



Harwich and Dovercourt
High School

Prospectus

2016 - 2017



A member of NEEEP an Academy Trust
Hall Lane
Dovercourt
Harwich
Essex
CO12 3TG

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Chair of Governors: Mrs J Little

Headteacher: Mr R Garrett

ADMISSION OF PUPILS

Pupils will be admitted at the age of 11, without reference to ability or aptitude.

The number of intended admissions at age 11 for the year commencing 1st September 2016 will be 260. Pupils whose Statement or Educational Health and Care Plan (EHCP) names the school will be admitted.

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit:

1. Children who are looked after (Children in Care).
2. Where the child has a sibling attending the School at the time of admission to the school.
3. Where there are medical grounds (supported by a medical certificate) for admitting a child
4. The proximity of the child's home to the School, measured by straight-line distance, with those living nearer being accorded the higher priority.

A waiting list will be maintained until the end of the Autumn term if the school is oversubscribed.

For mid-year applications, a mid-year application form needs to be completed and returned directly to School Planning and Admissions, who will apply to the schools you list, including Harwich and Dovercourt High School, on your behalf. A copy of the application form is available from our school, or can be requested from:

School Planning and Admissions,
Essex County Council,
P.O. Box 4261, Chelmsford CM1 1GS,

Tel: 0845 603 2200.

Email: admissions@essex.gov.uk

Alternatively, a form can be downloaded from School Planning and Admissions website:

www.essex.gov.uk/admissions.

Full details of the mid-year application process are provided in the mid-year application form's accompanying booklet.

ADMISSIONS TO SIXTH FORM

Details about entry requirements for Sixth Form courses are available from the school.

THE SCHOOL YEAR 2016/2017 (Provisional Dates)

	BEGINS	ENDS
AUTUMN TERM	Thurs 1st September 2016	Wed 21 st December 2016
HALF TERM	Mon 24 th October 2016	Fri 28 th October 2016
SPRING TERM	Thurs 5 th January 2017	Fri 31 st March 2017
HALF TERM	Mon 13 th February 2017	Fri 17 th February 2017
SUMMER TERM	Tues 18 th April 2017	Fri 21 st July 2017
HALF TERM	Mon 29 th May 2017	Fri 2 nd June 2017

Bank Holidays: Friday, 14th April 2017; Monday, 17th April 2017; Monday, 1st May 2017

Confirmation of dates including training days will be sent to parents July 2016

THE SCHOOL DAY

	Monday - Friday
Tutor	8.35
Lesson 1	9.00
Lesson 2	9.50
Break	10.40
Lesson 3	11.00
Lesson 4	11.50
Lunch	12.40
Lesson 5	13.20
Lesson 6	14.10

Students are expected to leave the premises by 3.15pm unless they are remaining for organised activity or are requested to stay by a member of staff.

PASTORAL ORGANISATION

On entering the School, Year 7 students will be divided into four Learning Communities and placed in tutor groups where they will stay for the remainder of their time in compulsory education. Initially students are taught in mixed ability groups, then later in Year 7, they are grouped by ability in Maths, Science and IT following teacher assessments and Cognitive Ability Tests. Communities are made up of students from Years 7-11 and the mixed age groups meet together for assemblies, meetings, events and activities. This system is designed to create a sense of belonging; to encourage students to be more aware of the needs of others and to recognise that we are all part of a wider community than just our immediate friends.

Mr Kidd, Deputy Headteacher, is responsible for ensuring a smooth transition for Year 6 students to Harwich and Dovercourt High School. Mr Kidd works closely with primary school teachers, Year 7 tutors and Heads of Learning Community in organising tutor groups and the Induction Programme for Year 7 students.

Each student is in the care of a Head of Learning Community who, working in co-operation with the Form Tutor, is responsible for:

- a) Behaviour
- b) Attendance
- c) Achievement
- d) Assemblies, Extra-curricular activities and Mentoring
- e) Standards (e.g. uniform, monitoring of Personal Organisers)

To support Heads of Learning Community in their role there are Community Student Support Assistants; Academic Mentors and Community Administration Assistants. The Heads of Learning Community can be contacted via the Community Administration Assistants in Student Services. Contact information is outlined below.

