



HILBRE HIGH SCHOOL
HUMANITIES COLLEGE
2020-21

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SCHOOL DETAILS

Hilbre High School Humanities College is an 11-18, co-educational, all-ability Academy with 1,118 students on roll in February 2020. The following information concerning Hilbre High School is currently correct, but it cannot be assumed there will be no change in subsequent years. Schools are evolving organisations and change is an essential part of a school's development in order to meet new challenges and demands. The standard number of places available in the school has increased to 200 for Year 7 students, which is an increase of 20 places from previous years.

During the summer term, Pastoral Staff contact our feeder Primary Schools to share detailed information about new students. More information about transition is published on our website www.hilbre.wirral.sch.uk. Select 'About Us' and 'Transition'.

Pupil Premium:

Students qualify as being eligible for Pupil Premium if they are in Years 7 to 11 and satisfy at least one of the following:

- They have received Free School Meals at any point in the last 6 years.
- They are in the care of the Local Authority.
- They are children of Service Personnel.
- They have been adopted from care.
- Special Guardianship Order (SGO).
- Child Arrangements Order (CAO formally known as a Residence Order [RO]).

Pupil Premium funding has been allocated to schools so that they can address the achievement gap between students who are eligible for Pupil Premium and those who are not. The eligibility of students for funding is reviewed every year.

All schools are charged with allocating this money to maximise student achievement. On our school website we have information about how Pupil Premium funding has been spent, with some case studies of impact.

Pupil Premium may be used for the following:

- To subsidise educational resources that your child/ward needs for school.
- To subsidise curriculum trips or activities.
- Extra-curricular trips may be considered in exceptional circumstances.
- To provide extra tuition in school time.
- Other expenses judged by the school to maximise student achievement.

Pupil Premium is not typically used for:

- Buying school uniform.
- Providing transport to and from school.
- Providing school lunches.

We place a huge emphasis on providing extra teacher/mentor support for Pupil Premium students. We encourage you to make contact with us if you think we may be able to offer you additional support so that your child/ward will make maximum progress and reach his or her full potential whilst in school. If you would like to discuss Pupil Premium further please do not hesitate to contact Mr Lloyd, Deputy Headteacher via e-mail (lloyd@hilbre.wirral.sch.uk)

WELCOME FROM THE HEADTEACHER

Headteacher
Mark Bellamy BSc (Hons), PGCE

Chair of Governors
Michael Cockburn

Dear Parent/Carer

Welcome to new Year 7 entrants

It gives me great pleasure to welcome you into Hilbre High School Humanities College.

As your child/ward commences their educational journey at our school, I can guarantee that all of us in the Hilbre community pledge to provide the finest support, carefully tailored guidance and the highest educational quality. I pledge to you that your child/ward will be encouraged at every step of their educational journey, whilst being pushed to achieve the very best and make the greatest possible progress.

As a parent of four children myself, I am very well aware of the anxieties children have at this crucial time in their education. The staff at Hilbre are very experienced with helping students to settle quickly to life at High School and every year I am impressed with the resilience shown by the students.

For your child/ward, life at Hilbre now begins as you read through this booklet. I am passionate that they will be provided with the best education, the best learning experiences and the best opportunities to progress over the next few years. I expect a positive attitude, exemplary behaviour, full attendance, outstanding punctuality and a desire to succeed. I look forward to working with the students and watching the progress made in their time at this excellent school.

May I, once again, welcome you into our school community.

Yours faithfully

A handwritten signature in black ink that reads "M. Bellamy". The signature is written in a cursive style with a large, looped initial 'M'.

Mark Bellamy
Headteacher

LETTER FROM THE HEAD OF KEY STAGE 3

Dear Parent/Carer

We are delighted to welcome you and your child/ward to our school community. As part of our excellent transition programme we will visit every child at their Primary School where we will discuss key arrangements and answer any queries they may have. Your child/ward will then experience a day at Hilbre where they will have a taste of what to expect in September, in terms of lessons, day to day experiences and the clubs and activities that we offer.

The delivery of pastoral care at Hilbre High School Humanities College is led by a team, which includes Heads of Key Stage, Heads of Year, Pastoral Assistants and Form Teachers. Form Teachers are the first point of contact and will deal with the majority of questions or concerns that may arise. When there is a more serious issue, the Head of Year and Head of Key Stage is there to support you and your child/ward in both pastoral and academic matters, so please do not hesitate to contact the relevant staff member.

We believe a good home/school relationship contributes to a more successful education and in preparing them we are confident that, with your co-operation, our new students will begin their secondary school careers successfully.

We are looking forward to having them with us.

Yours faithfully

Miss C Asson - Head of Key Stage 3 (assonc@hilbre.wirral.sch.uk)

Miss E Stroud - Head of Year 7 (headyr7@hilbre.wirral.sch.uk)

Mrs L Williams - Pastoral Administrator Year 7 (headyr7@hilbre.wirral.sch.uk)

GOVERNOR'S LIST
2020-21 as at May 2020

Chair of Governors and Community Governor	Mr M Cockburn
Vice Chair of Governors and Community Governor	Mr I Sadler
Partnership Governor	Mrs J Money
Community Governor	Mr S Jenkinson
Co-opted Governor	Mrs G Williams
Co-opted Governor	Mrs J Forsey
Co-opted Governor	Ms S Turner
Co-opted Governor	Mrs R Owen
Co-opted Governor	Mr S Ford
Co-opted Governor	Mrs J Jubb
Parent Governor	Ms J Ashworth-Jones
Parent Governor	Mrs J Griffiths
Staff Governor (Teachers representative)	Miss S Fleming
Staff Governor (Teachers representative)	Mrs E Gunatilleke
Member	Mr G Kemp
Member	Mr A Downie
Member	Mr N Harrison
Clerk to Governors	Ms J Brown

SENIOR and EXTENDED LEADERSHIP STAFF LIST

2020-21 as at June 2020

SENIOR LEADERSHIP TEAM:

HEADTEACHER Strategic Leadership	Mr M Bellamy
DEPUTY HEADTEACHER Student Achievement	Mr P Lloyd
DEPUTY HEADTEACHER Curriculum and Standards	Mrs J Whisker
ASSISTANT HEADTEACHER Teaching and Learning	Mrs E Harrison
ASSISTANT HEADTEACHER Designated Safeguarding Lead and Personal Development	Mr D White
ASSISTANT HEADTEACHER SENCO and Inclusion	Mr A Evans
ASSISTANT HEADTEACHER Behaviour and Attendance	Mr S Rooney
ASSISTANT HEADTEACHER Post-16 Education	Mr P Hellier
SCHOOL BUSINESS MANAGER Finance, HR and Premises	Mrs J Doyle

KEY STAGE 3 KEY PERSONNEL:

PROGRESS LEADER: ENGLISH	Miss C Harland
PROGRESS LEADER: MATHEMATICS	Mr J Clegg
PROGRESS LEADER: SCIENCE	Mr M Smith
HEAD OF KEY STAGE 3	Miss C Asson
HEAD OF YEAR 7	Miss E Stroud
ADMINISTRATIVE ASSISTANT:	Mrs L Williams
RESOURCED PROVISION MANAGER	Mrs H Brindle

INTRODUCTION

When you open the door of Hilbre High School Humanities College you will find a co-educational 11-18 school at the heart of the community it serves. A school which genuinely welcomes you into a partnership, Hilbre's aim is to achieve the most we possibly can, both academically and socially, for your child/ward.

You will also find so much going on and so much on offer that this introductory booklet can only touch on some of our many opportunities and activities. It will, however, give you a great deal of information to help us build a sound partnership between you, your child/ward and our school. Naturally, you will not remember everything in this booklet; it is here to act as a prompt. However, it is also the case that Hilbre, in common with all good schools, is constantly evolving and changing to improve on the quality of the experiences we deliver to our school community. We believe in success and are constantly striving to ensure that all students achieve it, in whatever way it is measured. This school has the advantage of being co-educational. This enables us to deliver the full range of curriculum opportunities in a more natural and rounded environment for the social development of your son/daughter/ward.

ADMISSIONS POLICY 11 - 16

Admissions into this all ability school follow the Local Authority's procedures. The allocation of places is made through the Co-ordinated Admissions Scheme managed by the Local Authority. The Governors' Admissions Policy has been established in accordance with the Government's Code of Conduct for Admissions; a copy of which is available on our school website or on request. We recently increased our Published Admission Number (PAN) from 180 to 200 for Year 7 and every subsequent Year 7 thereafter.

