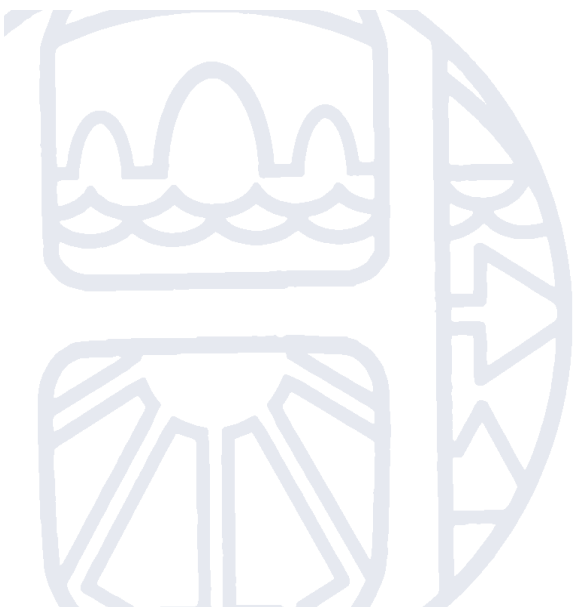


# Prospectus

for the school year 2014-15



# Highfields School



**The Queen's Award  
for Voluntary Service**  
*The MBE for volunteer groups*

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# Highfields School



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## Highfields School

We recognise that prospective students and their families want to know as much about the school as possible. On the following pages we have included some of the important information about Highfields, although you can find out more about our school by visiting our website:

[www.highfields.derbyshire.sch.uk](http://www.highfields.derbyshire.sch.uk)

P E Wilkes  
Headteacher



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## Purpose, values and aims of Highfields School

### Our core purpose

To be an inclusive, happy community that values every individual and inspires them to achieve their full potential

### Our values

Inclusion, fairness and equality  
 Respect and tolerance  
 Celebration of achievement  
 Personal reflection, honesty and mutual trust  
 Care for our environment

### Aims - to achieve our core purpose and values we aim to:

- Respect all students and staff as individuals
- Celebrate diversity and promote equality
- Provide appropriate levels of challenge
- Develop understanding and enjoyment of learning
- Support and encourage individuals to make a valuable contribution to society
- Be a reflective school seeking continuous improvement
- Play an active part in our community
- Nurture physical and emotional well being
- Promote a happy, safe and stable environment



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## Contact with school

You are always welcome at our school. If possible, please write or telephone before visiting us, so that the most appropriate member of staff can meet you.

Address: Highfields School  
Upper Lumsdale  
Matlock  
DE4 5NA



Tel: 01629 581888 Upper School (Lumsdale)  
Tel: 01629 584020 Lower School (Starkholmes)

E-mail: [info@highfields.derbyshire.sch.uk](mailto:info@highfields.derbyshire.sch.uk)  
Web site: [www.highfields.derbyshire.sch.uk](http://www.highfields.derbyshire.sch.uk)

## Key staff

Mr P Wilkes	- Headteacher
Mr A Donaldson	- Chair of Governors
Mr P Cole	- Deputy Headteacher
Mr B Riggott	- Deputy Headteacher
Miss S Laming	- Assistant Headteacher
Mr D O'Reilly	- Assistant Headteacher
Mrs C Rifkin	- Assistant Headteacher
Mrs M Brown & Mrs L Redhead	- Head of Year 7
Mrs A Ruston	- Head of Year 8 (for 2013-14)
Mrs J Rickels	- Head of Year 9 (for 2013-14)
Mr M Basford	- Head of Year 10 (for 2013-14)
Miss N Gresswell	- Head of Year 11 (for 2013-14)
Mr M Flett	- Director of Sixth Form
Mrs G Donaldson	- Head of Educational Support Services and SENCO



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## The school day

8.35am	<i>Warning Bell</i>
8.40am-9.00am	<b>Registration</b>
9.00am-9.50am	<b>Period 1</b>
9.50am-10.40am	<b>Period 2</b>
10.40am-11.05am	<i>Break</i>
11.00am	<i>Warning Bell</i>
11.05am-11.55am	<b>Period 3</b>
11.55am-12.45pm	<b>Period 4</b>
12.45pm-1.50pm	<i>Lunch</i>
1.45pm	<i>Warning Bell</i>
1.50pm-2.40pm	<b>Period 5</b>
2.40pm-3.30pm	<b>Period 6</b>

