

**BASIC INFORMATION**

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**Address:** The Shropshire Gateway Educational Trust

Lacon Childe School

 Love Lane

 Cleobury Mortimer

 Shropshire DY14 8PE

**Tel. No.:** 01299 270312

**Fax No.:** 01299 271037

**e-mail:** admin@lacon-childe.org.uk

**website:** lacon-childe.org.uk

**Type of School:**  11 - 16 Co-educational Comprehensive;

A Specialist Sports College

**Headteacher:** Mr D Reynolds, BEd, NPQH

**Chair of Governors**: Mr Richard Forrester



**SCHOOL AIMS**

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Introduction to our Trust

In October 2014, Lacon Childe School, in the beautiful Shropshire town of Cleobury Mortimer, converted to academy status. The Shropshire Gateway Educational Trust was further strengthened in January 2015 by the inclusion of Cleobury Mortimer Primary School and in February by Clee Hill Primary Academy. In September 2015, Stottesdon C of E Primary School became the fourth member of our Trust family. We are a unique, mixed multi academy trust. Primary, secondary, church and non-denominational schools working together to improve the educational experience for our children. Each school within the Trust has maintained much of their autonomy but we are able to collaborate to extend and improve the provision for our children from the minute they join our Trust schools until they leave at 16.

By sharing a joint ethos, calendar and staff development, we can ensure that our teachers and support structures are as good as they can be at maintaining high standards and expectations across our Trust schools. By working together, we can realise the potential of all our children to become the best they can be in an environment, which promotes equality, honesty and trust at all levels. We are proud of what we have achieved so far and excited about what the future holds for our Trust, our schools, staff, parents but most importantly, our children.

**The aims of Lacon Childe School are :**

\* the highest standards of behaviour and conduct;

\* outstanding teaching and learning;

\* the highest standards of pastoral care;

\* a fully inclusive approach where all children are equally important;

\* a climate of mutual respect between the children, staff and community;

\* positive relationships;

\* high aspirations for all involved with the school – a ‘can do’ attitude;

\* a wide range of enrichment opportunities for all to get involved;

\* a celebration of all the cultures and faiths represented in society;

\* an organisation where there are no excuses for underachievement.

\* a guaranteed place at a high achieving successful high school for all pupils in member schools.



# LACON CHILDE SCHOOL POLICY FOR Admissions 2018/19

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**This policy outlines the procedure for admission into Lacon Childe School. As an Academy, part of The Shropshire Gateway Educational Trust, we are our own admissions authority, but we have taken the decision to carry on working closely with Shropshire Local Authority to ensure that all arrangements are transparent and fair.**

Shropshire Council’s Admissions Team coordinates the admissions process for entry to Year 7 and all enquiries regarding those Admissions should be addressed to them. They produce a booklet “Parents’ Guide to Education in Shropshire” each year with up to date information about schools and a full explanation of the admissions processes. The booklets are available in school or from the Admissions Team or can be accessed on the Shropshire website. Parents/carers who may wish to speak directly to an Admissions Advisor may also contact them through the Admissions Team.

The contact address is: Admissions Team, Learning and Skills, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury. SY2 6ND. Tel. 01743 254211 and 0345 678 9008

Or email: school-admissions@shropshire.gov.uk

Website: [www.shropshire.gov.uk](http://www.shropshire.gov.uk)

Catchment areas for schools can be viewed on LocalView which can be found on the above website address.

Before making decisions on which schools to apply for, Parents/Carers and their children are invited to visit the school. An Open Evening will be held each Autumn Term; alternatively, please contact the school to make a personal appointment.

This school has a Published Admission Number (PAN) of 108 for the Year 7 intake in 2018 (this number also applies to Years 8-11). For the year commencing September 2016 the number of preferences received and places allocated was as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date of Allocation | Admission Limit | No of 1st preferences received | Total places allocated | No of 2nd preferences allocated |
| March 2017 | 108 | 121 | 130 | 0 |

**Admissions**

Parents/Carers of Year 6 children and resident in Shropshire will be required in the Autumn Term prior to the school year of transfer to complete a Shropshire application form on which 3 preferences can be stated. Letters advising of the time for application will be given to Year 6 pupils in their primary schools in early September. Applications can be made online through the Shropshire website. **All applications must be made by 31st October in the academic year prior to which your child is due to start school.** **All applications received by this date will be considered and parents will be informed by Shropshire Council on 1st March if they have been allocated a place for their child.** Where there are more applications than there are places available, allocations will be made in accordance with the oversubscription criteria. In general terms, they are based upon the following (in order) :

***Children with a Statement of Special Educational Need or Education and Health Care Plan which names Lacon Childe School will be allocated places***

1. Relevant Looked After Children (that is, children in public care) and all previously looked after children as defined in the schools’ admission code. (please see \* definition below)
2. Siblings of pupils attending the school and living at the same home address, within the catchment area of the school. In order to qualify for a place on the grounds of a sibling attending the school, the sibling must be on roll and attending the school at the time that the applicant is due to start. *(Please see \*\*‘sibling’ definition.)*
3. Residence in catchment area. *(Please see \*\*\*catchment area definition)*

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| 4. Children living outside catchment area with an older sibling from the same address attending the school and on roll at the time that the applicant is due to start. |

1. Attendance at a Shropshire Gateway Educational Trust registered primary school, namely: Cleobury Mortimer Primary School, Stottesdon CE Primary School and Clee Hill Community Academy.
2. Attendance at a primary school within the catchment area, namely: Farlow CE Primary, Kinlet CE Primary, Burford School and Bayton CE Primary.

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| 7. Children who have a parent or guardian who is a member of staff who has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage at the school. |

1. Proximity of home address to school. *(\*\*\*\*Please see criteria used to define proximity)*.

In the event that two individual applications are exactly the same after all other criteria have been taken into account a tie breaker will be used. This will be by random allocation and overseen by an independent party not connected with the admissions process.

\*Previously looked after children are children who were looked after, but ceased to be so because they were adopted (order 17), or became subject to a child arrangements order (order 18) or special guardianship (order19). Further references to previously looked after children in this Code means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after. Oversubscription criteria must then be applied to all other applicants in the order set out in the arrangements.

\*\*’Sibling’ definition – the definition of a sibling is the brother or sister, stepbrother or stepsister, half-brother or half-sister living at the same address as part of the same family unit and of compulsory school age (i.e. 5-16 years). Fostered and adopted siblings are also included. Older siblings must still be attending the school on the date the younger sibling is due to start there. However, cousins or other relatives who take up residence in the home in order to establish an ‘in catchment area’ address will not be given priority under the sibling criteria. In the case of twins or triplets from the same address the school will admit all siblings.

