



Hungerhill School

“Together we make a difference, where students come first, to achieve the extraordinary”



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Achieving Excellence



I am delighted to introduce you to our highly successful school and give you an insight into all that makes it outstanding. I am immensely proud to be the Headteacher of this happy, popular learning community, which provides an exceptional standard of education for over 1128 young people. We have a hugely talented and committed staff team which enables all students to achieve their potential and prepare them to thrive in a rapidly changing world.

We believe that our examination success allows students to achieve their aspirations and our drive for excellence is at the heart of everything we do. Students are part of our thriving community where everyone is valued. We have developed a curriculum which is aspirational, designed to challenge and engage all students, offering both academic excellence and lifelong skills. The extensive range of enriching experiences offered as part of the main curriculum and beyond the school day ensures that a strong emphasis is placed upon the development of the whole child. Additionally, we enable students to flourish by supporting them in contributing to both national and international communities.

Pastoral care and inclusion are of exceptional quality with transition from primary to secondary school being very well supported by the strong links we have with our pyramid of schools in the Brighter Futures Partnership Trust. Indeed, the success of our school is facilitated by a number of partnerships and the school values the high level of parental engagement and trust which are evidenced through the Hungerhill Parents' Advisory Group (HPAG) which has a critical role in helping to move the school forward.

Traditional values of courtesy, cooperation and respect underpin all aspects of school life and we strive to ensure that we provide the best foundation on which to build our students' talents and achievements. Whatever their chosen pathway; sixth form, FE college, apprenticeship or employment, our students will leave prepared for the challenge and be ready to make a valuable contribution to society.

By choosing Hungerhill School for your child, you are committing yourself to work with us for your child's future in our caring, aspirational school.

Mrs H Redford-Hernandez
Headteacher.





'Lessons are routinely lively and interesting and the work set for the students is challenging. Students concentrate hard, are very keen to do well and so make excellent progress during their time at the school'
Ofsted 2012

Inspirational Learning



Hungerhill School offers a broad, balanced and vibrant curriculum that fully develops our students and helps to create young people with the potential to access careers of their choice.

We believe that education should be a positive experience and that all students can achieve and be successful through dedication and hard work. We aim to create a love of learning and develop the skills to be successful ; our dedicated and committed teachers always respond to the latest developments in education and are focused on providing the best for our students. Student progress is monitored closely with support and intervention strategies being used effectively to secure rapid and sustained progress for students of all abilities.

Our provision delivers a range of experiences, both in and out of the classroom, to enrich and extend student learning.

'Teaching makes an extremely positive contribution to the students' achievement. The teachers are thorough and consistent in the way they plan and teach lessons. Typically, lessons are very purposeful and highly productive. They are characterised by:

- *teachers' detailed knowledge of the subject*
- *excellent relationships between teachers and students*
- *a range of highly focused and challenging activities*
- *very effective ways for checking how well the students are doing*
- *the use of questions to encourage the students to answer in depth and to develop each other's answers.*
- *The students feel secure in lessons and are highly motivated to learn.*

Ofsted 2012

Home learning is central to the progress our students make. It is built around three key principles for effective learning; preparation for learning; consolidation of learning and mastery.





Passionate about Progress

At Hungerhill School, we are tremendously proud of our students' achievements. We seek to ensure that every student leaves us with high standards of educational attainment and achievement.

We foster a culture of ambition, ensuring all our students make rapid and sustained progress. This progress is monitored closely and shared regularly with parents through consultation and information evenings and termly subject reports. We encourage parents to monitor their child's progress too with easy parental online access to information about their child's academic achievement through the E-portal. Student attainment and achievement over a number of years have been exceptional. The majority of our school leavers move on to study in further education and a high proportion gain places at Russell Group Universities.

We understand that to make progress, students need to be taught how to learn and improve their own learning. Our curriculum embraces the importance of 'Learning to Learn' strategies which are embedded in both the Key Stage 3 and 4 programmes of study. A range of interventions are used to ensure that all students make outstanding progress. These are the cornerstones of successful achievement and include both Accelerated Reader and Lexia programmes. Students have access, after-school hours, to quiet, well-resourced learning facilities, including the School Library and specialist ICT facilities. The school's 7th session provides a structured opportunity to support students develop independent, study skills. We aim to create a culture of excellence through our high expectations and passion for learning.

"We are tremendously proud of our students' achievements"



"Students make exceptional progress and reach standards in public examinations that are significantly higher than national standards"

Ofsted 2012



"Hungerhill has helped me to fulfil my potential"

Student



"Lessons are fun and interactive"

Student



Outstanding Care and Support

At Hungerhill School, students belong to a thriving learning community which emphasises equality and diversity. The SEND department adopts a differentiated and personalised approach; we take the time to get to know students as individuals, their strengths, difficulties and aspirations. Our committed teaching assistants provide quality support to students within lessons and at social times in the designated SEND area, 'The Zone'. 'The Zone' is a safe haven for our students with SEND where they can make friends, play games, and share concerns. This ensures that each child is supported to achieve their full potential both academically and personally.

We identify and assess the needs of individual students at the earliest opportunity and ensure that interventions are monitored and modified for effectiveness. Some interventions involve the expertise of outside professionals and the fostering of strong partnerships in multi-agency working. We ensure that all professionals involved in the learning, care and support of our students have the information they need to deliver best practice. Our teachers and teaching assistants utilise their in-depth knowledge to ensure that students are afforded quality learning opportunities on a daily basis.