No discrimination on admission occurs on the basis of gender, or if the student has Special Educational Needs. Students for whom English is a second language may need to be tested by the English as a Second Language Service.

Post -16 Admission

Admission is open to all students who fulfil the entry requirements.

Special consideration will be given to students with Special Educational Needs, provided that it is believed that the student will benefit from the course and that we are able to support that need.

UNIFORM AND APPEARANCE

Uniform is in place to ensure that all students appear the same at school, and thereby instil a sense of pride and equality in their appearance.

We are proud our students are smart and we are determined that a high standard will be maintained so that people outside the school can recognise Hilbre High School Humanities College students and comment favourably on their appearance. We look to the co-operation of parents/carers and students to maintain the standards by adhering to the following points. Uniform items should be purchased from a traditional school outfitter, or the school uniform section from retail outlets, such as Asda or Marks and Spencer.

1. **Blazers or school jumpers bearing the Hilbre logo and ties** should be worn on the journey to and from school and during the school day. It is an important part of our school ethos that our badge should be visible throughout the school day. **Cardigans are not permitted.** Shirt/blouse collars should be closed and ties should be worn appropriately to the top button of school shirt/blouse with a minimum of four stripes of the House tie showing.

2. **Skirts and trousers** - School skirts should be black, knee length and of a traditional school uniform style (i.e. plain or pleated). Students should wear traditionally styled school trousers. Pinafore dresses should be black, plain, or crisply pleated and of a sensible length with a traditional school style bearing the school badge. Fashion skirts are not part of our uniform.
3. **Footwear** should be strong, sensible black shoes, no light colours or high heels. 'Trainers', boots, canvas shoes or pumps are **not** allowed as they do not offer enough protection in some subject areas, such as Resistant Materials.
4. **Outdoor coats** must be in a plain colour and not multi-coloured. Students should not be sent to school in expensive coats (e.g. leather, or costly designer coats). **'Hoodies' must not be worn.**
5. **School bag** to carry books and equipment (there is a compulsory school bag for Year 7 students).
6. **Jewellery must not be worn at any time.** If a student, wears an item of jewellery, in the first instance he/she will be told to remove it. If the student persists, the item will be confiscated to be collected at the end of that day. **If the item is not collected, the school does not accept responsibility for its safety.** If a student persistently wears jewellery, or wears what is obviously an expensive item then it is likely that he/she will be sent home with it immediately for the item to be left at home. Wrist watches are seen as functional and necessary items and will be permitted to be worn. However, these must be removed during certain practical lessons, when requested. Students who have visible piercings will **not** be allowed to keep their piercings in. A covering of sticking plaster is **not** sufficient. Our recommendation is that students wishing to have piercings should have them done **at the beginning** of the **summer** holiday, and then they will have healed sufficiently to remove the piercings before school begins.
7. **Excessive make up** is not allowed and **nail varnish/shellac** is not permitted. Nail varnish/shellac remover is available in school when needed.
8. **Hairstyles** must be acceptable in terms of length, style and colouring. Students wearing what the school regards as "unreasonable" styles may be excluded from school until they put them right, or may be detained internally at breaks and lunchtimes to discourage others and to demonstrate to them the unsuitability of the style.
9. **I-Pods, wireless speakers** and other equipment/electronic games are not allowed as they may get lost or damaged. 'Swapping' or sale of students' property is not permitted.
10. **Mobile phones** - The school supports the use of mobile phones as a means of ensuring the safety of our students. However, **they must be turned off in school**, especially during lessons, and stowed out of sight in a bag or pocket. In the event of a student's mobile phone being confiscated, the student's parent/carer may be required to collect it from the main office at the close of the day.
11. **PE kit must** be brought and **must** be worn.

UNIFORM - YEAR 7 to YEAR 11

Black blazer with school badge

Or

Black school jumper - 'V' neck with school badge

(Cardigans or hoodies are not permitted)

House Tie

Strong, sensible black shoes

(No light colours or high heels. 'Trainers', pumps or boots are **not** allowed)

School bag (specific school bag compulsory for Year 7)

BOYS

White school shirt
Black trousers
Socks - black, white or grey

GIRLS

White school blouse
Black waist skirt of a traditional school style (sensible length)
Or
Black pinafore dress with embroidered school badge
(only available from Wirral Uniform Centre)
Please note, pinafore dresses should be worn with a blazer
Or
Black straight legged classic cut trousers
Tights - black
Or
Socks - to the knee, or ankle length - black or white

School reserves the right to confiscate items of property which contravene the school rules. Such items should be recovered at the end of the school day. The school does not accept responsibility for personal property. Owners bring it to school at their own risk.

SPORTSWEAR

GIRLS

Black and purple aertex polo shirt with school badge
Black shorts or black skorts
Black leggings
Black sports socks
Black sweatshirt with school badge
Training shoes or pumps - not dark soles [see # below]
Waterproof sports PE jacket - black, white piping with school badge (compulsory for Year 7)

BOYS

Black and purple sports team top with school badge
Black and purple aertex polo shirt with school badge
Black shorts
Black sports socks
Black sweatshirt with school badge (optional for boys)
Studded outdoor boots
Training shoes or pumps - not dark soles [see # below]
Waterproof sports PE jacket - black, white piping with school badge (compulsory for Year 7)

It is strongly advised that shin pads are worn by all students taking part in football, rugby and hockey activities and mouth guards when taking part in hockey and rugby lessons.

Suppliers of school uniform and sportswear:

**Wirral Uniform Centre
2a Princes Pavement
Birkenhead
Tel. no. 647 9588**

**Larry Adams
7a Banks Road
West Kirby
Tel. no. 625 9424**

**ID Uniform
1 Carr Lane
Hoylake
Tel. no. 632 7500**

Please make sure your son/daughter/ward has all the correct kit by the start of the school term and is clearly marked with the student's name.

N.B. Astroturf trainers are not allowed to be worn in the Sports Hall

AUTHORITY AID

Attention is drawn to the help that the Local Authority provides.

To apply for Bus Passes you can go to any One Stop Shop or telephone the Local Authority Information and Advice Team on 606 2020

Free School Meals has changed the way that you apply. You are no longer able to apply through the Local Authority. All free school meal applications must be done through the link below, which can be found on the school website.

Apply for Free School Meals...
it's quick and easy using the online form at:
<https://www.cloudforedu.org.uk/ofsm/sims-wirral/apply>

Do you qualify?

Your child/ward may be eligible for Free School Meals if you get any of these benefits:

- Universal Credit;
- Income-based Jobseeker's Allowance;
- Income Support;
- Income-related Employment and Support Allowance;
- Support under Part VI of the Immigration and Asylum Act 1999;
- The Guaranteed element of Pension Credit;
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual gross income (as assessed by HM Revenue & Customs)
- Working Tax Credit 'run-on' - paid for 4 weeks after you stop qualifying for Working Tax Credit.

Students can qualify for Free School Meals if they get any of these benefits themselves.

Please contact the Finance Office at school if you need advice, e-mail:
financeoffice@hilbre.wirral.sch.uk

How does it work?

Checking whether you qualify and registering is really quick and easy - do it online as above

OR

Complete the form which can be found on the school website.

The checking service is secure and we will only use this information to confirm the eligibility for Free School Meals. We are committed to ensuring that the personal and sensitive information that we hold about you is protected and kept safe and secure.

SCHOOL CALENDAR

Each year group has an annual Parents' Evening, during which parents/carers will book appointments with staff using the on-line booking system to discuss the progress of their child/ward.

Where necessary, parents/carers are encouraged to contact the school at other times, in order to make an appointment to discuss matters, which may be of concern. Parents/carers of students with complex problems may be offered an appointment with a member of the pastoral team in place of appointments with subject teachers, if this is deemed to be more productive.

ROUTINE PROCEDURE

A total of 25 hours per week is spent on following the taught curriculum.

FREE MEALS - Students entitled to a free meal are given a Cashless System card. They collect a meal, then hand their card in at the till in the canteen.

CAFETERIA/SANDWICHES/HOME - The Cook serves a variety of popular cafeteria items each day, which are eaten in the Dining Room. However, those who wish to do so may bring a packed lunch which can be eaten whilst seated in the School Assembly Hall. A beaker of water can be supplied but not cutlery. **ALL FOOD MUST BE CONSUMED IN THE DINING ROOM, SCHOOL HALL OR BISTRO AREA.**

Students should not bring drinks to school in glass containers. As part of our Health Promoting Schools initiative, we encourage students to bring water to school in clear plastic containers with a 'sports' cap to reduce the likelihood of spillage. Water bottles may be filled at break and lunchtimes before the bell rings. Energy drinks are not allowed.

