available for the year ahead. This is in addition to the annual consultation evening, the school reports and a variety of specific information evenings for parents. Other channels of communication include Key Stage Leaders, Tutors, individual departments and the school website. We encourage parents wishing to communicate with the school or individual teachers to do so via the appropriate Key Stage Office.

Attitude and Effort	Description		
Outstanding	Consistently goes the extra mile, dedicated to continual improvement and reaching their full potential.		
Very Good	Always shows a very good attitude to learning, could still take a more pro-active role.		
Positive	Does what is required with enthusiasm, consistency is needed.		
Unacceptable because they are	Coasting	Disruptive	Lacking in Interest
	Does the minimum of what is asked of them either in lessons or at home. Has more to offer.	Has interrupted lessons or stopped others from learning on more than one occasion.	Does not appear to be motivated to learn or achieve. Extra support has been required to keep them on task.



Careers Education, Information and Guidance

Students also receive initial advice and guidance from their tutors on choosing pathways at the key points in their academic careers; supported by the relevant Key Stage (pastoral) and Careers teams. They develop their understanding of the pathways available at the end of Key Stage 3, post-16 and post-18. All students will use career and labour market information to inform their decision. They will be given opportunity to participate in a range of careers activities, including meaningful employer encounters, to enable them to make informed choices.

Impartial advice and guidance is given according to individual needs. All Year 11 students have one to one interviews with our Careers Advisor to help them explore the right post-16 pathway for them.

In Year 10 students participate in a formal work experience programme, enhanced by a placement that is designed around Business and Enterprise. This develops their knowledge of pathways and employability skills.

In the Sixth Form, students receive further advice on choosing a future pathway, be it higher education, apprenticeships or employment. They are given detailed and structured support in completing university applications, apprenticeship applications or CVs. Alongside the tutor team, students are offered 1:1 interviews with our Careers Advisor. In Year 12 students undertake



a structured interview programme, with colleagues from local businesses, to help the students gain experience and skill in this area.

Work Experience

Students in Years 10 and 12 undertake work experience at the end of the academic year. They select companies locally and nationally for a period of 1 week. Whilst on placement students are in a real working environment, carrying out those tasks normally associated with the job. It is an important part of the curriculum and provides students with the opportunity for self-development, whilst broadening their knowledge and understanding of the world of work. Students in Year 12 are encouraged to take up placements which have a direct relevance to their A Level studies and/or career aspirations, as well as providing them with opportunities to further develop their personal and vocational skills.



Pastoral Organisation

The pastoral organisation of the school is helped by the fact that Hanley Castle is a relatively small secondary school with around 180 students in each of Years 7 to 11. It is therefore easier for each student to be regarded as an individual within a 'family' community. In order to achieve this there are three Key Stage Leaders who work alongside a team of Tutors.

All Tutor Groups are of mixed ability and are carefully selected to achieve a productive balance, bearing in mind the students' previous schools and comments from their Year 6 class teacher. The Head of Key Stage 3 is responsible for this all-important transfer from Primary to Secondary school and ensures the move is as smooth as possible. This is supported by curriculum transition activities, particularly in Languages, Sport & Technology and a number of opportunities for Y5 and Y6 students to visit and participate in activities at Hanley Castle. Individual transition plans are also offered to some children with special educational needs.

Links with Home

This is seen as vitally important for all students if they are to achieve their best; hence, members of the key stage team, including tutors, will always be willing to meet parents who wish to discuss any matter.

There is at least one Consultation Evening per year, as well as a parents information evening, and parents are kept informed of their son's/daughter's progress on a regular basis through reports and progress checks. We hope that parents reinforce this link through the Friends' Association, functions held at school, sport and other opportunities.

Behaviour and Discipline

The notion of "Belonging" to our school underpins the code of conduct which aims to enable all students to achieve their best as a valued and accepted member of the Hanley community and as a learner.

Hanley Castle students always:

- Do as staff say without delay
- Take pride in everything they do
- Work hard and stay focused
- Let others learn

Our general philosophy is one of encouraging self-discipline, respect for others and for the school community. All students know the code of conduct, and the tutor will discuss the code with new students during the first weeks of term. They will also be displayed in school and reinforced in assembly.

We pride ourselves on being a well-disciplined and happy school. There are times, however, when rules are broken. We try to be sensible and fair about punishments, and for first offences we usually give a warning. For minor offences, there are appropriate punishments; students may also be kept in at break or lunchtime. For more serious offences, an after-school detention may be held. In such cases parents are given at least twenty-four hours notice where possible.

The range of sanctions and responses is explained in detail in the school's behaviour





management policy, available on the school website. Serious incidents may result in the Headteacher excluding a student from school for a fixed number of days. Permanent exclusion would be the last step if behaviour does not improve.

Guidance, mentoring, support plans and counselling are employed extensively.

Homework

Homework is an important part of the process of learning. Students in Years 7 and 8 will receive up to three homework tasks per night each of approximately twenty to thirty minutes, the length of time increasing to forty five minutes by Years 9, 10 and 11.

Students will be allocated an epraise online login where they can view homework set and monitor their rewards. Parents can also use this login code to support their child's learning. Independent study and academic reading over and above class-time is essential in the Sixth Form in addition to set work. Self-motivation is encouraged at this level.