We always encourage our students to actively participate in all decision-making processes and to contribute to the ongoing assessment of their needs. To ensure the best possible outcomes for our students we pride ourselves on our close professional relationships with parents and carers, equipping them to be active partners in their child's learning and progress. We endeavour to support families to ensure that our students achieve within and outside of school and to best prepare them for a happy and successful future.



"The quality of teaching is enhanced by high quality extra support outside of routine lessons for students who need it, sometimes one to one, sometimes in small groups"

Ofsted 2012

core values • excellence • respect • resilience • care • honesty



Educating beyond the Classroom

Hungerhill Enrichment is designed to support the development of the whole student: it aims to extend opportunities for all students and create memorable experiences to complement our excellent academic results.

Good grades will open doors to high quality employment or university opportunities: the Hungerhill enrichment programme will give our students the edge over others by developing skills like team working, resilience, independent thinking, leadership, creativity, confidence and a positive approach.

The enrichment programme consists of one weekly enrichment lesson for all year groups. Students can choose from an impressive range of creative, sporting and enterprising opportunities. All students will also take part in activity days which cover a range of themes and skills such as problem-solving, preparation for work, careers events and health awareness.

Students will also have opportunities to take part in the Duke of Edinburgh Award Scheme, the UK Maths Challenge and a variety of residential visits relating to language, outdoor activities, culture and sport. All students will take part in a work experience programme in Year 10 to give them direct experience of the work place. We are also developing our international partnerships with schools in Ghana, India and France.



"Students are taught to have self-respect, drive and ambition"
Parent

A Personal Approach

We are very proud of our pastoral care system

At Hungerhill School we aim to nurture the whole child and ensure that students develop positive moral values which enable them to make valuable contributions to both the school and the wider society. Excellent systems are in place to support our students through crucial parts of their education; at transfer to secondary school; from Key Stage 3 to Key Stage 4; into Post 16 education (further and higher), apprenticeships or employment.

Students feel secure in our school

We ensure that all students have a member of staff to whom they can talk. All students have a personal form tutor who they see on a daily basis. Many students are supported through regular mentoring and one-to-one support sessions, either through a robust tutor support programme or the school's peer mentoring programme. The dedicated team of staff in Student Support, including our own Student and Family Support Worker, provide a further tier of support. Working intensively with students and parents the team ensures that barriers to learning are minimised and potential fulfilled. Supporting staff are Student Leaders and Peer Mentors who work closely with forms and individual students. Additionally, we work effectively with a wide range of outside agencies to ensure we support learning and achieve the best possible outcomes for our young people.

We are committed to the whole child

We teach students a wide range of skills through Social, Emotional Aspects of Learning (SEAL) and Personal Social Health Citizenship Education (PSHCE). Our Enrichment programme encourages students to extend their knowledge outside of the classroom and develop the skills required for the world beyond their

secondary education. All of these parts of the curriculum ensure that our students are inspired to learn and support the wider aspects of learning. This allows our students to flourish and grow as young people in the hope that they will become positive role models in the future.

We offer excellent support and effective provision in Careers Education Information, Advice and Guidance (CEIAG)

The school ensures that our students receive independent and informed further education and careers advice from a quality, professional adviser. Our students go on to make successful transitions which are evidenced by our outstanding destination data.

We develop positive relationships

These are based on respect and trust and we engage parents through our parent advisory group, regular one-to-one meetings and 'easy access' contact arrangements. Additional support comes from teacher-parent consultation and information evenings.



Examination Results

The school is very proud of the examination results achieved by its students. For the past few years we have been recognised as one of the top 100 in the country for improvement at 5+ A*-C including English and mathematics, and one of the top 10% in the country for student progress during their time at the school.

Year on year comparisons (2015 figures and 2016 GCSE outcome figures based on final entries)

Percentage achieving 5+ A*-C GCSEs (or equivalent) including English & mathematics GCSEs	2014	2015	2016
School	76%	73%	76%
England - all schools	55%	56%	N/A

KS4 Exam Results

	2014	2015	2016
Percentage achieving 5 A*-C GCSEs (or equivalent) including English and maths GCSEs	76%	73%	76%
Percentage achieving A*-C in English and maths GCSEs	78%	77%	80%
Percentage of students achieving the EBacc	21%	7%	15%
Percentage of students achieving 5+ A*-C grade GCSEs (or equivalent)	82%	76%	77%
Percentage of students achieving 5+ A*-G grade GCSEs (or equivalent)	99%	98%	98%
Percentage of students achieving any qualifications	100%	100%	99%
Number of KS4 students with entries in all EBacc subject areas	60%	17%	46%
Percentage of students with entries in all EBacc subject areas	26%	8%	20%
Progress 8	N/A	0.19	0.5

KS4 Student Progress

	2014	2015	2016
Percentage of students making expected progress in English	96%	90%	98%
Percentage of students making expected progress in maths	81%	81%	81%
Best 8 value added	1024.3	1018.6	N/A

3 Levels Progress - mathematics & English

	2014	2015	2016
English	96%	90%	98%
National	70%	69%	N/A
Mathematics	81%	81%	81%
National	65%	66%	N/A

4 Levels Progress - mathematics & English

	2014	2015	2016
English	54%	41%	55%
National	32%	30%	N/A
Mathematics	41%	41%	38%
National	29%	30%	N/A