Students in Years 7-11 will not be allowed to leave the premises, only 6th Form students.

Parents/carers will be asked to indicate the type of lunchtime arrangements they wish for their child/ward. Please keep the school informed should there be a change in circumstances.

ATTENDANCE AND PUNCTUALITY

REGULAR ATTENDANCE is compulsory by law, as is **GOOD PUNCTUALITY**. Attendance and punctuality records are always mentioned in School Reports, and testimonials or references for employment. Regular attendance is defined as a student attending school every day.

Registration procedures at Hilbre are fully computerised allowing careful monitoring of groups and individual students; we are working very hard to increase attendance as absenteeism is a serious barrier to learning.

If an absence from school is necessary during any part of the school day, it will only be allowed if a request is made by parental letter and for appropriate reasons. Appointments for visits to the doctor or dentist should be made at times outside school hours. It is illegal for parents/carers to keep children at home for any reason other than illness, or for a reason of which the school approves.

ALL student absences must be explained. Students must bring a note on the first day of return to school.

Please inform the school on the first day of any unforeseen absence - a telephone message before 9.30am is essential

PLEASE USE THE ABSENCE HOTLINE (625 2883) AND LEAVE A MESSAGE
EACH DAY ON THE 24 HOUR ANSWERING MACHINE OR
ALTERNATIVELY E-MAIL: ATTENDANCE@HILBRE.WIRRAL.SCH.UK

In the case of prolonged absence, it is wise to keep the school fully informed of progress. Unexplained absences must now be categorised as 'unauthorised' and there is a Government requirement that schools compile statistics about such absences. Students with persistent unexplained absences are referred to the Education Welfare Service, which in serious cases, may end in prosecution.

EXEAT PROCEDURE

If it is necessary for a student to leave school at any time during the school day, the student must report to their Year Office or Form Tutor who will issue an EXEAT SLIP. This must be taken to the School Office where the students 'sign out'. The EXEAT SLIP must be retained until the student returns to school when he or she will sign in again. If return to school is not until the following day, it must be accompanied by an explanatory note.

If leave of absence from school is for a fixed appointment, an EXEAT SLIP will only be issued when the appointment card is seen. Signing in and out of school is extremely important for Fire Regulation Procedures.

HOLIDAYS IN TERM TIME

As you are aware, the development of your child/ward's education is a key gateway to future success and, specifically, to employment opportunities. Obviously, the importance of a student's attendance and punctuality cannot be overstated and, with this in mind, your co-operation in the following is necessary.

In the event that you should consider your circumstances to be exceptional and a request for leave of absence to be unavoidable, please apply in writing directly to the Headteacher.

In the event that a parent/carer disagrees with the school's judgement in such matters, deciding instead to override the recommendations of the school, the absence will be recorded as unauthorised and count towards unauthorised attendance.

PASTORAL CARE

AIMS OF PASTORAL CARE

- To co-ordinate students' personal, social and academic development.
- To maintain an accurate overview of students' academic progress and co-ordinate intervention, where appropriate.
- To be proactive in effecting dialogue regarding the academic progress of all students.
- To promote effective learning in students by developing a range of strategies to support academic progression.
- To facilitate positive, warm and caring relationships between students, staff and parents/carers.
- To establish good levels of communication with parents/carers regarding all aspects of their child/ward's performance at school.

- To record and communicate relevant information to ensure the welfare of individual students.
- To provide multi-agency working in the life of the school, wherever possible.
- To identify potential difficulties promptly and take a proactive approach to reducing/eliminating them.
- To encourage a positive atmosphere at school through provision of enrichment opportunities, both in and outside the classroom.
- To promote a caring, safe community where all students achieve or exceed their potential.
- To promote the ethos of the school through pastoral work. This encompasses spiritual, moral, social and cultural development.
- To make recommendations about the special educational needs of individual students.

The Form Teacher teams are led by the Heads of Key Stages, Head of Years and their Deputies. They will, in consultation with the Headteacher, decide the policy related to pastoral care and student wellbeing and discipline within the House system, as appropriate, in order to ensure a coherent and integrated approach to all pastoral matters.

REWARDS

Good work, behaviour, punctuality, progress and attendance are monitored and rewarded by:

- Verbal praise.
- Attainment certificates awarded.
- Certificates for good work, attendance and community service, awarded by the pastoral staff.
- Having work praised by the Headteacher.
- Allowing students to participate in special trips and visits.
- Prizes for excellent attendance.
- Annual Prize Giving Evening.

DISCIPLINE

Our policy is to achieve a purposeful atmosphere through positive re-inforcement incentives rather than deterrents, wherever possible. We hope parents/carers will encourage their child/ward to view school as a place which exists for their benefit and fulfilment and will join us in encouraging them to strive for consistent progress, outstanding results and success in school generally.

All members of our community are expected to show respect, courtesy and consideration towards others at all times.

This Prospectus, which is sent to all parents/carers prior to their child/ward starting at Hilbre High School Humanities College, outlines the key points of school discipline. We also ask parents/carers to sign our “Home/School Agreement” which clarifies our expectations of our students’ behaviour, how parents/carers can support our work in school and what you can expect from us in regard to your child/ward’s education.

It is expected that students will take school work seriously and endeavour to make maximum progress. Sanctions may be necessary to ensure that students work hard and generally behave suitably. The measures available are:

- a) C1-C3 PROTOCOL - to promote positive behaviour in the classroom there exists a ‘C1-C3’ protocol. This redemptive system allows occurrences of low level behaviour in the classroom to be addressed by communication to the student two opportunities to correct their behaviour. In the event of a student failing to remedy the situation, they are required to attend a C3 detention for 10 minutes at lunch time during the same or next school day.
- b) DETENTIONS - students will be notified of their need to attend next day detention. However, the school reserves the right to detain students for 10 minutes without notice when situations arise which require immediate action. Please note that parents/carers

should make appropriate provision for transportation home after a detention when prior notice has been given. Please note school is not able to offer lunch time detention facilities.

- c) REFERRAL - on occasion, it may be necessary for a member of staff to refer a student to the Progress Leader or the relevant Head of Year. All matters of a serious nature are recorded on a behaviour tracking programme. Parents/carers will be informed of any referral that leads to a student being taken out of class.
- d) DAILY REPORT CARD - close supervision of certain students is achieved by the Daily Report Card system, which ensures that behaviour is monitored in every lesson and also involves parents/carers, who are requested to sign the card each evening.
- e) FOCUS CARD - in order to facilitate a time-bound session to offer intervention to a student who risks displaying significant levels of disengagement from learning, some individuals will be required to meet daily with a member of the school's Senior Leadership Team to monitor student focus. On these occasions, a student's placement on a Focus Card is designed to support a rapid reintegration into learning.
- f) INTERNAL EXCLUSION - occasionally it is necessary to remove a student from lessons and educate them separately in school. When this happens, parents/carers will be informed.
- g) EXCLUSION - on rare occasions it is necessary to exclude a student for a fixed term. When this happens parents/carers will be invited in to discuss the matter. Notification of fixed term exclusions will be made to the Chair of Governors.

BULLYING

Bullying will not be tolerated at Hilbre High School. The school encourages students to report any instance of bullying immediately. The circumstances will be carefully investigated and, if substantiated, prompt and firm action will be taken. A copy of Hilbre's anti-bullying policy is available for inspection in school or on the school's website www.hilbre.wirral.sch.uk. These policies are currently reinforced through the Home School Agreement.

CHILD PROTECTION

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to signs of abuse and neglect, and will follow our procedures to ensure that children receive effective support and protection.

From time to time the school receives information from a variety of sources (children, parents/carers or other adults) concerned with the protection of individual children from abuse. This information will always be dealt with as confidentially as possible and disseminated to appropriate personnel only.

Parents/carers do need to be aware that whilst we will deal with such information with sensitivity, there are legal responsibilities laid upon the school to report actual allegations to Social Care or the Police and there are procedures we are expected to follow if suspicions are passed on to us. All of us, as adults, have to accept that it is the protection of the child who may be at some kind of risk that is paramount.

CURRICULUM

Hilbre High School Humanities College has adopted and endorses the Wirral Education Committee Curriculum policy and exercises an equal opportunity and multicultural access to all areas of the school. The academic curriculum occupies 25 hours of the school week.

