Ofsted 2013 said...
“This is a good school”
“This is a rapidly improving school”
We have high expectations of those who join us. We expect pupils to work hard, and insist on the highest standards of behaviour and conduct; in return, we offer the highest standards of teaching, support and encouragement.

In short, we want all of our pupils to flourish and our aim is to bring out the best in everyone.

If you would like to know more about our school, then please do not hesitate to contact us. I am very proud of our school and will be delighted to show you round during the school day.

Andrew Bloom
Headteacher
The School will ensure that every pupil experiences learning opportunities that will allow them to excel in their personal and educational development.

We value:

**People** - Pupils, staff, governors, parents and carers can expect to be treated with respect, courtesy and kindness. The well-being of everyone in the school community is of great importance to us.

- **Achievement** - Hard work, commitment, perseverance and a willingness to succeed will be fostered, enabling pupils to reach their full potential.

- **Attainment** - Every pupil will be given the care, support and guidance needed to fulfil their potential.

**Aim:**

We aim to be a centre of excellence for learning and teaching, where all pupils achieve the highest standards in their education, their personal development, their behaviour and conduct.

**Objectives:**

- Pupils will have access to a broad and flexible curriculum that provides opportunities, fulfils high expectations and sustains partnership and collaboration.

- Each individual's skills, talents, knowledge and interests will be nurtured and developed.

- Stradbroke High School is a member of the North Suffolk 14 – 19 Partnership and through it facilitates pupils’ access to a wide range of courses at the North Suffolk Skills Academy.

- Pupils will be supported and guided so that they are able to reach their potential. They will be provided with advice, care and guidance and prepared for their next stage in life as mature and thoughtful young adults.

- Our Extended School will be at the centre of its community, offering opportunities to all learners and creating a focus for learning for life.

**What Ofsted 2013 said…**

“This is a rapidly improving school. The headteacher has ensured that the achievement of students has risen sharply, and there has been significant improvement in all aspects of the school. He has gained the respect of governors, staff, students and parents. Results are now above average. Students make good progress throughout the school in English and Mathematics. Most teaching is good and some is outstanding. Teachers are experts in their subjects and training has been used well to improve teaching and equip them to deliver the newly introduced 100-minute lessons. The school is a friendly place where students feel highly valued as part of the community. Very good behaviour and improved attendance reflect that the school is a happy place. Leaders at all levels take responsibility for improving the quality of provision. They use performance information very well to challenge class teachers and monitor students’ progress”.
## GOVERNING BODY

<table>
<thead>
<tr>
<th>Chair:</th>
<th>Local Authority Governor</th>
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<tbody>
<tr>
<td>Mr A Smith</td>
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<table>
<thead>
<tr>
<th>Vice-Chair:</th>
<th>Community Governor</th>
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<tr>
<td>Mrs S Hammond</td>
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<th>Community Governor</th>
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<tr>
<td>Mr B Goffee</td>
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<tr>
<td>Ms C Cooper</td>
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<tr>
<td>Mr M Derbyshire</td>
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<tr>
<td>Mrs B Soule</td>
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<tr>
<td>Mrs N Mewse</td>
<td>Parent Governor</td>
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<tr>
<td>Mrs C Hargrave</td>
<td>Parent Governor</td>
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<tr>
<td>Mr N Brown</td>
<td>Parent Governor</td>
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<tr>
<td>Mrs V Skoyles</td>
<td>Parent Governor</td>
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<tr>
<td>Mrs K Lynch</td>
<td>Parent Governor</td>
</tr>
<tr>
<td>Mrs E Gibson</td>
<td>Parent Governor</td>
</tr>
<tr>
<td>Mr R Pierce-Saunderson</td>
<td>Parent Governor</td>
</tr>
<tr>
<td>Mrs S Clarke</td>
<td>Staff Governor</td>
</tr>
<tr>
<td>Ms S Moss</td>
<td>Staff Governor</td>
</tr>
<tr>
<td>Mrs P Higgins</td>
<td>Staff Governor</td>
</tr>
</tbody>
</table>