\*\*\*Catchment Area definition - Catchment area maps can be viewed on LocalView available from 'Maps' at the foot of the website www.shropshire.gov.uk or individual addresses can be checked by contacting the Admissions Team. Admission numbers can be found in the Parents’ Guide to Education booklet.

\*\*\*\*If, in any of the above priority categories, there are more applications than there are places available, priority will be given on the basis of distance measured as a straight line on a computerised mapping system between the home address and the nearest entrance gate of the school by pinpointing their easting’s and northings. The shortest distance will be given priority. Where two addresses are within the same block of flats, the lowest number of flat or nearest the ground floor will be deemed to be the nearest in distance.

In the event that two individual applications are exactly the same after all other criteria have been taken into account a tie breaker will be used. This will be by random allocation and overseen by an independent party not connected with the admissions process.

Most secondary schools work closely with their local primary schools and often invite pupils to attend for various activities. Such visits have nothing to do with the admissions process and do not in any way give any guarantee of a place at the school. Shropshire does not operate a system of feeder schools, as the home address of your child is the arbiter of being offered a place. That home address will be checked against data sources to ensure potential applicants are not, for example,

using other relative’s addresses, work or office addresses to achieve a higher priority under the published criteria. Where applications are not successful, parents/carers may wish to put their names on a waiting list or appeal against the decision. The Admissions Team will be available to advise on these matters. Members of the school staff and Governors are legally **not** allowed to write a letter of support for appellants so please do not ask them to do so. Nor is the school allowed to give any guarantee that a place will be offered at the school.

**Refusals**

The school may refuse admission to applicants who have been permanently excluded from two or more other schools; this does not apply to children with statements or EHCP’s. The ability to refuse admissions runs for a period of two years since the last exclusion. Exclusions which took place before the child concerned reached compulsory school age do not count for this purpose.

**Mid-Term or In-Year Admissions**

Where families move house at other times of the year after the start of Year 7, please contact the Headteacher in the first instance in order to make an appointment to visit the school. You will be given an indication of whether there are places available in the relevant year group. We will require a Mid-Term Application Form to be completed. If there are no places available, we will advise you of the Appeals process.

Parents and carers with children, at any age, in any primary school wanting to discuss admission to Lacon Childe School, or to visit, are invited to contact the Headteacher at the school.

If an application is made for a student to be admitted to the school and the required year group is below the level of the published admission number applicable to the age group, the student will be accepted subject to the provisions of the admissions criteria. The school may refuse to admit a child where there are places available on the grounds that admission of such a student would prejudice the provision of efficient education or the efficient use of resources in any year group.

We will consult and co-ordinate our arrangements, including over the rapid re-integration of children including those who have been excluded from other schools and who arrive in the area after the normal admissions round, in accordance with local in-year fair access protocols for securing places for unplaced children.

**CODE OF CONDUCT**

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“*Students’ behaviour is outstanding. Their positive attitudes and the warm relationships that are evident throughout the school make a significant contribution to their learning” (Ofsted, October 2012)*

*”Students are given many opportunities to develop personally and socially”*

*“Pupil attitudes and behaviour are outstanding”*

*“Relations between staff and students are outstanding”*

*(HMI, October 2010)*

*“Enjoyment of school is evident by the excellent behaviour and engagement of pupils” (Ofsted, July 2009)*

**You and other people**

It is everyone's responsibility to contribute to our quality of life in school. We live and work together as a large family of people and it is important that we:

 listen carefully, try to understand, and respect the views of other people;

 treat each other in a way we would wish to be treated;

 speak to each other politely;

 take a pride in our uniform and appearance;

 produce our best possible standard of work and encourage others to do so by being positive and supportive;

 welcome visitors to the school and classrooms quietly, helpfully and politely;

 greet each other in an appropriate manner.

**You and your environment**

The place in which we work reflects our attitudes and values.

 It is important that we:

 take care of the school buildings, grounds and equipment (remember they belong to you);

 put all litter in the litter bins provided;

 eat only in designated areas (Dining Room and Lunchtime Sandwich Room).

**Your safety**

*“Pupils feel safe in school because they achieve excellent pastoral support.” (Ofsted July 2009)*

*“Pupils are well versed in safety procedures.” (Ofsted May 2006)*

Because there are many of us, it is important that we:



\* always think of our own and other people's safety around school, between buildings and on the school buses;

\* move around the school in a quiet and orderly manner, this will mean waiting our turn, holding doors open for others and keeping to the left hand side of corridors and staircases;

\* keep to school uniform regulations; they are designed with your safety in mind;

\* only leave school during school hours with permission and after signing out at the office;

\* leave rooms carefully and quietly when dismissed;

\* do not bring into school expensive items such as: iPods, or mp3 players, radios, mobile phones (see details included in general information of Uniform section);

\* chewing gum; cigarettes/e-cigarettes/vapes or other addictive substances; matches or lighters; or anything that could be classed as an offensive weapon are also banned from school;

\* do not leave bags in areas that may cause an obstruction.

**Your organisation**

*“Staff train pupils in effective personal organisation, enabling them to tackle their work with confidence.” (Ofsted)*

As we work in a secondary school with its large number of people and complicated routines it is important that you:

\* bring an explanatory note from your parents or carers when returning from absence;

\* bring a note from your parents or carers if you need to be excused from PE.;

\* arrive at lessons punctually and fully equipped to work;

\* register at the School Office if arriving late to school;

\* move purposefully from one lesson to the next;

\* keep money or valuable items secure with you;

\* mark your property and clothing with your name and not interfere with items which do not belong to you.

\* hand in your mobile phone to the School Office on arrival at school.

**HOME-SCHOOL LINKS**

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*“Parents and carers express positive views of the school’s work and its leadership and management.” (Ofsted)*

Communication between home and school is vital if students are to make the most of their opportunities at Lacon Childe. Details of different means of communication are given below.

**Log Books**

Information is given about the homework structure in the Log Book and elsewhere in this pack but in completing homework pupils often bring home exercise books or file paper. A quick glance through an exercise book gives a useful indication as to attainment and effort. If you have any queries when looking through books, please do not hesitate to contact us. The school marking policy is explained in the Log Book.

Pupils record all homeworks, behaviour incidents and achievements in their logbook and the school will use this regularly to communicate with parents. The Log Book must be signed weekly by parents/carers. See section on Homework (page 12) with details of on-line homework.

During the first half term, Year 7 will only have homework in the Core subjects (English, Maths and Science). Homework will then gradually increase over the term.

**Home - School Agreement**

The School, in consultation with parents/carers and pupils, has produced a Home-School Agreement. This will be published in pupils’ Log Book when parents/carers, pupils and a member of staff sign the form to show it has been read and understood by all.