Department Results

Subject	2015 %			2016 %		
	A*/A	A*-C	A*-G	A*/A	A*-C	A*-G
GCSE (unless stated)						
Art & Design	21	85	100	27	96	100
Business (BTEC)	24	96	100	22	73	100
Computing	15	68	100	9	50	99
DT Food	0	75	100	16	61	100
DT Product Design	4	53	100	15	67	100
DT Textiles	5	55	100	18	73	91
Drama	36	77	100	16	74	100
English Language	19	89	100	19	97	100
English Literature	17	63	98	17	80	99.6
French	7	77	100	13	67	100
Geography	19	63	100	16	73	99
Graphics	8	69	100	17	78	100
Health & Social Care	32	90	100	25	81	98
History	13	57	94	15	65	94
Hospitality & Catering	0	55	100	12	71	100
ICT Applied	39	98	98	39	88	88
Maths	18	84	99	23	81	99.6
Media (BTEC)	36	79	100	35	80	100
Music	53	88	100	23	85	100
Physical Education	26	77	100	35	87	100
PE (BTEC)	13	74	100	11	67	100
Performing Arts (BTEC)	0	100	100	0	100	100
Psychology	22	72	100	57	87	100
Religious Studies	13	75	100	33	89	100
Science Additional	21	78	100	35	90	100
Science Applied	0	95	100	0	94	97
Science Core	19	84	100	27	86	100
Science Further Additional	44	86	100	62	98	100
Spanish	24	82	100	32	80	100

Results are based on final entries

Aims and Values

We believe all students are unique individuals and are of equal worth; everyone can achieve and has a contribution to make. Education works best when it is a close partnership between the school, students and home. From this premise we set out to develop independent, caring, enquiring, morally responsible, adaptable and well-qualified young people prepared for life and work beyond school. We seek to ensure every young person leaves the school with an enjoyment of learning and an understanding of the importance of learning in their future lives.

The school's aims are:

- to develop the potential of all students - their knowledge, skills and understanding - through an appropriate and relevant curriculum incorporating legal requirements
- to use methods of learning and teaching which meet individual needs, develop feelings of confidence, bring success and maximise students' standards of achievement
- to foster a caring, well-behaved community where students:
 - are well behaved and self-disciplined
 - feel they belong and are valued, are happy and emotionally secure so that they are able to explore their feelings within a positive environment
 - value their own health and wellbeing
- learn co-operation, tolerance and mutual respect, and involve themselves fully in the life of the community
- to strive for quality and excellence in all aspects of school life
- to provide clean, stimulating and safe surroundings which enhance learning and foster respect for the environment
- to encourage a positive and active partnership with parents and the wider community.

At the heart of our vision are our core values:

- respect
- excellence
- resilience
- care and consideration
- honesty

Information about admissions

Parents who would like to know more about Hungerhill are most welcome to visit the school and to bring their children with them. Please contact the Deputy Headteacher (Achievement and Inclusion) or the Student Support Officer (Key Stage 3) to arrange a convenient time. A visit provides the opportunity to ask questions, tour the school, to meet staff and to see the school in session.

The school serves the communities of Edenthorpe, Kirk Sandall, Barnby Dun and Dunsville, but applications are welcome from families outside these areas. Each school year, Hungerhill School consults with the LA and, historically, has set a limit of 224. However Governors have agreed temporarily to raise the PAN to 232 for Year 7 2016-17, due to the increased student numbers coming from our primary schools. All admissions are dealt with by Doncaster Local Authority, not by the Headteacher or Governors of the school. The closing date for receipt of applications is 31st October 2016. Details of the admission policy statement for all secondary schools is provided separately by the LA in the 'Admission to Secondary School' booklet available from 'Admissions and Student Services' tel. 01302 737203, email: admissions@doncaster.gov.uk

Admissions Criteria

Places will be allocated using the criteria listed below, in order of priority:

- children in Public Care
- children who are 'ordinarily resident' in the catchment area of the school
- children who have attended one of the Brighter Futures Partnership Trust schools for more than one calendar year before the closing date for applications
- children who attend a school which is a linked pyramid school
- children with an elder brother or sister in the school
- other children from outside the catchment area, based on proximity.

Your Time at Hungerhill

The School Day

8.50 - 9.05am	Registration/Assembly
9.05 - 9.55am	Lesson 1
9.55 - 10.45am	Lesson 2
10.45 - 11.00am	Break
11.00 - 11.50am	Lesson 3
11.50am - 12.40pm	Lesson 4a/Lunch
12.40 - 1.30pm	Lesson 4b/Lunch
1.30 - 2.20pm	Lesson 5
2.20 - 3.10pm	Lesson 6

School Transport

There are special buses each day from Kirk Sandall, Hatfield and Barnby Dun. A single journey costs 70p as long as the student has a concessionary fare pass.

School Meals

A midday meal is available with a wide choice of menu that caters for all tastes. The current price is £2.10.

Please note: all students are expected to stay on site at lunchtime unless they are going directly home.

Curriculum Statement

"We believe that all students are of equal worth; that they are entitled to a broad, balanced and challenging curriculum relevant to their particular needs; and education is about enlarging experience and understanding, about the rewards and enjoyment of learning and as such is a life-long process. By promoting equality of opportunity, the school aims to develop the full potential for learning of all its students;

to promote their cultural, mental, moral and physical growth and to prepare them for the opportunities, responsibilities and experiences of adult life at home, at work, at leisure and in the community."

Curriculum Organisation

At Hungerhill, we have a highly personalised curriculum. Our Key Stage 4 curriculum is based on a three-year model following on from an accelerated Key Stage 3. On entry, students are grouped in mixed ability forms with letters taken from the name of the school; 7H, 7U, 7N etc. Most students will remain in the same form throughout their time at the school. It is our policy to organise students into teaching groups that promote the most effective and successful personalised learning. Arrangements therefore vary from subject to subject, some being taught in ability sets and others in mixed ability groups.