| Mr A Bloom                        | Headteacher Governor     |
### OUR STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr A Bloom*</td>
<td>Headteacher</td>
</tr>
<tr>
<td>Mrs C Phillips *</td>
<td>Deputy Headteacher, Head of Art</td>
</tr>
<tr>
<td>Mrs K Millar *</td>
<td>Assistant Headteacher (Pastoral), Acting SENCo, Head of House</td>
</tr>
<tr>
<td>Mr J Axet*</td>
<td>Assistant Headteacher (Progress), Science Teacher, Head of House</td>
</tr>
<tr>
<td>Mrs D Vermorel *</td>
<td>Head of MFL, Head of House</td>
</tr>
<tr>
<td>Mrs S Algar</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Mrs H Ash</td>
<td>Business Manager</td>
</tr>
<tr>
<td>Mrs H Ashdown</td>
<td>Visiting Teacher</td>
</tr>
<tr>
<td>Mrs K Atkinson</td>
<td>Finance Assistant</td>
</tr>
<tr>
<td>Ms A Baldwin</td>
<td>Librarian, Careers, DoEA Co-ordinator</td>
</tr>
<tr>
<td>Miss J Beale</td>
<td>Head of Physical Education, IT Teacher</td>
</tr>
<tr>
<td>Mrs N Carr</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Mrs C Carrington</td>
<td>Higher Level Teaching Assistant</td>
</tr>
<tr>
<td>Mrs S Clarke</td>
<td>Head of Mathematics, Business and ICT</td>
</tr>
<tr>
<td>Mrs A Clements</td>
<td>Pupil Support Worker</td>
</tr>
<tr>
<td>Mr K Coleman</td>
<td>IT Network Manager</td>
</tr>
<tr>
<td>Mrs M Crawley</td>
<td>Graphics Teacher</td>
</tr>
<tr>
<td>Mrs S Davison</td>
<td>English and Drama Teacher</td>
</tr>
<tr>
<td>Miss S Dickinson</td>
<td>English Teacher</td>
</tr>
<tr>
<td>Mrs H Dixon</td>
<td>Bursar</td>
</tr>
<tr>
<td>Miss A Drake</td>
<td>Peripatetic Music Teacher</td>
</tr>
<tr>
<td>Mrs J Evenden</td>
<td>Science Technician (currently on maternity leave)</td>
</tr>
<tr>
<td>Mr P Gionis</td>
<td>Head of DT</td>
</tr>
<tr>
<td>Mrs J Heath</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Mrs P Higgins</td>
<td>Exams Officer, Cover Organiser, Reprographics Supervisor</td>
</tr>
<tr>
<td>Mrs S Howsen</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Mrs R Hurren</td>
<td>Head of RE and PSHEe, Gifted and Talented Co-ordinator</td>
</tr>
<tr>
<td>Mrs L James</td>
<td>Finance Officer</td>
</tr>
<tr>
<td>Mrs K Leeks</td>
<td>Head of Science</td>
</tr>
<tr>
<td>Miss C Ling</td>
<td>Science Teacher</td>
</tr>
<tr>
<td>Mr C Madgett</td>
<td>DT Technician and Minibus Driver</td>
</tr>
<tr>
<td>Mrs D Maskery</td>
<td>Unit Catering Manager</td>
</tr>
<tr>
<td>Miss S McGahan</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Ms S Moss</td>
<td>Subject Leader of History, Literacy Co-ordinator, Assistant Head of House</td>
</tr>
<tr>
<td>Mrs R Penford</td>
<td>Progress Support</td>
</tr>
<tr>
<td>Mr T Phillips</td>
<td>Site Manager</td>
</tr>
<tr>
<td>Mrs M Pierce-Saunderson</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Mrs C Rawlings</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Mrs H Reed</td>
<td>Head of Key Stage 3 Science</td>
</tr>
<tr>
<td>Mrs H Rowe</td>
<td>KS3 English Co-ordinator</td>
</tr>
<tr>
<td>Miss K Sheedy</td>
<td>Visiting Teacher</td>
</tr>
<tr>
<td>Mrs C Smith</td>
<td>Senior Teaching Assistant</td>
</tr>
<tr>
<td>Mrs J Speeds</td>
<td>MFL and Mathematics Teacher, Assistant Head of House</td>
</tr>
<tr>
<td>Mrs R Spence</td>
<td>Head of English</td>
</tr>
<tr>
<td>Mr A Taylor</td>
<td>PE and Mathematics Teacher, Assistant Head of House</td>
</tr>
<tr>
<td>Mr R Thomas</td>
<td>Geography Teacher</td>
</tr>
<tr>
<td>Mrs P Thompson</td>
<td>Reprographics Technician</td>
</tr>
<tr>
<td>Mrs J Turner</td>
<td>Food Technology Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Mrs S Vincent</td>
<td>School Secretary, Reception</td>
</tr>
<tr>
<td>Mr T Vincent</td>
<td>Assistant Caretaker</td>
</tr>
<tr>
<td>Mrs J Webster</td>
<td>Science Technician (Maternity Cover)</td>
</tr>
<tr>
<td>Mrs G Whatling</td>
<td>Head Teacher’s PA, Office Manager</td>
</tr>
<tr>
<td>Mrs S Whatling</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Mr J Williams</td>
<td>Head of Music, English Teacher</td>
</tr>
<tr>
<td>Miss C Witmore</td>
<td>Mathematics Teacher</td>
</tr>
<tr>
<td>Mrs C Wyatt</td>
<td>Administrative Assistant, Lettings</td>
</tr>
</tbody>
</table>

* denotes member of School Leadership Team
SCHOOL TERM AND HOLIDAY DATES

Academic Year 2015/2016

Autumn Term
2nd September 2015 to 18th December 2015
(Half term week commencing 26th October 2015)

Spring Term
4th January 2016 to 24th March 2016
(Half term week commencing 15th February 2016)

Summer Term
11th April 2016 to 21st July 2016
(Half term week commencing 30th May 2016)

Please note that within the above dates, five non-pupil days have yet to be determined.

For further information regarding school term dates please visit the school's website at:
www.stradbrokehigh.co.uk

ADMISSIONS POLICY

While the school is an Academy, we continue to use the Suffolk Local Education Authority Admissions proceedings. Full details of its admission policy and procedures are set out in the "Schools in Suffolk" booklet which is distributed to all parents by their primary school. More information is available on the Suffolk County Council Website http://www.suffolk.gov.uk/EducationAndLearning/Schools/AdmissionsToSchools or by phoning 0845 6000981

VISITING THE SCHOOL

To enable parents to find out all they need before deciding to send their child to us, we hold an Information Evening in the Autumn term. Parents are also very welcome to visit the school individually; please telephone to make an appointment. Such individual visits have no bearing on the allocation of a place at the school. There are 87 places in each year group.

SIXTH FORM LINKS AND POST 16 DEVELOPMENTS

We have strong links with Thomas Mills High School and Hartismere High School. Over the past three years, on average 50% of our pupils enrolled in sixth form for A level courses. Our Year 11 pupils visit the sixth forms for taster days and sixth form staff visit us to talk with pupils and parents. We know that transfer to post-16 education can be daunting for pupils; regular contact between school staff helps to ensure pastoral arrangements are in place to smooth the process.
PRIMARY LINKS
We have excellent relationships with our feeder primary schools in the Stradbroke Pyramid. These schools are the primary schools in the villages of Fressingfield, Laxfield, Mendham, Stradbroke, Wilby and Worlingworth. We believe in providing a seamless education from 4 to 16. We will always seek to work well with any primary school with pupils transferring to us, ensuring that the best provision can be made for them.

A Message from the Headteachers of our six primary schools
Headteachers in the Stradbroke Pyramid share a common aim; we want the highest standards of education for our pupils. We believe that by working together we can achieve this. We have excellent working relationships among our seven schools.