Aspire@Hanley, Department for Special Educational Needs and/or Disabilities

The purpose of Aspire@Hanley is to identify and support students with Special Educational Needs and/or Disabilities to thrive in school and access the curriculum.

Initially support is provided in the classrooms, through quality first teaching,

where all teachers are responsible for ensuring that the work is differentiated to meet the needs of individual students.

Further interventions include:

- liaison with parents
- intervention programmes in Aspire
- external agency involvement.

Active co-operation and involvement of parents is valued, especially in meeting the needs of students. Parents are invited to contribute to the provision for their children in both its implementation and its review. We welcome the views of parents and invite all parents of children with SEND to join Aspire's Parent Voice. Our school SEND Information Report and SEN policy can be found on the school website.



“You are passionate about success for every child and are determined to help each individual overcome any barriers or challenges.”
Ofsted 2017



School Assemblies

Assemblies are valued as meaningful educational experiences. Such events engender a community spirit, offer an opportunity to transmit shared values and promote social cohesion. Assemblies attempt to deliver a message with a moral, but the extent to which they are specifically Christian is a matter of personal commitment on the part of the member of staff taking that assembly. Parents have the right to withdraw their child from acts of collective worship. Please contact the Headteacher if you wish to do this.

Examinations

Internal school examinations or tests are part of the overall assessment of all students in each subject which they study. Details of these examinations/tests are issued on a School Calendar.

Results

In accordance with Government guidelines, summaries of examination results are included on our school website, although this will not be the case in 2020 due to the exceptional circumstances of the pandemic. This is the case for all Worcestershire students.

“Students’ spiritual, moral, social and cultural development is well supported by the school’s impressive number of overseas study visits and student exchanges with schools as far afield as Sweden and Tanzania.”

“Students have opportunities to develop leadership skills, for example by taking on college captain roles.”
Ofsted 2017

“Being successful at Hanley Castle is not just about academic success. There is a wealth of enrichment activities, including international exchange visits, music, drama and sporting opportunities, scope to engage with the world of work and chances to volunteer and help others.”

Ofsted 2017



Hanley Castle High School is committed to its responsibilities with regard to safeguarding and promoting the welfare of children. The Safeguarding Policy (including Child Protection) is available on the school website.

Student Support and Early Help

In order to achieve the best possible outcomes for our students our pastoral support work is supplemented by a number of in-house and external providers including:

School Counsellor

Our Counsellor is in school all day Tuesday to Thursday. She offers guidance and support on a range of issues either in groups or in 1 to 1 sessions. Students can self-refer or may be advised to see her.

Anxiety Therapy

Students who may need support to cope with anxiety, including exam anxiety and sleeplessness, may self-refer to receive support through meditation, relaxation, hypnotherapy and other self-help strategies.

School Nursing Service

The school nurse visits school once per week during term time. She offers both a "drop in" and appointment based service. She can offer support and guidance with diet, anxiety, sleep, friendship issues, smoking cessation, general health and other emotional issues.

Early Intervention Family Support

EIFS works in school with groups of vulnerable students to support with attendance issues at home and managing the risks facing young people. They also work with families who may be experiencing difficulties with teenage behaviour, attendance, boundaries, parental ill health etc. Families can self-refer or the school may refer, with consent, on the families behalf. Evening parenting courses are run by EIFS, once per term from Hanley Castle High School.

Police Community Support Officer

PCSOs are able to provide group work in school to support young people to make safe choices and to develop an understanding of healthy relationships.





International Dimension

After gaining Specialist Schools Status for Languages in September 2006 and re-designating in May 2009, Hanley Castle High School is building on its strengths as a school that promotes internationalism, offers students excellent learning opportunities and positions itself at the centre of the local community.

In recognition of our international work, we were awarded the International School Award in September 2007, which was re-awarded in September 2011, September 2014 and September 2019. A large number of international events take place every year, including language taster sessions, culture day and a Primary Festival of Languages. We are also building exciting links with schools in Europe, Tanzania and China.

International Ethos

We encourage all our students to understand that they are part of an international community and impress on them their need to harbour respect and tolerance towards other cultures and nationalities. We highlight international themes across the curriculum and all subject areas contribute to creating an international flavour.

In addition a tutor group of Chinese students joins the school each year for the summer term. Hosted by local families, they bring a genuine taste of global culture to Hanley.

Language Learning Provision

At present, the school offers French and German to GCSE level and A-level. As well as up-to-date technology to support our students with their language learning, contact via our many links provides opportunities for students to communicate with native speakers. Our students have the opportunity to become Language Leaders, championing the development of language skills both at Hanley Castle and in our local primary schools.

Working with the Community

We believe that learning should be at the heart of our community. Our work supporting languages in our feeder primary schools has been recognised nationally as a model of good practice, achieving a Leading Aspect Award for educational innovation.

International Links

The school has a wide-ranging programme of visits, exchanges and international links:

German Exchange – to Bad Neustadt in Bavaria • Ski Trip to Austria • German & History trip to Berlin • Visits to South Africa, Tanzania and Cultural Tour of China • French visits to Normandy and Paris



Physical Education

Aims of Physical Education

Physical Education provides an enjoyable, satisfying and balanced programme for all students, with opportunities to develop physically, socially, emotionally and mentally. The curriculum offers a comprehensive range of experiences to meet the needs of individual students and encourages and promotes active involvement of all students as performers, observers and officials, through planning, performing and evaluating performance.