For 3 years, all students follow a common curriculum consisting of English, Mathematics, Science, History, Geography, Religious Education, French or Spanish, Design and Technology, Information Technology and Computer Science, Art, Dance, Drama, Physical Education, Music and Personal and Social Education. For some students in Year 8, there is the opportunity to study a second foreign language.

Students will take their GCSE options at the end of Year 9.

Students with Special Educational Needs are supported through a range of interventions but we ensure all experience quality first teaching.

In Key Stage 4 (Years 10 and 11) all students aim for GCSE examinations or other GCSE equivalent qualifications, such as BTECs. Some students may also study entry level and functional skills qualifications.

The Year 10 and Year 11 core curriculum currently consists of English, Mathematics, Science, Physical Education, PSHE and RE. Further choices are also made from option 'blocks'.

YEAR 10/11 OPTIONS PROCEDURES

During Key Stage 3 an option handbook is issued to parents/carers, explaining the option procedures and possibilities. Whilst the initial choice must be a matter which is decided between parents, carers and students, the school is obviously deeply involved in the whole procedure. Accordingly, the following programme has been drawn up in the hope that we will give the maximum possible assistance in this matter.

1. Talks to Key Stage 3 classes on the option possibilities.
2. Option courses to be explained by Progress Leaders and Departments.
3. Option forms to parents/carers, together with option handbook.
4. All students and their parents/carers will have an opportunity, if requested, to speak with a senior member of staff to discuss the option process and students' choices.
5. Year 9 Parents' Evening - for discussion and questions.
6. Option forms returned to school, showing choices made.
7. Final programme of study for each individual student prepared and the necessary information given to parents/carers.
8. This programme of study is not unalterable and the opportunity for further discussion will be given to any parents/carers who may so request.

POST-16 EDUCATION

Students at Hilbre are encouraged and helped to become aware of all the opportunities open to them at 16.

6th Form provision in school includes access to reformed specification A Levels, vocational Level 3 and GCSE English and Maths. We also have a Foundation Year for students to have the opportunity to study towards further Level 2 courses.

RELIGIOUS EDUCATION

Religious Education is taught throughout the school. We examine each of the six major world religions, with part of each academic year focusing on the study of aspects of Christianity. This assists students in their understanding of elements of British Values and culture, and raises

awareness and understanding of the pluralistic society in which we live and the issues and viewpoints of fellow humans. The skills developed in RE also help students to develop in a variety of other curriculum areas. There are opportunities for students to reflect on the religious and spiritual dimension of life. The contribution of religion to life, history, literature and art is considered.

There are opportunities for students to follow a course of Religious Studies to GCSE.

In line with legal requirements, it is possible for parents/carers to withdraw their child from Religious Education lessons. This matter should be discussed with the Head of Year or Deputy Headteacher who has overall responsibility for the school curriculum.

COLLECTIVE WORSHIP

A collective act of worship is provided for all students. This takes place either within school assembly or in tutor groups. In line with legal requirements, such acts are, in the main, broadly Christian, whilst taking account of other major world religions. They broadly follow key events of the Church Year and offer the opportunity for reflection. The local clergy and other members of the community lead collective worship from time to time.

If the occasion arises, upon parental/carer request, pastoral staff make alternative provision for students who are withdrawn from Religious Education or Collective Worship.

HOMEWORK

The school believes that homework is a necessary part of secondary education. Homework is set in most subjects, but the demands of different subjects differ greatly and so appropriate patterns of homework have been developed in the different subjects and according to the level of ability of the students to cope. Homework may consist of writing, drawing, learning, reading or researching tasks; it may be set over the period of a topic. All homework is published on our school website using a piece of software called 'Show my Homework'.

It is hoped that parents/carers will encourage their child/ward's work by checking homework regularly for completion and neatness.

Formal homework (ie. written or set by the school) can be supported by parents/carers encouraging a time each evening to be set aside for reading, going over work done during the day, questioning, testing and the like. A certain factor to aid school success is parental involvement in the work.

Hilbre High School Humanities College has a detailed Homework policy. This document can be accessed on the school website under the heading of Policy Documentation. Year 7 students will receive 30-60 minutes of homework a day.

SEX AND RELATIONSHIPS EDUCATION

The School Nurse is available for consultation on any health topic, and this may involve sexual matters with health service drop-in clinics on Tuesday's and Thursday's. Sexual Health Charity, Brook, are also available on Monday lunchtimes.

The Science course in Year 7 includes a description of human reproduction as part of the wider topic of reproduction in plants and animals. Sex and Relationships education modules are followed in Years 7 - 11 in the Personal Health and Social Education element of Tutorial Time. Some of these may be supported by our School Nurse, with support from Form Teachers and include information on many aspects of relationships, set within the moral context of the family.

In line with legal requirements, parents/carers are entitled to withdraw their child from Sex and Relationships education lessons. This matter should be discussed with the Head of Year or Deputy Headteacher who has overall responsibility for the school curriculum.

CLASS ORGANISATION

In Years 7, 8 and 9 students are taught predominantly in sets for almost all subjects, except those involving considerable amounts of practical work. Transfer between sets can occur at any time. In Years 10 and 11, groups often contain students who show similar potential for external examinations.

Each year group will contain some students who have particular learning or physical difficulties. These students may be supported within the normal classroom by extra help from staff when time is available. These teachers may support students by withdrawing them for a time, either one to one or small group. A Student Support Centre has been established in school and Learning Mentors have been appointed. Reading sessions are available during registration time as are spelling sessions. We liaise closely with the Special Educational Support Service and many outreach services such as Kilgarth, Visual and Hearing Support Service, Occupational Therapy and the Educational Psychology Department.

COMPLAINTS ABOUT THE CURRICULUM

In accordance with Section 23 of the 1988 Education Reform Act, the Authority has adopted a procedure to deal with complaints about the curriculum. Most complaints are settled quickly and informally at school level; the complaints procedure exists for those parent/carers who also wish to pursue a complaint through more formal channels. A copy of the complaints procedure is available from the school or directly from the Children and Young People's Department, public libraries and public information offices.

ACCESS TO DOCUMENTS - FREEDOM OF INFORMATION ACT 2000

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We endeavour to publish all policies and procedures on our website, which is constantly updated to reflect review processes and schedules.

COMPLAINTS PROCEDURE

At Hilbre we welcome suggestions for improving our work. We like to hear when we've done something well. Be assured that no matter what you want to tell us, our support and respect for you and your child/ward will not be affected in any way.

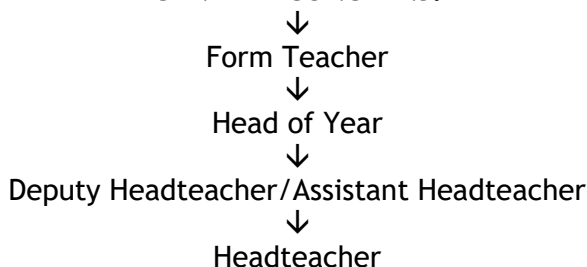
All students have a Form Teacher with whom they interact on a daily basis during Active Form Time (AFT). He or she will always be ready to help if a student, parent or carer is uncertain about anything at school.

Any teacher or member of the office staff can direct you to the appropriate member of staff.

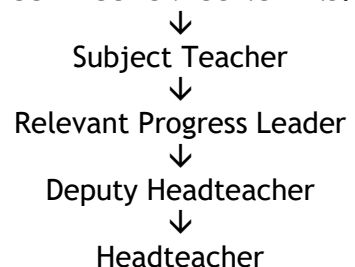
A copy of Hilbre's Complaints Procedure is available on request or may be accessed on our website www.hilbre.wirral.sch.uk

Who to contact with any concerns:

GENERAL CONCERNS:



CURRICULUM CONCERNS:



↓
Governing Body
↓
Ombudsman

↓
Governing Body
↓
Ombudsman

EXAMINATIONS

Students are examined by internal examinations throughout their school life, including trial exams for GCSE, A Level and A/S-Level. All students are encouraged to achieve as much external accreditation as possible, which is nationally recognised.

Examination results and information about the school's National Curriculum statutory assessment results are published in a separate booklet, which is issued in conjunction with this prospectus.