Transferring from primary to high school is not a daunting process for our children because:

- Year 6 pupils from each primary school attend a residential educational visit together so they get to know pupils transferring from other schools. A member of staff from Stradbroke High School joins this trip
- There are strong links between teachers at all seven schools
- The headteachers all meet regularly to plan joint curriculum activities
- There are special activities and taster days for Year 4, 5 and 6 pupils, including a Music Day and a Science and Technology Day; pupils know the High School well before they begin
- Year 6 pupils have an Intake day in July, where they meet their new form tutors and follow a timetable of lessons to give them a real taste of what it will be like to be at high school
- Throughout the year there are activities for Primary pupils to join in, such as Sports, Arts, English, Maths, Music and Languages
- The Deputy Head and other staff visit children in Year 6 to talk to them about their transition to high school and to talk to the Year 6 pupils and teachers about their progress
- There are celebratory events for the whole community to attend at the High School; families feel part of school life.

"Our schools place a great deal of importance in working together and supporting each other in order to achieve the best provision for all our children. We ensure the change of schools is exciting and smooth. We also believe that the quality of education pupils receive in the Stradbroke Pyramid is the very best. We are confident and pleased to endorse our High School, Stradbroke High School."
THE SCHOOL CURRICULUM

At Stradbroke High School we aim for a curriculum with enduring values, which seeks to respond to the demands of contemporary life and work whilst providing a modern, world-class education.

Five main factors for change are shaping new and evolving ideas of what it means to be educated for life in the twenty-first century. These are: changes in society and the nature of work; the impact of technology; new understanding about learning; the need for greater personalisation and innovation in the increasing global dimension to life and work.

In considering how the curriculum should respond to these forces for change we have sought to plan a broad and balanced curriculum, which caters to the needs of all our learners, preparing them for adult life and improving their opportunities for employment and their future economic well-being. We aim to provide our pupils with the necessary skills and qualifications to be responsible individuals who strive toward excellence for themselves, their peers and their community, so they can begin their working lives or higher education knowing that they can make a difference. Ultimately, these pupils will impart those ideals into the wider community, to the benefit of all.

What Ofsted 2013 said…

“The curriculum is good. There is a wide range of subjects available to meet the different needs and interests of students. Flexibility is enhanced through the use of additional lessons outside the timetabled school day”.

Year 7, 8 & 9 Curriculum Provision:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Drama</td>
<td>5 - 6</td>
</tr>
<tr>
<td>Maths and ICT</td>
<td>4 - 5</td>
</tr>
<tr>
<td>Science</td>
<td>4 - 6</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy &amp; Ethics</td>
<td>1</td>
</tr>
<tr>
<td>PSHEe</td>
<td>1</td>
</tr>
<tr>
<td>DT</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
</tr>
<tr>
<td>MFL</td>
<td>3 - 4 (including French and Spanish)</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
</tr>
<tr>
<td>PE</td>
<td>2</td>
</tr>
</tbody>
</table>

*Number denotes number of 100-minute lessons per fortnight*

From Year 9 all pupils begin study of GCSE Science (leading to either double or triple award)

PSHEe is Personal, Social, Health and Economic education
ICT is Information and Communications Technology
MFL is Modern Foreign Languages
Year 10 and Year 11 Core Curriculum:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
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<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Maths</td>
<td>4</td>
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<tr>
<td>Science (Double or triple Award)</td>
<td>6</td>
</tr>
<tr>
<td>PE</td>
<td>4</td>
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<tr>
<td>PSHEe</td>
<td>1</td>
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Year 10 and 11 Options:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Art</td>
<td>3</td>
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<tr>
<td>Asdan</td>
<td>3</td>
</tr>
<tr>
<td>Business Studies</td>
<td>3</td>
</tr>
<tr>
<td>Drama</td>
<td>3</td>
</tr>
<tr>
<td>Food Technology</td>
<td>3</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
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<tr>
<td>Geography</td>
<td>3</td>
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<tr>
<td>Graphics</td>
<td>3</td>
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<td>History</td>
<td>3</td>
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<td>ICT</td>
<td>3</td>
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<tr>
<td>Life Skills</td>
<td>3</td>
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<tr>
<td>Music</td>
<td>3</td>
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<tr>
<td>PE</td>
<td>3</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>3</td>
</tr>
<tr>
<td>Resistant Materials</td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Courses delivered at the North Suffolk Skills Centre</td>
<td>6</td>
</tr>
</tbody>
</table>

*Number denotes number of 100-minute lessons per fortnight*

Applied learning courses offered at Stradbroke High School are primarily delivered at The North Suffolk Skills Centre. The courses have allowed us to be innovative in our curriculum design and teaching, giving pupils the chance to access high quality, relevant qualifications so that everyone has the chance to show what they are really capable of, and to realise their potential. If a pupil chooses one of these courses they will spend one full day per week at the skills centre.

**These courses take place on various evenings, extending the school day:**

- GCSE Business Studies
- GCSE French
What Ofsted 2013 said…

“GCSE results have risen sharply this year. The proportion of students gaining five GCSE passes at grade C or above, including English and Mathematics, is now above the national average. Students in all year groups, and nearly all ability groups, including the most able students, those with a disability or special educational need and children looked after by the local authority, make better progress from their starting points than students in most other schools, particularly in English and Mathematics”.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Our school has excellent resources for the use and teaching of ICT across all curriculum areas and an excellent ratio of computers to pupils (1 to 2). All classrooms are equipped with a laptop, projector, visualizer, sound system and interactive whiteboard. There are two dedicated thirty-station ICT classrooms, twenty eight stations in the school Library and a fifteen station mini-suite in the Maths department. The DT department has a suite of fifteen workstations in the Graphics room and fifteen wireless laptops for use in Graphics, Resistant Materials and Food Technology. The Music department has three Apple Mac computers for music production. In addition, we have sets of thirty wireless netbooks in Humanities and English and twenty netbooks in Science. The school hall is equipped with a projector, screen and audio system that is capable of showing presentations and films to large groups. Wireless coverage is available throughout the school for use by staff and visitors (visitors may gain access by arrangement with the IT department).

All pupils are offered ICT Computing as an option for KS4. Key Stage 3 pupils study aspects of Computing and ICT during mathematics lessons.