All students in KS3 will have a broad, balanced curriculum, where a personalised learning experience and a wide variety of activities are available to suit the needs of the individual student.

All students learn through the KS3 PE National Curriculum. This includes developing techniques and using a range of tactics and strategies to overcome opponents, taking part in outdoor and adventurous activities to develop team working skills, evaluating performance to bring about further improvement and providing opportunities to take part in competitive sports outside of school.

Facilities:

Inside: A multipurpose hall for gymnastics and dance.

A large sports hall facility providing 4 badminton, netball and basketball courts. Indoor football, trampolining, hockey, volleyball, indoor cricket nets and tennis court.

Outside: 2 fields (winter), cricket nets, 2 rugby pitches, 4 rounders pitches, 4 football pitches, 1 12-lane 400m athletics track, training grids, 1 artificial wicket, 5 tennis courts and 4 netball courts

Extra Curricular Sport

School activities are open to boys and girls. We compete against local schools in rugby, hockey, football, netball, girls' football, rounders, athletics and basketball. In addition to this, non-competitive opportunities are seen as important for those students wishing to participate in a more aesthetic and non-competitive atmosphere whilst gaining an experience of new and exciting sports. Over the last few years these have included ultimate frisbee, cheerleading, aerobics, American football, golf extreme and Aussie Rules football.

In addition to this we attend a number of partnership festivals for students of all levels to experience physical activity and competition. These have included trampolining, cheerleading, gymnastics, golf, frisbee, rounders, basketball, rugby, handball and dance.



The Sixth Form

Hanley Castle High School Sixth Form offers an outstanding experience for all students seeking post-16 excellence.

Our 16-19 study programme details students' individual academic offer, support and guidance, volunteering opportunities and work experience. Whether students are targeting Oxford, Cambridge or other top universities, or seeking a more vocational package as a preparation for work or apprenticeships, Hanley Castle can offer tailor-made provision to ensure that every sixth form student makes the most of their abilities.

In recent years, Hanley Castle Sixth Form has achieved tremendous A-level results and admitted its largest, most talented cohorts of students yet. The school has introduced dedicated tutorial support for its many academically gifted students, ensuring that they receive high quality academic mentoring, a fast tracked approach to the university application process, and unmatched super-curricular activities and experiences to ensure that they are the well-rounded high flyers that Oxbridge and Russell Group institutions are seeking.

Over the last six years successful Oxbridge applications from Hanley included – Oxford for Mathematics, History, Biological Sciences, Geography, Economics, Law and MFL and Cambridge for Natural Sciences, Veterinary Science, Architecture, and students reading Law, Dentistry and Medicine.

Our sixth form centre provides an outstanding study environment for our sixth formers and includes computer rooms, study rooms and a common room.

Hanley Castle also offers the broadest range of enrichment and social opportunities, ensuring that students of all abilities are fully engaged in a programme which includes the school's own legendary school productions.

Former schools minister David Laws says the country needs more high performing comprehensives like Hanley Castle High School.

“The best sixth form provision I've seen for a long time”.
HIM 16-19 Study Programme Survey Visit February 2014





“Super-Curricular” Opportunities

In addition to examination success, the extracurricular opportunities at Hanley are vast and varied including peer support, sport, music, drama, charity work, peer listening, school councillors and college captains. Career specific pathways and societies such as Law, Medicine, Physiotherapy and Engineering to name a few. All of these opportunities are designed to enrich the student’s sixth form life and make them a more valuable asset when they leave.

We do hope students approach Hanley Castle Sixth Form with the aim of fully immersing themselves in sixth form life – seizing the opportunities and focusing on realising their potential.

We are planning to replace our Sixth Form Open Evening on **4 November 2020** with a virtual open evening. **Further information can be found in our Sixth Form Prospectus and will be published on our school website.**

Senior Students

The school has a body of senior students, drawn from the Sixth Form, who assist the staff with the day-to-day running of the school and the sixth form centre. The team is led by a Head Boy, Head Girl, Chair of Committee and their Deputies.

Head Boy – James Thomas

We believe that a trait unique to Hanley is the incredible network of support received by every student, not only from the committed staff but from each and every peer throughout the school. Success, both academic and non-academic, thrives in such an environment and at Hanley we are immensely proud of each other’s achievements. This is complemented by an inclusive, welcoming atmosphere, giving all students the chance to get to know each other. This community feeling provides a foundation from which students feel comfortable pursuing new horizons.

Head Girl – Emma Sinden

The students here are given a strong voice, not only in sixth form where various committees allow greater independence, but also through an effective school council, made possible by a genuine desire from students to actively participate in school life. The broad range of opportunities that are available to our students allow them to become more rounded and gain valuable experience for the future. We feel privileged to represent such an outstanding student body.

“The sixth form continues to be a real strength of the school with excellent results in academic and vocational courses, increasing numbers, a wide-reaching enrichment programme and very successful progression for students into work, training or university”.

Ofsted 2017





Enrichment Activities

These are essential in creating a vibrant experience at Hanley Castle. There are opportunities for everyone and we encourage all students to get involved. If students would like to see a new activity started then they should speak to a member of the School Council.

It is an aim of the school to offer as wide a range of activities as possible. This covers sports clubs, societies, drama, participation in music festivals, competitions and trips, run by departments or individual members of staff.