EXAM LEVEL

SUBJECT

GCSE

Core subjects

English Language
English Literature
Maths
Science (Science Trilogy Applied Science - 2 GCSEs, or Separate Sciences - 3 GCSEs, see below)

Option choices

Art and Design
Biology
Business Studies
Chemistry
Computer Science
Design and Technology: Food Technology
Design and Technology: Product Design
Drama
French
Geography
History
Music
Physics
Religious Studies
Spanish

VOCATIONAL

Business
Engineering
Health and Social Care
ICT
Sport

A LEVEL

Art and Design
Biology
Chemistry
Computer Science
Design and Technology: Product Design
English Language & Literature
French
Geography
History
Mathematics
Media Studies
Physics

Psychology
Spanish
Theatre Studies

ACADEMIC Extended Project Qualification (EPQ)

VOCATIONAL
Animal Management
Applied Business
Applied Law
Applied Science
Health and Social Care
ICT
Music
Acting
Sport

ENRICHMENT
Careers
Duke of Edinburgh

EXTRA CURRICULAR ACTIVITIES

Many activities take place out of school hours and it is hoped that students will participate fully.

The policy in the PE and Outdoor Education Subject Area is that students should gain as wide a variety of sporting experience as possible whilst at school. As a result, there have been representative teams picked to play other schools in activities such as Rugby, Basketball, Netball, Football, Athletics, Cricket, Badminton, Cross Country and Golf. An extensive programme of outdoor activities is also offered throughout the year; visits to theatres, sporting events and modern language holidays and exchanges. The Duke of Edinburgh Award Scheme is run by the school. Successful ski trips have been run to Austria, Italy, France, USA and Canada with many more curriculum trips both nationally and internationally are arranged.

Music groups meet regularly. A variety of student led rock bands also meet and perform regularly. The school orchestra and choir have an excellent reputation.

At lunchtime and after school, a variety of activities are offered, including Drama and Science Club. These vary year on year and we publish details annually. Many students also take part in activities which benefit the local community.

OUTDOOR EDUCATION

The school has an established Outdoor Education programme, which sees Year 7 students having the opportunity of participating in a day long activity in the summer term.

Students in Years 10, 11, 12 and 13 have the opportunity of attempting the Bronze, Silver and Gold Duke of Edinburgh Award Schemes.

HILBRE HIGH SCHOOL HOLIDAY SPORTS PROVISION

Mr Holder leads a specialist team, which has delivered school holiday sports provision to our students, as well as inviting Year 5 and 6 students who have expressed an interest in attending our school. The overall aim of this programme is to offer a fully inclusive opportunity for these students to participate in integrated and educational sport and physical activity, beyond the constraint of term time.

Sport naturally allows students to subconsciously develop key, social and emotional attributes. They consciously focus on every aspect of the programme which research shows can have a positive impact of overall future attainment.

ENGLISH

The English Department's mission is for all students to flourish in English. At Key Stage 3 students will follow the English Mastery Programme so that students graduate Year 9 as confident and literate readers and critical and accurate writers. By the end of Key Stage 3, they will **know more** about the foundational texts in literature, will be able to **remember more** about English Literature's social and historical context and will be able to **do more** creative and critical writing.

English Mastery is a traditional study of the English Literary canon. Students study the foundational texts of English Literature such as 'Oliver Twist' and 'The Tempest'. The defining messages of these texts, such as Dickens' desire for a fairer society, will support their future study of English and other subjects.

Students also study grammar and writing in isolation which enables students to gain the foundational knowledge from which creativity can emerge. Being able to use subordinate clauses accurately enables students to compose multi-faceted narratives, articles and essays in English and in other subjects.

Our curriculum is cumulative and integrated. All of the content and knowledge is connected so that students form a firm foundation of literary and linguistic knowledge that enables them to read and write accurately and critically.

At GCSE students study AQA GCSE English Language and Literature which builds on students' learning at Key Stage 3. Students continue to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Essentially, through our English Curriculum we wish our **students develop culturally, emotionally, intellectually, socially and spiritually through the texts they study and the activities they complete.**

MATHEMATICS

In the Mathematics Curriculum Area each student is considered as an individual in his/her own right. Each student is monitored individually to ensure maximum progress.

The main aim of the Mathematics Curriculum Area is progress for all students through an understanding and enjoyment of Mathematics. To support this there are a number of extra-curricular challenges available throughout the whole age range to supplement the learning that occurs in lessons.

We explain Mathematics through practical work and situations that the students will understand. The use of attractive, well-illustrated materials, together with ICT based activities, allows the students to enter imaginatively into situations which embody mathematical ideas. The Mathematics is related to the students' experience and we encourage all students to use and apply their Mathematical ability.

Students will be taught in ability sets throughout Years 7 and 8. All students are closely monitored and assessed on a regular basis, the results of which are, when necessary, used to effect changes to these ability sets. In addition, all students will complete an end of year examination in order to further re-assess progress and potential.

In Years 9, 10 and 11, students continue to be taught in ability sets, all of which follow a GCSE syllabus. At the end of the GCSE course, all students will take an examination at either Foundation or Higher tier depending on their attainment throughout the course.

In the 6th Form, students follow both the AS and A2 MEI Mathematics modular course.

SCIENCE

The teaching of Science places great emphasis on “How Science Works”, as well as the theoretical content. We centre lessons on investigation, observation and deduction, as it is generally accepted that learning by experience, provides experimental results which in turn leads to first-hand knowledge.

Although Science is taught in primary schools, few of the students have laboratory experience when commencing at Hilbre. Students are introduced to experimental methods, which form the basis of their work in Years 7 and 8. We build on each student’s earlier school experiences to extend the breadth and depth of their knowledge, develop their understanding and improve their skills. The Science course in Year 7 includes a description of human reproduction as part of the wider topic of reproduction in plants and animals.

For this academic year we will be setting our Years 7 and 8 based on ability. Students have 6 x hour long lessons of Science per fortnight. At Key Stage 3 we follow an ‘in-house’ scheme of work that has been produced with a primary aim to introduce learners to the topics they will face at Key Stage 4, so that when they are taught these topics at Key Stage 4 in greater detail they already have some basic knowledge of them. Each subject of Chemistry, Biology and Physics is taught in individual units at Key Stage 3. We also place great emphasis on self and peer assessment, so learners can take ownership of how to improve their own work.

In Year 9 our students begin a transition course which hybridises the Key Stage 3 and Key Stage 4 Programme of Study.

In Year 10 our most able students are encouraged and offered the opportunity to study towards Separate Sciences. In recent years we have accommodated 2 groups; therefore, class sizes are relatively small. The majority now embark upon 2016 AQA Trilogy Science GCSE. This follows the same idea as the recently known courses Core and Additional Science. However, Trilogy sees a return to linear papers and the introduction to numbered grades in Science. Those students studying GCSE qualifications are taught by specialist subject teachers. Year 11 sees a continuation of the Year 10 programme of study.

In Years 12 and 13 we offer A Level Biology, Chemistry and Physics. We also run Level 3 BTEC as part of our Post-16 courses and currently run Level 3 BTEC Applied Science and Level 3 BTEC in Animal Management. Psychology is a further subject we offer at Key Stage 5.

We run many trips, visits and other Science related enrichment activities and will be building on this further in the future. Previously we have run trips to a variety of establishments and events such as a trip to the Sealife Centre and Cadbury’s World, the Big Bang Fair in Birmingham, a Disneyland Paris trip for Separate Scientists and an informative trip to Manchester University, amongst others. We also run Science club on a weekly basis.

MODERN FOREIGN LANGUAGES

At Hilbre, all students in Year 7 have the opportunity to study French or Spanish. In Year 8, the top 25% of students are invited to study a second foreign language, French.

French and Spanish are now popular options for GCSE. All students are encouraged to opt for a language, particularly dual linguists, but it is not yet compulsory for all.

In Year 11, students have more 1:1 attention and extra practice sessions are held after school to support students in preparation for the final exam. This has proved beneficial to students and is reflected in the GCSE pass rate.

The development of listening and reading skills are given high priority and students will be encouraged to undertake homework tasks on Doodle, using BBC 'bitesize' or using language apps, such as 'duolingo' and 'memrise'.

At A Level, students are taught in small teaching groups and they benefit from having more intensive sessions with their teachers as well as a bespoke conversation class with a native speaker, when possible. Contact with native speakers is made a priority in the Modern Foreign Languages Department and this is encouraged at all levels by working with native speakers and PGCE students.

Language trips abroad have proved very successful in motivating students by enabling them to practise their language skills in an authentic setting. This has also led to an increase in the number of students opting for languages at Key Stage 4 and some even continuing to A Level.

GEOGRAPHY

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are interconnected.

The key concepts that underpin the study of Geography are an understanding of:

1. Place
2. Space
3. Scale
4. Interdependence
5. Physical and human processes
6. Environmental interaction and sustainable development.
7. Cultural understanding and diversity

Students learn through the processes of geographical enquiry, fieldwork, use of maps, photographs, ICT, graphs, model making and problem solving. Recent fieldwork has included visits to Manchester, Wales and further afield to Iceland. There is a strong emphasis on learning about current events on a local, regional and global scale.

