

## **Carisbrooke High School and Sports College**

### **School Prospectus Loose Leaf Section**

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**CARISBROOKE HIGH SCHOOL**

*and Sports College*

MOUNTBATTEN DRIVE, NEWPORT, ISLE OF WIGHT, PO30 5QU

TELEPHONE: 01983 524651

FAX: 01983 825456

EMAIL: [admin@carisbrookehighschool.co.uk](mailto:admin@carisbrookehighschool.co.uk)

WEBSITE: [www.carisbrookehighschool.co.uk](http://www.carisbrookehighschool.co.uk)

**HEADTEACHER:** DAVID JEAPES

September 2009

Carisbrooke's ethos is under pinned by our values statement;

**Opportunities for all to enjoy and succeed**

Our school is a fully inclusive comprehensive community school. All aspects of our work are guided by our values statement. Our school was recently recognised by OfSTED as having an outstanding curriculum providing an extremely wide and diverse range of opportunities for all our learners. OfSTED also judged the way we care for our students and support them through our learning areas, house and pastoral systems was also outstanding.

Over the last three years our results have shown a significant positive improvement trend as indicated

	2007	2008	2009
5A*-C at GCSE	57%	68%	70%
5A*-C at GCSE (inc EM)	46%	47%	50%
ALPS Grade	Satisfactory	Good	Very Good
KS2-4 CVA	1002	1017	TBC

We are the only school on the Island which is achieving above national standards on all key measures. Our Contextual Value Added measure from 2008 placed us in the top 18% of schools nationally.

We understand that the key to our success has been the strong partnerships we have forged with students, parents and others partners. If you are interested in finding out more about joining our school in September 2010 or earlier then please do attend our community open evening on the 24<sup>th</sup> September 2009 or visit our website.

Best wishes

David Jeapes  
Headteacher

September 2009

***'Carisbrooke is a great school both academically and in terms of valuing the whole child'***

*OFSTED – October 2008*

### **Expectations for Behaviour and Performance**

We work hard to maintain a safe, stimulating and civilised environment for our students. We have high expectations of them and of their conduct. Students are encouraged to develop a sense of responsibility from the beginning of their school career. High standards are achieved through co-operation and self-discipline.

Students are expected to have respect for each other and all the staff of the school, to obey the school rules and to treat the school buildings and property with care. In return, they can expect to learn in a managed environment free from interference or disruption.

The pastoral care for students is a high priority for us and we have a committed and understanding staff who are based in a dedicated suite of offices. The team consists of: three Progress and Achievement Leaders (PALs), who each lead a Vertical Team of Group Tutors in tracking and supporting students' progress; three Pastoral Support Assistants, who look after all aspects of students wellbeing and behaviour issues; and three Attendance Officers.

The school has its own systems for monitoring students' behaviour: the aim is to identify issues early. Equally, please do not be afraid to pass on any anxieties you may have, no matter how small. In particular, any concerns you may have about bullying should always be reported as soon as possible. We take bullying extremely seriously and all incidents are very thoroughly investigated.

### **Discipline**

There are a variety of sanctions aimed at discouraging bad behaviour. These gradually increase in severity from lunchtime detentions, after school detentions (with twenty four hours' notice to parents), through internal exclusion (working in isolation, supervised by a member of the Leadership Team), to exclusion from school for a fixed period. Parents are increasingly involved depending on the severity of the situation.

### **Rewards**

The school encourages positive behaviour through its rewards system which is designed to reinforce good work and appropriate behaviour in class and to promote student involvement in the community of the school.

There are 4 rewards based on the half termly monitoring students will receive a postcard home and house points:

- **Star Learners** - based on **average** attitude to learning – from 2 – 10 points.
- **Star Attenders** – based on **attendance** from 92% - 100% - from 2 to 20 points
- **Star Students** - Every subject teacher nominates **one student** – 5 points
- **Star Tutees** One tutee per Tutor Group nominated by tutor – 5 points

Other rewards include:

- **Subject commendations** - Teachers can award commendations at any time - 5 points
- **Participating in events**
  - Taking part in any interhouse activity - 1 point
  - Winning an interhouse activity = 5 points
  - Taking part in any activity representing the school = 5 points
- **Community service** – up to 20 points

## **Admissions**

### **Year 9**

Carisbrooke High School takes in thirteen year old students from a large number of Island Middle Schools each year. Admission arrangements into Year 9 operate through the Local Authority's procedures, details of which can be obtained from the Isle of Wight Council.

### **Other Years**

Admission into year groups other than Year 9 is also managed through the Local Education Authority. Once a place has been allocated at Carisbrooke, we will be happy to arrange an admission interview and visit.

### **School Roll**

The School Roll as at September 2009 = 1285

Year 9 = 293; Year 10 = 336; Year 11 = 353; Year 12 = 181; Years 13/14 = 122

### **Attendance**

The total number of students of compulsory school age on roll for July 2009 was 1053.