Some areas already established include:

Music Soirees	Hanley's Got Talent
Chef of the Year	Year 11 Prom
Chess Club	School Show
Sponsored Walk	The Hanley Run
Blues Festival	Jazz Festival
Netball	Rugby
Karting	Athletics
Cricket	Swimming
Tennis	Horse Riding

Performing Arts

There are numerous opportunities for students to participate in the Performing Arts, which are published on the Performing Arts notice board. Our latest outstanding production "Made in Dagenham" saw over 100 students involved.

Music

The school offers many lunchtime clubs and activities, including two choirs, a swing band and an orchestra which rehearse on a regular basis. There are many musicians on the staff who work to ensure a lively musical life. Music lessons are available for most instruments.

The music rooms are very well equipped with traditional instruments and modern electronic keyboards, synthesisers and computers, running a variety of musical software.

Drama

We offer the chance for our students to extend their enthusiasm for the Arts by offering a broad range of extra-curricular opportunities. Regular lunch time and after school classes are offered to lower school students.



The Duke of Edinburgh Award Scheme

At Hanley Castle High School we are pleased to offer both the Silver and Gold Awards to those students who demonstrate the necessary levels of commitment, enthusiasm and willingness to learn.

By doing their D of E, students are in for an amazing adventure and masses of fun as they take part in a range of activities, all leading to the achievement of an Award that is recognised by universities and employers alike.

Students are enrolled on the Silver Award during Year 10 and use the summer holidays to begin the skill, physical and volunteering sections of the award. The expedition training occurs before the main GCSE examinations and the final expedition takes place in the summer term after the GCSE exams.

The Gold Award is open to any Year 12 students, whether they have completed the Silver and Bronze Awards or not. Training for the expedition begins in February with the practice expedition taking place in March. The final expedition occurs in September of the second year in Sixth Form.

More information on the Duke of Edinburgh Award and the requirements of each of the four sections can be found at www.dofe.org.uk



Trips & Visits



The variety of trips offered at Hanley Castle is huge. These range from one day courses and experiences to residentials and exchanges.

Examples include:

Year 7 Llanrug outward bound

Biology Field Courses

Bushcraft

Geography Field Courses

High Adventure Week

Skiing holidays

University visits

Oxford museums

College Captains' team building

Theatre visits to Stratford, London (National Theatre) and The Globe, Malvern Festival, Swan Theatre, Birmingham.



Students have the opportunity to benefit from a large number of overseas study visits and student exchanges.

Previous exchanges have included Spain, Germany, Sweden, and Hungary (sporting exchange).

Trips abroad (previously France, Germany, Austria, Russia, Spain, China, Hungary, Sweden, South Africa and Tanzania).



Uniform

School uniform is worn with pride, and helps students feel that they belong to a united community. Financially, too, we feel that in the long run it is practical and economical. Health and Safety are additional practical considerations.

Parents are asked to note the following general points:

- 1) All items of clothing and other property **should be appropriately labelled**. We shall then return them if found.
- 2) School uniform must be worn on the journey to and from school, and on all school outings, unless permission is given to the contrary, and during external/internal examinations.
- 3) If a student is not in school uniform for any reason, he/she must bring a note from home explaining the temporary circumstances and give it to their tutor or Key Stage Office. Long term problems ought to be addressed to the appropriate Key Stage Leader in the first instance.



4) Shirts must be tucked in and pullovers must not replace blazers.

5) We do not accept rings, nail varnish, make-up or piercings (except for one pair of plain studs or earrings for students with pierced ears, no facial piercings). Jewellery and valuables are best left at home.

6) Boys' facial hair is not appropriate until the 6th form.

7) Hair must be of a traditional style and colour.

Uniform:

- Black blazer with Pelican badge
- School tie – dependent on college – Gilbert, Burley or Horton
- Black tailored trousers or the compulsory style school skirt – no jeans or stretchy black trousers/skirts
- Black 'V' necked pullover with Pelican Badge
- White shirt with traditional collar and buttoning to neck to wear with tie and to be tucked in
- Suitable traditional style black shoes – no boots, trainers or other fashion shoes with heels higher than 4cms
- **Black** socks or tights
- A suitable outdoor coat
- Hair – tidy, clean, of a reasonable length and no extreme styles/colours
- No fashion belts





All uniform can be purchased from Schooltogs either in store or online.
32 Church Street, Malvern, 01684 578785,
31 New Street, Worcester, 01905 28658,
www.schooltogs.com

PE Uniform:

Black and red rugby shirt (boys – girls optional)

Black and red polo shirt (with Pelican Logo)

Black and red shorts (boys – girls optional)

Black and red skort (girls – compulsory)

Black and red hoodie (girls)

Black knee-length PE socks with red trim

Suitable trainers

White trainer socks (girls optional)

Any **black** sports leggings (girls)

Any **black** jogging bottoms (boys optional)

Shin pads

Gum shield

Studded boots

Optional

Black and red sports jacket with Pelican Logo

Black tracksuit bottoms with Pelican Logo

Black and red sports bag with Pelican Logo and initials

Students are encouraged to have their own hockey sticks and tennis rackets. **All kit must be marked so that if lost it can be easily returned.** It is suggested that every item of PE kit is named and that it is kept in a named sports bag.