**Other Contacts:**

ParentMail:

We use an electronic communication system – ParentMail. Letters/information/consent forms will be sent via email or text to keep parents/carers informed of trips, events, reminders, parents evenings etc., and also used in emergencies, such as school closures due to severe winter weather conditions. School trips/activities, food purchases can also be paid for via ParentMail. ParentMail can also be used to report pupil absence or a note about absence can be written in the Log Book if preferred.





School letters with general information, school activities, trips, etc. will be emailed to first contact parents/carers via ParentMail and also be placed on our website and Parent Portal. A copy of the school calendar will also be on the website.

Parent Portal

The Parent Portal enables parents/carers to access information about their child’s attendance, timetable, behaviour/achievement points, progress and attainment from our school database system. This information will be provided on a ‘read only’ basis and cannot be changed by the viewer.

Access to our Parent Portal is through the use of a user name and password provided by the school on an individual basis. You will be provided with a unique password when your child starts at Lacon Childe.

**IMPORTANT NOTE**: The Parent Portal is entirely separate from ParentMail – see details on page 8.

**Open Evening**

Our annual Open Evening will be held early in the Autumn Term. Visitors are invited to see a range of children's work and join in a variety of activities. The school is also open for a morning for parents to have a tour of the school during a normal day.

**Parents' Evenings**

There will be at least one parents’ evening for each year group during the course of the school year, but parents are always welcome to come to the school at any time. However, it helps to make an appointment to ensure that the member of staff you wish to see is available. We use an electronic booking system for Parents’ Evenings on ParentMail and full details will be given at the appropriate time.

**Parent Teacher Association**

There is an active Parent Teacher Association in School, and help and involvement are always welcome. Our aim is not only to raise money, though that is part of the activity, but also to inform parents about school life, developments which may happen here and also to act as a link between parents and the school. There are social events and outings at which parents and friends of the school are always most welcome. (See Appendix C for more details including a list of PTA Officers).

**Reports/Records of Achievement**

One full assessment report per year is accessible on the Parent Portal for each year group and is supplemented by progress reports to keep parents/carers informed about the progress of their child.

We have on-line reporting procedures for attendance and assessment.

Pupils receive a “Progress File” when they leave school at the end of Year 11. This uses a nationally-agreed format, drawn up in consultation with a range of organisations, including representatives of

employers. It is an important document which shows what pupils have achieved in and out of school during their time at Lacon Childe. It can be added to as the child progresses through life.

**Complaints Procedure**

If parents do have a complaint, please contact the Headteacher in the first instance. The full Complaints Policy can be viewed on our website.



**ADMINISTRATION AND WELFARE**

**Absence**

*“Attendance is good.” (Ofsted, July 2009)*

The School is proud of its very good attendance record, which was above 95% last year with around 0.5% unauthorised absence. To help maintain these levels, if your child is absent, please inform the school by telephone, letter or on the ParentMail system **on each day** of absence. On the day of return, please send a note or put a note in Log Book briefly explaining the reason for absence.

Since 1st September 2013 there has been a change in the School Attendance Regulations. Where there used to be the option for headteachers to grant leave of absence for the purpose of a family holiday during the term time in ‘special circumstances’ of up to ten days in a year, this has been removed.

Headteachers are now only allowed to authorise any leave of absence when an application has been made in advance and it is felt to be for an exceptional circumstance; the annual family holiday would not be deemed an exceptional circumstance.

**Charging and Remission Policies**

In running trips, visits and other similar activities, school policy as established by the Governors is in keeping with the conditions laid down by the Education Reform Act 1988. Extra-curricular activities are highly valued and it is very much hoped that pupils and parents will continue to support such activities. When appropriate they are funded through voluntary contributions.

A full copy of the Governors’ policy is available for inspection in school. If interested, please contact the Headteacher.



**HOMEWORK**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Homework is an important part of the educational process, and it enables parents to make a direct contribution to the academic success of pupils. Homework timetables are issued for all year groups in the school, and each pupil has a copy to take home for parents to see. Pupils are encouraged to adopt habits of regular, independent study and homework provides an opportunity for an activity mutually supported by home and school. We hope it will give pupils an opportunity for:

 private study;

 pursuing a topic in more depth;

 reinforcing and extending classwork.

Homework can take a variety of forms such as writing, reading, practical work, researching, learning, or even watching an appropriate television programme. We like parents to become involved in supporting homework by checking, encouraging or by using whatever strategy works for your child. Please contact school if you have any questions or concerns about homework. All homework is recorded in the pupils’ logbook.

During the first half term, Year 7 will only have homework in the Core subjects (English, Maths and Science). Homework will then gradually increase over the term.

In years 10 and 11 homework continues to play an important role but there is greater flexibility, often, for example, the pupils may be given an extended period in which to complete and hand in an assignment. Continuous assessment and coursework are key features of GCSE work which gives pupils considerable responsibility for sensible organisation of homework time.

The Learning Resource Centre is open before the start of school from 8.30 a.m. each morning and available to use at break and lunch times. There is a Homework Club on Tuesdays and Wednesdays from 3.15 - 4.15 pm, which gives pupils the opportunity to use ICT facilities, especially useful for those pupils who do not have access to computer equipment at home.



**KEY STAGE 3 CURRICULUM**

*“Leaders go the extra mile to ensure the needs of students are met” (HMI, May 2013)*

*“The well-planned curriculum includes courses that are flexible enough to meet students’ individual needs and interests” (Ofsted)*

*“The outstanding curriculum ensures pupils’ needs are very well met.” (Ofsted)*)

At Lacon Childe School we operate a 2-week timetable to 25 individual lessons per week.