Assessment is carried out through regular tests and homework, at the end of which a grade is awarded.

HISTORY

In History at Key Stage 3, we aim to foster a curiosity, interest and enthusiasm for the past. Students find out about the history of their community, Britain, Europe and the world.

In order for students to deepen and broaden their knowledge, understanding and skills, a range of historical concepts and processes underpin teaching and learning in History lessons:

- Chronology
- Cultural, ethnic and religious diversity
- Change and continuity
- Cause and consequence
- Significance
- Interpretation
- Historical enquiry

- Using evidence
- Communicating about the past

Students have the opportunity to organise and communicate their learning in a variety of forms such as cartoon strips, poetry, extended writing, projects, group work, role play, use of drama and ICT.

The past is studied from a variety of stimuli and sources and have included visiting theatre companies and educational visits, such as Chester, the International Slavery Museum in Liverpool, Quarry Bank Mill and the Imperial War Museum in Manchester.

Assessment of students is undertaken through regular knowledge tests, source assessments and written assignments.

Students are encouraged to continue with this subject at GCSE and A Level.

RELIGIOUS EDUCATION

The curriculum in Religious Education is constantly evolving in order to provide a learning experience which is interesting, varied and relevant to the lives and experiences of our students.

In Years 7 and 8 students currently examine the key beliefs and practices of 5 world religions, namely Christianity, Judaism, Islam, Hinduism and Buddhism. In Year 9 students undertake an introduction to Ethics. Each unit of work is assessed by a combination of mid-term and end of unit assessment tasks which help to develop our students as independent learners as they research, select and present information relevant to the topic. A range of teaching and learning styles are used within the Department and students are encouraged to examine their own views and the views of others in debate, discussion and written work. At the end of Key Stage 3 students are assessed in terms of their knowledge, understanding and evaluative skills in Religious Education. The RE curriculum continues to evolve and change to embrace new ideas and practices.

GCSE Religious Studies is also offered as an option, following the OCR Examination Board. This continues to be a popular and successful course. All Key Stage 4 students will continue to follow a varied and interesting exploration of ethical and moral issues in their statutory RE time.

We also offer the opportunity to participate in a trip to Poland to visit the Krakow Ghetto, Auschwitz and the Schindler Factory Museum. A good number of students have successfully completed the course and find the material both challenging and interesting.

DESIGN AND TECHNOLOGY

The philosophy of the department, in summary, is that through the iterative processes of 'design, make and evaluate', students gain a sound education in technology whichever the medium they are working in. This can be thought of as a series of stages - the perceived need for a product, the design stage, the use of practical skills to work safely with equipment and materials in producing a product, and the evaluation of the finished article.

Students learn to recognise needs, wants and opportunities within society and respond to these by producing a range of ideas and products. It encourages creative thinking, independence of thought, perseverance, the development of craft skills and the ability to offer a critical evaluation of their work.

It encourages students to think about safety and the need for discipline in what can be a potentially dangerous environment.

The study of Design and Technology enhances the quality of students' learning through developing attitudes of cooperation and collaboration.

Students learn about our technological heritage and about influence of technology in society.

At Hilbre, students initially build on prior learning from primary school, which have been laid in Key Stage 1 and Key Stage 2. For the majority of students, there is a significant change in the learning environment in which Design and Technology is taught. The use of specialised rooms and equipment enables a greater depth of learning that many students will not have experienced in primary school.

Students initially develop their skills in a number of Focussed Practical Tasks (FPTs) and some initial Design and Make Activities/projects (DMAs). FPTs and DMAs initially are more closed design brief during the first few projects. This is to develop their skills further for more challenging activities in secondary school. As the curriculum progresses, key elements of the Design and Technology curriculum are revisited to help secure key subject knowledge.

In Key Stages 4 and 5, students will be equipped with a wide range of experience, FPTs and DMAs become more challenging, open and independent in nature. Students learn a number of key theory principles; mathematical skills; develop knowledge of careers and industries; etc. Students then finally apply their subject knowledge and their problem solving skills independently for their NEA and examinations in Year 11.

At Hilbre, we are offering the following courses:

- AQA Design and Technology.
- OCR Cambridge National Level 1/2 in Engineering Design.

At Key Stage 5, students can choose from the following AS/A Level and vocational courses:

- AQA Design and Technology (3D Design).

INFORMATION TECHNOLOGY and COMPUTING

Information Technology (IT) is taught to students as a separate subject. Each student will have experience in using computers to produce letters on a word processor, compile collections of information on a database and interrogate it, produce graphs and charts using spreadsheet software. They will use a variety of commercial software to edit digital graphics and will be taught how to use the Internet safely, including e-mail. Students will also learn about computer systems and will gain experience of basic computer programming in a range of languages.

The content of IT lessons will be a mixture of topics relevant to the students as well as relate to other curriculum subjects so that the students can see how IT can integrate in other areas. They will also begin to experience the use of IT in Maths, English, Science, Humanities, Technology and Art. In Key Stage 4, students can choose to study Computer Science GCSE or BTEC Digital Information Technology (Level 2).

The school is equipped with 3 networked computer rooms plus another 100 computer systems and 5 banks of laptops, all on a wireless network.

ART and DESIGN

The aim of the Art and Design Department is to encourage students to look at, become aware of and appreciate the changing world in which they live. This aim will be realised through both practical work and art appreciation.

Art students are taught in mixed ability groups. At Key Stage 4, students follow the AQA GCSE Art and Design course and at Key Stage 5 they follow the AQA Art, Craft and Design A Level.

It is often thought that great works of art are the result of the artist's innate talent rather than learnt ability. Successful works of art are, however, the result of a hard-earned mastery of a formal language. It is the teaching of this (visual) language that we emphasise.

Throughout all our courses, emphasis is placed on gaining information from direct observation. Using observation as a starting point, students are then encouraged to develop their ideas in a wide range of media; drawing, sculpture, collage, painting, printmaking and so on.

Students will also be required to view and respond to the works of artists, craftspeople and designers from different ages and cultures. Students will be encouraged to find practical links between the works that they see and their own work.

Art makes students look at things anew - even mundane, ordinary aspects of the world can be used to inspire a creative response - there are no answers in the back of the book!

Display of work from all years is on-going and quality work and effort in both classroom and homework will be rewarded.

We hope that during their Key Stage 3 Art lessons, students will not only acquire practical skills for successful use in GCSE and A Level examinations, but also a more lasting enjoyment of the subject, an appreciation of the wide world of art and design and an understanding of its role and importance within the realm of the "Arts" as a whole.

MUSIC

The Music Department is now housed in a music suite with practice rooms and a recording studio.

Years 7 and 8 have music lessons weekly in mixed form groups of up to 28. Music is taught in a very practical way giving students the opportunity to play and experience music.

GCSE students follow the AQA syllabus. Take up for GCSE is high and results are frequently excellent. We record compositions using professional recording equipment and some examples can be found on the school website.

In the 6th Form, we offer the RSL Level 3 in Music performance. Students take advantage of our digital recording equipment and music specific computers. We currently run Sibelius, Cubase, and Acid Pro software and have a 16 track digital recording desk.

We currently offer instrumental tuition in the following areas:

- Brass, Woodwind, Drums/Percussion, Guitar, Keyboard and Singing

Students have the opportunity to start tuition in Year 7 and sometimes later.

Extra-curricular activities

There are many opportunities to get involved in music making at Hilbre. We offer:

- Choir;
- School band;
- Shows - Legally Blonde, Sister Act, Jesus Christ Superstar, Fame, Return to the Forbidden Planet, Little Shop of Horrors, We Will Rock You, Grease, Fame, The Wizard of Oz and Annie.

We seek to inspire students with visits from professional musicians, arrangers, composers and also people involved in the music industry. Previously we have seen Jeff Rich (former drummer from Status Quo), Simon Duffy (industry professional, Tri-tone Music) and Steve Parry (arranger for ITVs The Voice and Orchestrator for 'The Band' Musical) visit and share their skills, experience and knowledge with our students.

We regularly perform out of school; the 6th Form previously played at the turning on of the West Kirby lights and organised a charity concert at West Kirby Arts Centre. Musical interests are encouraged and students regularly use our facilities to form their own bands. Concerts and musical productions are an integral part of school life.