7.03% of sessions were missed due to authorised absence and 1.1% of sessions were missed due to unauthorised absence.

Total absence 8.13%

## **Destinations**

### **The Destination of Students aged 15 to 16 in the Academic Year 2007/2008:**

Total Number of Students in Year 11 = 362

- 79.56% Continued education
- 5.52% Full Time Training (non employed)
- 8.29% Full Time Employment
- 1.38% Voluntary/part time activities
- 4.70% NEET (not in education, employment or training)
- 0.00% Unknown
- 0.55% Other

### **The Destination of Students aged over 17 in the Academic Year 2007/2008:**

Total Number of Students in Year 13 = 101

- 56% Higher/Further education
- 7% Employment/training
- 37% other

### Key Stage 3 - Year 9

All students follow a common programme consisting of: English; Mathematics; Science; Technology; PE; Modern Foreign Language; Citizenship; Geography; History; Music; Art; Information and Communications Technology and Drama.

In May 2007 Island middle schools entered a proportion of their Year 8 cohort for KS3 SATs in English, Maths and Science. Students who have been entered for their SATs exams will begin their Key Stage 4 programmes of study. Students begin their Year 10 timetables on Monday 7<sup>th</sup> June 2010.

### Key Stage 4 – Years 10 and 11

Students follow a personalised curriculum, which allows for greater flexibility and choice. Currently, students follow courses in English Language and Literature, Mathematics, Science, PE, PSHEE, RE and ICT in the core curriculum. Students can get to pick up to four options from an extensive range of school and non school based options.

### Key Stage 5 - Years 12 and 13

Carisbrooke has always had a strong, successful and forward-looking Sixth Form. We encourage our students to enter the Sixth Form if we feel they can gain academically and personally from the experience, and if they can meet our reasonable entry requirements (fully explained in the Sixth Form Prospectus). Your son or daughter, after a full induction programme and careful guidance, will follow one of the following routes, or a combination of these routes, through the Sixth Form:

- Courses leading to Advanced Subsidiary (AS) or A level
- A suite of Level 2 courses such as BTEC and OCR Nationals
- NVQ1 Sport & Recreation + Applied Occupations
- NCFE Foundation in Exercise Studies
- Sports Leaders UK Level 1
- Enrichment studies

All our students follow an AS course in Critical Thinking and are encouraged to study a foreign language, extend their competence in Information Technology, and engage in Community Service and Work Experience. The subjects available within the different routes and their time allocation are detailed in the Sixth Form Prospectus, which is available from the school.

### Managing the Curriculum

Each Learning Area, which is made up of a number of subjects, is managed and developed by a Director of Learning who is a member of the Senior Leadership Team and who will help parents with any concerns or requests for information about the academic progress of their child. Subject teachers within the Learning Area are responsible for the Teaching and Learning within that Learning Area.

### Homework/Study Requirements

The taught curriculum is very full and demanding. All students in Years 9, 10 and 11 are engaged in lessons for each period during the week. Sixth Form students have limited opportunity for private study within their weekly programme of lessons. Homework, therefore, is an important part of the learning process for each of our students. **Recent reports have highlighted the importance of homework in improving success.** They show that the cultivation of positive attitudes to study depends upon the involvement of parents with their children's work at home. We want to develop good study habits from Year 9 and wish to involve parents in that process. Each student in Years 9, 10 and 11 receives a homework schedule which, along with generic/specific homework tasks, is published on the school website. Homework is set after every Maths and English lesson. The school's Virtual Learning Environment



(VLE) also has a number of homework tasks and resources available and can be accessed from home at any time. The varied nature of coursework for GCSE means that homework can take a variety of forms: written exercises, assignments, reading, research or revision. Every student receives a Diary/Planner in which details of the homework set should be recorded. Students are also asked to record learning objectives in these planners and “traffic light” their understanding. Parents are asked to check that homework is being done and that their child has a quiet place to study. There are plenty of online resources available to promote independent learning, details of which are also on the school website and VLE. Parents can contact the school via the Diary/Planner to discuss any concerns.

### Reporting on Progress

Every six weeks every teacher enters a Current Predicted Grade (CPG) which is the grade the student is expected to achieve at the end of the programme of study as well as entering monitoring codes for attitude to learning, behaviour and class work (this is on a scale of 1=outstanding to 4= significant issues). Year 12 and 13 students have additional monitoring codes to reflect the challenges of post 16 studies. This information is posted home to every student in the school during the first week of each half term.

Year 9, 10 and 11 students set themselves targets at the beginning of their KS4 programmes. The target the student sets themselves (Student Agreed Target or SAT) is based on prior attainment indicators (PAI) which are calculated from KS2 results and our knowledge of the student. If students or parents have any issues or concerns regarding their progress they should complete a monitoring feedback form which is posted home with the monitoring and return this to their tutor.