THE LIBRARY AND LITERACY

The library is located at the heart of the school and is central to our learning plans. It houses 6,500 books as well as newspapers, magazines, and topic resource boxes which are supplied by the Schools Library Service. The library can seat 32 pupils for whole-class reading sessions and has 23 computers for small group and class use.

Mrs Baldwin is our librarian and keeps the library open throughout the school day, from 8.15 until 4.30. It is open every lunchtime for private study, reading, playing board games and computer use.

Pupils can borrow up to three books at any time. All pupils in the lower school have a weekly reading session and staff listen to all pupils read and encourage them to develop and widen their reading tastes and interests. Additional activities are provided for those who need it in the form of Paired Reading clubs and one-to-one extra reading sessions. Activities are also provided for the best readers who need challenging.

The Library is a vibrant and safe place to be. There are pupil Librarians to assist with book choices and issuing.
Gifted and Talented provision is an important part of life at Stradbroke High School. We are inclusive in how we categorise Gifted and Talented so that we include those who are achieving at a high level, those with the potential to achieve highly, as well as those with a particular interest in a subject. Our aim is to stretch and challenge our most able pupils and to encourage and support them in achieving at the highest level.

All students identified as gifted and talented are set challenges for both inside and outside the classroom. They are given an individual challenge plan and meet with the Gifted and Talented co-ordinator at least once during the year to ensure that their needs are being met.

**Here are examples of just some of the opportunities available for Gifted and Talented students:**

- We have run a number of after school sessions, one of which was a computer coding club where the students learnt to programme using mobile phones or tablets with the help of a local software developer.
- Script-writing club for some Year 10 students. This was run by a local film director/script-writer who has worked on a number of films and television shows.
- GCSE Drama Twilight class for some very able Year 9 students who are studying for the GCSE examination.
- We like to give our more able students the opportunity to take on responsibility and we have some talented Year 9 students who are running an after school Jazz band with the help of a local jazz musician.
- Street Dance club run and organised by some talented Year 9 and 10 dancers.
- We are also developing a programme of subject Ambassadors who can take on responsibility within a subject, help to run clubs and take lessons in local primary schools.

Our talented musicians are very well catered for. They are encouraged to play in our orchestra, samba band, brass band, jazz band, assemblies and concerts throughout the year. We will also be holding a Gifted and Talented performance evening, when they can showcase their musical talents to an audience.

**Visitors in School**

We like to encourage as many outside speakers as possible to come in and talk to our students. This has included our MP Dr Daniel Poulter who has come in on a number of occasions to talk to some students about political issues and medical ethics. We also have ex-students coming in to talk about their university experiences and we encourage links with industry wherever possible.

**Visits**

Trips and visits are an important part of our programme. We have taken a number of students to visit a variety of universities, including the University of Essex and the University of Cambridge, which we see as a great way to raise aspirations. We have attended a number of Science challenge days at various universities as well as a Philosophy day at Reading University. Each subject area also arranges opportunities for their gifted students such as art trips to London, Design Technology trips to Norwich University of Arts, Music trips to classical concerts, English trips to Poetry readings and Shakespeare performances and many Science and Maths challenge events.
Aim Higher
Aim Higher sessions are held weekly on Thursday evenings from 4 pm to 5.30 pm. These sessions are intended for Year 10 and 11 students who want to stay in school and work using school facilities and resources. Many rooms, including the library and ICT suite, are open and students are expected to study independently during the session. We have many staff who are willing and able to offer individual support with homework or revision near exam times and this is a valuable opportunity for students to keep on top of their GCSE workload.

ENHANCED LEARNING DAYS
On Enhanced Learning Days we collapse our normal timetable and pupils take part in a whole day of deep-seated learning in a subject area or theme. That theme may be across two or more areas of the curriculum – for example teachers from Science and DT working together, a trip, a visiting speaker or maybe working with our primary schools.

Feedback from staff and pupils consistently shows us that the Enhanced Learning Days are enjoyable and that sustained and deep learning takes place. Enhanced Learning Days offer pupils the chance to focus upon a subject, or to work with staff and pupils they may not usually encounter.

We have been running Enhanced Learning days (previously known as Flexi Days) for the past nine years and each year we aim to extend and improve the range of activities that we make available to the pupils.

The following are examples of recent activities:

- The whole school participated in the ‘NSPCC Number Day’ and Barclays Bank worked with Year 11 pupils on finance and budgeting.
- Years 7 – 9 spent the whole day in vertical groups on the theme of ‘The Tudors’
- PE trips to try out new sports such as ice-skating, bowling, skiing and a visit to Ipswich Town FC.
- Year 10 took part in a drama activity with a Shakespearian actor.
- Years 10 and 11 were able to spend the day learning vital revision, study and motivational skills for public exams.
- Years 10 and 11 were able to spend a whole day on each of the core subjects – English, Maths and Science.
- Year 8 spent a day learning about street children with the humanities department.
- Year 9 spent a whole day designing and making fantasy fish with art wire.
- Year 8 spent the day exploring the links between music and art at Snape Maltings / Aldeburgh Music.
- Year 7 worked collaboratively on an Art project for the whole day.
- Year 10 spent a day preparing for work experience and being interviewed by local business people.
- Two Enhanced Learning Days at the end of a term involved a number of trips and activities that were new to our pupils: A residential course at an outdoor centre; a two-day expedition for the Duke of Edinburgh Award; Harry Potter World; Extreme Fishing; Pleasurewood Hills; day trip to France; Paint Balling; Art Workshops. These are just some examples from the many activities that were on offer on the final Enhanced Learning Days last summer.
SPECIAL EDUCATION NEEDS PROVISION

We have a large Department comprising one Special Educational Needs Co-ordinator, one Higher Level TA, one Senior TA and seven part-time TAs. We have a range of assessment tools, enabling us to adapt specific programmes to meet the needs of all of our young people.

We offer daily lunchtime activities ranging from homework support, Art and Crafts to PE clubs.

We have a fully inclusive policy, and all pupils access all areas of the curriculum through differentiated schemes of work, many of which we have written ourselves, to run alongside those being studied in mainstream lessons.