Subjects studied by all students in Years 7 and 8 (Key Stage 3) are:

Art & Design	Modern Foreign Languages
Design & Technology	Performing Arts (Music, Drama & Dance)
English	Personal, Social, Health & Citizenship Education
Geography	Physical Education
History	Religious Education
ICT (incl. Computer Science)	Science
Mathematics	

The Key Stage 4 Curriculum is made up of two parts:

- core subjects which all students study
- optional subjects which students choose at the end of Year 8.

Core Subjects

All students study English, maths, science, ICT, ethics and philosophy, physical education, personal, social and health education throughout Key Stage 4.

In addition, all students select four subjects from French; Spanish; geography; history; science; art, craft and design; business; ICT; computer science; media; drama; food preparation and nutrition; music; performing arts; physical education; product design; psychology; religious education; sport science; health and social care, and workskills.

Enrichment

Hungerhill School is proud to offer a wide and varied selection of enrichment opportunities for our students. The enrichment programme consists of weekly enrichment lessons for all year groups with separate focussed activity days taking place throughout the year. The weekly enrichment lessons allow students to choose activities such as knitting, gardening, sign language and musical events. The enrichment programme also offers students the opportunity to become involved in the Duke of Edinburgh Award from Year 9 onwards. Our enrichment curriculum aims to offer a wide range of experiences and challenges to ensure our students are inspired to learn beyond the traditional classroom, for memorable learning experiences to complement our excellent academic life.

The team leading the enrichment programme is made up of:

Mrs S Davies - Joint Head of Enrichment
Mrs E Barlow - Joint Head of Enrichment
Miss A Cross - Duke of Edinburgh Leader.

Enrichment Activities

We provide a broad range of activities to enrich the lives of our students and enhance their learning experiences. These include:

Study Visits

Art	Yorkshire Sculpture Park
Drama	Theatre trips
PE	Football trips incl. to the USA; Ski trip to Italy
History	Thackray Medical Museum in Leeds
Geography	East Yorkshire coast
Year 7	visit to Boreatton Park
Year 8	visit to France and the WWI battlefields
Year 10	visit to Castleton
English	visits to numerous productions
Science	various visits

Sport

Badminton, Cricket, , Rounders, Netball, Football, Rugby, and Athletics clubs; inter-form competitions.

Study Support

Subject 'booster' and 'blaster' activities
Out-of-hours access to ICT suites
Holiday catch-up sessions
Extension activities for gifted students
Clubs in many different subject areas
Homework club
Breakfast club
Spanish club
Intensive 'camps' in ICT, literacy and numeracy
Maths Challenge
7th Session.

Performing Arts

Drama productions, fiddle band, stage band, drama club, music concerts, music instrumental tuition.

Our Community

The School Community

As a community we stress the importance of individual responsibility, trust and respect. We encourage self-discipline, sharing, honesty and fairness. The support and guidance system in the school is based on these core values.

Each student is placed in a mixed ability form of approximately 29 students under the care of a form tutor. Most students remain in the same form, with the same tutor throughout their time at the school. This creates stability and continuity. The work of the form tutors is supported by the Achievement Leaders and Learning Support Co-ordinators.

Being a responsible member of our community

At Hungerhill we believe that good order and discipline is essential for learning to take place. To achieve this, all students are expected to be responsible members of our community by displaying self-discipline and high standards of behaviour, showing consideration for others at all times.

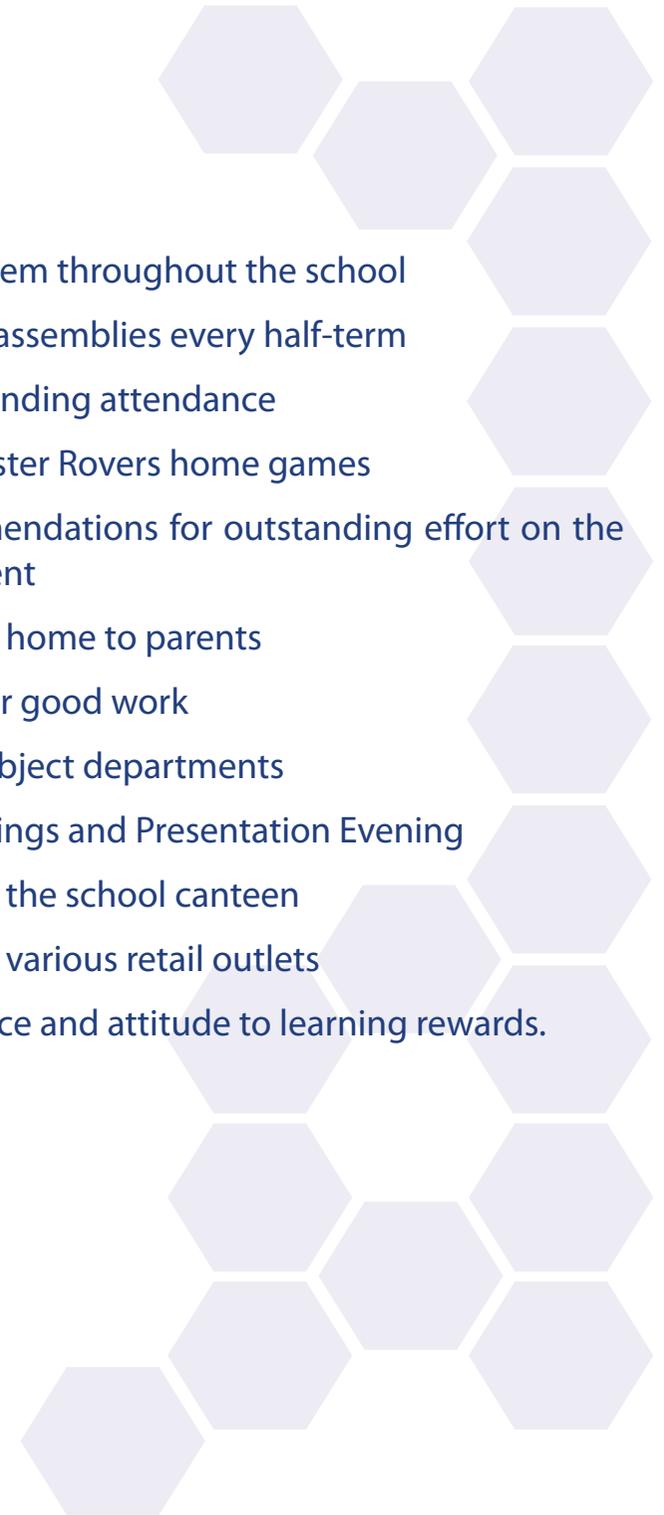
When necessary, sanctions are applied fairly and appropriately. We try to involve parents sooner rather than later when behaviour does not adhere to our high standards.

