



CHELMER VALLEY HIGH SCHOOL



Engineering

A Specialist Engineering and Leadership Academy

Headteacher: Claire Goodchild

Chair of Governors: Neil Barnes



PROSPECTUS ACADEMIC YEAR 2023 – 2024



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Website:
www.chelmervalleyhighschool.co.uk

Our Vision and Values

Always the best we can be

Our aims are very straightforward, we are determined that each individual student will have the opportunity to achieve their personal best in all that they do. Our entire community has considered and contributed to our vision and values. These are represented below.



Chelmer Valley High School



Always the best we can be

General Information

Dates of school terms for 2023/2024 (to be confirmed):

Term:	From:	To:
Autumn	Monday 4 th September 2023	Wednesday 20 th December 2023
Spring	Thursday 4 th January 2024	Thursday 28 th March 2024
Summer	Monday 15 th April 2024	Tuesday 23 rd July 2024

Dates of half-term holidays for 2023/2024:

Term:	From:	To:
Autumn	Monday 23 rd October 2023	Friday 27 th October 2023
Spring	Monday 19 th February 2024	Friday 23 rd February 2024
Summer	Monday 27 th May 2024	Friday 31 st May 2024

All dates are inclusive.

Students are not required to attend school on five staff training days.

The School Day

Two Week timetable

8.30 am	Arrival
8.35 – 9.00 am	Assembly/registration
9.00 – 11.00 am	Lessons 1 and 2
11.00 – 11.20 am	Break
11.20 – 1.20 pm	Lesson 3 and 4
1.20 – 2.00 pm	Lunch break
2.00 – 3.00 pm	Lesson 5

Wednesday Week B

8.30 am	Arrival
8.35 - 9.25 am	Personal Development
9.25 – 10.20 am	Lesson 1
10.20 – 11.15 am	Lesson 2
11.15 – 11.35 am	Break
11.35 – 12.30 pm	Lesson 3
12.30 – 1.25 pm	Lesson 4
1.25 – 2.05 pm	Lunch
2.05 – 3.00pm	Lesson 5

Information about admissions

Approved admissions number: 196 Number on roll September 2021: 1161

In September 2021, 201 students from 25 appointed Primary Schools entered the school. A total of 639 applications for 196 places were made to the school.

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order given, to determine which children to admit:



- In accordance with School Admissions Code 2021 priority will be given to looked after children and all previously looked after children, including those who appear to have been in state care outside of England and ceased to be so because they were adopted or became subject to a child arrangement order or special guardianship order. A looked after child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (as defined in Section 22 (1) of the Children's Act 1989) at the time of making an application to the school.
- Where the child has a sibling currently attending the school at the time of admission. A sibling is defined as a child living in the same family unit. This includes biological as well as step brothers and sisters and children of partners living at the same address.
- Where a child attends one of the following primary schools that have a relationship with Chelmer Valley High School as part of the River Chelmer Partnership: Boreham Primary, Broomfield Primary, Ford End C of E County Primary, Great Leighs County Primary, Great Waltham C of E County Primary, Little Waltham C of E Primary, Newlands Spring Primary, Parkwood Academy, St Pius X Catholic Primary.
- Applicants living within the priority admissions area.
- Remaining Applicants

In the event of oversubscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given higher priority. For an explanation of how distance is measured, please see the Secondary Education in Essex booklet.

A waiting list is kept for all year groups. Children on the waiting list will be ranked in the same order as the published oversubscription criteria. The waiting lists are maintained for the full academic year.



Sixth Form

Students will be admitted into the Sixth Form (Year 12/13) at age 16 where the school agrees it is able to offer and resource a programme of study from which the student will benefit. Offers of places will be made based upon the range of courses previously pursued and the grades achieved. Applicants for the Sixth Form should have a minimum 38 points achieved across their best 8 GCSE grades, including English and Maths at a grade 4. However, there may be an expectation of further Maths and English study if a grade 5 is not achieved. They will also need, as a general rule, at least a grade 5/6 in the subjects they wish to study. Entry requirements for individual courses can be found within the Sixth Form Prospectus.

Over Subscription to Sixth Form

Where applications for admission exceed the 200 places available, the following criteria will be applied:

1. Students currently attending the school
2. Students living in the catchment areas (see above)
3. Proximity of student's home to school, with those living nearer being accorded the higher priority (distance is measured in a straight line from home to school)

We welcome applications from students wishing to join our Sixth Form. Enquiries should be directed to the Head of Sixth Form, Mrs G Willcox.