The four Learning Communities are named after European castles and palaces. The Learning Communities and their leaders, Learning Mentors and Community Administration Assistants are:

Alhambra Community

Head of Community	Mr G Lewis
Community Student Support Assistants	Mrs A Beynon
Community Administration Assistant	Mrs D Locke
Extension number	254
Email address	alhambra@hdhs.org.uk

Heidelberg Community

Head of Community	Mrs M Honeyman
Community Student Support Assistants	Mrs J Maasz
Community Administration Assistant	Mrs M Tiniakou
Extension number	290
Email address	heidelberg@hdhs.org.uk

Versailles Community

Head of Community	Mrs G Bradshaw
Community Student Support Assistants	Mrs A Gibbons
Community Administration Assistant	Mrs S Wotton
Extension number	255
Email address	versailles@hdhs.org.uk

Windsor Community

Head of Community	Mr P Day
Community Student Support Assistants	Mrs T Seaman
Community Administration Assistant	Mrs A Wells
Extension number	253
Email address	windsor@hdhs.org.uk

The Student Services Centre is the hub of student life at the School. Located near the entrance to the school it is an important point of contact for both students and parents. If parents wish to make an appointment to see a member of staff, this can be done via the Student Services Centre.

YEARS 12 AND 13 (Sixth Form)

The Sixth Form, led by Mrs P Parks is based in the Grange (Sixth Form Centre). It is hoped that the students will be very much a part of the School as a whole and involve themselves in all its activities.

CHILD PROTECTION

The School follows the guidelines for Child Protection as set out by Essex County Council. There are six designated senior staff responsible for its implementation. A copy of the policy is available upon request.

ATTENDANCE

The School is committed to achieving high levels of attendance. It is expected that students will have 100% attendance. Registration takes place using electronic registration.

If your son/daughter is absent from School for any reason, please contact the School before 9.30am. The absence answering machine is checked daily between 9am and 9.30am. The School telephones home if a student is absent and there is no known reason.

HOLIDAYS DURING TERM TIME

The school follows County Policy in only authorising holidays during term time in exceptional circumstances. If parents wish to take a child out of School for a holiday during term time, they should contact the Data and Exams Office for an application form. The form should be filled in and returned to the Data and Exams Office.

LATE ARRIVAL TO SCHOOL

Students arriving late to School in the morning for tutor period must sign in at the Student Services Centre. Students who are late for Period 5 must go straight to lessons. They will be marked late in their lesson.

Where students arrive late without reasonable explanation (e.g. medical appointment), a detention will be issued.

ILLNESS

If a student is feeling unwell they must inform their Subject Teacher, Form Tutor or Head of Learning Community who will arrange for the staff in the Student Services Centre to contact home. For this reason it is important that parents complete admission forms with emergency contact telephone numbers.

LEAVING THE SCHOOL PREMISES

Permission to leave school (for hospital, dental appointments, etc.) should be obtained from the Head of Learning Community. Students must then report to the Student Services Centre to sign out. On returning to school, after an appointment, students should sign in at the Student Services Centre.

SCHOOL DRESS

All students are expected to wear the School uniform. Parental co-operation is essential if we are to achieve an acceptable standard of appearance. School dress helps to establish a sense of identity and saves students and parents from being caught up in the expense of the "extravagances of fashion". All clothing must be clearly marked – preferably in indelible ink or name labels.

UNIFORM

- Blazer:** Blazer, with blue trim, with the logo on the pocket.
- Jumper:** Black, with blue trim on collar.
- Tie:** Each Learning Community has their own tie (Head Students, Student Leaders and Prefects have ties different to the standard tie to indicate their position).
- Skirts:** Skirts should be black and smart and must be no more than 3 inches above or below the knee and should not be made of Lycra stretchy material as these ride up.
- Trousers:** Trousers should be black, full length, tailored, smart trousers. They should **not** be fashion trousers which would include skinny fit / drainpipe, jodhpurs, jeans/denim, leggings, 'jeggings', cropped or tight to the ankle or tightly fitted jean type trousers, jogging bottoms, or harem pants.
- Shirts:** Shirts/blouses should be plain white that can be tucked into trousers or skirts with no "fashion" elements. They must have a regular collar for the tie which must be fastened properly at the neck. Polo shirts are not acceptable.
- Shoes:** School shoes should be smart, plain, low heeled and black. No fashion or canvas shoes allowed. No trainers. No boots to be worn with skirts.
- Socks:** Socks should be plain black and worn below the knee. Plain black or flesh coloured tights are allowed.
- Outdoor Wear:** Dark in colour sensible weatherproof outdoor coat. No "hoodies", sweatshirts or leather jackets.