Recognising success in our community

We believe in focusing on the strengths and successes of our students, rather than their failures and shortcomings and there is a wide variety of rewards and strategies for celebrating success. In this way we aim to promote and maintain a positive school community in which everyone feels valued.

Examples of rewards are:

- the Bonus Credit system throughout the school
- Key Stage 3 rewards assemblies every half-term
- certificates for outstanding attendance
- free tickets to Doncaster Rovers home games
- Headteacher's commendations for outstanding effort on the Record of Achievement
- letters and postcards home to parents
- individual referrals for good work
- reward systems of subject departments
- annual Awards Mornings and Presentation Evening
- vouchers to spend in the school canteen
- vouchers to spend in various retail outlets
- end of year attendance and attitude to learning rewards.



Brighter Futures Learning Partnership

Hungerhill is an Academy and is part of the 'Brighter Futures Learning Partnership'. The partners of our Trust are Barnby Dun Primary School; Canon Popham (VA) Church of England School; Dunsville Primary School; Edenthorpe Hall Primary School; Hungerhill School; Kirk Sandall Infant School; Kirk Sandall Junior School; the BEAK Children's Centre; Rotherham, Doncaster and South Humber Health Trust; Doncaster Rovers Football Club, and John Leggott College, Scunthorpe.

The aims of the Trust are to:

- provide a first class education for all young people in our community
- create school partnerships that will raise attainment and in doing so increase the life chances of all young people in the area served by our school
- build upon the good practice that already exists amongst schools in our pyramid, as well as the Sure Start Children's Centre located at Kirk Sandall Infant School
- address barriers that hinder young people learning
- deliver improved support for families in the community.

Communication with Parents

The school actively encourages parents to become involved in the education of their children. We communicate with parents in many ways:

- regular newsletters
- letters
- student planners
- individual meetings, either at mutually convenient appointments or at Parents' Evenings
- student reports and subject review grades
- telephone
- school website
- email
- text messages
- Awards Mornings
- information evenings and workshop sessions.

The Hungerhill Parents' Advisory Group (HPAG)

The HPAG is a parents' group that meets regularly each year to provide their views on school issues that are important to them. For example, in the past year they have discussed parents' evenings; leave of absence for holidays; anti-bullying policies; the behaviour and rewards policy; and assessment and reporting. Any parent is entitled to be part of the group. For more information, please refer to our website, or contact admin@hungerhillschool.com, for the attention of Mrs C Keogan.

Our Policies

Safeguarding/Child Protection

Hungerhill School recognises the responsibility it has under Section 175 of the Education Act, 2002, to ensure that safeguarding and the welfare of children is of paramount importance. All staff receive regular training on child protection and safeguarding issues and there are rigorous procedures in place to protect children. A copy of the Safeguarding (Child Protection) Policy can be downloaded from the school's website. The designated members of staff for Child Protection are Mrs W Sumner and Mrs J Rivers.

Special Educational Needs

The school's policy on Special Educational Needs is in line with the requirements of the new Code of Practice. Central to the policy is the philosophy that all students have the right to a broad and balanced curriculum and it is the collective responsibility of all staff to provide the best educational opportunities for all children.

The school has an excellent reputation for its provision in this area and there are clear criteria and procedures in place for the identification and assessment of students with special educational needs. Currently there are 26 students with statements of special educational needs in the school. Arrangements for the admission of students with disabilities follow the procedures contained in the 'Admission to Secondary School Booklet' published by the Local Authority.

The SEN Co-ordinators work with a team of assistants who are

able to provide additional support to ensure students' needs are met in the most appropriate way. The school ensures that disabled students are not disadvantaged in any way and there is an accessibility plan in place. Most support is provided within lessons and where necessary children are given individual help with basic skills. As a consequence students with special needs make outstanding progress at the school. Our SEN Information Report, which includes a description of our SEN provision is available on our website.

Disability Equality

As a school we are committed to ensuring equality of education and opportunity for disabled students, staff and all those who receive services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in the life of the school. At Hungerhill we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach, work and visit here.