Year 12 and 13 students have PAI’s set from their KS2 and KS4 results. These are published with the monitoring and can be used to monitor progress. Again, students or parents with concerns should complete a monitoring feedback form.

In addition to six weekly updates, students will receive a full written report from each of their teachers as follows:

Year 9 Option Subjects	11 <sup>th</sup> January 2010
Year 9 Core Subjects	28 <sup>th</sup> May 2010
Year 10	4 <sup>th</sup> February 2010
Year 11	12 <sup>th</sup> November 2009
Year 12	1 <sup>st</sup> April 2010
Year 13	1 <sup>st</sup> April 2010

Each house has a designated Progress and Achievement Leader (PAL) who works under the direction of an Assistant Head Teacher Mr R Maddox. If you have any doubts about the monitoring and reporting arrangements for your son or daughter please contact the relevant PAL:

Citius = [christinehodgkinson@carisbrookehighschool.co.uk](mailto:christinehodgkinson@carisbrookehighschool.co.uk)

Altius = [jonwrixon@carisbrookehighschool.co.uk](mailto:jonwrixon@carisbrookehighschool.co.uk)

Fortius = [elainemsmith@carisbrookehighschool.co.uk](mailto:elainemsmith@carisbrookehighschool.co.uk)

## SCHOOL STAFF

### Teaching Staff

AUSTIN Carys – Head of 6<sup>th</sup> Form/Leisure and Tourism  
BALL Ian – PE  
BARNARD Emma – Enhanced Subject Leader ICT  
BISHOP Stephon – Subject Leader Vocational Sport  
BLAIN Liz - English  
BLUNDELL Guy – Subject Leader Law  
BRAMMELD Sue – Assistant Headteacher/DOL Scientific Applications  
BRITTON Jamie - English/Film Studies  
BULEY Emily – Science  
CARR Jo – Professional Mentor/Art  
CLARK Andy – Assistant Headteacher/DOL Creative Applications/CPD Coordinator  
CLARK Richard – SSPP SSCo  
CODY Sarah – English  
DANAFORD Melanie – Design and Technology  
DAY Donna – SSPP SSCo  
DAY Ian – Maths  
DEBEAUX Jenny – Modern Foreign Languages  
DRAGE Martin - ICT  
DUNFORD Charlie – Enhanced Subject Leader Science  
EVANS Alan – SSPP SSCo  
FEEHALLY Nathalie – Modern Foreign Languages  
FLEMING Oliver – PE  
FLETCHER Christine – Maths  
GAVIN Katie – Modern Foreign Languages  
GLOYN James – Maths  
GOUGH Anne – Assistant Headteacher/Director Student Support/Maths  
GROVES Mary - Art  
GUYMER Sean - Maths  
HAM Amanda – Subject Leader RE  
HARBER Neil – PE  
HEALEY Rebecca – PE  
HICKS Yvonne – SSPP PDM  
HILL Adrian – Enhanced Subject Leader English  
HILLIER Stephen – Design and Technology  
HODGKINSON Christine – PAL/Science  
HOOPER Melissa – Science  
HOOPER Michael – Subject Leader Business Studies  
HUNT Steve - Sports College coach  
JEAPES David – Headteacher/DOL Numeracy/ICT and Social Studies  
JONES Kirsty – Subject Leader Design and Technology  
JONES Rachael – Subject Leader Biology  
JONES Sue – CPD Coordinator/Data Manager/Science  
KEMP Helen – Science  
KENNEDY Ben – Technology

## Teaching Staff (cont)

KENT Alison – Drama  
 LACEY Roger – Enhanced Subject Leader Vocational Science/CPD Coordinator  
 LAWRENCE Prue – Fashion  
 LINSELL Catherine – Maths  
 LOCK Judith – Subject Leader PSHE  
 LOCKHART Ken – Subject Leader Physics/CPD Co-ordinator  
 LUND Christopher – English  
 MacGEORGE Penny – Subject Leader History  
 MacGOVERN Hazel – Science  
 MADDUX Robert – Assistant Headteacher/DOL Language and Communications  
 MANN Richard – Art  
 MARTIN Adam – Subject Leader History  
 MARTIN Larry – PE  
 MARTIN Simon - Maths  
 MUSSELL Craig – Subject Leader Chemistry  
 NIGHTINGALE Paula – Compact Club  
 O’SULLIVAN Louisa – Enhanced Subject Leader Maths  
 PAYNE David – Geography  
 PEACE Nicky – Teacher-in-Charge ASRC  
 PEACHMENT David – Maths/Science/PE  
 PEAKE Michael – PE  
 PIKE Carolyn – ICT  
 PRATT Catherine – Science  
 RIGBY Sarah – PE  
 ROCK Ian – SSPP SCo  
 RONAYNE Michelle - English  
 ROWNTREE Brenda – Maths  
 SALTER Holly – English  
 SAMPLER Ben – Subject Leader Music  
 SAUNDERS Mark – English  
 SEPHTON Joe – Citizenship/RE  
 SHEEN Alison – English  
 SHIPLEY J – Coordinator of Learning Support/English  
 SMITH Elaine – PAL/Science  
 SYMES Nicolle – Art  
 TAYLOR-GREEN Michelle – Enhanced Subject Leader PE  
 THOMAS Rhiannon – Subject Leader Geography  
 THOMPSON Nicola – Deputy Headteacher/DOL Healthy Living/Director of Specialism  
 THOMPSON Steve – History/UCAS Co-ordinator/Academic Mentor  
 TURNER Malcolm - PE  
 VICKERS Marianne – Subject Leader Psychology  
 WHITE Chris - History  
 WILCOX Lesley - Food Technology  
 WILLIAMS Mark – Enhanced Subject Leader Maths  
 WINDSOR Kate – English  
 WOODFORD Hannah - Fashion  
 WRIXON Jonathan – PAL/ ICT

