

## The Curriculum

Through our curriculum and wider activities we aim to help students:

- to develop lively and enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills
- to acquire knowledge and skills relevant to their next stage of education, to adult life and to employment in a fast-changing world
- to understand the world in which they live and the interdependence of individuals, groups and nations
- to use number and language effectively
- to develop spiritual awareness and respect for religious and moral values in a multicultural society
- to develop healthy bodies and discover the personal and social benefits to be derived from physical activity
- to enjoy school life and to become life-long learners.

We are committed to equality of opportunity for all individuals throughout our curriculum, monitoring and reporting progress on a regular basis. In addition students are given professional guidance about the choice of subjects they can study at KS4, 5 and beyond.

Where possible, students are placed into sets according to their ability. This enables us to deliver the most appropriate education for each individual and place support where it is most needed.

### Key Stage 3 (Years 7, 8 and 9)

Students follow the National Curriculum with additional subjects at KS3. During Year 7 we assess students to set in Mathematics and MFL from the outset. Musical aptitude is also tested, and we encourage everyone to play an instrument or to join a choir. All students study one foreign language in Year 7 and this increases to two thereafter for all students.

In September 2009 subjects have the following number of lessons per fortnight:

	Yr 7	Yr 8	Yr 9		Yr 7	Yr 8	Yr 9
Art	2	2	2	Information Technology	2	2	2
Design & Technology	4	4	4	Mathematics	6	6	7
Dance	1	2	2	Music	2	2	2
Drama	2	2	2	Physical Education	4	4	4
English	7	6	6	Religious Education	2	2	2
French/German	5	6	6	Science	6	7	6
Geography	3	3	3	Resilience	1	-	-
History	3	3	3				

## Key Stage 4 (Years 10 and 11)

At Key Stage 4 students follow the National Curriculum and are able to exercise greater choice over subjects.

In September 2009 subjects have the following number of lessons per fortnight.

In addition to studying:

	Year 10	Year 11		Year 10	Year 11
Citizenship	1	1	Religious Education	2	2
English (Language & Literature)	7	7	Science	9	9
Mathematics	6	6	4 x Option Subjects	4 x 5	4 x 5
Physical Education	4	5	Study period	1	-

Students choose up to FOUR subjects to follow to GCSE or BTEC (\*) from these areas:

Languages	Technology	Creative Arts	Humanities and other
French	Food Technology	Art	Child Development
German	Graphic Products	Dance	Childrens Care, Learning and Development*
Spanish	Resistant Materials	Drama	Geography
	Textiles Technology	Music	History
	ICT (GCSE)	Performing Arts*	Economics
	ICT (DIDA course)	Creative & Media Diploma	Business Studies
	IT Diploma		Sport *
	Catering		Business, Administration and Finance Diploma

## The Sixth Form (Years 12 & 13)

We have a thriving Sixth Form offering a wide range of subjects and exceptional teaching. The Sixth Form enjoy substantial freedom and opportunities to participate in many extra-curricular and social activities. We work in the West Dacorum Partnership with John F. Kennedy Catholic School, Cavendish School, Kings Langley School and West Herts College. The partnership allows us to provide increased opportunities for all students and helps us to achieve even better results. A separate Sixth Form brochure is available as well as a comprehensive website for Sixth Form access.

Level 2 courses are currently offered in: (\*indicates consortium subject)

English GCSE	Health& Social Care*	Mathematics GCSE	Media*
Spanish	Travel & Tourism*		

Level 3 courses are currently offered in: (\*Indicates consortium subject)

Applied Science	Film Studies*	ICT	Product Design*
Art	Food Technology*	Mathematics	Psychology
Biology	French	Further Mathematics	Sociology
Business*	General Studies	Media Studies*	Sports BTEC*
Chemistry	Geography	Music	Systems Technology*
Dance	German	Music Technology	Textiles Technology
Economics	Gov & Politics	Performing Arts (BTEC)	Theatre Studies
English Language	Graphics	Photography*	
English Literature	History	Physical Education	
Ethics & Philosophy	Law*	Physics	

The majority of students follow a course of four AS Level subjects in Year 12 and three A2 Level subjects in Year 13. Sixth Form students also follow additional courses to build up a broad and balanced educational programme. These include:

General Studies (AS level)

Community Service (supporting younger students or helping the community) and Prefect duties

Academic Tutoring

Physical Recreation

We also offer the opportunity for students to take the AQA Extended Project Qualification.