Home Learning

We consider learning at home to be extremely important as a means of preparing students prior to lessons or extending work and consolidating work covered in lessons. Home learning is an integral feature of students' work and is one of the key mechanisms through which we can help all students to achieve their full potential through fostering habits of self-discipline and

developing independent learning such as research and study skills. All students are issued with a log-in for 'I am Learning' where work is uploaded and should be checked daily. Students are also issued with a planner in which to record their offline home learning. Parents are able to check online whether their child has completed all home learning tasks. We ask parents to ensure home learning is completed in the best possible conditions and to check and sign their child's planner each week.

Careers Education and Guidance

Careers education is offered to students in all years through the personal, social and health education programme. The careers programme seeks to make students aware of their talents and aptitudes and the range of post-16 opportunities available to them.

All students have access to one-to-one support from an external, impartial careers advisor. The school's Careers, Work-Related Learning and Transitional Support Officer is also available for consultation by students and parents at any time through the year.

There is a well stocked, up-to-date careers/guidance library where students have access at lunchtimes, breaks and after school.

Religious Education and Collective Worship

Britain today is a multi-cultural society, containing people from many ethnic backgrounds. Students therefore learn about a broad spectrum of religions, giving them an understanding of people's religious beliefs and practices and of how their lives are affected by religion. A more detailed knowledge of Christianity is presented since it is the mainstream religion in Britain today.

Collective worship is seen by the school as an important part of students' experience and development. Themes such as respect for others, consideration of the importance of the spiritual side of life, and an understanding of moral issues are all covered. Whilst assemblies reflect the broad traditions of Christian belief they also encompass a consideration of the different world faiths found within Britain.

Parents have the right to withdraw their child from religious education or collective worship, either in whole or in part. Those wishing to do so should contact the school and alternative provision will be arranged.

Sex Education

Sex education is taught as part of the national curriculum in science; as part of personal, social and health education, and as part of religious education. Its purpose is to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. Students are encouraged to have regard for moral considerations, the value of family life and sexual health within the context of the education programme. Outside agencies are used to assist with the delivery of the programme.

Parents have the right to withdraw their children from all or part of the sex education programme. Those wishing to do so should contact the school.

Student Code of Conduct:

To support our school vision and aims, students are asked to comply with our Student Code of Conduct:

- move sensibly, quietly and safely around the school
- treat each other and staff with courtesy, respect and good manners
- attend lessons promptly, equipped and ready to learn
- participate in lessons and try your best
- care for your equipment, belongings and our environment; do not have chewing gum in school
- follow instructions and requests from all school staff at the first request
- wear uniform correctly and with pride.

In line with our anti-bullying policy, all students are asked to:

- not allow someone deliberately to be left out of a group
- not smile or laugh or join in when someone else is being upset or bullied
- tell a member of staff what is happening
- tell the bullying students that you disapprove of their actions
- support those students who are being bullied in any way you can.

What happens when we make the right choices in school?

- verbal praise
- positive comments in books, reports
- phone call home
- positive letter
- postcards home
- Award certificates
- celebration assemblies
- excellent progress
- good GCSE grades
- entry into the best jobs, apprenticeships, universities
- better life chances; healthier, earn more money, have more choice, happier

What happens when we make the wrong choices in school?

- oral reprimand
- withdrawal of privileges
- confiscation
- parental involvement
- report to a member of staff
- lose social time
- detentions - including Saturday morning
- isolation
- fixed-term exclusions
- possible Police involvement
- Governor warning panel
- permanent exclusion - this is the Headteacher's decision.

Attendance

The school places great importance on attendance, as good attendance is closely linked to high attainment. We ask all parents to ensure their children attend every day and strongly discourage the booking of holidays during term time. These will only be authorised under exceptional circumstances. A copy of the school's policy on leave of absence for holidays can be downloaded from the school website.

Please note any absences from school should be explained by parents as soon as possible, either by telephone, in writing or by email. Parents should be aware that it is up to the school to decide whether or not an absence is authorised. If it is a genuine illness or some other unavoidable reason, it will be authorised. Unexplained or unacceptable absence is treated as unauthorised (truancy). It is now illegal to take holidays during term time and a fixed penalty fine may be issued if parents choose to do so.

We are very proud of the level of attendance of our students and consistently achieve an attendance rate that is well above the national average. Details of attendance statistics for the past three years are shown in the chart below:

	School	National Average
2014	96.8%	95.5%
2015	96.3%	94.8%
2016	96.04%	N/A

Routes

Routes taken by students when they leave the school.

In Year 11 every opportunity is taken to provide students and their parents with detailed information about post-16 opportunities so that well-informed and impartial decisions can be made. Visits to sixth forms, colleges and other training providers are organised and encouraged.

The routes taken by Year 11 students 2015/2016 were as follows:

Route	Number	Percentage
A course at a school or any further education college	216	96%
Employment (including modern apprenticeships)	5	2.2%
Training (work based, including armed forces)	3	1.3%
Unemployed	1	0.5%
Unknown / left area	0	0%
Total	225	100%

*Please note that these figures are correct at the time of print and are subject to change