## Term dates 2014-15

		<b>School Opens</b>	<b>School Closes</b>
<b>Autumn:</b>	<b>Term 1</b>	5 September 2014	24 October 2014
	<b>Term 2</b>	3 November 2014	19 December 2014
<b>Spring:</b>	<b>Term 3</b>	5 January 2015	6 February 2015
	<b>Term 4</b>	16 February 2015	27 March 2015
<b>Summer:</b>	<b>Term 5</b>	13 April 2015	22 May 2015
	<b>Term 6</b>	1 June 2015	24 July 2015

### Bank Holidays:

25 and 26 December 2014, 1 January 2015, 3 April 2015 (Good Friday), 6 April 2015 (Easter Monday), 4 May 2015 and 25 May 2015 (Spring Bank Holiday).

Five staff training days (CPD days) will take place during the academic year. The school will be closed to students on these days. Exact dates will be confirmed at a later date.



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## Highfields School

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Highfields School, Matlock, is a community school maintained by the Derbyshire local authority, specialising in Performing Arts. It is a co-educational, day comprehensive school for students aged 11 to 18 years. The school is situated on two sites, 1.8 miles apart, Starkholmes (Years 7 - 8) and Lumsdale (Years 9 - 13).

### Admissions

The Governors will review each year the number of places which will be made available, based upon accommodation and staffing resources. In September 2014 we can admit up to 246 students into Year 7. Under current legislation on school admissions, there is no automatic right to a place at a particular school. Admission to Highfields therefore depends on parents showing the school as their preference, on the form received via the primary school. Children will then be allocated a place at Highfields in the following order of priority:

1. Looked-after children.
2. Children living in the normal area served by the school at the time of application and admission (including those living in another local education authority's area). For a definition of "living in the normal area" see note overleaf.
3. Children not living in the normal area served by the school but who have brothers or sisters attending the school at the time of their admission.
4. Other children whose parents have requested a place.

Where, in the case of 3 or 4 above, choices have to be made between children satisfying the same criteria, those children living nearest to the school (measured by the nearest available route) will be given preference.

Individual statemented pupils who have learning difficulties and/or a physical or sensory impairment and whose special educational needs can best be met in the school will be given priority where so determined by the





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local authority in consultation with the governing body, and where the school is named on their statement.

If parents are unsuccessful in applying for a place, appeal can be made to an independent committee. Information is available from the Centre for School Improvement, Matlock.

**NOTE:**

*"Living in the normal area", in (2) above is defined as the child having full-time residence in a property which is the child's only or main residence. Documentary evidence including proof of actual permanent residency at the property concerned may be required. Please note that where the Authority has reasonable grounds for believing the home address is not the child's only or main residence it reserves the right to carry out investigations which may include visits to the property.*

## Attendance and punctuality



As a school we are anxious that each student gains the most from school through maximum possible attendance.

When absence does occur form tutors will expect a note from parents/carers giving the reason. Your co-operation in this matter is requested so that unnecessary telephone calls from our Pastoral Assistant can be avoided. We also ask parents/carers to make every effort to try to arrange medical and other appointments out of school hours.

With effect from 1 September 2013 the Department for Education amended their regulations to state that Headteachers' may not grant any leave of absence during term time unless there are 'exceptional circumstances'. Therefore, any absence from school during term time for a family holiday will be recorded as unauthorised and may be referred to the local authority for consideration of a penalty notice or other action.

Students are expected to be punctual. Being late for registration will be officially recorded in registers and may incur a detention. Having registered at school, no student will be allowed to leave the premises without our permission.



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## School performance indicators

### Rates of authorised and unauthorised absences

<b>2012-13</b>		
Percentage Authorised Absences	Percentage Unauthorised Absences	Total Attendance
<b>6.9</b>	<b>0.9</b>	<b>92.2%</b>

*Figures include Year 11 attendance until 21 June 2013 (official leaving date)*

<b>2011-2012</b>		
Percentage Authorised Absences	Percentage Unauthorised Absences	Total Attendance
<b>7.0</b>	<b>0.7</b>	<b>92.3%</b>

### Destinations for Sixth Form leavers 2013

Out of a cohort of 97 students, 79 students secured a place at University (and of these, 10 students are taking a gap year and will start University in 2014), four students have a place in further education (including Foundation Degree), and 14 students are in employment/apprenticeship or seeking employment.