“Being successful at Hanley Castle is not just about academic success. There is a wealth of enrichment activities, including exchange visits, music, drama and sporting opportunities.”
Ofsted 2017





General Information

Attendance

If students are to achieve the most from school their absence should be kept to a minimum. We ask that parents contact us on the morning of the first day of absence, and send a note when the student returns. Continuing absence without contact from home will result in a home visit by the Deputy Head, Student Support. Absences of this nature over 10 days will result in the Local Authority being informed.

Please telephone the dedicated 24 Hr absence line: **08448 481620**.

Good attendance is essential in order that progress in class is maximised. We monitor attendance as recorded in the registers and follow up unexplained absences. Our attendance generally stands at above 95%. Unauthorised absence is consistently less than 1%.

The 2013 amendment to the education (pupil registration) (England) regulations 2006 removes all references to family holidays and extended leave as well as the statutory threshold of ten school days. The amendments make it clear that Headteachers may not grant any leave of absence during term time unless there are exceptional

circumstances and an application has been made in advance of the absence. In such cases the Headteacher will determine the number of school days. Exceptional circumstances include a family member leaving for/returning from active service or a family funeral.

Although we would hope not to be in the position where it is necessary to do so, it is important for you to be aware that schools have the authority to issue penalty notices in cases of unauthorised absence.

Admissions

An Open Day is usually held annually in the Autumn Term. This gives parents and students, and the general public, an opportunity to inspect the school and its resources.

Details of our Open Day arrangements for the 2021 intake are available on the school website. We will do our very best to ensure that parents and prospective pupils have the opportunity to learn as much as possible about our school, either remotely or first-hand.

As well as students from our designated primary schools, the Headteacher is also pleased to hear from parents moving into the area, parents moving out of the independent sector, or parents with children at other primary schools.



Please contact the school if further information is required. A tour of the school will be arranged by appointment if possible.

Our published admissions number is 180.

Where applicants for admission into Year 7 exceed the number of places available, places will be offered in accordance with the following criteria, applied in the following order:

1. Looked After and Previously Looked After Children – all those currently in care or accommodated by a Local Authority under the terms of the Children Act 1989 and children who were previously in care or accommodated by a Local Authority but immediately after being looked after, became subject to an adoption, residence or special guardianship order.

2. Children with a sibling on roll at Hanley Castle High School at the time he or she will be joining the school. A sibling is a brother or sister, half-brother or sister, adopted brother or sister, step-brother or sister, or the child of the parent/carer's partner, and in every case, the child must be living in the same family unit at the same permanent address.

3. Children who live in the Hanley Castle High School catchment area – with priority given to students who live nearest to the school by the shortest straight line distance. The measurement will be taken using the GeoCode Points for each property and the Geocode point for the centre of the School. The Local Authority use a software package called Arcview GIS to determine distance. Ordnance Survey supply the co-ordinates that are used to plot an address within this

system. **(In the event of equi-distance applicants, any place will be allocated by random selection (lottery). Someone totally independent of the Governing Body will supervise this process).**

4. Pupils who were attending one of our feeder schools – Castlemorton CE Primary, Eldersfield Corse Lawn CE Primary, Hanley Swan (St Gabriel's) Primary, Kempsey Primary, Pendock CE Primary, Upton upon Severn Primary, Welland Primary – at the time of application.

5. Pupils who were attending Twynning School at the time of application.

6. Children of members of staff of the Hanley and Upton Educational Trust (full or part time, with a minimum of two year's employment by the HUET by September 2020 and/or in a skills shortage area).

7. Children who live outside the Hanley Castle High School catchment area – with priority given to those who live closest to the school using the same methodology as described above.

Please note:

- Children whose final statement of Special Educational Needs/Education, Health and Care Plan (EHCP) names Hanley Castle High School will be automatically admitted and are not subject to the oversubscription criteria.
- If the last student to be offered a place within our school's Published Admission Number (PAN) is a multiple birth or same cohort sibling, any further sibling will be admitted, if the parents so wish, even though this may raise the intake above our PAN.



- A map of the catchment area may be obtained from the school website.
- Late applications will be allocated in the same order, providing places remain available.
- All applications for Year 7 places will be co-ordinated by Worcestershire Local Authority, who will make offers of places on behalf of the Governors of the school. Parents or guardians who reside within Worcestershire are required to complete a Worcestershire LA Common Application Form.
- Parents or guardians who reside in Gloucestershire or other neighbouring counties, but who wish to apply for a place for their child at Hanley Castle High School must complete an application form for their "home" LA which will ensure that application details are passed to Worcestershire for consideration according to the oversubscription criteria above.
- All application forms must be received by the Local Authority by 31 October 2020.
- Late applications will only be considered after those received on time. The final date by which late applications will be accepted is 31 January, 2021.
- Appeals against the LA's decision not to offer a place at Hanley Castle High School must be lodged with the school within 20 days of receipt of the decline letter.

'In Year' transfer arrangements

Applications for all 'In Year' transfers are now co-ordinated by the Local Authority on behalf of Worcestershire schools. Parents or carers seeking to transfer to a school that does not involve a house move, or where there is no need for an immediate move, need to be aware that any date set for

joining the new school may be after the next term or half term holiday and that parents/ carers are responsible for ensuring their child continues to receive appropriate education in the interim.

Charging for School Activities

No compulsory charge can be made for any curriculum-based activity which occurs for more than fifty per cent of the time within normal school hours nor for any essential materials or equipment used during school hours, but parents may be asked for **voluntary** payments for visits or materials.