Attitude to Learning Matrix

	Striving for Excellence (4)	Motivated for Learning (3)	Working towards... Not there yet! (2)	Not improving (1)
Learning Attitude	<p>You:</p> <ul style="list-style-type: none"> show consistently high commitment and enthusiasm towards learning seek out new information and act positively to feedback support others to learn and encourage them to improve. 	<p>You:</p> <ul style="list-style-type: none"> strive to work hard in lessons and want to improve engage in the lesson and show enthusiasm for the subject act on and use feedback to improve your work. 	<p>You:</p> <ul style="list-style-type: none"> need to have higher expectations for yourself and your learning sometimes need to be more positive and ready to engage in lessons need to act more on the feedback you are given. 	<p>You:</p> <ul style="list-style-type: none"> do not have high expectations for yourself and your learning limit your progress because you often show a fixed mindset.
Quality of Work	<ul style="list-style-type: none"> strive to produce work which is over and above what is expected complete tasks to a high standard and always take pride and care in all you do. 	<ul style="list-style-type: none"> work hard to produce high quality work take pride in your work and regularly complete it to a good standard. 	<ul style="list-style-type: none"> need to demonstrate sufficient learning more regularly sometimes need to give more care, time and/or attention to your work. 	<ul style="list-style-type: none"> need to work harder and give more thought to your learning often need to have more pride in and take more care with your work.
Resilience and Perseverance	<ul style="list-style-type: none"> demonstrate perseverance and do not give up always push yourself to make as much progress as possible demonstrate the importance of effort and practice and their link to attainment. 	<ul style="list-style-type: none"> try to keep going even when you find things difficult set yourself high standards when it comes to your own learning are beginning to demonstrate the importance of effort and practice and their link to attainment. 	<ul style="list-style-type: none"> sometimes can come off-task when work becomes a challenge often seek support before making an attempt yourself need to push yourself more. 	<ul style="list-style-type: none"> regularly give up without really trying when work becomes a challenge do not show an understanding of the way effort can impact on attainment.
Organisation	<ul style="list-style-type: none"> always come to the lesson thoroughly prepared meticulously self-check your work meet deadlines. 	<ul style="list-style-type: none"> are fully equipped for lessons self-check your work usually meet deadlines. 	<ul style="list-style-type: none"> do not always bring the necessary equipment to the lesson leave some work incomplete or rush it so it lacks detail. 	<ul style="list-style-type: none"> consistently forget to bring the basic equipment needed for lessons regularly do not complete work.
Behaviours	<ul style="list-style-type: none"> always remain focused and on task have a positive effect on the learning of others always act responsibly and with maturity. 	<ul style="list-style-type: none"> try your best to concentrate and focus in lessons work well with others are mature and responsible. 	<ul style="list-style-type: none"> sometimes need to be reminded to focus and get on with your work do not always show a mature and responsible behaviour to your learning. 	<ul style="list-style-type: none"> easily come off-task regularly disrupt the learning of others still need to develop a mature and responsible attitude to your learning.

Student Management & Behaviour for Learning Thresholds

Hungerhill Student Management & Behaviour for Learning Thresholds

Subject Teacher	HOD	Form Tutor	Pupil Support	SLT	Intervention Strategy	Action to be Taken
			✓	✓	<p>Final meeting with Headteacher Governor Panels Parental meetings with Headteacher SLT Report SLT Panels Involvement of external agencies Emotional/social Intervention</p>	<p>Major incidents/ Failure to improve</p> <p>Ongoing serious incidents / Non-compliance of KS Report / Non-compliance of HOD Report</p> <p>Permanent Exclusion</p> <p>Managed Move NLC Placement Fixed-Term Exclusion</p>
	✓		✓	✓	<p>HOD Report Key Stage Report Meetings with parents Possible intervention/liaise with outside agencies NLC Intervention Emotional/social Intervention</p>	<p>One-off serious incidents/Non-compliance of Isolation/Non-compliance of subject report/Non-compliance of form tutor report/ Bullying</p> <p>Fixed-Term Exclusion Isolation</p>
✓	✓	✓	✓		<p>Subject Report (notify HOD) Form Tutor Report (notify pupil support) Phone/Meet with parents Subject Intervention Study Support Intervention Emotional/social Intervention</p>	<p>Failure of Period 7 / Failure to attend intervention / 2 x negative subject events whilst on subject report / 6 x negative school wide events in 2 week cycle / Continued lack of progress, effort / Truancy / No improvement in lateness to school / Continued defiance regarding school rules</p> <p>Isolation Period 7 (Detention) Period 7 (Study Support)</p>
✓	✓	✓			<p>Quality Teach First Action plan for ATL (using matrix) Phone call home 1:1/Small group mentoring Contact form tutor/subject teacher Emotional/social support</p>	<p>Amber/Red in lessons / Defiance regarding makeup, uniform, equipment / Homework Issues / Lack of progress / Poor ATL / Lateness to school / Negative social time behaviour / ICT abuse / Dysfunctional peer relationships</p> <p>Period 7 (Detention) Period 7 (Study Support) Loss of social time Review behaviour Logged on Serco</p>
✓		✓			<p>Quality Teach First Discussion with pupil regarding barriers/ATL/expectations/responsibility Organise temporary uniform from pupil support Possible phone call home or notes in planner</p>	<p>Green in lessons / Failure to return reply slips / Failure to return library books / Lack of equipment / Uniform issues / Makeup issues</p>

School Uniform

The school attaches great importance to appropriate dress. It helps to establish a feeling of community and to develop the personal presentation skills of students. Uniform is therefore not an option, it is a necessity. We expect all students to wear the uniform with pride when in school or when attending school functions. Parents are asked to ensure that clothing is clearly labelled.