DRAMA

Drama is a popular subject at Hilbre and we offer a wide range of opportunities for students of all ages in which to get involved. All Key Stage 3 students study Drama each week, and learn skills such as improvisation, team work, theatre design and script work. Drama is an extremely popular choice at GCSE and Sixth Form. The majority of students gained an A*-B grade in GCSE in previous years and we gain outstanding marks at A Level with many students continuing the subject at university or Drama School. For example, 2 past students have been accepted at the Central School of Speech and Drama and LIPA.

Drama lessons include a wide range of activities such as mask work, devising, Greek Theatre, set design and script writing. Students will investigate different theatre styles in order to deepen their knowledge of the subject and develop the quality of their work.

Students of all ages are invited to take part in Drama visits, and trips are frequently organised. Year 9 and 6th Form students enjoy annual visits, which include tours of the National Theatre, BBC Studios as well as a West End performance. Other trips are to local theatres such as The Playhouse, The Lowry and The Empire.

There are many opportunities for extracurricular activities for students of all ages. A weekly Drama Club is held for Year 7 students run by 6th Form and Year 11 Drama students with teacher support. Years 7 to 13 are also invited to take part in our school musical productions as an actor, musician, dancer, designer or technical assistant. Recent performances have included 'Sister Act', 'The Boy in the Dress', 'Little Shop of Horrors' and 'Annie'. Both Drama studios are always busy and productive with different students rehearsing most evenings and lunchtimes.

SPORT

OVERALL AIM

To enable all students to achieve their full potential by catering for their intellectual, physical, social and emotional needs, so that they may, when they leave school, become active participants

in society and responsible contributors to it, capable of achieving as much independence as possible.

AIMS OF PHYSICAL EDUCATION

Physical Education has much to offer in the development and enrichment of the 'whole' person. "Not to have a substantial provision for Physical Education in the curriculum would deny students their entitlement to a broad, balanced, progressive and enjoyable education" (B.A.A.L.P.E.). It is primarily a practical subject and it is better placed than most to cater for the physical needs of children. Students learn best through their experience of movement, although observation is an important aspect of this development, which should lead to enhanced performance, greater knowledge, understanding and a sense of achievement.

This subject, however, is not solely concerned with the physical. It can also contribute to the intellectual, social and emotional needs of children.

The Physical Education facilities at Hilbre are excellent with a sports hall, gymnasium, netball courts, tennis courts, extensive playing fields and a fitness suite. All students will take part in a wide range of sporting activities in the first 2 years, leading to increased specialisation starting in Years 9, 10 and 11.

In Years 7, 8 and 9 students are taught from gymnastics, athletics, games, dance and fitness in mixed sex groups.

Students also have the chance of running the lesson as a Young Sports Leader. In Years 9, 10 and 11, students can opt for a GCSE Physical Education course which is in addition to compulsory core PE. In Core PE in Years 10 and 11 students are in the same sex groups and participate in games, fitness and trampolining. There has been some input from outside in the past to help with coaching.

Over the past few years there have been teams representing the school in soccer, rugby, badminton, netball, cross country, athletics, basketball, cricket, golf, swimming, indoor athletics, Boccia, trampolining and gymnastics. The Subject Area also runs a very competitive inter-house tournament throughout the year, culminating in Sports Day.

Should you have any queries regarding any of the above information, or relating to the ordering of kit, please do not hesitate to contact a member of the PE staff, in school at any time. Please see the Appendix for a detailed list of PE kit.

RELATIONSHIPS AND SEX EDUCATION (RSE)

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex. This helps students to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

In line with legal requirements, parents/carers are entitled to withdraw their child/ward from Sex Education lessons. This matter should be discussed with Mrs Henry, Progress Leader for PSHE, in the first instance; the request must also be discussed with the Headteacher. Apart from in exceptional circumstances, we respect the request to withdraw a child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive Sex Education rather than be withdrawn, we would make arrangements to provide the child with Sex Education during one of those terms. There is no right to withdraw from Relationships Education or Health Education.

PERSONAL, SOCIAL, HEALTH and ECONOMIC (PSHE)

PSHE, RSE and Health Education are key areas of study for students in society today. In this programme of study, students will develop the knowledge and skills necessary to keep them safe and healthy in many aspects of life in the twenty-first century. Engagement in the PSHE curriculum will ensure students are equipped with the tools to manage their academic and personal lives; to live safely both on- and offline; and to be safe and healthy in their relationships with others.

The PSHE curriculum will increase students' knowledge and understanding of their own personal development, behaviour and wellbeing and will impact positively upon their individual academic and non-academic outcomes. Through the age-appropriate study of topic areas such as drugs and alcohol; intimate relationships and sexual activity; bullying; mental wellbeing; and careers education, this curriculum fosters wellbeing, develops self-esteem, resilience and character and raises aspirations. PSHE allows opportunities for students to reflect on their own experiences and how they are developing. It enables students to understand and responsibly manage a wider range of relationships as they mature and to show respect for the diversity of, and differences between, people. It also encourages belief in their ability to succeed and enables students to take responsibility for their learning and future choice of courses and career.

SPECIAL EDUCATIONAL NEEDS (SEND) PROVISION

This is co-ordinated by the SENDCO, Andy Evans and supported by the Deputy SENDCO, Michelle McLean. All members of staff should assist in the process of identifying students with special needs and ensuring that the appropriate SEN staff are informed of their observations and concerns. Staff should make a referral with any concerns via the SEN referral form.

The initial response to any additional needs that a student may have has to come from class teachers. The SEND process (as set out in the SEND Code of Practice) places emphasis on Quality First Teaching, ie. a level of expected differentiation that should come from the teacher. If this is in place and the student continues to exhibit difficulties that lead to inadequate progress, a referral for consideration for extra support should be made. It may also be the case that Quality First Teaching is sufficient to address a student's needs, but there is evidence of a need that has not been recognised and staff may wish to refer to the SEND Department so that the possibility of a need can be explored further.

Support for SEND students is provided in a variety of ways, which may include:

- In-class support.
- Group interventions such as literacy and numeracy.
- Reduced timetables.
- Focused programme to support social and emotional needs.
- Provision Maps - these are compiled by the SEN Department, updated regularly and made available to staff via Moodle/Provision Maps. Each Provision Map consists of a brief description of the student's needs and relevant baseline information. All support and interventions for the student are recorded on the Provision Map. Each student with an EHCP (Education, Health & Care Plan) will have measurable targets set by the SEN Department. Progress towards meeting these targets will be reviewed by subject teachers and the SEN Department. This information will be used by the SEN Department to review the overall progress of students and will be critical in Annual Review Meetings for students with an EHCP.

Students with an EHCP receive extra support in line with the provision set out in their plan. Some of these students may also receive support from external agencies, as required.

In addition to this, we have a number of intervention units detailed below. Placement into these units will be made by the SENCO or Deputy SENCO alone, based on evidence of a graduated response to a specific child's needs.

Nurture

Key Stage 3/4 provision for students working well below age related expectations, who have a variety of significant additional needs and whom require an altered curriculum in a small group setting. Students in the Nurture Group will require a combination of mainstream teaching and specialist provision within the Nurture Group. Additional support in social skills, emotional regulation, fine and gross motor skills, humanities, literacy and numeracy are delivered within the Nurture Group.

SSC (Student Support Centre)

Key Stage 4 provision for students who require targeted intensive support towards completion of their GCSE or BTEC coursework. Students in the SSC will have additional needs, primarily ADHD or SPLD.

RESOURCED PROVISION

The Resourced Provision for students with moderate learning difficulties and/or ASC and is designed to focus on the individual and additional needs of each student. Therefore, access to mainstream lessons depends on a variety of aspects. These are based on the student's ability to access the secondary curriculum at appropriate levels (when work is differentiated), their emotional needs and requirements, their ability to socially interact with their mainstream peer group and also their physical ability to concentrate and follow the pace of a mainstream lesson.

Academic lessons in the base for Key Stage 3 MLD students are delivered following the Primary National Curriculum. Students who need extra tuition with reading and spelling have precision teaching using the multi-sensory approach and this has been very successful in increasing reading ages of low ability readers. At Key Stage 4 an alternative curriculum is taught to those students who cannot access the traditional GCSE options. The curriculum includes an Entry level qualification in Skills for Independence and Work, which addresses individual strengths and weaknesses.

Functional Skills in English and Maths provides each student with a qualification at Entry level 1, 2 or 3 at the end of Key Stage 4 when transition arrangements are made for entry to further education. In addition, Entry level qualifications in Science and Spanish are delivered. Additional lessons in the RP base cover Motor skills; Social skills, Yoga, PE, Touch Typing, Guided Reading and Speech and Language to ensure our students additional needs are met. The RP Base also has a sensory room that RP students can access, as and when it is required.