No student can be excluded from an activity on the grounds that the parents are unable to pay. For an activity to take place, sufficient funds will, of course, have to be available and this could well depend on the willingness of parents to contribute. Financial support may be available for students in receipt of Free School Meals. There is a full charging policy which may be seen upon request. We do charge for additional music tuition.

Enquiries, Communications and Concerns

Your child's Form Tutor is best placed for most day to day communication. This can be done through a letter, telephone call or email to the school.

However, should a more urgent or serious matter arise, the first point of contact would be your child's Key Stage Leader. The earlier that a parent can make contact, the sooner and more effectively we can support your son or daughter and resolve the matter for you.

The Tutor or Key Stage Leader will



co-ordinate action in school, and will give you a timescale for the response. In the unlikely event that the matter remains unresolved, parents should contact the Headteacher or a member of the Senior Leadership Team.

Further details, including the formal complaints procedure, can be found on the school website, or by contacting the Headteacher's PA at the school.

Drills for personal safety

Drills for personal safety and fire alarms are conducted on a regular basis.

Lunchtimes

Students may not leave the school at lunchtimes, but instead we hope they will be involved in one of the many activities which are available. Any student who lives close enough to go home for lunch will require written authorisation from parents.

Supervision of students at lunchtime will be provided.

School Meals

Cooked meals and salads are available at lunchtime from the dining area. Snacks are available at morning break. We provide nutritious food and 'good' drinks and encourage students to make healthy choices.

For parents who wish to prepare a packed lunch for their sons/daughters, supervised dining facilities will be provided.

We encourage the drinking of water and we do not provide fizzy drinks or drinks high in sugar.



Illness and Accidents

The school possesses a small medical room at the front of the school which is able to confidently deal with low level injuries, but we do not have a school nurse on site. We do ask that students are not sent to school when they are obviously unwell.

Should a student feel unwell during the day they **must** go to the main school reception who will contact parents. Students **must not** bypass reception and contact parents directly, otherwise the school is unaware of the problem and cannot exercise its duty of care.

In the event of either illness or accident during the day the school will contact parents at the address and/or telephone number given in the Pupil Information and Record booklet which is issued to new students prior to coming to Hanley Castle.

Mobile Phones

Hanley Castle has a clear and strict policy on the use of mobile phones and other internet enabled devices in school. Students have never been allowed to use their mobile phones for personal use in lessons. We have now extended this policy to include the whole of the school day, including lesson changeovers, break time and lunch time.



This policy is in line with other Worcestershire schools and is a response to rapid advances in technology, the increased prevalence of online or cyber-bullying, and other inappropriate uses.

We do not encourage students to bring mobile phones or other expensive devices into school. However, if students have a phone in their possession it should be switched off and stored in their school bag. Urgent messages can be relayed via the Key Stage Offices although we do ask parents to avoid this unless it is a genuine emergency.

Lettings

All facilities at the school can be hired subject to approval. Please telephone or write to the school for details.

Community Links

Links with local industry are developing rapidly through several initiatives, and Work Experience for a period of one week for all students at the end of Y10 and two weeks at the end of Y12 is now a well-established feature of the school curriculum. We enjoy regular visits from the Police, as well as many other visitors and outside speakers too numerous to mention here.

To help students find suitable work experience and on-going work placements, we make use of the Worcestershire Skills Central portal where local businesses advertise quality work experience and apprenticeship opportunities.

Transport Arrangements

All students who live over three miles from school and within the catchment area are entitled to free transport from the Local

Authority. A bus pass will be provided on completion of the relevant form, which is available from the school. Consideration will be given to other students to travel on the buses under the Vacant Seats Scheme.

Application is made in the same way and a termly payment has to be made to the Local Authority. There are public service buses from/to Malvern and Worcester – details on request and posted on the school website.

Students may ride a bicycle to school, but we ask that it is securely locked when here as we cannot accept responsibility for theft. We also require a cycle helmet to be worn.

School Governors

In April 2017 Hanley Castle High School's articles of association as an academy were amended to form the Hanley and Upton Educational Trust, a multi-academy trust (MAT). This formalised existing close links with Hanley Swan, Kempsey and Welland primary schools.

The MAT is overseen by a board of trustees, who delegate powers to the local governing body (LGB) of Hanley Castle High School.

The Chair of the MAT is Mr Jeff Robinson, who can be contacted through Hanley Castle High School.

The Local Governing Body comprises the following members (correct as at September 2020):

Parent Governors

Mr Tim Sinden (Vice Chair)

Prof Nick Wheeler



Staff Governors

Mr John Ellis

Mrs Jacqui Burrows

Headteacher

Mrs Lindsey Cooke

Appointed Governors

Mr David Baker

Mrs Kate Taylor (Chair)

email: chair@hanleycastlehs.org.uk

Ms Beulah Pope (HCHS Foundation Representative)

Mr John Prior

Mr Peter Saunders

Associate Members

Mrs Sarah Anderson-Kirby, Deputy Headteacher (Student Support and Designated Safeguarding Lead)

Mr Rob Johnston, Deputy Head

Mrs Elaine Wilkins, Business and Finance Director

Secretary

Mrs Michelle Snape

email: gbsecretary@hanleycastlehs.org.uk

The Hanley and Upton Educational Trust

The HUET is a charitable company responsible for the running of the member schools. Its role is strategic and it delegates management of the schools to the Local Governing Bodies and their Senior Leadership Teams.