RELIGIOUS DRESS

Harwich and Dovercourt High School draws students from a wide variety of religious, cultural and ethnic groups. We are proud of this diversity and strongly promote a policy of equal respect and tolerance. There is no distinction in uniform policy between these different groups to encourage equality and harmony between students.

Religious face coverings are not permitted, however religious head coverings are allowed provided that they are black in colour, to fit in with the other items of school uniform. No other items of religious dress are permitted.

JEWELLERY, HAIR AND COSMETICS

We want all of our students to look and feel like professional students. Small stud earrings (two pairs) and a signet/plain ring are allowed but large rings, hoop earrings, and facial jewellery are not. One bracelet/bangle or wrist band may be worn. Nail varnish should be clear or pale pink only. Make-up and hair styles/colours should all be understated and subtle. Plain hair bands are allowed and there is a hair colour swatch available in Student Services. If in doubt please ask first. Your Head of Learning community has the final word.

GAMES AND P.E. KIT STANDARD REQUIREMENTS

Harwich and Dovercourt High School supplies the following unless otherwise indicated.

Compulsory

- White polo shirt with school logo and piping
- Black shorts
- Blue long socks
- Blue/Black reversible long sleeved games top (compulsory for boys)
- Trainers or Plimsolls. We recommend trainers as plimsolls will get very wet in the winter. *(Not stocked at school)*
- Swimming Costume. *(Not stocked at school)*
- Shin Pads. *(Not stocked at school)*

Optional

- Akoa black base layer jersey
- Girls may also wear the blue/black reversible long sleeved games top for outdoor conditions for extra warmth
- Football boots. *(Not stocked at school)*
- Track Suits. Black/blue/grey colour preferred. *(Not stocked at school)*
- Gum shields are strongly recommended for Hockey *(see PE department)*

All items of games kit must be clearly marked with the student's name.

THE CURRICULUM

The School operates a one week timetable with the following allocation of lessons (50 minutes).

Key Stage 3 (Years 7-9)

	Year 7	Year 8	Year 9
Maths	5	5	5
Science	4	4	4
English	5	5	5
MFL	4	4	3
Technology	3	3	3
Humanities	4	4	4
Art	1	1	1
Performing arts	2	2	2
ICT	0	1	1
PE	2	2	2

Key Stage 4 (Years 10-11)

Compulsory Subjects	Year 10	Year 11
English	5	5
Maths	5	5
Science	6	6
PE	2	2

In years 10 and 11, in addition to the compulsory subjects identified above, students study four option subjects. Each option subject is allocated three lessons per week. For those students following the hair course this counts as two of their option choices. Where appropriate students are encouraged to follow the suite of EBACC subjects.

Subjects in the Option Choices include:

- Art
- Catering
- Business
- Child Development
- Design Technology
- French
- German
- Geography
- Hairdressing
- Health & Social Care
- History
- Humanities
- Information Technology
- Drama
- Music
- Psychology
- Resistant Materials
- Sport
- Computer Science
- Triple Science
- Religion and Ethics

PSHEE and Citizenship will be delivered through drop down days

KS5 CURRICULUM

We offer a range of courses in the Sixth Form, aimed at students of all abilities.

A one-year course in Level 2 NVQ Hair is offered as a progression from the KS4 course. We also offer two one-year courses; Preparing for an Apprenticeship and our Bridging Course which is aimed at students just falling short of Level 3. The Bridging Course involves Work Experience, Maths and English, Employability Skills and students are also expected to study 1 x AS Level equivalent subject.

Two year courses in 'A' Levels or BTEC Level 3:

- **History**
- **English**
- **Art**
- **Geography**
- **World Development**
- **RE**
- **Psychology**
- **Human Biology**
- **Mathematics**
- **BTEC Business**
- **BTEC ICT**
- **BTEC Health & Social Care (Double Award)**
- **BTEC Sport (Double Award)**
- **BTEC Media**
- **BTEC Media (Double Award)**
- **BTEC Design**
- **BTEC Applied Science**

In addition to these subjects students in the Sixth Form have an opportunity to study further qualifications that are relevant to their individual study programmes.