## **SUPPORT STAFF**

BALL Peter - Caretaker  
 ALMOND Rachael – Cover supervisor  
 BARCLAY Allison – Pastoral Manager  
 BIRD Pam – Receptionist  
 BISHOP Angie – Administration  
 BRAKE Rosemary – Learning Support Assistant  
 BURBIDGE Linda – 6<sup>th</sup> Form Progress Tutor  
 BURNHAMS Heather – ASRC  
 CAREY Paula – ASRC  
 CARTER Matthew – ICT Technician  
 CHUBB Jane – Reprographics/First Aid  
 CLARKE Helen – Learning Support Assistant  
 COLENTT Wendy – Learning Support Assistant  
 CUOGHI Lin – Guidance Centre Manager  
 CURRIE Dawn – Attendance and Administration  
 DEACON Lynn – TA/Administration Language and Communication  
 DIX Nigel – ASRC  
 DONOHOE Sharon – Clerk to Governors/SLT Administration  
 DRUDGE Heather – 6<sup>th</sup> Form Attendance and Administration  
 EASON Jayne – Non School Based Options Coordinator  
 EDGE Linda – SSPP Administration  
 GRANT Barry – Caretaker  
 GRANT Jack – Community Manager/Recreation Supervisor  
 GUSTAR Janet – DT Technician/Learning Support Assistant  
 HACKFORTH Pauline – Keyworker  
 HARGREAVES Nic – Timetabler/Curriculum Manager  
 HARRIS Anne – Science Technician  
 HARRISS Shaun – Cover Supervisor  
 HENDERSON Moira – Education Enterprise Coordinator  
 HIGGINS Maria – HR Officer  
 HOLDSWORTH Tracy – Learning Support Assistant  
 JONES Alison – TA/Administration Healthy Living  
 JORDON Theresa – Learning Support Assistant  
 JOY Mike – Pastoral Support Manager  
 KNIGHT Maureen – Midday Supervisor  
 KNOWLES Sandra – Learning Support Assistant  
 MACE Julie – Student Support Keyworker  
 MacGEORGE Michael – Coordinator Spelling/Reading Workshops  
 MACLEAN Henrietta – Curriculum Administrator  
 MADDISON Gill – Office Manager  
 MANSFIELD Tina – Learning Support Assistant  
 MARTIN Larry – Fitness Instructor  
 McGINTY Julie – ASRC  
 McNULTY Teresa – Cover Supervisor  
 MINUTOLO Antonella –TA/Administration Science  
 MITCHELL Tracy-Ann – Learning Support Assistant  
 MOORE Donna – Pastoral Support Manager  
 MOORE Kirsty – ASRC