The Sixth Form also make significant contribution to school life through the house system, as prefects, as peer mentors and buddies to younger students.

## **Extra Curricular Life**

We provide many opportunities for learning outside the classroom and actively encourage all students to participate in at least one extra curricular activity. The main programme of activities includes:

A Music Faculty offering over 12 groups (including Sinfonia, Wind Band, two Choirs, Concert Band, Rock Bands, Funk Band, String Ensemble, Chamber Ensembles and Steel Drums). Over 20 peripatetic music teachers deliver additional lessons to a significant proportion of our students. Every two years we aim to run a major music tour abroad and in the alternate years take a major role in Music on the Moor, a popular local music festival.

A Drama Department with a substantial following offering opportunities for students to be involved in a variety of productions. We have developed considerable expertise in technical drama with many productions being run by the students themselves. Typical productions in recent years include: 'Les Miserables', 'The Crucible', 'Barnum', 'Our Town' and 'Anything Goes'.

A Dance Department which runs numerous and varied dance clubs, provides support for all major productions, puts on regular displays and which has three times won national recognition for excellence in the annual 'Rock Challenge'. A student Dance company 'Reverb', which consists of our most gifted dancers, rehearses weekly and performs regularly at venues locally and in London.

A network of extra curricular sports activities that combine competitive success with encouraging students of all abilities. School teams have reached many finals at local, district and national level in a number of sports. Clubs are run in athletics, rugby, basketball, cricket, cross-country running, fitness, gymnastics, hockey, netball, rounders, soccer, swimming, tennis and table tennis.

Out of school activities such as Young Enterprise, the Youth Speaks competition, Technology competitions, debating and the Christian Union.

A very successful Duke of Edinburgh Award Scheme that benefits a significant number of students. Expeditions take place throughout the country, notably Derbyshire, the Lake District and Wales.

Many charity activities that each year raise around £6,000 for good causes.

Annual visits and exchanges to France and Germany, as well as visits to the theatre, galleries, places of worship, concerts, sporting events and museums. We also hold an annual 'Work Related Learning and Enterprise Week' and organise international sports tours.

A strong House programme including dance, drama, music and sport events each year.

## **The Library**

We aim to enable students to develop lively, imaginative and enquiring minds and to support the whole curriculum by providing a central point within the school for study and recreational reading. The Library is open from 8 am until 5 pm each day and students may go into the Library every break and lunchtime; they will also, of course, go into the Library during lesson time as whole classes, smaller groups or individuals researching or choosing books. Sixth Formers may spend private study periods there, and all students will be set homework for which they need to use the Library.

Year 7 students are encouraged to read fiction through regular private reading lessons and recommendations from English teachers. Students will work on activities designed to make them familiar with the Library and to enable them to make the most of its resources.

The Library is the focus for Study Skills work with all years. By the time students encounter the demands of research and wider reading at GCSE and A Level, they should be prepared to meet them. The Library is connected to the school's network and this provides the opportunity for students to research using the Internet.

## **Behaviour and Discipline**

Staff and Governors seek to create a caring and learning environment in the school by:

- promoting a high standard of behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and guardians to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Good behaviour is fundamental to the school's aim to provide a secure learning environment for all. We want students to be happy to come to school and be keen to learn. Self-discipline is key to our success and we expect all students to develop a high standard of self-discipline at all times.

All new students and their parents receive a copy of our Behaviour Management Policy, extracts from which are reproduced in the Student Planner for all students. We ask parents to support the school in maintaining high standards of behaviour for their children and will contact them where there is cause for concern.

## **Links with the Community**

We help to prepare students for the world of work in conjunction with a number of local companies. These companies work with us to provide in-school activities intended to help students develop a range of practical skills relevant to their future in the workplace, wherever that may be.

At the end of the summer term, we run a Work Related Learning and Enterprise Week for all students in Years 7, 8, 9, 10 and 12. Outside agencies are involved in delivering these activities both on and off site. The key skills of problem solving, communication and improving their own learning are presented at different levels according to the year group. All students will have experienced and developed presentation skills during this week and have further insight into the world of work.

In addition, Year 12 students have the opportunity to take part in business conferences, 'Insight into Management' days, business games, business competitions and the Young Enterprise Scheme. There are also opportunities for work shadowing. Other work related activities that take place in the school include industrial site visits, mock interviews and planning CVs.