We encourage all students in the 6th Form to involve themselves in a range of Enrichment Activities. These could include sport, developing life and employability skills and helping in the main school and community. In addition students have access to careers, advice and guidance opportunities, which can include progression interviews, university visits and attending careers conferences as examples.

EXTRA-CURRICULAR ACTIVITIES

Over the past academic year there have been over 100 trips and visits that have taken place. In addition to this there have been sporting fixtures and a wide range of after-school clubs, activities and lessons. Full details are sent to parents at the start of the academic year. Trips and visits have included curriculum visits, theatre trips, conferences, recreational activities, visits abroad, residential visits, geography field trips, family learning visits and a gifted and talented residential.

LEARNING SUPPORT

We recognise that all students have educational needs. Effective school systems and individualised classroom learning, together with quality-first teaching meet the majority of these. Any barriers to learning that cannot be overcome in this way will be assessed and addressed by the SENCO – Special Educational Needs Co-ordinator, in conjunction with the student, parents and subject teachers.

Support is provided for any student who has significantly greater difficulty in learning than the majority of students the same age or if the student has a disability which hinders him/her from making use of facilities within the school.

Special educational needs fall into one or more of four areas, each of which must be supported appropriately:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and / or physical.

To do this we draw on a range of provision including: in-class support, specialist teaching individually or in small groups, our reading programmes, and support from outside agency personnel. Provision is co-ordinated through the record of SEN, monitoring and regular reviews and further details can be found on our website: <http://www.hdhs.org.uk/parents/special-educational-needs/> or by contacting the school.

We have teaching assistants who lead on individual areas of support, which may involve groups of students or individuals being withdrawn from the classroom for short periods to do specific work.

The majority of teaching assistants are based in departments providing subject specialist support to students with special educational needs.

We have a learning support unit which works with students outside the classroom, either to help with integration or re-integration after illness, or to provide intensive support to modify behaviour and therefore improve student progress.

We also have four full-time Community Student Support Services to work with students and families to help remove barriers to learning.

Admission procedures are the same for all students. In addition students with special educational needs have opportunities to visit the school prior to admission. Arrangements can be made for consultation between parents and the Inclusion Team. Documentation relating to special educational needs is transferred separately to the school.

Faculties/Departments will ensure that their Schemes of Work, teaching approaches and resources meet the needs of the whole ability range.

The progress of all students is carefully tracked and monitored.

DISABILITY PROVISION

The Disability Discrimination Act 2004 states that access to most areas of public buildings/schools must be given to people with disabilities.

Work undertaken around the School site includes:

- Installation of ramps to allow wheelchair access
- Installation of stair lifts where appropriate
- Alterations to stairs where they are too steep
- Installation of new disabled parking bays
- Installation of disabled toilets and showers to various blocks around the School site and the Sports Centre

The school is capable of admitting students with any physical disability. This means that all students can access a full curriculum.

THE HEALTHY SCHOOL VISION

We want all our students to be healthy and achieve at school and in life. We believe that by providing opportunities at school for enhancing emotional and physical health, we will improve long term health, reduce health inequalities, increase social inclusion and raise achievement for all.

THE HEALTHY SCHOOL AIMS

To deliver real benefits for children and young people, specifically:

- To support children and young people in developing healthy behaviours
- To help raise the achievement of children and young people
- To help reduce health inequalities

Harwich and Dovercourt High School first achieved Healthy School Status in July 2008, this was revalidated in 2011 and as a school were awarded the enhanced Healthy Schools Status in 2013. We continue to promote the importance of leading a healthy lifestyle and maintain the aims of a Healthy School while meeting the needs of our students.

EXAMINATION POLICY AND RESULTS

All students who follow an examination course; have the required level of attendance and have produced adequate coursework will be entered to take the examination at the end of that course.