**Current Subject Lesson Allocations :**

|  |  |
| --- | --- |
|  | **KEY STAGE 3** |
| **SUBJECT** | **YEAR 7** | **YEAR 8** | **YEAR 9** |
| English | 6 | 6 | 6 |
| Mathematics | 6 | 6 | 6 |
| Science | 6 | 6 | 6 |
| Religious Education | 2 | 2 | 2 |
| ICT | 2 | 2 | 2 |
| PSHE/Tutorial | 2 | 2 | 2 |
| Physical Education | 4 | 4 | 4 |
| History | 3 | 3 | 3 |
| Geography | 3 | 3 | 3 |
| Music | 2 | 2 | 2 |
| Expressive Arts | 2 | 2 | 2 |
| Art | 2 | 2 | 2 |
| Design Technology:Food, Textiles, Res.Mats | 5 | 5 | 5 |
| Modern Foreign Lang. | 5 | 5 | 5 |
| **TOTAL HOURS** | 50 | 50 | 50 |

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| **KEY STAGE 4** |
| **SUBJECT** | **YEAR 10** | **Year 11** |
| English | 8 | 8 |
| Mathematics | 8 | 8 |
| Science | 9 | 9 |
| Religious Education | - | - |
| ICT | - | - |
| PSHE/Tutorial | 1 | 1 |
| Physical Education | 4 | 4 |
| 5 periods of any 4 of the following: History, Geography, Art, Music, Expressive Arts, PE, Textiles, Food Technology, Resistant Materials, ICT, Triple Science, Philosophy & Ethics, French, German, Child Development and Cope/NVQ. |
| **TOTAL HOURS** | 50 | 50 |



**Year 7**

The new pupils are mainly taught in their mixed-ability tutor groups whilst we get to know them. Class sizes are kept as small as possible, and the composition of the group is drawn up after careful consultation with our colleagues in the primary schools. Students who require additional support can be withdrawn for specific lessons and setting in Maths takes place at the end of the first half term.

**Year 8**

Where setting is appropriate for a particular subject, it is now built into the curriculum.

The subjects taken in Year 8 are the same as those for Year 7 except for the addition of a second language, for those pupils making more than average progress in their first language

**Year 9**

There is a strong element of continuity in the curriculum for years 7, 8 and 9, the work being devised as a three-year course. The aim is to introduce our pupils to the fullest range of educational

experiences, thereby maintaining the essential balance and breadth in their curriculum as laid down by the National Curriculum.

Year 9 is also the time when pupils make some choices for G.C.S.E. subjects for years 10 and 11. The National Curriculum determines the subjects for children in years 10 and 11. Much time is given to guidance both in Tutorial lessons and in other subject lessons. We issue an electronic booklet giving information about the options and about individual subjects which pupils discuss so that parents can be fully involved. A Parents’ Evening is held in the Spring Term for Year 9 parents, combining a talk and question session on the “Options” process with a more traditional update on pupils’ progress in individual subjects.



**THE UPPER SCHOOL CURRICULUM**

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*“Students display outstanding attitudes towards their learning” (Ofsted)*

**Years 10 and 11**

The school believes that every pupil is entitled to a broad, balanced curriculum and therefore everyone currently takes:

English (4 hours/week)

Mathematics (4 hours/week)

Double Award Science (4.5 hours/week)

PE (2 hours/week)

PSHE (1 hour/fortnight)

In addition, there is a wide range of GCSE options which includes Modern Foreign Languages, History, Geography, Art, Drama, Music, Information Technology, Design Technology (Resistant Materials, Food, Textiles), Child Development and P.E. at both GCSE and Technical Award.

There are also a range of vocational options for pupils who might benefit from a work-based approach to learning. These courses currently include engineering, hairdressing and land-based studies.

Once pupils have selected their options they follow these courses for the full two years.

**LACON CHILDE SCHOOL UNIFORM REGULATIONS**

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| Uniform is a key part of the ethos of the school and there is clear evidence that schools with high expectations of pupils with regard to uniform produce better examination results. Therefore, we expect all pupils to follow the uniform regulations which are detailed below. **The Head’s decision on uniform matters is final.** |
| **BOYS UNIFORM** |
| **SCHOOL BLAZER** | Maroon with the school badge on the pocket. |
| **SHIRT** | White shirt, suitable for wearing with a tie, buttoned to the neck with enough material remaining to be tucked in at the waist. The collar should be large enough to be buttoned-up comfortably. |
| **TIE** | A school tie neatly knotted and to reach close to the waist.  |
| **TROUSERS** | Plain black school trousers. **NO** other style of trousers, including denim or combat style, is allowed.  |
| **PULLOVER** | Maroon ‘V’ neck pullover (optional) |
| **FOOTWEAR** | Plain black socks.Practical, plain, dark brown or black weatherproof shoes. (Boots, canvas shoes and trainers are not allowed). |

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| **GIRLS UNIFORM** |
| **SCHOOL BLAZER** | Maroon with the school badge on the pocket. |
| **SHIRT** | White blouse, shirt-style, suitable for wearing with a tie, buttoned to the neck with enough material remaining to be tucked in at the waist. The collar should be large enough to be buttoned-up comfortably.  |
| **TIE** | A school tie neatly knotted and to reach close to the waist.  |
| **TROUSERS/****SKIRT** | * Plain black skirt – David Luke knife pleat or straight but NOT fitted or Lycra. Skirts MUST be a minimum length of 20 inches - see examples on our website\* or
* plain black school trousers, bootcut or tapered but not skinny fit. If a belt is needed, it should be small and black. There should be no additional buttons or zips.

 **NO** other style or colour of skirts/trousers, including denim or combat style, is allowed. \* The School Shop in Kidderminster stocks our requirements – see page 17 for their details. |
| **PULLOVER** | Maroon ‘V’ neck pullover (**not** cardigan) (optional) |
| **FOOTWEAR** | Plain black or white socks or plain thick black tights. Practical, plain, dark brown or black weatherproof shoes which are comfortable and of a safe height for school. (Boots, canvas shoes and trainers are not allowed). |



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| **GENERAL INFORMATION** |
| **HAIRSTYLES** | Extreme hairstyles, cut and colour are not allowed on any occasion. Examples of these include close shaved (less than a No.2) or braided hair, colouring and highlights. Hair ribbons, bands and slides should be unobtrusive and dark in colour, if worn. The school reserves the right to classify and deem what is extreme. If in any doubt, please ask. |
| **MAKE-UP** | In Years 7-9 no make-up or nail varnish is allowed. In Years 10-11 discreet make-up is allowed but lipstick, coloured lipsalve and nail varnish are not.  |
| **JEWELLERY** | Pupils may wear one pair of small, plain gold or silver stud or sleeper earrings, one in each ear lobe. One ring only is allowed and should be small and plain in style. Nose studs are not to be worn in school. We do not allow any other form of body piercing in school. No other jewellery, except for a watch, should be worn.  |
| **OUTERWEAR** | We ask pupils to wear plain, dark-coloured, sensible coats, appropriate for school. (Ex-service garments in camouflage colours or of obvious military origin, leather jackets, imitation leather jackets, denim jackets, badges or motifs are NOT ALLOWED). If it is necessary to wear a scarf it should be appropriate for school. |
| **MARKING** | ALL CLOTHING SHOULD BE FULLY MARKED WITH THE OWNER’S INITIALS AND FULL SURNAME. We do not accept responsibility for pupil’s clothing or equipment unless specifically asked to lock away valuable items. |
| **PROTECTIVE CLOTHING** | For protection of clothing pupils should provide themselves with aprons to be worn in Art, Food Technology and other Technology lessons. Pupils without suitable protective clothing will not be allowed to do practical work. The apron for Food Technology is available to purchase from school.  |
| **MOBILE PHONES** | Pupils are not normally allowed mobile phones in school. If pupils need to bring in a mobile phone to contact home after an extra-curricular activity, they must be handed into the School Office before morning registration. If phones are not handed in they will be confiscated and parents/carers may be asked to collect from the School Office.  |

Most items of school uniform may be purchased from any department store or The School Shop, Prospect Hill, Kidderminster, DY10 1PA : Tel. 01562 823763. The school also holds a stock of the school ties and badges and these can be purchased from us throughout the year.