To find out more about the Sixth Form you can:

1. Visit the School when it is in session. To arrange this please contact the school by telephone, email or letter.
2. Visit on one of the more formal occasions available during October in the year before entry.
3. Visit the school website www.chelmervalleyhighschool.co.uk

Our Expectations of Students

The school works hard to ensure consistent standards are applied at all times. Our expectations of students are clearly explained in the Behaviour for Learning Policy.

We firmly believe in rewarding students for their achievements and celebrating their success. This is done through the reward systems. The school operates a merit and demerit system which celebrates good conduct, attendance and positive attitudes. The 'School Houses' are named after notable historical scientific, musical and engineering figures. House cups are awarded for Arts, Sports and Service (based on charity work). Termly celebration assemblies reward students for attendance, 'Always Amazing'- no demerits and clean expectation cards, tutor awards. Merits are rewarded in a variety of ways including a range of trips and the Year 11 Prom.

The school works hard to ensure that when students do not meet the school's expectations, whether academic or behaviour, our response is consistent and in proportion to the concerns raised. Consequences are applied when inappropriate behaviour is observed.

'Around the school, students are polite and courteous. They are considerate of others and treat one another and adults with respect. Students have positive attitudes to school and want to do well. They participate well in the wide range of enrichment and extra curricular activities offered by staff. Students feel safe, well looked after and supported in school.' (Ofsted October 2017)

Our academic expectations are high and students who work hard and make progress are congratulated. If students do not make the required effort or complete work set, interventions will be put in place to prevent underachievement.



The physical and emotional wellbeing of Chelmer Valley students is a priority for us and our Governing Body monitors our provision.

The Governing Body ensures that effective policies, practices and procedures are in place to promote and protect the healthy development of our students whilst they are at school.

With regard to Child Protection, the school strictly adheres to procedures laid down by the Local Authority in its SET procedures 2022, 'Keeping Children Safe in Education 2022' and 'What to do if you're worried that a child is being abused' documents.

The school has in place a structure to deal effectively with Child Protection concerns:

- 1) Designated members of staff (Mrs S. Mycock (DSL), Mrs M Piper (Safeguarding Officer), Mrs H Pudney, Mrs C Robbins and Mrs C Goodchild) responsible for concerns referred by members of the teaching and support staff, students and others and for liaising with outside agencies.
- 2) Designated Governor (Mrs M Whybro) liaises between the staff and the Governing Body.
- 3) All Governors Committees review the Safeguarding procedures of the school to ensure their appropriateness and efficiency.
- 4) Child Protection Policy at Chelmer Valley. This is the school's own Policy which outlines procedures for staff should they have concerns about a child. All Chelmer Valley staff receive Child Protection training and regular updates.

Chelmer Valley's Child Protection Procedures were commended by OFSTED and are updated regularly in line with Government directives.

The School's Special Educational Needs policy

Our Special Educational Needs policy encompasses current legislation and the Code of Practice as it applies to our School. The buildings conform to the requirements of the Disability Discrimination Act. Learning Support is an active element of the curriculum. Strategies are developed which enhance awareness and augment practical teaching and learning skills at all levels.

Contact with the home

A good partnership between the school and the home is essential for students to be happy, be secure and to perform well academically. To assist with this the school uses an online homework system to enable parents to monitor home learning. For almost all concerns a student's form tutor is the main contact point. Contact may be established by:

1. Emailing the student's form tutor
2. Sending a letter to the form tutor
3. Telephoning the school and leaving a message and contact number

We will aim to reply within 48 hours. Your child's tutor will direct the concern to the most appropriate person if he/she cannot help.

Uniform is worn by all students except members of the Sixth Form (Years 12/13) who have their own smart dress code. Parents sending their children to Chelmer Valley do so with the understanding that uniform is a requirement of the standards we expect and maintain. We insist on the full school uniform at all times.

A school is often judged by the appearance of its students in public. The reputation of the school is of importance and value to the individual both during school life and later when seeking to enter employment. A good standard of uniform helps to set the tone of our school. It also identifies the student with the school. Full uniform details are available from the School Office or website.

The Governors of Chelmer Valley High School wish to remind all staff, students and visitors that the school cannot take any responsibility for the loss of personal belongings that have been left unattended on the school site. If facilities are offered for belongings to be left unattended, it should be noted that persons availing themselves of this facility do so at their own risk. Personal belongings can normally be insured under household contents policies and individuals may wish to make their own arrangements in this respect.