Higher Education	Further Education	Employment
<b>82%</b>	<b>4%</b>	<b>14%</b>

### Destinations for Year 11 leavers 2012

Out of a cohort of 218 students leaving Year 11 in 2011-12, 188 students have a place in full time education (109 studying GCE A, AS or A2 levels, 39 studying NVQ Level 3 or equivalent, 28 studying NVQ Level 2 or equivalent, eight studying NVQ Level 1 or equivalent and four taking other full time education courses), six students are training on apprenticeships, five students are in employment, two students are undertaking voluntary/part-



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time activities, 11 students are currently not in education, employment, or training and six students have not responded so their destinations after Year 11 are unknown.

Full-time Education	Training	Employment	Voluntary / Part-time Activities	NEET
<b>188</b> (89 male / 99 female)	<b>6</b> (5 male / 1 female)	<b>5</b> (5 male)	<b>2</b> (1 male / 1 female)	<b>11</b> (5 male / 6 female)

School destinations for Year 11 leavers (2012-2013) not yet available.



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## 2013 Examination results (*provisional*)

The information below provides an overview of the examination results at Highfields. However, if you would like a full breakdown of results for all the subjects we offer, please contact the school office on 01629 581888 to request this.

### Key stage 3 2013

Teacher assessments

Total number of students – 235 (boys – 122; girls – 113)

ENGLISH Level	Boys	%	Girls	%	Total	%
5+	114	93	111	98	225	96
6+	72	59	81	72	153	65

MATHS Level	Boys	%	Girls	%	Total	%
5+	109	89	107	95	216	92
6+	93	76	88	78	181	77

SCIENCE Level	Boys	%	Girls	%	Total	%
5+	108	89	104	92	212	90
6+	83	68	86	76	169	72

### Key stage 4 2013

Total number of students – 220

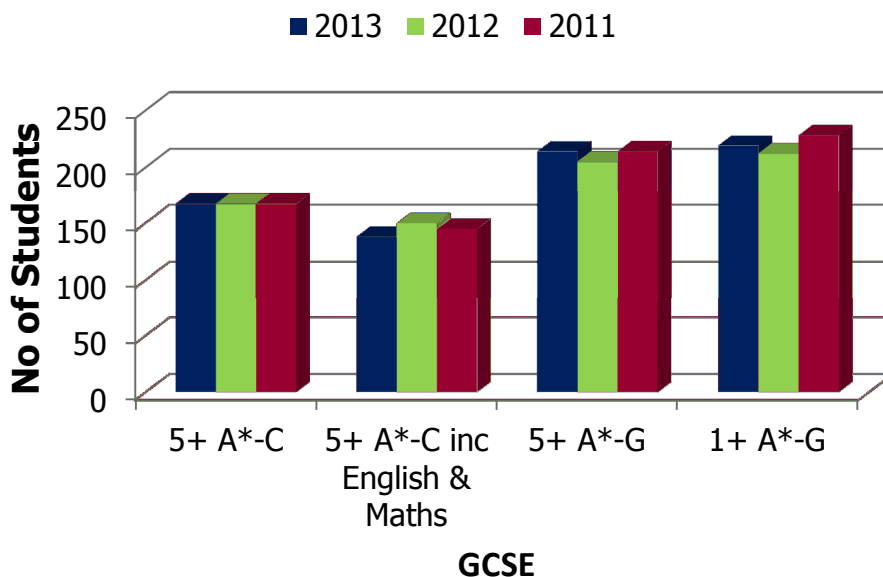
GCSE	All students					
	Number			Percentage (%)		
	2013	2012	2011	2013	2012	2011
5+ A*-C	167	167	167	76	78	73
5+ A*-C inc English & Maths	138	150	145	63	70	63
5+ A*-G	214	205	214	97	95	93
1+ A*-G	219	212	228	100	99	99