### **Support Staff (Cont)**

MURSELL Anna – Administration  
 MURSELL Darren – Infrastructure Officer  
 NEILL Julia – Science Technician  
 NEWBERY Ros – Finance Assistant  
 NIGHTINGALE Paula – Keyworker  
 OATLEY Penny – Data Officer  
 OSBORNE Emma – Learning Support Assistant  
 OVERY Mark – Business Operations Manager  
 OVERY Tamsin – Learning Resources and Information Manager  
 PAISLEY Gareth – Recreation Supervisor  
 PACKHAM Jennifer – Administration Creative Applications/Reprographics/First Aid  
 PALMER Derrick – Cleaning Supervisor  
 PALMER Christine – Cleaning Chargehand  
 PARKER Jina - LSA  
 PEARCE Debbie – Behaviour Intervention Officer  
 POWER Tommy – Sports College Coach  
 PREWER Janet – Extended School Instructor  
 RENOUF Teresa – Learning Support Assistant  
 ROGERS Georgina – Examinations Officer  
 RUTHERFORD Paul – Cover Supervisor  
 SAJOUS Julie – Art Technician  
 SANDERS James – Recreation Supervisor  
 SHEATH Andy – Senior Caretaker  
 SIMONDS Ryan – Recreation Supervisor  
 SIMMONDS Heather - Community Liaison Officer  
 SMITH Jayne – Guidance and Curriculum Administrator  
 SMITH Therasa – ASRC  
 SOTHCOTT Beverley – Learning Resource Centre Assistant  
 SPARY Victoria – TA/Administration Social Studies  
 SPREADBOROUGH Sandra - Headteacher's PA  
 STANDING Trudi – Learning Support Assistant  
 STEEL Sophia – Learning Support Assistant  
 STEWART Maureen – Learning Support Coordinator  
 STONE Alan – Learning Support Assistant  
 TAYLOR Liana – Health and Welfare Officer  
 TAYLOR Rebecca – TA/Administration Numeracy and ICT  
 THOMAS Steve - Assistant Buildings Manager  
 THOMPSON Hazel – Finance Officer  
 TRIM Georgina –School Business Manager  
 TURKINGTON Tina – 6<sup>th</sup> Form Administration  
 WARD Carol – Extended School Manager  
 WARD Jackie – TA/Admin Science/Midday Supervisor  
 WATERHOUSE Elaine - Senior Science Technician  
 WATSON Michael – Design and Technology Technician  
 WATTERSON Ian – Aim Higher Coordinator/6<sup>th</sup> Form Progress Tutor  
 WEBB Sharon – Learning Support Assistant  
 WHITE Rebecca – House Base Administration  
 WHITEWOOD Suzanne – Learning Support Assistant

### **Support Staff (Cont)**

WILKINS Sue – Learning Support Administration  
 WILSON Ann – Learning Support Coordinator  
 WILSON Peter - Science Technician  
 WOODFORD Jemma – Learning Support Assistant  
 WOODWARD Emma – Attendance and Administration  
 WORDSALL James – ICT Technician  
 YOUNG Kirsty – Attendance and Administration

### **EXAM INVIGILATORS**

ADAMS Alan  
 ARTHUR Diane  
 AYRES Elaine  
 BANKS Martin  
 BATTEN Allison  
 BERRYMAN Andrew  
 BISHOP Angela  
 BREDEN Annie  
 BROWN Karen  
 BRYANT Anthony  
 CARR Janet  
 CONSTABLE Barry  
 COOKE Caroline  
 DUFFUS Howard  
 FISHER Gwen  
 GEORGE Linda  
 GILES Geoffrey  
 GREEN Jacqueline  
 GREENWOOD Mike  
 GROVES Kim  
 HAIRE Janet  
 HOWE Angela  
 HUMPHREYS Fatima  
 JOLLIFFE Cynthia  
 JONES Caroline  
 JONES Janette  
 MACEKTT Jacqueline  
 MARTIN John  
 MIDWORTH Philip  
 NORSTER Elaine  
 PASCOE Lorraine  
 PEARCE Rosemary  
 PHELAN Joseph  
 SEDMAN Maureen  
 STILES Ann  
 TORRENS Carol  
 VENABLES Judith  
 WATTS Christopher

### **CLEANING STAFF**

ANSZCZAK Cecylia  
 ANSZCZAK Janusz  
 BARKER Daniel (Casual)  
 BLACKBURN Kerrie  
 CAVE Catherine  
 COKES Tina  
 DORMAN Jo-Anne  
 FERGUSON Thomas  
 FRY Adam  
 HARRISON Gemma (Casual)  
 HATCHER Anita  
 HAY Jane  
 JACOBS Chloe  
 KING Jacqueline  
 KING Martin  
 KNIGHT Maurice  
 LEGG David  
 LONG Rebecca  
 PEMBERTON Kathleen  
 PITFIELD Denise  
 POULTER Cathryn (Casual)  
 POULTER Martin (Casual)  
 RINGER Charlie (Casual)  
 SATCHELL Oakley (Casual)  
 SIRKETT Rowan  
 TURNER Alan  
 WAKEFIELD Jayne  
 WARD Janice  
 WELLS Dan (Casual)

## The Governing Body

The Governing Body of the school has significant powers, duties and responsibilities under the Education Reform Act 1988 which has increased the involvement of Governors in school life.

There are various committees of the Governing Body dealing with such things as finance, premises, health and safety, curriculum and staffing. Governors take an active part in debates concerning the school's curriculum and other development meetings. All parents with a child or children at the school are eligible to be nominated as a Parent-Governor, as vacancies arise.