HUET Members

Mr Jeff Robinson (Chair) email: chair@huet.org.uk

Rev Barry Unwin (Diocesan representative)

Mrs Marian Walters, MBE (Independent)

Dr David Webster (Independent).

HUET Trustees

Sue Fitzjohn (Diocesan representative)

Sue Adeney (Diocesan Appointee)

Kate Taylor (Safeguarding and SEND)

Steven Price (Vice Chair and School Improvement/Data)

James Speller (Business and Industry)

Sir Nicolas Lechmere (Local Business)

Naomi Skellum (Responsible Officer).

Hanley Castle High School Foundation

The Foundation is the owner of the School land and buildings. Further details may be found by entering "Hanley Castle High School" at <http://www.charitycommission.gov.uk/find-charities/>

Trustees

Mrs Barbara Hinton (Chair)

Sir Nick Lechmere

Ms Beulah Pope

Miss Sue Roberts

Mr Jeff Robinson (HCHS Academy Trust representative).

The 'Friends' PTA of Hanley Castle High School

Our parent association was established in 1967 as 'The Friends of HCHS' and after reforming in 2009 has been influential in supporting the work of students and staff across the school. The role of the group is



not only to raise funds that can be spent on projects across the school but to advise the senior staff on school development issues, contributing a parent voice on matters such as homework, the school website and school uniform changes.

Fundraising has centred on supporting students and social events which offer parents a chance to get together and establish less formal contact between staff and themselves.

All parents of children in school are automatically members and are very welcome at our meetings. Please do consider joining us. Follow us on Facebook or contact our Chairman, via the school.

Partnership with Parents

Hanley Castle values highly the warm and supportive relationships it routinely develops with parents and carers. Our shared aim is wishing for the very best for every individual child. Working in close partnership is by far the best way in which to achieve this goal. We hope that you will always feel welcome in the school; never think twice about contacting us over any concern or to celebrate with us the successes of your children.

Old Hancastrians' Association

This Association exists for former students of the school who still want to keep in touch with each other. As an historic school, we still have former students from the 1940's who want to indulge their nostalgia!

The Association Secretary is always pleased to supply further information and can be contacted through the school or via a link from the school website.

On the first Saturday in July there is a social

gathering and the Annual General Meeting, which usually has an attendance of around fifty.

The Headteacher is President of the Association.

PLEASE NOTE

The policy of the school is one of continuous improvement. The information in this prospectus is correct at the time of going to press, but the school is inevitably affected by decisions at local and national level. Consequently, the Prospectus may be updated with additional sheets between now and the end of the school year in July.



School Terms and Holiday

2021/22

Autumn Term 2021

TED x 2 (Teacher Training)	Thursday, 2nd and Friday 3rd September 2021
Term commences	Monday, 6th September 2021 (Y7 and Y12 only) Tuesday, 7th September 2021 (Y8,9,10,11,13)
TED x 1 (Teacher Training)	Friday, 22nd October 2021
Half term holiday	Monday, 25th October – Friday, 29th October 2021
Planned closure	Monday, 22nd November 2021
Term ends	Friday, 17th December 2021

Spring Term 2022

TED x 1 (Teacher Training)	Tuesday, 4th January 2022
Term commences	Wednesday, 5th January 2022
TED x 1 (Teacher Training)	Friday, 18th February 2022
Half term holiday	Monday, 21st – Friday, 25th February 2022
Term ends	Friday, 8th April 2022

Summer Term 2022

Term commences	Monday, 25th April 2022
Bank Holiday	Monday, 2nd May 2022
Half term holiday	Monday, 30th May – Friday, 3rd June 2022
Term ends	Friday, 22nd July 2022



Examination results - 2020 headlines

Despite the challenges of a disrupted year, 2020 saw a large proportion of Hanley Castle students once again achieving outstanding individual results at both GCSE and A level.

Year 13

Our Year 13 cohort performed spectacularly well, with almost 10% of grades awarded at A* and 27% of grades at A* or A. This ensured that the vast majority of our students secured their places at Cambridge, Russell Group and other top universities.

There were a number of star performers, with JE, WG, DH and EL leading the way.

JE was a stand-out performer with A* grades in mathematics, further mathematics, physics and his extended project, and an A grade in chemistry. JE will now take up his place at Warwick University to study computer science.

WG was delighted with his A* grades in economics, history, mathematics and his extended project. He is now off to Cambridge with another of the school's star performers, DH. DH gained A* grades in English literature, geography, history and her extended project. DH will now complete a summer Latin course before taking up her place at Corpus Christi to read Classics.

EL is also celebrating an exceptional set of results. EL gained an A* in economics and French and an A grade in mathematics. He is off to Exeter where he will be studying economics.

Year 11

A particularly able and hard-working Year 11 cohort proved their quality by matching Hanley Castle's record results of 2019. The Class of 2020 gained well-deserved success, with 27% of GCSEs awarded at the top grades 7, 8 and 9.

In total, 80% of students achieved good passes in both English and mathematics, while 43% of students achieved the English Baccalaureate – almost twice the national average.