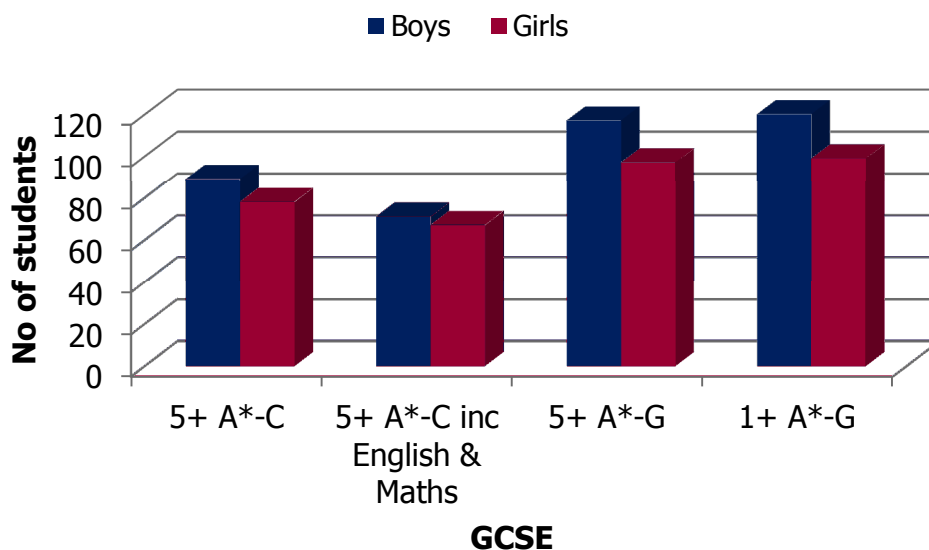
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### Key stage 4 2013



GCSE	Boys - 120		Girls - 100	
	2013 No	2013 %	2013 No	2013 %
5+ A*-C	89	74	78	78
5+ A*-C inc English & Maths	71	59	67	67
5+ A*-G	117	98	97	97
1+ A*-G	120	100	99	99



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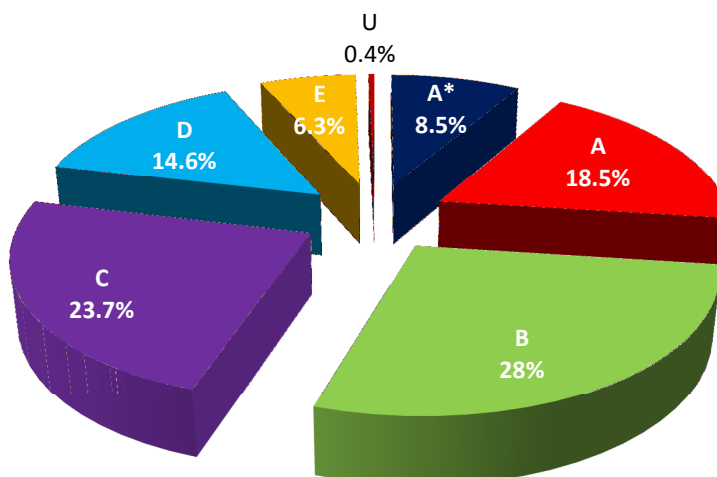


### Key stage 5 2013

A level	Boys	Girls	Total
Number of Year 13 students entered	32	65	97
Total QCA points score for all candidates	25026	55494	80520
Average points score per student	782	534	830
Average points score per entry	212	224	220
Average points score per entry - A2 only	224	231	229

### A level grades 2013

A level grades	%
A*	8.5
A	18.5
B	28.0
C	23.7
D	14.6
E	6.3
U	0.4



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## Teaching and learning



The value of high quality teaching and learning is recognised by all at Highfields School.

A focus on active learning ensures that imaginative and dynamic strategies are used to enhance the learning experience of our students. Lessons are interactive in nature; students are encouraged to express their opinions confidently and actively listen to the viewpoints of others. Group work techniques, such as 'envoying' and 'snowballing' are regular features of classroom practice. Higher Order Thinking (Bloom's Taxonomy) questioning is planned carefully across all subjects (and supported in all departments via a classroom resource on both sites) in order to develop higher order thinking skills and techniques are used sensitively to secure a fully inclusive learning environment. Essential life skills, including numeracy and literacy, are promoted across the curriculum.

The individuality of students is recognised and celebrated. A personalised approach to learning is used to ensure students are fully engaged, inspired and independent in the learning process. Activities are differentiated to accommodate individualised needs; independent learning is encouraged throughout the curriculum and students take responsibility for many aspects of their work. Students are encouraged to reflect and review their progress and work ethic utilising the 5R learning skills.