**GIRLS’ PE UNIFORM**

Indoor P.E.:

* Maroon/White polo shirt embroidered with the Lacon Childe School crest and child’s initials \*

Outdoor P.E.:

* Black hoodie (embroidered with child’s initials and logo as above) \* (Not compulsory)
* black ¾ length leggings with school logo**\***
* maroon with white top socks\*
* trainers + shin pads
* tracksuit bottoms (black) are not compulsory, but very useful in winter

**BOYS’ PE UNIFORM**

Indoor P.E.:

* Maroon/White polo shirt embroidered with the Lacon Childe School crest and child’s initials **\***

Outdoor P.E.:

* Reversible rugby shirt in school colours **\***
* strong pair of football/rugby type black shorts
* maroon with white top socks
* trainers
* a pair of football boots + shin pads
* tracksuit bottoms (black) are not compulsory, but very useful in winter.
* Black hoodie (embroidered with child’s initials and logo) **\*** (Not compulsory)

**\* These items are only available from The School Shop, Kidderminster – see previous page for details.**



**TRIPS AND ACTIVITIES OUTSIDE THE CLASSROOM**

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*“Students say how much they value the way teachers give up their time to provide additional support.” (Ofsted 2012)*

The quality and effectiveness in any school is enhanced by going outside of the school to take part in a range of cultural, educational, sporting and leisure experiences. At Lacon Childe School we organise many visits and trips during the year to take children out into the wider world, whether it be local, regional or international. We see this as a very important part of the learning and development process for young people.

The trips organised include ski trips and visits to Barcelona, Paris and Poland (Krakow). Nearer home there are regular visits to a range of places to enrich the curriculum and make education come alive to children.

There is a residential adventure week for children in Year 8, staying at Shropshire’s outdoor centre at Arthog in North Wales. There are a variety of activities on offer, including gorge walking, orienteering, canoeing and rock climbing.

There is an annual residential visit to Cambridge University for our Year 10 More Able students.

Parents are kept fully informed via ParentMail about the range of activities on offer. Arrangements are made in accordance with the governor’s policy for charging for school activities in line with the 1988 Education Act.

There are frequent sporting fixtures and activities which involve our children in all year groups having the opportunity to represent the school both at home and away.

The school runs a large programme of after-school activities called The L@fter Club. These take place on Monday-Thursdays from 3.15pm to 4.15pm. There is an extensive and changing range of clubs on offer. Transport is provided where possible for children who require it at a current cost of £1 per journey.

There are other after-school activities such as the annual school production and musical events which give children the opportunity to showcase their talents for performing arts. Peripatetic music lessons are also available. Please contact Mr. Craig at Lacon Childe if your child is interested in additional music tuition.



**CAREERS AND COLLEGE EXPERIENCE**

*“All courses lead to worthwhile accreditation with 100% success rate in recent years” (HMI, May 2013)*

*“Support …. and preparation for choices in Year 9 and Year 11 are highly effective.” (Ofsted, July 2009)*

Careers work touches aspects of several subjects but it is also specifically dealt with as part of Tutor periods, especially in the lead up to Option Choices in Year 9, and it forms an important element in the PSHE programme throughout the school.

The school has excellent provision for Careers Education, much of which is provided by our Youth Support Personal Advisor, Mr Colin Dickerson, who liaises closely with the school and attends Parents' Evening for Years 9, 10 and 11. There is extensive careers information in the Library, and available on notice boards in the main corridor.

Advice is also regularly available for those considering Further Education/Training at 16+. Appointments are available with the Personal Advisor, by arrangement or on request.

**CAREERS EDUCATION**

The Careers Education and Guidance policy is regularly reviewed. A key feature of this is the introduction of a student entitlement, which consists of:

* Access to an appropriate programme of Careers Education.
* Access to independent advice, from our Youth Support Personal Adviser
* The opportunity to participate in planned work experience.
* Access to well-resourced Careers Information Centre.
* Opportunities to meet post-16 providers.

**COLLEGE EXPERIENCE**

In the Summer Term, Year 10 are involved in College Experience Activities, mainly with our partner post-16 institution, Ludlow College. These are designed to give every student the opportunity to experience options available when they leave Lacon Childe, and get a taste of what it is like to work in a college.

Where we feel it applicable and more appropriate, a work experience placement will be found during this week. This is at the discretion of the school.



**ORGANISATION OF THE SCHOOL DAY**

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**The daily routine :**

8.50 - 9.05 am - Registration and am Tutorial Session

9.05 - 10.05 am - Period 1

10.05 - 11.05 am - Period 2

11.05 - 11.25 am - Break

11.25 - 12.25 pm - Period 3

12.25 - 1.25 pm - Period 4

1.25 - 2.10 pm - Lunch

2.10 – 2.15 pm - pm Tutorial Session

2.15 - 3.15 pm - Period 5

3.15 pm - End of School

3.25 pm - School Coaches depart



**PROGRAMME OF TERMS AND HOLIDAYS 2017/2018**

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**Autumn Term 2017**

**School Closure : Staff Training Day Mon 4th Sep**

**School Closure : Staff Training Day Tues 5th Sep**

School open for pupils Wed 6th Sep - Fri 20th Oct

Half-term holiday Mon 23rd Oct - Fri 27th Oct

**School Closure: Staff Training Day Monday 30th Oct**

School open for pupils Tues 31st Oct - Thurs 21st Dec

Christmas Holiday Fri 22nd Dec - Fri 5th Jan

**Spring Term 2018**

School open for pupils Mon 8th Jan - Fri 16th Feb

Half-term holiday Mon 19th Feb - Fri 23rd Feb

School open for pupils Mon 26th Feb - Thurs 29th Mar

Easter Holiday Fri 30th Mar - Fri 13th April

**Summer Term 2018**

School open for pupils Mon 16th April - Fri 4th May

**School Closure : May Day holiday Mon 7th May**

School open for pupils Tues 8th May - Fri 25th May

Half-term holiday Mon 28th May - Fri 1st June

School opens for pupils Mon 4th June - Tues 24th July

**School Closure : Staff Training Day Friday 29th June**

**NOTE**: S**ome holiday dates and PD Days differ from those published by Shropshire Council, Worcestershire Council and some primary schools**