We offer an alternative curriculum at KS4 for pupils who find some GCSE courses beyond their level of understanding. These include: Edexcel Entry Level for Maths; BTEC Science; Entry Level ICT; numerous AQA units, (which are schemes of work based on a variety of curriculum subjects for pupils who may be disapplied from the mainstream subject). We also offer the Asdan Award Scheme, with many pupils achieving Bronze and Silver Awards.

WORK RELATED LEARNING

All Year 10 pupils spend time with employers within the Work Experience programme. Pupils choose the type of work they are interested in and then the school liaises with employers and pupils to secure a placement. The school maintains contact with a loyal group of local businesses who are prepared to offer their time to our pupils.

TRIPS AND OFFSITE VISITS

Our pupils have many opportunities to get out and about. These include trips to the theatre, concerts, museums, farm visits, French residential and sporting activities, including a football/netball development and training trip abroad. Almost daily sports fixtures are arranged with other schools, continuing throughout the school year and including a wide variety of sports.

MUSIC LESSONS

The school offers a range of peripatetic Music lessons for just a nominal charge. These include drums, guitar, brass, woodwind and piano.

CHARGING FOR SCHOOL ACTIVITIES

Governors reserve the right to make a charge for:-

- Music Tuition
- Materials used in the production of an item which parents may wish to own
- Activities outside school hours deemed to be optional extras
- Voluntary contributions for trips and visits and cost of board and lodging of any residential visit
- Examination fees under special circumstances
- Revision guides
- Items that have been lost or damaged

Full details of the Charging and Remissions Policy are available from the school.
PARENT PAY

The school offers an online payment system, ‘ParentPay’, for activities and resources (excluding school meals). Payments can be made securely 24/7.

SCHOOL POLICIES

The school is required to publish a summary of the Governors’ Policies. A full version of each policy is available upon request from the school office.

ADMISSIONS, ATTENDANCE AND PENALTY NOTICE POLICY

Stradbroke High School is committed to providing an education of the highest quality for all its pupils and recognises this can only be achieved by supporting and promoting excellent school attendance for all. This is based on the belief that only by attending school regularly and punctually will children and young people be able to take full advantage of the educational opportunities available to them. High attainment depends on good attendance.

The whole school community, pupils, parents and carers, teaching and support staff and School Governors have a responsibility for ensuring good school attendance and have important roles to play. The purpose of the policy is to clarify everyone’s part in this.

ASSESSMENT AND HOMEWORK POLICY

Stradbroke High School prides itself on the quality of education it provides for its young people. Within that ethos, challenging pupils through assessment and keeping parents informed is important if they are to be pushed to achieve their full potential.

Teacher assessment is fundamental to good teaching. Schools will develop effective practices for assessment, recording and reporting in different ways. Whatever system is developed, however, must be manageable and realistic; there is no need for elaborate systems or checklists to record every detail of each pupil’s progress.

E-SAFETY POLICY

E-Safety depends on effective practice in each of the following areas:

- education for responsible ICT use by staff and pupils
- a comprehensive, agreed and implemented e-Safety Policy
- secure, filtered broadband from the East of England Broadband Network
- a school network that is compliant with National Education Network standards and specifications.

What Ofsted 2013 said…

“Governors are well informed and visit the school frequently.”
SINGLE EQUALITIES POLICY

Stradbroke High School staff and Governors are committed to the promotion of equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and that diversity within the school community is celebrated and valued.

It is our belief that equality at our school should permeate all aspects of school life, and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At STRADBROKE HIGH SCHOOL, equality is a key principle for treating all people the same, irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics. (Single Equalities Act 2010).

Arrangements for the admission of pupils with disabilities is the same as for all pupils. The school has disabled toilets, a lift to allow access to the upstairs classrooms and all doors are wide enough to accommodate a wheelchair.

Our Single Equalities Policy covers all aspects of the work of the school, including pupils, staff, the governing body, parents, external bodies, contractors and visitors.

INTERVENTION POLICY

Intervention helps our pupils make up the shortfalls in their learning. Effective intervention enables them to make fast progress in the key areas of literacy and mathematics so that they can close learning gaps and meet or exceed expectations.

Tailored intervention support

This includes:

- teaching in main lessons that meets pupils’ specific learning needs
- additional programmes that are designed to accelerate learning in key aspects of English and mathematics
- opportunities to apply and consolidate new learning across the curriculum.

Priorities in intervention

Intervention is action planned to improve the progress of targeted pupils who have been identified as underachieving and who are at risk of not fulfilling their potential. Intervention implies that these pupils will receive some additional or different provision at certain times, but effective intervention requires that the needs of these pupils are also met through tailored teaching in main lessons. The top priority is to provide intervention for a target group who:

- are below the level expected for their age
- have the potential to reach the expected level.

What Ofsted 2013 said...

“Teaching is good. Students are very positive about the newly introduced 100-minute lessons. Teachers use the time well to ensure that students make good progress in each subject through varied and well-planned activities”.

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**PUPIL BEHAVIOUR AND DISCIPLINE POLICY**

The Governors' Statement of General Principles:

The Governing Body considers this Policy to be vital to the quality of teaching and learning in the school. In framing the practical measures which follow this statement, staff and pupils have been guided by these overarching principles:

- Pupils and adults have the right to be respected
- Discipline should be administered within a clear framework of rules and boundaries
- Good behaviour is best promoted through purposeful learning
- Unacceptable behaviour can be changed.

**SAFEGUARDING POLICY**

The purpose of Stradbroke High School’s safeguarding policy is to provide a secure framework for the school in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

- all our pupils are safe and protected from harm
- other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices
- staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours’ and the school’s legal responsibilities in relation to its pupils.

We have a Senior Designated Person for Safeguarding in school.

Our school fully recognises the contribution it can make to protect children from harm and in supporting and promoting the welfare of all children who are registered pupils at our school. The key elements of our policy are prevention, protection and support.

Our policy applies to all pupils, staff, parents, governors, volunteers and visitors.