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The use of technology is widespread and students are supported with a range of stimulating resources, including those available on our Virtual Learning Environment (VLE). The VLE provides a diversity of subject materials accessible from both within school and from home. One tutor group of Year 7 students are also piloting a new Windows 8 tablet scheme this year (1:1 deployment) in all areas of the curriculum.

Written and verbal feedback is consistently provided to direct student learning. Strengths are highlighted and formative 'next steps' are clearly explained to facilitate improvement. Students are expected to act upon supplied feedback. Progress is carefully monitored within lessons and students are given personalised subject flight paths to monitor progress over their KS3 and KS4 education.



Student views on teaching and learning are continually referenced. The school has its own student representatives who frequently canvass and express student opinion to a range of audiences via an 'Inspire 2 Learn' group. The school has a staff teaching and learning group ('Inspire 2 Teach') which meets on a regular basis to share new ideas relating to the very latest innovative classroom practice. Inspiring teaching techniques are regularly disseminated across the school through targeted staff training.





## Curriculum

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All students in Years 7 to 11 follow the **national curriculum** which is divided into core and foundation subjects.



**Core Subjects** - English, Mathematics and Science.

**Foundation Subjects** - Art, Geography, History, ICT, Modern Foreign Languages (Spanish, French, German), Music, Physical Education, Philosophy and Religious Studies, Technology (including design) and Personal, Social and Health Education which includes Citizenship.

### Key stage 3 curriculum (Years 7, 8 and 9)

Students in Years 7, 8 and 9 follow a broadly-based curriculum which includes all the core and foundation subjects. Students are assessed on a regular basis throughout the key stage. At the end of Year 9 a teacher assessment provides a national curriculum level for each subject.

All subjects except Mathematics are taught initially in mixed ability groups in Year 7 but we gradually introduce setting by ability in several other subjects. In Years 7 and 8 all students study dance, and have the option of further dance lessons in Year 9. In Year 9 students have an opportunity to study a second foreign language and also take an ICT Functional Skills qualification (Level 1 or Level 2) during this year.

### Key stage 4 curriculum (Years 10 and 11)

Within the national curriculum students continue to study a broad range of subjects until the end of Year 11. All students study English, Mathematics and Science at GCSE level and have an entitlement to study Technology and a Modern Foreign Language. All students follow a GCSE short course in Philosophy and Religious Studies.

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Additional subjects are offered within an option system and during Year 9 the school helps students to make the best possible subject choices for their Key Stage 4 studies. This is done in conjunction with parents, careers advisors and subject staff.

Students have access to a broad range of GCSE subjects and a small number of BTEC courses. Vocational courses, such as Horticulture and Motor Vehicle and Road User Studies, are offered to students who prefer a more practical approach to study. A BTEC Construction course is offered off-site in collaboration with another local school. Some students work in local firms to develop skills ready for employment

An extremely successful programme of sports leadership courses is offered within school, enabling students of all abilities to gain additional qualifications across a variety of sporting activities.

### Key stage 5 curriculum (Sixth Form)

In the Sixth Form, a range of qualifications and new subjects are open to students, including traditional A levels, Level 3 BTEC Diplomas and an Extended Project Qualification (EPQ). New courses offered in the Sixth Form include BTEC Art, BTEC Business, GCE A level Religious Studies & Philosophy, Geology, Economics and two applied GCE A levels; Health & Social Care and Travel & Tourism.

A separate Sixth Form Prospectus detailing all aspects of the Sixth Form is available from school, or can be viewed on Sixth Form page of the school website ([www.highfields.derbyshire.sch.uk](http://www.highfields.derbyshire.sch.uk)).



## General information

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### Performing arts opportunities



Highfields offer a number of distinctive features and benefits for students. In addition to the range of foundation subjects at Key Stage 3 prescribed by the national curriculum, which includes music, students at Highfields also have one period per week of drama in Years 7, 8 and 9. This encourages personal self-confidence, creativity and the capacity to work co-operatively to produce high quality presentations, evaluating their own and others' work. Dance is also an important subject within the curriculum, with lessons for all students in Years 7 and 8, and a high take-up as an option in Year 9. In music there is a great deal of use of music technology in the delivery of the subject, using the most up-to-date software packages to reinforce core skills and provide scope for composition and recording utilising Highfields' purpose built Recording Studio.