Home/School agreement

The partnership between student, parent and school is integral to the social and academic success of all students. The Chelmer Valley Home/School Agreement makes clear our expectations of and commitment to this relationship. It is expected that parents/carers choosing to send their child to the school will sign the agreement and fully support the school. The Home/School agreement will be sent to all parents/carers as part of the full pack of induction information.



Curriculum and Assessment



Curriculum Intent

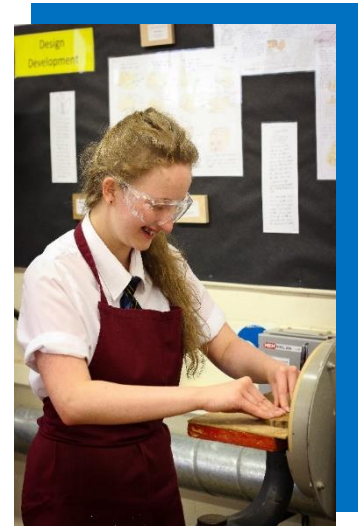
“Our school’s curriculum takes into account student backgrounds and context, it is broad and balanced and responds to the needs of all our students. It will prepare students for their next stages by creating lifelong learners and future citizens with empowered character.”

As a growth mindset school we aim to offer a range of opportunities to extend children of all ability levels. At least 25 hours a week are spent on teaching, which is in line with the Department for Education’s recommendations. For full information on curriculum please see the school’s website.

KS3 (Years 7,8 and 9)

Subjects taught: Mathematics, English, Science, Computer Studies, a Modern Foreign Language, Art, Music, Technology, Physical Education, Geography and History, Religion, Philosophy & Ethics (RPE), Drama, Personal Development and Relationship, Sex, and Health Education (RSHE).

Assessment of students’ progress is on-going throughout Key Stage 3 using a 9 step model. The full details are available on the website.



KS4 (Years 10 and 11)

Our Key Stage 4 curriculum currently offers a range of GCSE and Vocational courses, which lead naturally into the courses offered post-16. Students are comprehensively supported in KS3 to ensure they make the right choices at KS4. Most students are entered for public examinations unless there are exceptional circumstances. A small number of students may follow an alternative education programme, more appropriate to their needs, which does not necessarily lead to GCSE qualification.

In Years 10 and 11 the following subjects must be studied:

Mathematics, English Language, English Literature, Combined Science (minimum equivalent of 2 GCSE’s) and Core Physical Education. In addition, currently, they must select one from a Modern Foreign Language, Geography or History.

Other subjects that can be studied:

Art, Drama, Humanities (History, Geography, Religion, Philosophy & Ethics (RPE), Modern Foreign Languages (French, German, Spanish), Music, Physical Education, Technology, Triple Science, Vocational courses can be studied and currently we offer Child Development, Certificate of Personal Effectiveness, Business Studies and Computer Studies (ICT, Computer Science).

Subject teachers regularly assess and provide estimated grades for every student and these enable students and parents to monitor and measure progress.

KS5/Sixth Form

We provide all post-16 students with comprehensive support in order to access Higher or Further Education, a Vocational Career, or Apprenticeships.

GCE A Level courses:

Art and Design, Biology, Business, Chemistry, Design & Technology – Product Design, Drama and Theatre Studies, Economics, English Literature, Extended Project Qualification, Finance, French, Core Mathematics, Further Mathematics, Geography, History, Media Studies, Philosophy, Photography, Physics, Psychology, Sociology.



BTEC Level 3: Business, Sport, Music

OCR Technical: Information Communication Technology

GCSE resit classes in English and Mathematics are run for students where relevant.

Personal Development

The school holds Healthy School status and a culture dedicated to personal development is inherent. Personal Development is taught across all subjects and particularly in Religion, Philosophy and Ethics and PSHE (Personal, Social, Health and Economic Education). PSHE follows the National Curriculum and PSHE Association best practice in Citizenship, Health Education, Relationships and Sex Education, Mental Health and Wellbeing, Careers, Economic Education/Finance and E-safety. Teaching and Learning across the school promotes independence, teamwork, awe and wonder, cultural awareness and explicit teaching of the benefits of difference.

Community Cohesion is an integral part of the life of the school. Students participate in projects both in school and out to promote cohesion with the local, national and international communities. Celebrations events and commemorations feature regularly.

The tutor programme, which is based on the Five Ways to Wellbeing, promotes a range of inter personal skills including kindness, respect and living without harm. This is essential in a world in which mental health and wellbeing is an increasing focus.