### Parent Governors

Mrs Carolyn Cameron (2008-2012)  
 Mr Keith Chapman (2006-2010)  
 Mrs Anna Parsons (2008-2012)  
 Mr Tony Scotcher (2006-2010)  
 Mr Peter Whitlock (2006-2010)  
 Mr Jeremy Dale (2006-2010)

### Governors Appointed by IWCC

Mr Paul Jennings (2006-2010)  
 Mr Keith Lacey (2006-2010)  
 Mr Andrew Flambard (2008-2012)

### Teacher Governors

Mr Richard Mann (2008-2012)  
 Ms J Shipley (2008-2012)

### Community Governors

Mr Steve Howe (2006-2010) **Chair**  
 Mrs Nola Gould (2006-2010)  
 Mrs Jennie Ives (2006-2010)  
 Mr Colin Finney (2007-2011)  
 Mrs Janet Westwood (2006-2010) **Vice-Chair**

### Non-Teaching Staff Governor

Mr Mark Overy (2006-2010)

### Headteacher

Mr David Jeapes

### Clerk to the Governing Body

Miss Sharon Donohoe

The Clerk to the Governors and Chair of Governors may be contacted at the school – direct line 01983 550008 and the Director of Children's Services may be contacted at County Hall – 01983 821000.

### **Uniform**

We believe that all our students should learn the advantages of a neat and tidy personal appearance, good self-presentation and appropriateness of dress to the task in hand. We ask for parents' help in ensuring high standards of appearance: you can discourage, as we do, inappropriate hairstyles, trainers, excessive jewellery and obtrusive make-up, as well as ensuring that students are correctly dressed. Our school dress code makes choices simple and clothing which is easy to obtain and inexpensive.

### **Basic Dress for students in Years 9, 10, and 11**

- Black school style skirt (plain and 5cm above or below the knee) or trousers for girls; school-style black or charcoal trousers for boys. Black jeans/ denim are not allowed.
- Compulsory navy sweatshirt with Carisbrooke High School and Sports College logo (available only from the school) worn with:
- White three-buttoned polo shirt: - polo shirts with the Carisbrooke High School logo may be bought in school
- Black leather shoes in a sensible style suitable for growing feet
- Coats should be sensible outdoor coats in a dark colour, appropriate for wear on a large, open school site (hoodies are not allowed in place of a coat)

*Most items of uniform are obtainable from Marks and Spencer, BHS and local clothing stores. The navy sweatshirt with Carisbrooke High School logo is only available from the school.*

### **The following items are NOT allowed:**

- Denim, leather or suede (or similar looking materials) coats/jackets or multi-coloured outdoor clothes
- Shorts (except PE shorts worn for lessons) or leggings
- Canvas leisure shoes, deck shoes or boots
- Trainers, which may only be used in PE
- Cloth badges on indoor or outdoor clothes
- Jewellery, including any facial or body piercings  
(BUT **plain** sleeper earrings or ear-studs [only one in each ear] and one plain finger ring may be worn)
- Inappropriate and/ or excessive make-up and hairstyles/ hair colour

### **PE kit is required by all students, boys and girls, in Years 9, 10 and 11**

- Carisbrooke PE Polo Shirt – navy with sports college logo (only available from school)
- Shorts – plain navy blue Carisbrooke shorts (only available from school)
- Socks (only available from school)
- Tracksuit (optional) - during the winter months students can wear navy tracksuit bottoms and a navy sweatshirt

PE kit is compulsory for all students (boys and girls) in Years 9, 10 and 11 and it is recommended that students wear gum shields, shin pads and the appropriate footwear for each activity. Every pupil is able to take part in all PE lessons; sometimes roles have to be changed to suit individuals to make sure there is 100% participation. All students need to be changed into kit even if they have a medical note because this allows them to be part of the lesson.

**Parents are asked to ensure that all items of uniform and sports wear are clearly and permanently marked.**

### **The basic school dress for Years 12 and 13 (The Sixth Form)**

All students should take pride in their appearance and dress appropriately for a working day at school.

The Head of Sixth Form makes the final decision on suitability of dress. Individual requests, including those on religious grounds, will be considered by The Head of Sixth Form on a case by case basis. Any student deemed to be inappropriately dressed for school will be sent home to change. Students studying practical subjects will have to ensure that they are properly clothed for those lessons at all times, as defined by the Learning Area. Each Learning Area will make all students studying any practical subjects that they offer, aware of what they are expected to wear.

#### **General uniform**

- Smart trousers, including denim, can be worn but must be clean, tidy, not torn or frayed.
- Skirts must be a reasonable length and clean, tidy, not torn or frayed.
- Shorts should be to the knee and suitable for school not the beach.
- T shirts must cover the shoulders and the midriff and contain no offensive writing or pictures.

#### **Footwear**

- Smart shoes or tidy trainers.
- Flip-flops are not permitted.

#### **Hats**

- Hats should not be worn inside any school building.

#### **Jewellery**

- Jewellery should be discreet.
- Facial jewellery is not permitted with the exception of one earring in each ear.