At Key Stage 4 music, dance and drama recruit strongly to optional courses, and this provides a firm foundation for advanced level study where Highfields offers courses in music, music technology, dance and drama and theatre studies. A modern drama studio and highly equipped recording studio at Lumsdale offers students good facilities to refine their skills, and Starkholmes site now has an excellent drama/dance space with a sprung floor.

Teaching in all the arts subjects is done by well-qualified specialists, supported by visiting professionals who deliver workshops and master classes. Peripatetic staff offer musical tuition covering a wide range of instruments, and the school has a strong tradition in folk music as well as offering jazz band, rock bands, woodwind groups and the school orchestra. There are numerous performance opportunities during the year including school concerts, dance evenings, junior showcase events, school play and musical and a Summer Art and Music Showcase. Students are also taken to see arts events, and benefit from visiting artists performing at the school.



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## Careers information, advice and guidance

Staff work closely with Derbyshire Careers Service to provide students with the advice they require. Students are given individual help at each stage, from choosing their subjects in Year 9 to post-school destinations.



Guidance and help are provided by the careers adviser, personal tutors and Heads of Year and related work is done in PSHE lessons. The Derbyshire Careers Service works with school to ensure that every young person receives a level of support according to their needs. This includes guiding students as they move on to college or work and giving advice and help to students who are facing difficulties with decision making, whether about personal choices or future careers. We hope that parents will also be closely involved in this process. All students are expected to undertake a period of work experience in Year 10. There are further opportunities for work experience and job shadowing in Year 12.

## Religious education

Religious education is part of the curriculum throughout the school. It is taught in accordance with the Derbyshire agreed syllabus. Parents who wish to exercise their right, on religious grounds, to withdraw their child from these lessons should write to the Headteacher. This also applies to parents who do not wish their child to attend assembly, which may on occasions include a religious content.

During the Philosophy & Religious Studies course all students will have the opportunity to visit different places of worship including a mosque, a gurdwara and a Christian church. Students will also be taken to the Holocaust memorial centre in Nottinghamshire as part of their study of Judaism.



## Sex education

The biology of sex is covered in the lower school science course. Part of the PSHE programme in Years 8 and 9 covers topics such as development at adolescence, relationships, family issues and a first look at contraception. The programme in Years 10 and 11 continues to look at relationships, individual rights and responsibilities, contraception and sexually-transmitted diseases. Students will view carefully-chosen films, take part in discussions, listen to outside speakers, and complete individual written work. Factual information about sexual reproduction also forms part of the national curriculum science course at Key Stage 4.

As required by law, the programme of sex education is approved by the governors. Parents who wish to exercise their right to withdraw their child from sex education lessons should write to the Headteacher. This right does not include sex education where it forms part of the national curriculum.

Highfields School will regularly review its curriculum provision to ensure that every child is able to follow learning pathways tailored to suit his or her individual needs and talents.

## Homework



Homework helps students become independent learners. It helps them to organise their work, complete work started in class, test their understanding of a subject and sometimes attempt work which could not otherwise be covered in class.

All students are required to do homework and we hope that you will encourage your child by providing a quiet space at home and by taking an interest in what they are doing. All students in Years 7 – 11 and the Sixth Form are given a planner in which to record their homework. Planners will be monitored by staff on a regular basis and we ask you to check and sign them each week. If children appear to have major problems with work at home, it helps us greatly if you let us know.

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## Communication

We work hard to ensure we communicate effectively with parents/carers and provide a variety of ways of working in partnership to support your youngster's learning. During the year parents/carers will receive student assessment data and have the opportunity to attend a parent consultation evening and review day to discuss their youngster's progress.



Highfields operates a home-school communication service that allows messages to be sent to parents/carers reliably by text and/or email. Parents/carers are informed of important or urgent messages (for example urgent school closure information during the severe weather conditions experienced in the past), also information and reminders of events taking place at school and notified immediately if a student is absent.

## Student assessment profiles

Parents will be given assessment data relating to their son/daughter at three points during the academic year. On two occasions they will receive a data sheet which includes grades for organisation, participation and homework together with a current grade/level which can be compared to the target grade/level for all individual subjects. On the third occasion, they will receive a report with written comments from subject teachers and pastoral staff. On all three occasions a pastoral data sheet is included and this gives information regarding attendance, consequences and rewards.