Significant links with local arts organisations, charities and schools have been created through our Specialism in the Arts. We run extra-curricular courses, including GCSE courses, in all our specialisms and these are open to the local community as well as the members of the school.

The school shares the Heath Barn buildings with Dacorum Music School. After normal lesson times the Music School moves in and offers a full programme of music lessons and ensemble activities which complement the work of the school's Music Department.

The school also shares the all-weather sports surface with the local community. Dacorum Sports Centre has the use of this facility outside school time.

## Attendance

Governors and staff wish to maintain good attendance. We track attendance closely and encourage everyone to attend as regularly as possible. An absence must be reported to the school either by letter or telephone on our dedicated absence line. Parents are discouraged from withdrawing students for holidays during term time. A copy of the school policy is available on request.

### Authorised/Unauthorised Absences

#### Autumn Term 2008 (attendance 93.5%)

Number on Roll (Years 7 – 11) 912

Percentage of half days missed due to:

Authorised Absence	Unauthorised Absence
6%	0.5%

#### Spring Term 2009 (attendance 93.5%)

Number on Roll (Years 7 – 11) 908

Percentage of half days missed due to:

Authorised Absence	Unauthorised Absence
6%	0.6%

The Unauthorised Absence figure includes absences without authorisation, but also absences of students who may have had a valid reason for their absence but who failed to provide a note or explanation.

## School Uniform

Students in Years 7-11 are expected to wear full school uniform. The Hemel Hempstead School uniform is very smart and students wear it with pride. Students in the Sixth Form adopt a 'business style' dress code. A detailed uniform list is available from the School Office.

## **The School Day**

We operate five sixty-minute teaching sessions per day, a total teaching time of 25 hours per week.

8 am	Healthy Breakfast served in the Dining Room
8 am	Library open
8.30 am	Students to be on site
8.40 am	Registration and assembly
11 – 11.20 am	Break
1.25 – 2.20 pm	Lunch
3.30 pm	End of formal school day

## **Access to Student Records and inspection of school documents**

Parents may have access to a range of documents. These include the Education Reform Act (the curriculum, including the National Curriculum), Prospectus, Inspection Reports about the school, Schemes of Work, the Agreed Syllabus for RE and other syllabuses in use in the school, Departmental Handbooks, the LEA's statement of curriculum policy and information about the school's performance in public examinations. We also provide access to pupil records. Any parent who wishes to have access to these documents should contact the Headteacher.

## **Charging Policy**

The County Council has drawn up a statement of its Charging and Remissions Policies that determine the charges that may be made in schools. The Governors have endorsed this statement, a copy of which is available for inspection at any reasonable time on a school day. A copy will be sent to parents on request. In general, the Governing Body has determined that:

- activities arranged outside the school day will be charged at full cost
- instrumental music tuition in school hours will be charged for
- parents will be asked to make a voluntary contribution for such things as ingredients, materials in technology, visits and trips during the school day.

All charges may be waived or reduced in cases of necessity, by written request.

## **Child Protection**

Mr Stuart, Assistant Headteacher, has special responsibility for child protection. The school has a responsibility for ensuring that the children in its care are protected from abuse, and in the case of suspected abuse, he will ensure that the appropriate LEA procedures are followed.

## **Communications**

A newsletter goes home every week, keeping parents informed about what is going on at school. We also issue various letters (usually on a Friday) and have an up-to-date web site where parents and students can receive important information on the school.

## Complaints

We operate the County arrangements for dealing with complaints. A copy of the statement setting out these arrangements is available for inspection at the school.

## Hemel Hempstead School Association (PTA)

Over the years the Association has been actively involved in fundraising for the school presenting a full calendar of social events each year, including dances, quiz nights and jumble sales. The Association raises funds to purchase items to improve the school environment for the benefit of all students. The HHSA, however, is not solely about fundraising, important though that is. Equally important is the role the Association plays in the daily life of the school, helping at all times to foster better relationships between the school and staff on one hand, and students and parents on the other.