There were some remarkable individual performances with a multitude of both boys and girls achieving top grades across all subjects. OC led the way, sweeping the board with a grade 9 in each of his ten GCSEs.

Hot on OC's heels were a number of students with very impressive grades. They include RV with eight grade 9s and two grade 8s, JT with six grade 9s, three grade 8s and a grade 7, WE with five grade 9s, two grade 8s and three grade 7s, CD with four grade 9s, four grade 8s and a grade 7 and RP with four grade 9s, two grade 8s and three grade 7s.

Of course, we are proud of every student and every grade, particularly in the light of the way in which the academic year of 2019-20 ended, and will be welcoming our most talented Year 12 group ever to our sixth form in September.





“Pupils are keen to learn and behave well in lessons and around the school. They are polite, respectful and welcoming to visitors. They work well together, support each other and are proud of their school.”

Ofsted 2017



Celebrating the success of our outstanding students

Due to this year's exceptional circumstances we were forced to change the format of our annual Celebration of Achievement. I was devastated that we were not able to recognise and celebrate the achievements of our students in the normal way, but I am full of pride in their accomplishments in the face of unprecedented challenges. This applies, in particular, to our wonderful Year 13 and Year 11 exam candidates, whose magnificent A level and GCSE results are a credit to their sustained hard work, determination and fortitude.

Unfortunately, these students were denied the opportunity to prove themselves in the usual way. However, they should not feel anything but a sense of great achievement. This year's grade awarding process was designed to produce results that offer an equal standard of achievement when compared with previous cohorts, and students should be proud of every one of their GCSE and A level grades – evidence of success not on a single day, but of consistently hard work over many years.

Normally, our Celebration of Achievement evening allows us to welcome back many of our Year 13 leavers just before they head off to universities across the country. This year Hanley Castle students will be taking up their places at universities from Oxford, Cambridge, Bath and Exeter in the south to Nottingham, Manchester and Durham in the north, while others will be commencing apprenticeships with a number of nationally renowned employers. We will, of course, miss them all very much. I would like to take

this final opportunity to thank them publicly for their dedication to their studies, their charitable works and their willingness to contribute to the world beyond school.

Celebration of Achievement is also an important opportunity to give a special mention to recipients of some of Hanley Castle's most important awards.

Firstly, I would like to thank our outgoing head girl, DT and head boy, SC, who receive the Alan Johnston Awards for their service to our school. It has been my very great privilege to work with DT and SC, leading assemblies, meeting with dignitaries and shaping the strategic direction of the school.

Secondly, I would like to pay tribute to the recipient of the Ron Hutchinson Cup for Endeavour, SP. SP is one of the most optimistic and positive students our school has ever seen. Following a life changing accident in November, we feared that SP might miss the whole year and be forced to repeat Year 13. However, SP's response to an incredibly difficult situation was truly wonderful. Undaunted, she made the brave decision to return to school in January, where she continued to shine academically, as well as in her position as a role model to other students. SP's teachers are convinced that she is capable of changing the world – and we wish her well in her endeavours to do so!

Our sadness at saying farewell to our Year 13 students is tempered by the knowledge that they are set to go on to even greater things as they share their gifts, their talents and their values with the wider world.



And the same is true for our younger students. For every student, from our new Year 8 to our new Year 13, the annual Celebration of Achievement is not about endings, but beginnings, and we have absolute confidence that their achievements so far will be eclipsed by even greater success in the future.

Just as this March saw an unsatisfactory end to the in-school studying of our Year 13 cohort, so lessons for our Year 11 students came to a premature end. This was extremely disappointing for the school as Year 11 were a year group which shone brightly from the moment they entered our school five years ago.

Fortunately, the majority of our Year 11 students are returning to continue their studies in our sixth form, and we are looking forward to great things from young people who have great talent, combined with a wonderful work ethic.

The highlight of our annual Celebration of Achievement is normally the presentation of Hanley Castle's most prestigious award, the Lechmere Medal.

This gold medal is awarded each year to a student who has made a special contribution to the life of the school. At Hanley Castle we like to recognise outstanding academic achievement, and service to the school community, and the wider achievements of our best students.

This year it has again been a particular challenge to select the winner from so many worthy nominations.

In 2020, the Lechmere Medal is awarded to EM. EM is a student who has conducted herself in a manner that is so exemplary that I am able to list just a few of her achievements:

- She has an 'epic' work rate, and has gained significant academic success, both at GCSE and at A level
- She has a genuine passion for maths and technology – and the ability to enthuse others, particularly through her work as chair of the STEM committee
- She was a key member of our cyber-security team which gained success in a national competition and was interviewed by John Humphries on the Radio 4 Today programme
- Her commitment to encouraging girls into STEM subjects and careers has had a lasting impact
- She worked tirelessly to ensure that the Year 8 Science Fair was a huge success
- She organises both students and staff with the same tact and grace
- She copes incredibly well with stress, but also recognises anxiety in others, providing sensitive and warm support
- She has been a buddy to new students
- She has worked incredibly hard for charity, and is consistently selfless and kind, always putting the needs of others before her own

EM is self-motivated, dedicated, delightful and modest – an inspirational figure to both staff and students alike.

Hanley Castle is proud of all of our brilliant young people. We hope very much that the future will be brighter than the present, and that it will bring all of them health, success and happiness.





Lechmere Medal winner EM with Hanley Castle's headteacher, Lindsey Cooke.



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