**TEACHING STAFF: 2017/18**

*“One student spoke about the ‘selfless way’ in which teachers give up their time for the benefit of students” (Ofsted, 2012)*

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Mr D Reynolds, BEd. (Hons.), NPQH Headteacher

Ms A Cole, B.Ed.(Hons.) Deputy Head, Professional Mentor

Mrs R Croxton-Broome, B.A. (Hons.) Deputy Head, Director of Specialism

Mr J Alton B.Sc. (Hons.) Head of Physical Education

Mr J Amps M.A. (Hons.) Head of Maths Department

Mr D Barker B.A. (Hons.) Art (maternity cover)

Mr D Bird. B.Sc. (Hons.) Head of Science

Mrs R Bird, B.A. (Hons.) Head of KS3 Technology

Mrs L Britton B.Sc. (Hons.) English

Mrs L Broom, B.Sc. (Hons.) Science / Year 9 Leader

Mr B Craig, B.Sc. (Hons.) Music

Mrs R Dodge, B.A.(Hons.) Modern Foreign Languages

Mrs L Eades, B.A. (Hons.) Geography

Miss S Ebbage, LLB (Hons.) Mathematics, Year 11 Leader

Mrs H Gilder, BSc (Hons.) Science

Mrs K Guise, B.A. (Hons.) Physical Education, KS3 Co-ordinator + Year 7 Leader

Mrs C Harrison, B.A.(Hons.) Head of R.E.

Mr P Hayes, B.Sc.(Hons.) Science

Mrs E Hennessy, B.A. (Hons.) Head of English

Miss C Johnston, MSc (Hons.) Science, STEM Co-ordinator

Miss K L Kettle, B.A. (Hons.) Design Technology, PSHE + Careers & College Co-ordinator

Mr S Martin, B.A.(Hons.) English

Mrs C Rawnsley, B.A. (Hons.) History

Mrs D Riley, B.Ed. (Hons.) Head of KS4 Technology, KS4 Co-ordinator + Year 10 Leader, Designated teacher for LAC

Mr N Roff, B.A. (Hons.) Head of Humanities, Assistant Headteacher - Data

Ms P Shepherd B.A. (Hons) English. Year 8 Leader

Mr A Short, B.A. (Hons.) Head of Drama, English

Mrs J Stacey, B.A. (Hons.) Head of Geography

Mr M Stinson, BSc (Hons.) Mathematics and Physical Education

Mr T Stiles, B.A. (Hons.) Assistant Headteacher – Learning Support

Mr N Turner, B.A. (Hons.) Mathematics, I.C.T.

Ms K Vernon, B.A. (Joint Hons.) Head of Modern Foreign Languages

Mr N Warnett, BEng (Hons.) Mathematics

Mrs C Wilson, M.A. (Hons.) Head of Art (currently on maternity leave)

Mr K Wood, B.Sc. (Hons.) School Games Organiser

**Learning Support Staff:**

Mrs V Amps Mrs R Brookes Ms J Brown Mrs A Carter

Mrs K Chillingworth Mrs J Clee Mrs L Crofts Mrs K Dolphin

Mrs C Fidoe Mrs L Griffiths Mrs E Hector Mrs R Loughran

Mrs D Phillips Mrs L Potter Mrs C Preston Ms E Reilly

Mrs L Stokes Miss L Stretton Miss M Warrington Miss J Woodhouse

Mrs V Woodhouse B.A.Ed.(Hons.)

**Cover Supervisors:** Mrs A Smith Mr M Tilly

**SCHOOL SUPPORT STAFF: 2017/18**

*“Staff express their delight in working at the school and their confidence in the leadership’s vision to take the school forward” (Ofsted, 2012)*

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**SCHOOL BUSINESS MANAGER**: Miss G Bradley

**SCHOOL ADMINISTRATOR**/

**PA TO HEADTEACHER:** Mrs S Broad

**FINANCE**: Mrs T Bate

**ADMINISTRATION**  Mrs P Griffiths Mrs K Howells Mrs S Woodhouse

**IT DEPARTMENT** Mr H Small

(Managed by Novus Group)

**DATA MANAGER** Mrs L Potter

**EXAMINATIONS OFFICER/**

**COVER CO-ORDINATOR**: Mrs C Marsden-Smedley

**TECHNICIANS**: Mr G Cowell (D & T)

 Miss G Hayward (Food Technology, Art)

Mr N Houghton (Science)

**ESTATES CO-ORDINATOR:** Mr G D Carter

**CARETAKER/GROUNDSMAN/DRIVERS** Mr C Davis / Mr B Bill / Mr J Burnside / Mrs L Burnside /

Mrs A Smith / Mr A Keeley / Mr B Davies

**LUNCHTIME SUPERVISORS**: Ms G Romeo / Mrs A Smith

**CLEANING and CATERING STAFF**: Managed by Shire Services



**CELEBRATING SUCCESS**

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It is important that the school and parents celebrate the success of children. Lacon Childe has well-developed procedures to recognise and celebrate success, ranging from the informal to the formal.

These include:

A1s - a simple system to give points for good work or deeds.

* Bronze Award for 50 A1s
* Silver Award for 100 A1s
* Gold Award for 150 A1s
* Platinum Award for 200 A1s

These awards are given formally in the school assemblies.

**Headteacher Commendations**

These are awarded by staff for excellence in any area of school life. Commendations are noted in school assemblies, and children should collect their award from the Headteacher afterwards.

**Rewards Trips**

A trip organised for pupils achieving an excellent PPT/PPR. Criteria for this can be found in the Log Book.

**Other Awards**

 Attendance postcards: for 100% attendance per term

 Merit mentions: awarded termly for excellent sustained effort

A wide range of other awards are presented formally in the whole school assembly. These are for recognition of success or achievement by local or national bodies, in a whole range of areas e.g. sporting, academic, community.

**Sports College Awards Evening**

This is an annual event to celebrate the sporting successes of individual and groups of pupils in sporting activities.

**Awards Day**

A formal celebration of success of individual children in Years 7 to 10, held at the end of the Summer Term.

**Celebration Evening**

Held in the Autumn term to celebrate the success of Year 11 in their academic exams and other areas of school life.



**Specialism Day**

Held on the last day of the school year. Students participate in a range of sporting activities lead by our Year 10 students.