The regulations about reporting alleged abuse are now very strict; if a pupil makes an allegation we are required to pass it on to the relevant agencies. We will inform parents immediately of any action we take, unless there are special circumstances in which it is judged that the child’s safety is at risk if parents are informed.

An information sheet detailing how to report concerns regarding Safeguarding issues is available from our reception.

All visitors to school are asked to sign in and out and wear a visitor’s badge.
**SEX AND RELATIONSHIPS POLICY**

Stradbroke High School prides itself on the care, support and guidance it provides for its young people. Within that ethos, preparing pupils to understand the importance of sex and relationship education is vital if they are to lead safe and fulfilled lives.

At Stradbroke High School all pupils are provided with an extensive programme of Sex and Relationship Education (SRE). The content is based upon the Every Child Matters agenda with reference to Stay Safe and Being Healthy and through the National Curriculum.

‘Young people are well informed about sexual health and supported in making informed decisions’ - ‘Be healthy’.

Sex and Relationship education is delivered formally through the curriculum in PSHEE (Personal, Social, Health and Economic Education), Philosophy and Ethics and Science with additional support and guidance offered through a range of other services.

**SEN POLICY**

The policy reflects the new SEN Code of Practice (2014), as well as the school’s aims and objectives, teaching and learning policies and the National Curriculum inclusion statement:

- To create an environment that meets the special educational needs of each pupil
- To ensure that early identification, assessment and provision is made for a pupil with special educational needs
- To make clear the expectations of all partners in the process, including the governing body, teaching and support staff, parents and pupils
- To identify the roles and responsibilities of staff in providing for pupils’ special educational needs
- To enable all pupils to have full access to all elements of the school curriculum and ensure that they have a voice in the process
- To encourage and nurture all pupils to become independent learners.

**SCHOOL ORGANISATION AND ETHOS**

**Care, Guidance and Support**

Care, guidance and support systems are outstanding features of the school. The school achieves this by the attention it gives to pupils’ pastoral needs. Adults know the pupils well because of the emphasis on building strong relationships. Safeguarding procedures are very well coordinated and reflect the strong links the school has with outside care agencies.

**What Ofsted 2013 said...**

“Students are friendly, courteous and helpful. Attitudes to learning are positive. Students feel safe and free from all forms of bullying. Behaviour around the school, in corridors, at lunchtime and at the end of the day is very good. Very positive relationships between teachers and students enable learning to proceed at a good pace”.
ASSESSMENT, REPORTS AND PARENTS’ EVENINGS

To comply with DCSF statutory requirements we issue full annual reports in all subjects. Each report contains current as well as previous attainment information to allow parents to see how their child is progressing academically. Form tutors comment on overall progress and pastoral development.

In addition to the full reports issued annually, parents also receive a short report detailing National Curriculum levels, GCSE predictions and targets for improvement.

Parents’ Evenings take place across the school year and are informal occasions at which parents can select the subject teachers whom they wish to see, or tutors can arrange to meet specific parents; we ask parents to make every effort to attend.

The Reports and Parents’ Evenings are rotated during the school year, so that each term there is an opportunity for parents to receive a report, either written or verbal, on their child’s progress.

CONTACTING THE SCHOOL

The Headteacher, Mr Bloom, is always pleased to see parents to discuss any questions or problems. The Deputy Headteacher, (Mrs Phillips), the Heads of House, (Mr Axtell, Assistant Headteacher; Mrs Millar, Assistant Headteacher, and Mrs Vermorel) together with your child’s tutor, are the most important points of contact between school and home; if you have a problem, please do not hesitate to contact them.

COLLECTIVE WORSHIP

Acts of collective worship are non-denominational in character. They are an important part of our community life, when we celebrate success, examine current issues and provoke thought.

BEHAVIOUR, RULES AND DISCIPLINE

We work hard to promote a positive, caring attitude amongst our pupils. This is done through many curriculum activities, as well as Assemblies, Personal Development lessons and relationships in general. Departures from the Behaviour and Learners’ Codes are acted upon immediately. Form tutors play a vital role in the guidance and support of pupils in their tutor group.

We have a full range of rewards with which to promote and encourage pupils, both for good classroom work and good community behaviour. These rewards include merits, certificates and award assemblies.

Any disciplinary action will have regard to the circumstances of the misdemeanours, and the age and attitude of the pupil concerned. Discipline is tempered with counselling, to promote more positive and thoughtful attitudes.

We have a whole range of sanctions, including detention, extra work, and special monitoring reports. Whenever necessary we ask the parent/carer to help in solving problems, and we will always let parents/carers know when a serious situation arises. On the rare occasions, when it is appropriate, pupils may be excluded from school.

SCHOOL COUNCIL

Every form sends a representative to School Council. The Council is organised by a senior member of staff. This body brings suggestions, criticisms and comments to the staff. In this way pupils’ ideas and opinions can be a real part of the decision-making process. The Head Boy and Head Girl chair this group.
TUTOR GROUPS

On entry to Year 7, pupils are placed in vertical tutor groups which each have around 25 pupils. The form tutor is responsible for each young person’s general welfare. Whenever possible, tutors stay with their group for the five years of a pupil’s school career, allowing a strong bond to develop between pupils, parents/carers and their tutor. This is an important part of our care, support and guidance of pupils. Each tutor group is attached to a House, overseen by a Head of House.

PHOTOGRAPHS AND OTHER VISUAL IMAGES

On joining the school parents are asked whether or not they are willing to have their child photographed as/when appropriate (e.g. for press releases, for coursework, for displays). We also arrange for the school photographer to visit every year and photographs are offered to all parents at a reasonable price.

HOMEWORK

All pupils will do homework, the amount varying according to their needs. Homework is to help them to work independently and to reinforce knowledge gained in the classroom. Parents are asked to take an interest in and to encourage children to do homework, but if they find that work set is taking a longer or shorter time than it should, please notify us. As pupils move towards the end of Key Stage 3 and into Key Stage 4 the amount of work at home will increase. Each pupil has a planner and a homework timetable. Work set will be written in the planner and parents are asked to play their part by looking regularly at the planner and signing it weekly. It will be checked by tutors on a regular basis. Planners are also used as a means of communication between parents and teachers.