The House System has been instrumental in building links with our local and global charities with a huge increase in fundraising over the last year.

Careers education and guidance. Chelmer Valley high School has developed a careers programme, which meet all eight Gatsby benchmarks for good careers guidance. We aim “To ensure that all students develop the relevant knowledge, skills and attitudes to enable them to make informed decisions about their future.” We will develop their employability skills, resilience and career management skills and inform about local. National and international labour market information, guide students to explore and develop career ideas and high aspirations, educate students on the complete spectrum of post 16 and post 18 pathways and prepare them for successful post 16 or post 18 transitions.

Mrs Anita Shea supported by Higher Education Institutions and other outside organisations, including Unifrog and Directions, manages the school’s Careers Programme.

For more information on any aspect of Personal Development please see the relevant section of the website and our policies.



Enrichment Opportunities

Enrichment is an important aspect of school life at Chelmer Valley, there are dedicated staff who promote enrichment and, through this, the development of cultural capital. We ensure that there is a comprehensive programme of clubs, trips and visits for all year groups as well as planned after school sessions, these regularly include the following although provision does change:

Sports clubs, Art clubs, Library/homework club, Music, Drama, LGBT+ group, Schools and Youth Ministry (Made for More) club.

Off-timetable events such as workshops (e.g. knife-crime, revision skills), creative arts day, Holocaust Memorial Day and visiting speakers.

Trips and visits regularly develop students' cultural capital, for example, trips to the local church, visiting foreign countries, WW1 battlefields, theatres, galleries, museums, World Challenge, STEM employers.

Additional GCSE offer of Astronomy taught extra-curricular. Duke of Edinburgh bronze and silver are offered to all students.

Sports Enrichment

All students have an opportunity to participate in inter-house competitions, which are held regularly during the school year. The school is successful in many inter-school fixtures and Area and National competitions, some of our students going on to compete at a higher level. Physical Education is taught at GCSE and BTEC Level 3 in Sport. Facilities at the school are excellent and include a sports hall, gymnasium, fitness suite, full size floodlit 3G Astro pitch, dance studio, netball/tennis courts and extensive playing fields.

Music Enrichment

A variety of extra-curricular clubs are on offer to all students including numerous choirs, ukulele groups and keyboard ensembles. Practice rooms are available at lunch times and break times for students to use, either for their own independent work or to rehearse as part of a group. The department puts on two annual Music concerts at Christmas and at the end of the summer term. Students in all key stages have the opportunity to take part in these performances and showcase their work to friends, family and teachers. Music 1:1 tuition on offer and in Year 11, the school subsidises 1:1 compositional lessons, which will support the students with their GCSE.



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Art Enrichment

There is a weekly art club further exploring elements of the curriculum such as Visual Elements, Portraiture and Figures. A wide range of materials are explored including inks, paint, collage, pastels, clay, photography, three dimensional responses and print.

Students often work on community projects with a wide range of themes, such as the poster designs for the maternity ward at Broomfield hospital. Students sign up for half termly, themes activities to broaden their artistic experience.

Photography Enrichment

Budding photographers can come to the weekly camera club to learn more about how to compose and arrange different subject matter from still life to landscape as well as gain better understanding of camera functions. Photograph- related techniques are also explored, such as photo transfer, digital manipulation through Adobe Photoshop and fun activities like using light sensitive paper and creating our own pin hole camera!



Drama Enrichment

Many opportunities are available through the extra-curricular drama programme, including Key Stage 3 drama club, whole school productions, a Shakespeare showcase collaborative event with other local schools, theatre trips and workshops.

Rates of authorised and unauthorised absence during 2021/2022

The data that follows is published in compliance with the requirements of the Department for Education. Where ages are shown, students were on roll on the third Thursday in January 2021 and had reached the age in the twelve months before the start of the 2020/2021 school year.

The total number of students of compulsory school age on roll for at least one session between 31st August 2021 and 24th June 2022 was 998.

The percentage of half days missed through authorised absence was 11.1%

The percentage of half days missed through unauthorised absence (truancy) was 2.4%

Freedom of information

Parents and the public can access a wide variety of information either from the school website or by contacting the school. Most information is free of charge but in particular circumstances the school reserves the right to charge for the cost of photocopying or the cost of associated staff time for collating the information.

Please see the Freedom of Information Publication Scheme on our website or request a copy from the School Office. Requests made under the Freedom of Information Act should be made to Mrs T Ratty, email tratty@chelmer.essex.sch.uk

For more information please see the website or contact the school. The school holds regular open events which we encourage you to attend.