**SCHOOL GOVERNORS**

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*“The governance at the school …… is well organised to cover every aspect of the school’s work” (Ofsted, 2012)*

**Mr D Reynolds Head** Mr S Hinton

 Cleobury Mortimer Parent

**Mr R Forrester Chair** Mr N Houghton

Farlow Parent Lacon Childe School Staff

**Mr R Edwards Vice-Chair** Mr P Howman

Coreley Parent Cleobury Mortimer Community

Mr D BirdMr T Kinsey

Lacon Childe School Staff Clee Hill Community

Mrs S Broad Mr R Norris

Lacon Childe School Staff Parent

Mrs G Gosling Mrs J Priscott

Cleeton Community Bewdley Community

Mr M Greaves Mrs E Vanegas de Quickenden

Cleobury Mortimer Community Cleobury Mortimer Community

Mr J Hilton Community

Hopton Wafers



**THE SPORTS SPECIALISM**

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The Power of Physical Education, School Sport and Physical Activity

Lacon Childe has been a Sports College since 1st September 2001 and we are very proud of this achievement.

The importance of supporting our student’s wellbeing to achieve individual success, regardless of starting points, is essential if we are to truly develop well-balanced young people who can confidently face life’s challenges. At Lacon Childe, we firmly believe that devoting significant time and resources to Physical Education, School Sport and Physical Activity will result in greater achievement for us as a school and also help to develop young people who are healthy lifelong learners and positive contributors to society.

It is time to think differently …. and as a Sports College our moto is “Doing things differently, doing different things”. Beyond establishing healthy active lifestyle habits, body-confident behaviours and sporting prowess, PE develops many essential skills, competences and qualities which contribute to character traits, employability skills and wide life skills. These maximise the opportunities for personal wellbeing, leadership potential and achievement both within and beyond school.

**Improved Academic Performance: *we believe pupils with better health and wellbeing are likely to achieve better academically***

There is a growing body of UK and international research which has found a positive association between participation in physical activity and academic performance (Norris, 2015; PHE, 2014). Active children’s brains work better, giving them improved capacity to learn. At the same time, better attitudes to school and improvements in their psychosocial health create a more conducive mind-set for learning. The net result is improved academic performance (Designed to Move 2015).

*“Resources for P.E. are excellent and are used exceptionally well by the school to promote sports in the local community.” (Ofsted, April 2010)*

*“Students’ experiences in different subjects are enhanced by the sports specialism, and the learning environment and facilities are exceptional.” (Ofsted, October 2012)*

**Enhance physical and emotional health and wellbeing: *we believe that the enjoyment of physical activity is associated with happiness and lower levels of worry***

With just 21% of boys and 16% of girls meeting the minimum recommended guidelines for physical activity, children born today are on course to be 35% less active by 2030, compared to 1961 levels (YST Manifesto, 2014). Increasing evidence suggests that one in ten children have a diagnosable mental health disorder and one in five young people show signs of an eating disorder (Mental Health Foundation, 2105). In 2015, children in England ranked 30th out of 39 countries in Europe and North America for subjective wellbeing. Children’s wellbeing tends to vary with their age, with young people aged 14 and 15 tending to have the

lowest wellbeing and this being lower for girls than for boys. In 2015, around 13% or 10 to 13 year olds were unhappy with the way they look, with girls faring much worse (18%) than boys

(9%). This gender gap in happiness with appearance has been widening in recent years. (The Good Child Report, 2015).

Positive PE experiences help minimise health problems and, more importantly, create active habits for life. Physical activity has been associated with psychological benefits in young people by improving their control over symptoms of anxiety and depression; also, it assists in social development by providing opportunities for self-expression, building self-confidence social interaction and integration (World Health Organisation, 2011). PE promotes physical literacy, and all students acquire the motivation, confidence and physical competence to engage regularly in physical activity (Designed to Move, 2015). Hence, it is important that we increase curriculum PE time in order to give students the confidence and competence to build active habits for life. Children who are regularly active (play sports or active games) have higher wellbeing compared to children who are not. Children who were not regularly active were around twice as likely to have low wellbeing as those who did so at least once a week (The Children’s Society, 2014). Girls who were happy with the way their body looked more than doubled from 25% to 56% as a consequence of being involved in the YST Girls Active Pilot programme (2013/15).

*“The school provides an excellent range of extra-curricular activities which appeals to students of all abilities and interests. The school’s information shows a very high take-up of these opportunities.”*

**Improve attendance: *we believe physical activity can increase attendance rates and levels of concentration***

Overall, increasing PE and school sport appears to improve attendance, especially where it was part of a wider package aimed at whole school change (Institute of Youth Sport, 2010). Results from the Youth Sport Trust National PE, School Sport and Physical Activity Survey (2014) found that 70% of schools considered that sport makes a positive contribution to behaviour and reduced truancy. It is important to look for opportunities to make the most of this insight when engaging our hard to reach groups. For example, by timetabling PE time with KS4 on a Friday afternoon when their concentration dips and before key curriculum lessons or intervention sessions to assist impact.

*“The well-planned curriculum includes courses that are flexible enough to meet students’ individual needs and interests. It is enhanced by the specialism in sport, not only providing a wide array of sporting activities from show jumping to gymnastics, but also promoting teamwork, leadership and community involvement”. (Ofsted, October 2012)*

**Develop character and employability skills: *we believe sport makes a positive contribution to pupils’ life skills***

88% of firms believe school leavers are not prepared for work (British Chamber of Commerce, 2014). Sports competition helps children be better prepared for the challenges they will face in the future, whilst helping them to learn effective emotional and psychological skills and strategies to deal with winning and losing, as well as success and failure (Choi et al, 2014).

The Department for Education is learning from 14 pilot projects – including Youth Sport Trust’s My Personal Best – as to the extent to which character traits can be taught and developed to

positively impact upon young people’s educational attainment, engagement, employability and wellbeing.

*“The specialist sports status is an essential part of enhancing pupils’ excellent social skills.” (Ofsted, July 2009)*

*“The school’s reputation for providing skilled and enthusiastic sporting young people is well recognised in the local community.”*

Sports facilities are excellent and include football and rugby pitches, a floodlit astro-turf pitch, tennis and netball courts, cricket nets, a recreational path and skateboard park.

There is a strong tradition of sport in the school and both individuals and the school teams are regularly successful at Regional, County and National level. We are extremely proud of our ‘Sporting Stars’ whose photographs and achievements are celebrated on a noticeboard in the P.E. Department.

We offer 2 hours per week of high quality PE for every class in the school and a wide range of fixtures after school. Sports practices take place at lunch times and we run many academies after school. We have a strong tradition of intra-house sport.