## Term and Holiday Dates

### Academic Year 2009-2010

#### Autumn Term 2009

Wednesday 2<sup>nd</sup> September

Thursday 3<sup>rd</sup> September

Wednesday 21<sup>st</sup> October

Thursday 22<sup>nd</sup> October

Friday 23<sup>rd</sup> October

Monday 26<sup>th</sup> – Friday 30<sup>th</sup> October

Friday 18<sup>th</sup> December

Term begins for Staff

(Development Day - school closed to students)

Term Begins for Students

Development Day – school closed to students

Development Day – school closed to students

Development Day – school closed to students

Half Term

End of Term

#### Spring Term 2010

Monday 4<sup>th</sup> January

Monday 15<sup>th</sup> - Friday 19<sup>th</sup> February

Thursday 1<sup>st</sup> April

Term Begins for Staff and Students

Half Term

End of Term

#### Summer Term 2010

Monday 19<sup>th</sup> April

Monday 3<sup>rd</sup> May

Tuesday 4<sup>th</sup> May

Monday 31<sup>st</sup> May - Friday 4<sup>th</sup> June

Friday 23<sup>rd</sup> July

Term Begins for Staff and Students

May Day Bank Holiday

Development Day – school closed to students

Half Term

End of Term

### Equipment

We expect all our students to come to school equipped with the minimum stationery:

- Pencil
- Pen
- Ruler
- Calculator (Casio Fx series recommended)
- Eraser
- Coloured pencils
- Protractor

These should be carried in a pencil case inside an appropriate school bag large enough to hold A4 files, text books and exercise books. Stationery is available to buy at school via the Learning Resource Area (LRA).

### The School Day

The formal **hours of attendance are from 09:10 to 15:35**

<b>9:10</b>	<b>Period 1</b>	<b>Canteen Arrangements – Breakfast, Break and Lunchtime</b> The entire dining facility has been re-decorated and refurbished. There is a cafeteria which offers a variety of meals and snacks at reasonable prices. Dining room space is available for students to eat sandwiches brought from home. The cafeteria is open from 8.00am until 9.00am, offering a special breakfast menu; morning break, with a snack service, and from 12.35pm for a full lunch service. A snack bar service operates throughout the morning for Sixth Form. The Sixth Form Dining Room is also available for study during lesson times.
10:15	Changeover	
<b>10:20</b>	<b>Period 2</b>	
11:20	Morning Break	
11:35	Warning Bell	
<b>11:37</b>	<b>Period 3</b>	
12:35	Lunch	
13:13	Warning Bell	
<b>13:15</b>	<b>Tutor Time/Assembly</b>	
13:30	Changeover	
<b>13:35</b>	<b>Period 4</b>	
14:32	Warning Bell	
<b>14:35</b>	<b>Period 5</b>	
15:35	End of School Day	

Parents receiving Income Support, Jobseekers Allowance 'income based' or Child Tax Credit are entitled to apply to the Local Authority for free school meals for their child. Please contact the School Office for confidential advice about this.

### Staying on Site

Students in Years 9-11 **must** stay on the school site at all times, including lunchtime, unless they have written permission or have the special pass issued to students who regularly go home for lunch. The school cannot accept responsibility for the safety or conduct of students in Years 9-11 who leave the site without permission. Sixth Form students, however, may leave the school site during the lunch break, if they wish.

During the school working day the Gunville Gate is kept locked for security and Health and Safety reasons. Students who catch a bus from the site at the end of the school day may not leave the site while waiting for the bus to arrive. If they do choose to leave they may not be allowed back on site to board their bus.

## **Physical Education and Sport**

### **Sporting Aims**

As a Specialist College we are able to maximise opportunities by using sport as a medium to help students to achieve their potential and to celebrate their successes. All students are actively involved in their PE lessons. We apply the Sport Education principle, so that students develop their practical skills and have experience of umpiring, coaching and organising sport.

### **Provision for Sport**

Students are set by ability in PE soon after joining the school and are taught in single gender groups. All Year 9 bands have a mixed development group, attached to them and the department is piloting an accelerated group for Gifted and Talented students. There is a whole host of activities (see examples below) and students are given every opportunity to improve their personal fitness. We seek to provide a wide and varied range of extra curricular sports in which all students can be involved. The objective is to engender a lasting interest in at least one area of activity and to use it in the pursuit of a fit and healthy lifestyle.

Areas of Study for Year 9 Physical Education:

- Movement
- Cycling
- Athletics
- Rounders
- Softball
- Cricket
- Tennis
- Healthy Living
- Methods of Training
- Fitness Testing.