## Rewards and consequences

Good behaviour is vital to students' progress and achievement in school as well as developing personal responsibility in the community. The school has a stepped approach to sanctions which encourages positive behaviour and works alongside the rewards system.



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The sanctions system is based on a series of automatically triggered consequences for inappropriate behaviour and ranges from C1 first consequence to C5 the fifth consequence.

The rewards system recognises the work done by students in lessons and at home, their behaviour in lessons and around school and for their contribution to extra-curricular activities. The rewards range from R1 first reward to R5 fifth reward.

## Review day

There is an academic review day in November. All students have an interview with their form tutor during which they discuss their academic progress and identify strategies that will help them to address any problem areas.



## House system

The house system is designed to encourage co-operation between forms, years and sites while also encouraging competition so that students' hard work and talents are rewarded.

There are four houses - **Aeris**, **Ignis**, **Terra**, **Aqua** that are mainly run by the students. Each House has two Captains from the Sixth Form and a member of staff as House Co-ordinator.



## School uniform

All students are expected to wear uniform and we really appreciate parents, carers and students working with us to keep our school smart.

All approved school uniform is stocked locally at Lady Fair, Matlock and polo shirts, jumpers and ties can be purchased from the school office (on either site). All uniform should be marked with the student's names.



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### Uniform Guidelines:

- Footwear:** Strong plain black shoes of sensible design.  
Velcro fastening shoes or shoes with plain black laces.  
Socks should be plain black or white.
- Shirts:** Long sleeved white shirt which buttons to the neck and must be worn with a school tie which must be knotted to the neck.  
**Or**  
White polo shirt with school logo.
- Jumpers:** Official black school jumpers with school logo (stocked only by school or Lady Fair).
- Trousers / skirts:** Plain black tailored straight style trousers (loose fit).  
**Or**  
Plain black **knee length pleated** skirt.
- Jewellery:** A single sleeper/stud in each ear and a wristwatch.
- Outdoor :** Plain black coats without logos.
- Hairstyles:** Inappropriate hairstyles and colour are not acceptable. Students will be informed individually if we think any changes should be made. Hair bands should be plain black. Flowers/bows should not be worn.
- Belts:** Plain black (without studs) to be worn to hold up trousers and not for decoration.
- Scarves:** **Plain black** and worn only during Winter months. **Scarves should never be worn in classrooms or during lessons.**
- Make-up:** Students will be issued with appropriate 'wipes' in order to remove make-up or nail varnish. Students wearing false nails will be asked to remove them.
- Bags:** These should be of a suitable size to accommodate A4 sized books, folders and other equipment.





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- PE Kit: All students (boys and girls) will need:**
- Navy blue shorts
  - Royal blue rugby / hockey shirt with reversible white band
  - Royal blue polo shirt (with white Highfields logo) – Summer term only
  - Black tracksuit bottoms or black running trousers for bad weather (**no leggings**)
  - Royal blue football socks
  - Shin pads
  - Gum shield
  - Trainers (for outdoor and indoor use)
  - Rugby/football boots

If you require further clarification, examples of acceptable school uniform is shown on the school website [www.highfields.derbyshire.sch.uk](http://www.highfields.derbyshire.sch.uk).

## Students with Special Educational Needs and Disabilities (SEND)

Children who meet the admissions criteria and for whom there is a place at the school are offered a place irrespective of their additional needs.

For those who have additional needs, we have experienced and trained staff to support them and to move them towards greater independence. This is the essence of our inclusion policy; all of our students receive a mainstream education and become independent learners. The ethos of the school ensures that the “Every Child Matters” agenda is followed and valued, and that **all** students understand about the way **everyone** can make a positive contribution to society.

Student Support Services comprise of learning support and emotional and behavioural support on both sites. Teaching assistants are available from 8.15am to 4.15pm each day (Monday-Thursday).



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To ensure the safety of our students we have put in place individual fire safety plans. Through our School Accessibility Plan, we are moving towards adapting the buildings on both sites to accommodate students with physical disabilities.

Under the Disability Discrimination Act (DDA) guidelines, all SEN students are entitled to access arrangements for KS3, 4 and 5 in public examinations after being tested by a specialist teacher. This has led to many students being supported to fulfill their potential.

Any student may have difficulty with aspects of their school work at some time in their school career. Those who we identify as having additional needs will be given extra support. We may withdraw a student from lessons for extra tuition in a small group, or may provide extra teaching support or teaching assistant within the normal lesson. All staff monitor the work of the students they teach and discuss any problems with learning support staff as they arise.