SCHOOL TRANSPORT

The responsibility for ensuring that children attend school regularly rests with you as parents, but the Education Authority has a duty to help with providing transport if your child lives beyond a certain distance from school. The school accepts responsibility for behaviour on buses, and takes action if poor behaviour is reported. Pupils are welcome to cycle to school, although their safety on the way to and from school is the responsibility of parents. Pupils wishing to cycle to school are encouraged to pass their cycling proficiency test. We are obliged to state that cycles are left on our property at the owner’s risk; this also applies to cars and other vehicles. If Year 11 pupils wish to come to school by moped they must have a permission document and sign up to a code of conduct which demands the highest standards of safety from riders.

ABSENCE

We publish pupil attendance statistics each year. In so doing we distinguish between authorised and unauthorised absence. Authorised absence is absence authorised by the school; parents or guardians may not authorise absence. We will normally authorise the following categories of absence: illness, medical and dental appointments, family bereavements and special occasions, days of religious observance, interviews for a job or school, work experience and educational visits.

We will not authorise the following categories of absence: shopping during school hours, minding the house, looking after brothers or sisters. Parents must contact the school by phone or note, giving reasons for absence, on each day of absence. This should be in advance if the absence is known, or on the first day of unplanned absence. Where no note is received, a reminder will be sent. If still no explanation is received the absence will be classified as unauthorised. Fixed Penalty notices can now be issued for certain unauthorised absences. Parents may apply to school in exceptional circumstances for permission to take an annual family holiday. We would urge parents to take holidays outside term time - all absence from school disrupts a pupil’s education. Parents must complete the exceptional circumstances Application Form at least one month in advance. The likelihood of this request being authorised is slim due to the
tightening of Government legislation around school attendance. The school works closely with our Educational Welfare Officer who regularly attends school to check on pupil attendance.

WEATHER CONDITIONS

Occasionally weather conditions arise which make it necessary to close the school early in the interests of the safety of the pupils. It is essential that each pupil knows what to do on returning home in such an emergency: families normally make arrangements to leave a key with a neighbour, or for a pupil to go to a nearby friend's house to await parents’ returning home. When we close early we do not allow pupils to phone home, unless there is an important reason for doing so. Should parents require information, please dial the school number and choose the School Information option. If possible we will endeavour to text parents/carers with information of any school closures.

If it is necessary to close the school due to severe weather conditions please listen to BBC Radio Suffolk or any other local radio station. Notice of the school closure will also be placed (by 7am) on the school website: www.stradbrokehigh.co.uk / and on Suffolk County Council website:

http://www.suffolk.gov.uk/EducationAndLearning/Schools/ProceduresForSchoolClosures.htm.

MOBILE PHONES AND OTHER ELECTRONIC DEVICES

Pupils must not bring mobile phones to school. However, if they are essential for out of school reasons, mobile phones must be left in the school office during the day for safe keeping, but can be collected before the pupil goes home at the end of the day. If a pupil is found in possession of a mobile phone in school they will be punished and the phone will be confiscated. Parents will be asked to collect the phone. Mobile phones are not allowed on school trips. Staff will always have phones for emergency use and to keep in contact with school. Pupils are discouraged from bringing MP3 players, iPods and electronic games into school. They are not insured and it is not necessary to have them in school. This includes cameras and other electronic devices that can record images and/or sound. It is our duty to protect all our pupils and this includes images of them being published on social networking sites. As a result, cameras or any device that can record images are not allowed in school for safeguarding reasons.

LOST PROPERTY

Any potential difficulty with lost property is easily avoided if all items are marked with the owner’s name. Any items found are dealt with by Mrs Thompson in the Reprographics Room.

ACCIDENTS

Routine First Aid in the course of the school day will be dealt with by members of staff, but in an emergency medical advice will be sought. Parents will be notified as quickly as possible and so it is important that parents provide a telephone number where they can be contacted during the day.

MEDICAL MATTERS

A personal details form is given to all new pupils to enable parents to inform the school about any particular health circumstance. Perhaps even more valuable is a personal meeting between parents and staff; parents are invited to contact us whenever there is a health matter to discuss. School staff will only administer medicines to pupils if they have written parental permission with precise details of timings and dosage. In these circumstances parents still have continuing responsibility for their child's well-being.
SCHOOL UNIFORM

Girls
- School Blazer, navy blue with School logo embroidered on pocket
- School Tie
- White blouse, long sleeves, stiff collar, traditional shirt style (short sleeved similar blouse for summer)
- School Jumper, navy blue with School logo embroidered on chest (optional)
- Black straight or ‘A’ line skirt, one rear vent, no pleats. No more than 3” above or below the knee (not stretch jersey material)
- Black trousers, classic style, straight leg (not jean style or stretch jersey material)
- Black flat shoes with covered toes
- Black or natural socks or tights

Boys
- School Blazer, navy blue with School logo embroidered on pocket
- School Tie
- White shirt, long sleeves, stiff collar, traditional shirt style (short sleeved similar shirt for summer)
- School Jumper, navy blue with School logo embroidered on chest (optional)
- Black trousers, classic style, straight leg (not jean style)
- Black shoes

PE Kit
- PE sports polo shirt, navy blue with sky blue flash – unisex, with embroidered School logo
- PE shorts to match navy blue polo shirt with sky blue flash
- Micro fleece with embroidered School logo (optional)
- Blue sports socks with sky blue turn-down
- Training shoes
- Football boots

GENERAL UNIFORM GUIDELINES
- No makeup allowed
- No pupil will be allowed in school who, in the Headteacher’s judgement, has an inappropriate hair style or colour
- If in our judgement a tie is deliberately damaged, a new one must be purchased
- If a pupil comes to school without the regulation uniform they should have a note from their parents stating the reason for this, which should be signed by the form tutor and countersigned by the Assistant Headteacher/Head of Year.