In the comparative national examination data, Harwich and Dovercourt High School showed the following results:

Examination Results for Summer 2014/15

Pupils aged 15: 183

% of G.C.S.E. passes A* - C: 50.2%

% of G.C.S.E. passes A* - C Including English & Maths: 42%

Pupils aged 17: 30

% A Level/BTEC: 100%

KEY STAGE 4 RESULTS – 2014/15

2015 GCSE RESULTS (Provisional)									
SUBJECT	A*	A	B	C	D	E	F	G	U
English Lang (iGCSE)	4	39	63	50	14	3	1	0	1
English Lang	0	0	0	1	16	5	3	1	0
English Lit	3	18	59	60	30	11	11	5	4
Maths	7	6	44	68	31	9	14	8	13
Further Maths	4	2	0	0	0	0	0	0	0
Biology	0	8	16	9	1	0	0	0	0
Chemistry	0	2	12	18	2	0	0	0	0
Physics	1	8	17	8	0	0	0	0	0
Additional Science	0	3	12	40	51	18	18	11	5
Core Science	0	2	19	64	41	18	16	6	2
Art	2	8	17	36	6	0	0	0	0
Art Textiles	0	1	1	8	3	0	0	0	0
Child Dev	0	3	2	2	1	6	0	0	0
Catering	0	1	1	4	4	1	0	0	0
Drama	0	1	2	1	0	0	0	0	0
French	0	0	4	8	11	7	0	0	0
German	0	1	3	8	13	5	3	0	0
Geography	6	19	26	34	16	7	4	1	1
History	4	12	15	20	12	12	4	2	1
Hospitality	0	0	1	3	0	0	0	0	0
Music	1	0	0	0	0	0	0	0	0
R.E	4	14	25	42	39	26	12	6	0
Resistant Materials	0	1	10	6	3	4	3	0	2
Spanish	0	0	1	0	0	0	0	0	0
Portuguese	1	0	0	0	0	0	0	0	0
BTEC Business (Ex Cert)	14	3	12	14	0	0	0	0	1
BTEC Dance (Ex Cert)	1	2	1	0	0	0	0	0	0
BTEC Dance (Dip)	1	0	1	0	0	0	0	0	0
BTEC Graphics (Ex Cert)	2	0	5	5	0	0	0	0	0
BTEC Hlth & S/Care (Ex Cert)	5	4	4	7	0	0	0	0	0
SUBJECT	A*	A	B	C	D	E	F	G	U
BTEC Hlth & S/Care (Cert)	0	0	1	3	0	0	0	0	0
BTEC ICT Practitioners (Dip)	4	0	1	2	0	0	0	0	0
BTEC ICT Practitioners (Ex Cert)	16	7	21	65	0	0	0	0	0
BTEC ICT Practitioners (Cert)	0	0	0	1	0	0	0	0	0
BTEC Music (Ex Cert)	2	1	2	3	0	0	0	0	0
BTEC Perf Arts (Ex Cert)	4	1	4	3	0	0	0	0	0
BTEC Sport (Ex Cert)	4	5	14	35	0	0	0	0	0
BTEC Sport (Cert)	0	0	0	1	0	0	0	0	0

Provisional

	2015	2014	2013	2012	2011	2010	2009	2008
5 A*-C	50%	65%	86%	78%	84%	69%	54%	43%
5 A*-C inc English & Maths	42%	56%	59%	57%	48%	41%	36%	30%
3 levels progress – English	68%	87%	77%	75%	79%	78%	-	-
3 levels progress – Maths	52%	63%	61%	64%	54%	39%	-	-

KEY STAGE 5 (SIXTH FORM) RESULTS – 2013/14

Year 13 A Level Results 2014						
Subject	A*	A	B	C	D	E
Art	0	0	1	2	6	3
English Lang & Lit	0	0	1	6	3	1
Gen Studies	0	0	2	1	2	4
Geography	0	0	0	0	1	1
History	0	0	0	3	2	1
Religious Studies	0	0	0	4	1	2
World Development	0	0	3	1	3	0

Year 13 BTEC Level 3 Results 2014							
Subject	D*	D	M	P			
Applied Science	1	1	0	0			
Design	2	2	1	0			
Business	1	0	1	1			
Health	0	0	1	0			
IT	2	1	3	2			
Media	6	1	5	2			
Music	1	2	1	0			
Subject	D*D*	DD*	DD	DM	MM	MP	PP
Health (Dip)	1	0	0	0	0	0	0
Sport (Dip)	0	0	3	0	2	1	2

	Sixth Form Performance Factors						
Total Sixth Form Results	2015	2014	2013	2012	2011	2010	2009
Ave Point Score Per Entry	197	207	192.1	175.6	174.9	162.0	188.3