Regular contact is made with colleagues and the Resource Provision Manager, who liaises closely with parents/carers over matters that cause concern for them or their child/ward.

LIBRARY

The Library is situated on the first floor and contains a wide variety of texts, both fiction and non-fiction. It is open every day at brunch and lunch times for students to read, complete homework, research, revise and borrow books. All students automatically become members of the Library when they start in Year 7 and can borrow fiction and non-fiction books. The Library also houses 6 networked computers with internet access, which can be used for homework 4 days a week. Homework Club is run in the Library 3.10-4.10pm, Monday to Thursday.

The Library Manager is responsible for all literary events and organises visiting authors and poets to talk and work with students from all year groups, which has proved extremely popular.

Students from all year groups can apply to become Library Leaders to help in the Library at brunch and break times.

FUND RAISING

Fund raising at Hilbre is divided into 2 categories; the first being the support and assistance to help those less fortunate than ourselves, both locally and throughout the world. The charity appeals supported include local, national and international causes. The second category relates to funding strategies for items or activities which cannot be provided from budget resources.

There are many ways money is raised, ie. non-uniform days, sponsored events and weekly form cake sales. As the years go by, numerous charities have been the recipients of donations from our students. Recently, these have included Comic Relief, Save the Children and Cancer Research. During the autumn term, the students collected half a tonne of food for the Foodbank which was the largest donation they had ever received from a school. Such activities enable our children to respond proactively and show their commitment to local, national and global needs and enjoy the process of making a difference. They recognise that our charity work is part of our commitment to global citizenship, and are very inventive when deciding upon fundraising activities. Students are fundraising with Friends of Hilbre to fund a new school mini-bus.

These initiatives can be in the guise of whole school collaboration or instigated by an individual student who involves members of his/her own form. Considerable sums of money are often raised by the sheer hard work and determination of all involved.

CHARGING FOR SCHOOL ACTIVITIES

Please refer to the School website - 'Charging & Remissions policy'.

DATA PROTECTION

In line with the General Data Protection Regulation 2018. Please be aware that we will hold data on you containing your name and e-mail address which we use to provide you with information about events and activities that we have organised for you and our students. Your data will be stored within school and on a secure third party platform, ie. SIMS and will not be shared with any organisation outside of this school. We will review your data during your child/ward's time spent at the school. We want to ensure that your personal data is accurate and up to date so please advise us of any changes.

DESTINATIONS

Summer 2019 leavers

Year 11 students who have commenced:	%
• A course at any school or any course of further education	88.8
• Apprenticeship	8.4
• Traineeship	1.7
• NEET	0.0
• Unavailable for work	0.0
• Moved out of area	0.0

<ul style="list-style-type: none"> • No response/unknown 	0.0
Year 12 students who have commenced:	%
<ul style="list-style-type: none"> • A course at any school or any course of further education 	88.3
<ul style="list-style-type: none"> • Employed 	1.6
<ul style="list-style-type: none"> • Apprenticeship 	9.8
<ul style="list-style-type: none"> • Traineeship 	0.0
<ul style="list-style-type: none"> • NEET 	0.0
<ul style="list-style-type: none"> • Unavailable for work 	0.0
<ul style="list-style-type: none"> • Moved out of area 	0.0
<ul style="list-style-type: none"> • No response/unknown 	0.0
Year 13 students who have commenced:	%
<ul style="list-style-type: none"> • Any course of further or higher education 	74.4
<ul style="list-style-type: none"> • Employment 	14.0
<ul style="list-style-type: none"> • Apprenticeship 	4.7
<ul style="list-style-type: none"> • Traineeship 	0.0
<ul style="list-style-type: none"> • Voluntary work 	0.0
<ul style="list-style-type: none"> • Gap year 	3.5
<ul style="list-style-type: none"> • NEET 	3.5
<ul style="list-style-type: none"> • Moved out of area 	0.0
<ul style="list-style-type: none"> • No response/unknown 	0.0

CAREERS

Work-Related Learning, Careers and Enterprise:

Work-Related Learning, Careers and Enterprise education are significant facets of the development and preparation our students undertake in readiness for joining the highly competitive world of work. Activities include mock interviews with external employers, industry days, speakers and on-line resources, all designed to give our students the most up-to-date and relevant experience and information available so their employability is enhanced.

Work-Related Learning, which includes Careers and Enterprise, is a compulsory element of the Citizenship programme. There is a planned scheme of work for Years 7-13, which is delivered through Citizenship, tutorial lessons or discretely at other times. Delivery is led by Fran Trought, the school's Careers Education and Guidance Development Co-ordinator.

Student Entitlement:

Students in Years 8-11 and students in Years 12 and 13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities as part of a careers programme, which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships - through Options Evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

The aim of the Work-Related Learning programme is to make students aware of the opportunities available to them in the world of work and to provide them with the skills required to make a successful transition from school to work.

Careers Education:

Careers Education is delivered from Year 7 with particular emphasis on Years 9-13. The programme includes visiting speakers, careers fairs and presentations from local universities in

G/Office/NewEntrants/202021

order to widen student participation in higher education. The programme is delivered by a full time member of staff, Fran Trought, who is employed by the school to design and deliver a careers education, guidance service and bespoke work experience placement service.

Many students receive an individual careers interview with the remainder being seen via group sessions and group interviews. Other contributions include a vacancy service, apprenticeship information evening and a range of other events, including the Lancashire Higher Education Conference.

'Gatsby Benchmarks' at Hilbre High School Humanities College:

The nationally recognised 'Gatsby Benchmarks' of careers education are used by the school as a framework for our careers and employability strategy. Key Performance Indicators (KPIs) for each Key Stage are outlined in the Careers and Employability Strategy 2019 - 2020 document, which can be accessed at the bottom of the Careers page on the school website. The expectation is that the careers provision should have enabled students to achieve these by the end of each Key Stage. Impact is also measured using the Compass careers benchmark tool and feedback from careers software packages students are using.

This is based on the premise that every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents/carers, teachers and Governors (Gatsby Benchmark 1).

Students, parent/carers, employers and external education and training providers are welcome to access information on the schools' careers programme, either from the Careers page on the school website or by contacting Fran Trought, Careers Development and Guidance Co-ordinator for Hilbre High School Humanities College. Landline: (0151) 625 5996, extension 221. Mobile: 07769 880 881. E-mail: troughtf@hilbre.wirral.sch.uk

The school careers programme is managed and overseen by the school Careers Leader, Jane Whisker, Deputy Headteacher. Landline: (0151) 625 5996, extension 206. E-mail: whiskerj@hilbre.wirral.sch.uk

The aim of the Work-Related Learning programme is to make students aware of the opportunities available to them in the world of work and to provide them with the skills required to make a successful transition from school to work.

HILBRE HIGH SCHOOL HUMANITIES COLLEGE - CALENDAR 2020-21

Autumn term 2020

Tuesday 1st September 2020 staff development training - INSET Day (School closed students)
Open Wednesday 2nd September 2020 school open for Years 7 and 12 only
Open Thursday 3rd September 2020 full school return
Friday 25th September 2020 staff development training - INSET Day (School closed students)
Close Friday 23rd October 2020

HALF TERM - Monday 26th October - Friday 30th October 2020

Open Monday 2nd November 2020
Close Friday 18th December 2020

CHRISTMAS HOLIDAYS - Monday 21st December 2020 - Friday 1st January 2021

Spring term 2021

Open Monday 4th January 2021
Close Thursday 11th February 2021
Friday 12th February 2021 staff development training - INSET Day (School closed students)

HALF TERM - Monday 15th February - Friday 19th February 2021

Open Monday 22nd February 2021
Close Friday 26th March 2021

SPRING BREAK - Monday 29th March - Friday 9th April 2021, including Bank Holidays Friday 2nd and Monday 5th April

Summer term 2021

Open Monday 12th April 2021
BANK HOLIDAY Monday 3rd May 2021 (School closed staff and students)
Close Friday 28th May 2021

HALF TERM - Monday 31st May - Friday 4th June 2021, including Bank Holiday Monday 31st May

Open Monday 7th June 2021
Close Friday 16th July 2021
Monday 19th and Tuesday 20th July 2021 staff development training - INSET Days (School closed students)

**Hilbre High School Humanities College
Frankby Road
West Kirby
Wirral
CH48 6EQ**

Headteacher: Mark Bellamy, BSc (Hons), PGCE



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