JEWELLERY
- One ring
- One chain or discreet necklace worn inside the shirt/blouse
- One pair of small studs or sleepers (for lower ear lobe only)
- Jewellery must be removed in certain lessons for safety reasons. Any other visible body piercing, including tongue studs, must be carried out so that the wound has healed in the holidays to allow removal of the stud for safety reasons.

Our uniform is available from our supplier, Birds of Dereham – www.schoolwear-uk.com
THE SCHOOL DAY

We follow a ten-day timetable which consists of three lessons per day.

**Week 1 & Week 2:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 - 9.15</td>
<td>Registration/Assembly/Tutor Period</td>
</tr>
<tr>
<td>9.15 – 10.55</td>
<td>Period 1</td>
</tr>
<tr>
<td>10.55 - 11.15</td>
<td>Break</td>
</tr>
<tr>
<td>11.15 - 12.55</td>
<td>Period 2</td>
</tr>
<tr>
<td>12.55 - 2.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>2.00 - 2.05</td>
<td>Registration</td>
</tr>
<tr>
<td>2.05 – 3.45</td>
<td>Period 3</td>
</tr>
</tbody>
</table>

**Equipment for the School Day:**

In order that lessons proceed as smoothly as possible, pupils should check before coming to school that they have: a pen, a pencil, a small metric ruler (15cm or 30cm), a pencil eraser (not liquid paper), some coloured pencils, a pair of compasses and a protractor. Advice on the use of calculators will be given to pupils in the first weeks of term. Pupils are expected to take very good care of their own exercise and text books.

**Lunchtimes:**

**Mid-day Meal**

A mid-day meal of a high standard is cooked each day in the school kitchens and is available for all pupils. A menu with prices is prominently displayed. Our meals comply with the new government standards and we do not have vending machines on our premises. Pupils may bring in packed lunches or may go home for lunch if they live close to school (if written permission is received).

**Free School Meals**

If you receive benefits your child may be entitled to free school meals. Application forms for free meals are obtainable from the school and should be completed and forwarded to the Northern Area Education Office. Alternatively, you can download an Application form from Suffolk County Council website:

http://www.suffolk.gov.uk/EducationAndLearning/Schools/SuffolkCountyCatering/FreeSchoolMeals.htm

**VILLAGE EXEATS**

With the exception of those pupils who go home daily for lunch, no pupil may leave the school premises between 9.00am and 3.45pm without written permission; such permission will be granted only at the request of parents. Verbal messages conveyed by pupils are clearly open to abuse and will not be accepted. Parents who request this permission must be prepared to accept responsibility for their child for the full lunch period. When pupils are dropped at school, either by parents or school transport, they must immediately enter the premises and remain on site at all times.
ACTIVITIES AND CLUBS

- Many activities and clubs take place at lunchtimes and others after school. Subjects across the curriculum offer clubs including: Amplifier project, Christian Chill Zone, DT club, French club, rock bands, drama and music rehearsals. As well as the Library, other classrooms are open at lunchtime for work or social activities. Many staff run lunchtime or after school clinics to help pupils on an individual basis. There is also a homework club for Year 7.

- We also offer a range of ‘twilight’ courses running after school. These include GCSE Business Studies and GCSE French.

- PE Clubs are an integral part of school life. Pupil participation in this wide variety of extra-curricular activities is regularly the highest in the High Suffolk area.

- Aim Higher after school on Thursdays is available to pupils to enhance their learning in all subject areas. This is also available one lunchtime per week.

DUKE OF EDINBURGH AWARD

The Duke of Edinburgh’s Award has now been offered at Bronze level for three years at the school.

Pupils are invited to enrol in the Bronze Award towards the end of Year 9, with a view to starting their training and carrying out their expeditions in Year 10 and completing the Bronze by the end of Year 10. There are weekly training sessions including campcraft, navigation and First Aid.

The Duke of Edinburgh Award Scheme was launched in 1956 with the purpose of broadening the experience of young people. Doing their DofE can be a life-changing adventure for your child. On the way, they will follow their own exciting and challenging programme of activities to help them reach their full potential. They will learn new skills, help others, have fun, make new friends and gain a great sense of achievement. Employers, colleges and universities recognise the value of Duke of Edinburgh’s Awards and what they say about Award holders.

For young people a DofE programme is a real adventure from beginning to end. It does not matter who they are or where they are from. They just need to be aged between 14 and 24 and to realise there is more to life than sitting on a sofa, watching life pass them by!
Our Mission

"To support everyone at Stradbroke High School in any way we can, so it can become an Outstanding School”

The Friends of Stradbroke High School, ‘FOSH’, are an active group of pupils, parents, carers, School staff and community members. All parents automatically become members of the FOSH and will be regularly updated with key fundraising dates, via phone text messages and/or newsletters.

Our main fundraising events each year are quiz nights, scrap-metal collections, Inkjet recycling, the ‘Giving Machine’ donations and Christmas Prize Draws.

Our latest purchases have included outdoor table tennis and football tables for the school courtyards, six outdoor, long-life picnic benches, fifteen new board games for the library, DVD films for wet lunchtimes and a new ‘Heart Defibrillator’.

All new ideas and members are always welcome and we can be contacted via the school office.

Nigel Brown Chair
Marianne Pierce-Saunderson Treasurer
Nicola Carr Secretary
Linda James Publicity Officer

FACILITIES AVAILABLE TO THE COMMUNITY

Our links with the local villages are long established. The sports facilities, which include a floodlit multi games area and sportshall, are available for hire up to 5 days a week and are currently used by several local clubs for badminton, football, and cricket. Multi sports days are held during the day in the holidays.

The main hall and some classrooms are also available for hire during weekday evenings.

Adult Leisure & Learning courses are held at the school. Enrolment takes place early each term. Please contact the school for further details.

IT Centre:

Located next door to the main school, the IT Centre offers superb, up to date facilities, and is available to hire for meetings, training or small conferences.

The large Conference Room is fully air conditioned. It has a projector and can seat up to 24 persons. The tables can be organised to suit your requirements. If you are using our facilities we can also provide refreshments.

For further information on any of the above facilities, please contact Mrs C Wyatt, Community Co-ordinator at the school.