There is an extensive range of activities available to both boys and girls within the KS3 and KS4 curriculum. These include: Football, Hockey, Netball, Rugby, Badminton, Rounders, Volleyball, Gymnastics, Dance, Tennis, Cricket, Athletics, Sports Leadership, Health-related exercise & alternative sports and Outdoor and Adventurous activities.

We also like to ‘do things differently by doing different things’ and include Mountain Biking, Show Jumping, Golf, Trampolining and the Duke of Edinburgh Award, which involves a significant number of Year 9 pupils at Bronze and Year 10 at Silver level.

As part of our community outreach programme, we work with pupils and staff in our family primary schools to develop the high quality and provision of P.E. and sport. We also provide gym tots sessions for three local childcare providers within Cleobury Mortimer and run a weekly Walking for Health group in partnership with South Shropshire Walking for Health Programme.

The community also makes extensive use of all sports facilities, including our fitness suite linked to the GP Referral Scheme. A full programme of activities is organised by Teme Leisure.

Our specialist status has raised the aspirations of all students across all aspects of the curriculum which is reflected in improved GCSE results and in the level of participation in out-of-school learning opportunities. We have adopted the Olympic and Paralympic Values of

Excellence, Friendship, Respect, Courage, Determination, Equality and Inspiration as our whole school learning behaviours, which we expect all of our pupils to show.

Success in sport is celebrated at annual Presentation Evening in September. Recent speakers have included: Brendan Reilly (International High Jumper), Anthony Clarke (International Badminton player) and Thinus Delport (Springbok Rugby player), Captain Nick Beighton (Paralympic rower) as well as three of our talented ex-pupils: Gemma Beddows, Amy Bywater, Jessica Moore and Steve Adams.

**LACON CHILDE – AN EXTENDED SCHOOL**

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An extended school provides a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. The driver for this is the ‘Every Child Matters’ agenda.

At Lacon Childe we provide extended services and have been doing so for some time. All of our children and their families have access to a core of extended services – this core offer is delivered in partnership with outside agencies.

The core offer of extended services for schools includes:

* [Childcare:](http://www.tda.gov.uk/remodelling/extendedschools/coreoffer/childcare.aspx) Lacon Childe provides a safe place for pupils to be in our Learning Resource Centre. Pupils can access books, ICT facilities or complete homework in this area from 8.30 am - 3.15 pm each day. There is a Homework Club on Tuesdays and Wednesdays from 3.15 - 4.15 pm.
* Our school offers access to a varied menu of activities, including a range of the following: study support, sports activities, music tuition, dance and drama, arts and crafts, other recreational activities (e.g. visits and volunteering opportunities). These activities are offered throughout term time and we also offer a wider range of holiday activities.
* Our parenting support includes information about nationally and locally available sources of advice and information, sessions for parents at key transition points, access to parenting programmes run with the support of other children’s services and family learning sessions.
* The Local Authority has ensured that all schools have access to a swift and easy referral system to a range of specialist support services such as Speech and Language Therapy, Child and Adolescent Mental Health Service, and family support services and health services through the Multi-Agency Teams. We also provide a CHAT service (Confidential Help and Advice for Teens) which is run in partnership with other services, including Cleobury Mortimer Medical Centre. CHAT is a free confidential service for young people aged 11-19 years. The CHAT Service offers help and advice for young people on a range of issues relating to health, bullying, stress, drugs and alcohol, careers, relationships or other issues young people may have. Children can access this service either by self- referral or through a member of staff.
* Community access: Parents, other adults and families in the community benefit from our facilities and the other opportunities that we signpost. These include: Sports and arts facilities, use by pre-school groups, community groups, access to health services.

Lacon Childe School, located right at the heart of the community, is ideally placed to provide integrated services for children and young people in line with the government's ‘Every Child Matters’ objectives of ensuring that children stay safe, are healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing.



**COMMUNITY LEARNING OPPORTUNITIES**

*“The school takes an active part in the local community.” (Ofsted, July 2009)*

Lacon Childe is open until late Monday – Friday and also opens for specific events at weekends. During this time, we are open for a range of community learning opportunities and as a meeting place or event venue for a number of community groups.

**Community Learning Opportunities / Groups**:

● Zumba Dance Classes ● Clog Dancing ● Morning Workout ● Gym Club

● Yoga ● Gym Tots

● Trampoline Club

If you would like to enroll on any of our community learning opportunities or would like further information on groups or events, please contact Don Carter on 01299 270312. In addition, if you have any suggestions for learning opportunities that you would like the school to offer as part of its community programme, please also contact Don Carter.

At evenings and weekends, Teme Leisure also operate the school sports and leisure facilities for the benefit of the local community - full details are given on Appendix C.

At Lacon Childe we certainly see ourselves as being ‘more than just a school’ and provide L@fter transport for all pupils who want to attend after school clubs (Monday-Thursday) so that they can get home safely once the extended school day has finished at 4.15 pm. L’@fter transport will follow the normal school bus routes and will only drop pupils off at their normal bus stops. Pupils who wish to use our L@fter transport must sign up at the School Office by lunchtime on the day they require the transport. We make a small charge of £1.00 per trip.

*“Students’ spiritual, moral social and cultural development is promoted well, and students have a good understanding of different cultures and beliefs. The school provides transport to ensure that students living in the surrounding rural area are not excluded from extra-curricular activities.” (Ofsted, October 2012).*





**GCSE results at Lacon Childe School — Summer 2017**

Basics — The new qradinq system for GCSE English and Mathematics. Grade 4 is equivalent to a 'C' qrade. Grade 9 is above an 'A\*' qrade

|  |  |
| --- | --- |
| Students achieving grade 9-4 in English and Mathematics GCSE |  |
| 5+ GCSE - students achieving English and Mathematics at grade 9 - 4 as well as 3 further GCSE grades A\*-C |  |
| Students achieving grade 9-4 English | 87% |
| Students achieving grade 9-4 Mathematics | 66% |
| 1+ pass at GCSE | 100% |

English Baccalaureate subjects

|  |  |
| --- | --- |
| Students achieiving 2 science GCSE A\*-C | 75% |
| Students who studied a Modern Foreign Language achieving A\*-C | 96% |
| Students who studied a Humanities subject achieving A\*-C | 73% |

Further results highlights

|  |  |  |
| --- | --- | --- |
| Subject | % of students achieiving A\*-C grades | % of students achieving A\*/A grades |
| Triple Science | 93% | 19% |
| Expressive Arts |  | 65% |
| Geography | 83% | 460/0 |
| French | 100% | 39% |
| Philsophy and Ethics | 81% | 23% |

These excellent results achieved by the pupils of Lacon Childe School are evidence of the hard work and high expectations from the whole of our school community including staff, pupils and parents.