The Local Authority supports our learning support staff through the services of advisors and educational psychologists who may suggest materials or teaching methods to help students who are having difficulty with their school work. They will not however follow up an individual student's progress without parental permission. The school works closely with other external agencies such as social care, school health, the local police and education welfare to ensure the best possible support is available to our students. These agencies meet together six times per year to discuss the needs of individual students. Parental permission will be sought before any external agency is asked to work with a student.

The Emotional and Behavioural Support teams provide support in the following areas:

- Students in danger of permanent exclusion
- Chronic non-attenders
- Students returning from exclusion
- Students with low self-esteem, poor social skills, anger management issues



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- Seriously disaffected students
- Those showing very challenging behaviour
- Those having difficulty coping with bereavement, family issues etc

If you are concerned about your child you can contact the appropriate head of year or the Special Educational Needs Coordinator (Gill Donaldson) for an appointment.

## Gifted and Talented students

The school has a Gifted and Talented Co-ordinator who oversees the identification of and provision for the Gifted and Talented cohort. Subject staff, Heads of Department and Heads of Year identify students who are gifted and/or talented. In addition each department holds its own subject-specific list which aids classroom focus. Students take part in a wide range of activities designed to meet their particular needs and interests. Opportunities are provided for students to participate in enrichment activities appropriate to their age, ability and specialism. These take place both inside and outside school, often with gifted and talented students from the other Peak 11 schools.

Gifted and talented students are always encouraged to join the extra-curricular groups which many subject areas operate at lunchtime or after school. As a specialist school, considerable opportunities exist for students to develop their skills in drama, dance and music. Students are encouraged to perform for a wide range of audiences, work with visiting professionals and attend trips to arts events. Equally many other subject areas, such as Science, Maths, Technology, PE and Art, operate extra-curricular extension and enrichment sessions on a regular basis throughout the year. For many students, the Duke of Edinburgh Award scheme has become a natural and increasingly popular choice at three award levels (Gold, Silver and Bronze).

In the Sixth Form, students are given the opportunity to complete an Extended Project Qualification (EPQ). This qualification is based on a research topic chosen by the student. Topics have been varied and have ranged from a classical guitar composition to a project researching the



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effectiveness of gene therapy. There is a taught element to the qualification which is based around enhancing research and report presentation skills. However, the majority of research and thesis production is left to the student, with each student assigned a staff mentor for guidance and support. The qualification enables students to demonstrate their independent research skills to University admissions and frequently forms the basis of University interviews.

Talented students are able to develop their sporting expertise in terms of both leadership and performance. The school offers a selection of highly successful accredited sports leadership programmes including the Level 1 Award in Sports Leadership (formerly JSLA), the Level 2 Award in Community Sports Leadership (CSLA) and the Level 3 Award in Higher Sports Leadership (HSLA). In June 2010, Highfields Sports Leadership Academy received the prestigious Queen's Award for Voluntary Service for Sports Partnership work by groups in the community.





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# Notes:

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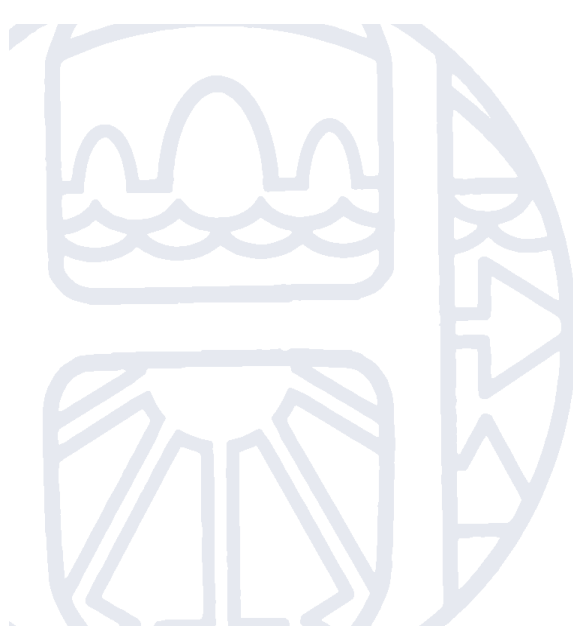
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# Highfields School



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