Trousers/Skirt	Plain black trousers/skirt of a classical style, straight cut. Trousers should be tailored, the leg width must remain the same from hip to ankle. The width of the ankle must not be less than a 16-18cm diameter. Skinny/flared/stretch/Lycra/hipster/casual linen/leggings/appearance of leggings are not allowed. Trousers should not have accessory zips on, i.e. on the pocket area. Skirts should be worn at the knee, not above. High waisted/stretch/Lycra-pencil skirts are not allowed.
Shirt	Plain white shirt with traditional collar (no sports shirts).
School Jumper	Plain black V-neck with school logo. These are available from the school at a cost of £14.00 (30-34") - £16.00 (36-44"). No other tops are permitted.
School Coat	Hoodies and tracksuit tops are not permitted.
School Bag	Bags should be black. They should be large enough to carry A4 folders, books and be appropriate for school. 'Handbag-style' bags are not permitted.
Tie	A school tie must be worn. Ties are available from the school at a cost of £3.50 (Year 11 ties available at a cost of £5.00).
Socks/Tights	Girls wearing skirts must wear plain white/black socks or plain black/flesh coloured tights.
Footwear	All students are expected to wear sensible black shoes with safe heels for movement around school. Boys must not wear trainer-style shoes. We strongly recommend low heels for girls. Trainers, boots, canvas shoes, sandals, pumps or 'ballet' style shoes are not allowed.
Earrings	Students may wear a small, single plain stud (not a ring) in each ear lobe. Ear 'stretchers' are not permitted and jewellery in any other part of the ear is also not permitted.
Jewellery	Jewellery should only be worn in the form of a single or plain stud in the bottom of each ear lobe and not in other parts of the ear. All other forms of jewellery, including tongue piercings, are not allowed. Watches, however, are permissible.
Hair Styles	These should be appropriate for school. Heads should not be shaved. Excessive hairstyles such as line designs, extreme shaping, styling, unnatural colouring or combination of colours are not allowed. We do not expect hair to be shaved to less than a grade 2.
Make-up	Make-up is not allowed in Years 7, 8 and 9. It should only be worn discreetly in Years 10 and 11 and is seen as a privilege for the older students. False nails and nail polish should not be worn.
Denim	Denim and 'jeans type' clothing should not be worn. Denim jackets or coats are not allowed.
Protective Clothing	Please provide your child with an apron or overall for use in art studios and workshops.

Clothing for Physical Education

(Please ensure that all kit is labelled)

PE Kit Boys	
(Indoor) <ul style="list-style-type: none">White school polo shirt / plain white polo shirt<ul style="list-style-type: none">Black school shorts / plain black shorts<ul style="list-style-type: none">White ankle sports socksNon-marking sole trainers	(Outdoor) <ul style="list-style-type: none">Black school rugby shirt / plain black rugby shirt (essential)<ul style="list-style-type: none">Black school shorts / plain black shortsBlack school football socks / black football socksFootball boots and non-marking sole trainers<ul style="list-style-type: none">Shin padsBase layer (optional)

PE Kit Girls	
(Indoor) <ul style="list-style-type: none">White school polo shirt / plain white polo shirt<ul style="list-style-type: none">Black school shorts / plain black shorts<ul style="list-style-type: none">White ankle sports socksNon-marking sole trainers	(Outdoor) <ul style="list-style-type: none">Black school training top / plain black training top<ul style="list-style-type: none">Black school shorts / plain black shortsBlack school football socks / black football socksFootball boots and non-marking sole trainers<ul style="list-style-type: none">Shin padsBase layer (optional)

The following equipment is available to order through the school website www.hungerhillsschool.com and by following the link to **Sportswear International (SWI)** Please note: the different prices are dependent on the size of the garment)

White polo shirt (boys/girls)	(£13.05 / £14.60)
Red/black rugby shirt (boys essential)	(£18.75 / £20.85)
Black training top (girls)	(£15.95 / £18.05)
Black shorts (boys/girls)	(£7.80 / £8.90)
Black football socks (boys/girls)	(£4.50 / £5.50)
Black base layer (boys/girls)	(£12.15 / £14.15)

The School Curriculum

The Key Stage 3 Curriculum

	English	Maths	Science	Design Tech	PE	Art	Geography	History	French	ICT	Music	Enrichment	RE	PSHE	Drama
Year 7	8	8	8	5*	4	3	3	3	6	2	2	2	2	2	2
Year 8	7	8	8	6	4	3	3	3	6**	2	2	2	2	2	2

* Design and Technology and Food Technology are taught in carousel

** Includes two periods of Spanish for applicable students

The Key Stage 4 Curriculum

Green Pathway	Periods	Purple Pathway	Periods	Red Pathway	Periods	Blue Pathway	Periods
English Language	9	English Language	9	English Language	9	English Language	9
English Literature		English Literature		English Literature		English Literature	
Maths	8	Maths	8	Maths	8	Maths	8
Combined Science	12	Combined Science	12	Combined Science	12	Combined Science	12
ICT: ECDL	2	ICT: CiDA	2	Learning to Learn	2	Learning to Learn	2
PSHE	2	PSHE	2	PSHE	2	PSHE	2
Ethics & Philosophy	1	Ethics & Philosophy	1	Ethics & Philosophy	1	Ethics & Philosophy	1
PE	4	PE	4	PE	4	PE	4
Enrichment	2	Enrichment	2	Enrichment	2	Enrichment	2
Option 1: BTEC Workskills incl. study support	5	Option 1: History or Geography or French	5	Option 1: History or Geography	5	Option 1: Triple Science	5
Option 2: Literacy, numeracy, Feedback 50	5	Option 2: Literacy 2, CiDA 2, Numeracy 1	5	Option 2: French or Spanish	5	Option 2: Geography or History	5
Option 3: Progress 8 (History, Geography, French)	5	Options 3: Free Choice	5	Option 3: Free Choice	5	Option 3: French or Spanish	5
Option 4: Free Choice	5	Option 4: Free Choice	5	Option 4: Free Choice	5	Option 4: Free Choice	5