## STUDENTS WHO HAVE ENTERED FULL TIME HIGHER EDUCATION IN 2009 (to our knowledge)

Samer Ahmad	Business Economics	University of Coventry
Imran Ahmed	Sports Management and Coaching Studies	University of Buckinghamshire
Yvette Allen	Law	University of Plymouth
Rebecca Annis	Medicine	University of Leicester
Nadia Archer	Interiors and Spatial Design	University of Hertfordshire
Christopher Armorgie	Accountancy and Finance	Southampton Solent University
Charlotte Attwood	Geography	University of Hertfordshire
Matthew Bailey	Theatre and Performance	University of Plymouth
Eloise Baker	Criminology	Nottingham Trent University
Kris Banks	Popular Music Performance	Southampton Solent University
Ben Beasley	Accounting with Finance	University of Portsmouth
Adam Beer	Popular Music and Record Production	Southampton Solent University
James Benton	Computing	Imperial College London
Marc Best	Computer Science	University of Portsmouth
Joshua Blake	Accountancy and Finance	University of Lincoln
Harry Bloom	Computing	University of Portsmouth
Bijou Bond	Performing Arts	University of Hertfordshire
Kirsty Bourn	Fashion Communication and Promotion	Nottingham Trent University
Thomas Bower	Civil Engineering	University of Cardiff
Peter Boysons	Chemistry	University of Bristol
Louis Bransgrove	Politics	University of Liverpool
Jessica Breeze	Zoology	University of Reading
Alex Brook	Drama and Theatre Practice	University of Hull
Amy Brooks	Business Administration (Marketing)	University of Kent
Jack Brown	Civil Engineering	Nottingham Trent University
Jonathan Carr	Public Services (Uniformed)	University of Hertfordshire
Martin Cheung	Popular Music	University of Liverpool
Andrew Clark	Actuarial Mathematics and Statistics	University of Kingston
Eleanor Cooke	German	University of Nottingham
Alice De Jong	Forensic and Archaeological Science	University of Bradford
Nick Dibley	Motorsport Engineering	University of Brunel
Kieran Dougall	Popular Music Performance	Thames Valley University
Stuart Farrow	Economics	University of Sussex

Beth Foster	Photography	University of Portsmouth
Eloise Fouquet	Medical Biochemistry	University of Sheffield
Rebecca Frimley	Applied Social Sciences	University of Southampton
Edward Gardner	History	Trinity College Cambridge
Alex Grover	Computer Science	University of Surrey
Sarah Haddow	Chemistry	University of Nottingham
Victoria Hepburn	Sociology with Criminology	University of York
Rosie Hutton	History and Politics	University of Warwick
Amelia Ilangaratne	Art and Design	University of Leeds
Edward Janes	Economics	University of Southampton
Rhiannon Jones	Social Work	University of Hertfordshire
Jessica Kershaw	Psychology	University of Leeds
Lauren King	French	University of Southampton
Jordan Kleiner	Politics and Economics	University of Reading
Rachael Lavender	Biology and Mathematics	University of Stirling
Thomas Lewisohn	Chinese (Modern and Classical)	School of Oriental and African Studies London
Natalie Messingham	Sociology	University of Loughborough
Katy Moon	Applied Biology	University of Newcastle
Lyndsey Moore	Dance/Health Studies	Bath Spa University
Asar Mushtaq	Medicine	University of Keele
Kelly Nicks	Advertising with Design	University of Northampton
Rebecca Openshaw	Biomedical Sciences (Neuroscience)	University of Cardiff
Ian Patrick	Music	City University London
George Pearce	Theatre Studies	University of Surrey
Christopher Pennycook	Ancient History and History	University of Reading
Nicola Price	International Journalism	Liverpool John Moore's University
Jack Robinson	Sports Studies	Southampton Solent University
Laura Roff	Events Management	University of Wales Institute Cardiff
Eleanor Rose	Politics	University of Swansea
Jessica Sharp	Advertising	University of Worcestershire
Sophie Simmonds	Psychology and Criminology	University of Coventry
Rebecca Skinner	Biology	University of Hull
Lyndsay Smith	Pharmacy	Kings College University of London
Abigail Spear	Music and Theatre	University of Hull
David Stancombe	Accounting and Finance	Nottingham Trent University
Thomas Stancombe	Ancient History	University of Manchester
Ivor Stratford	Economic and Law	University of Keele
Sanaan Suqlain	Pharmacy	School of Pharmacy London
Thomas Tarbox	Sports Studies	Southampton Solent University
Max Taylor	Geology and Physical Geography	University of Liverpool
Louise Terry	Optometry	University of Cardiff
Jennifer Tucker	Biomedical Science	University of Sheffield
Himesh Visana	Accounting and Marketing	London Metropolitan University
Huw Wales	International History and International Politics	University of Sheffield
Andrew Webb	Environmental Science	University of Worcestershire
Zoe Wills	Modern Languages	University of Durham