Depending upon their age, ability and aptitude, students also have the opportunity to study the accredited courses listed below:

### **Examination Courses**

GCSE Physical Education  
 GCSE Short Course Physical Education  
 BTEC First Certificate in Sport  
 BTEC National Diploma  
 AS Level Physical Education and Sport  
 A Level Physical Education and Sport  
 NCFE in Exercise Studies  
 City and Guilds Certificate and Diploma in Sport and Leisure  
 BHF Heartstart Emergency First Aid  
 First Aid for Sport – Level 2  
 Treatment and Management of Sports Injuries – Level 2  
 Certificate in Weight Training for Sport (free weights) Level 2  
 NFCE in Exercise and Nutrition  
 Gym Instructors' course  
 Circuit Training Instructors' course

### **Sports Awards**

Young Badminton leader  
 Volleyball leader  
 Step Into Sport Volunteers  
 First Aid  
 Various other sport specific coaching awards

### **Facilities**

Carisbrooke High School has excellent sports facilities. These include a sports hall, squash courts, floodlit 'Astro' pitch, outdoor basketball courts, extensive pitches - 3 football, rugby and hockey; a commercial fitness suite and a gymnasium and a new CV zone. These are used extensively both during the day and in the evening. The PE Department run activities before, during and after school, which cover all of the major sports and some more unusual ones. Clubs are open to all students of all ability levels and are well supported. Carisbrooke has a good reputation for PE and Sport and fields teams in all major sports, including athletics, badminton, basketball, cross country, football, hockey, horseriding, netball, rugby, swimming and trampolining, at County and Southern Regional level.

### **Talented and Gifted in PE**

As part of the 'Talented and Gifted' programme, extension clubs are also run in athletics, football, hockey, squash and trampolining. Students are selected to receive additional coaching in order to extend further their performance. There are support networks to assist students with sporting potential, which includes nutrition seminars, mentoring by talented Sixth Formers and staff and sports psychology workshops. Our aim is to support all students in reaching their potential, whether it is just learning to play or representing England. The Junior Athlete Education programme is now in place, which is a support network for our most talented and gifted athletes.

### **Our International Link**

A strong link has now been forged with a school based in Durban, South Africa. The basis of this partnership is sports leadership and the PE Department is working extensively to share good practice and establish strong friendships, through sport, for the students of both schools.

### **Sports Leadership**

Throughout the year many of our students train to become young sports leaders and then go on to support many primary and middle school sports days, as well as sports festivals. Our Year 9 induction programme is based around team building and has been hugely successful in settling the new intake into school sport.

### **Sport in the Community**

Carisbrooke has had a long tradition of working with the community, which has been further enhanced by the school becoming a Sports College. Students in all year groups have the opportunity to contribute to community activities. Students run a residential Special Olympics competition for adults and young people with specific needs. This involves competitors from across England and from abroad. Students organise various sports festivals from multi sports to tag rugby, netball, tennis and special schools' sports for primary and middle school aged children. Students involved on the Sports Leadership awards undertake voluntary work in feeder schools and local sports clubs. This programme is designed to help other children experience and improve their skills in a range of sporting activities.

Carisbrooke's sports facilities are used extensively during the evenings and at weekends. The clubs using the facilities focus on youth development and many run a talented/extension programme as well as raising participation. There are more than 30 clubs or organisations that use the facilities on a weekly basis and cater for over 500 participants. Activities range from Martial Arts to Squash. For further information on the clubs and activities available, please contact the Sports College Office on 550025.

### **Religious Education and Collective Worship**

The school promotes the moral, social and spiritual dimensions of collective worship through House Assemblies, which take place once a week for each House. These are led by staff, visiting speakers and our students. Appropriate themes are explored in a variety of ways including drama, music, poetry, readings or visual images. The school has a 'theme for the week' which is the focus for our assembly and one tutor time each week when the students work with the Group tutors to engage in discussion and debate.

Carisbrooke is committed to providing thoughtful, relevant educational assemblies, which challenge students, do not in any way indoctrinate, but allow students to make their own religious or non-religious reflective responses.

All students follow a religious education programme in line with national and local agreements.

We aim to have an inclusive approach to religious education and collective worship, but parents are reminded that if they wish to withdraw their sons or daughters from either aspect of their education they should write to the Headteacher, who will advise on alternative provision.

### **Sex and Relationships Education Policy (SRE)**

The school's SRE programme aims to help students understand and cope with the physical and emotional challenges of growing up and encourages the consideration of morals and the development of attitudes and values that will lead to behaviour based on responsible decision-making. The school fulfils the aim by:

- The delivery of those parts of the National Curriculum for Science which deal with body systems, reproduction, birth and genetics
- The delivery of those parts of the PSHEE programme which involve: developing and maintaining relationships, the personal, emotional and psychological stresses which can affect people in their personal relationships and developing assertiveness skills to ensure that students can make positive decisions; conception and contraception, including relevant visual aids; aspects of the law relating to sexual activities; the dangers of sexually transmitted diseases (including HIV/AIDS), and the necessary discussion of the unsafe sexual practices which lead to the transmission of these diseases
- The content is delivered through the APAUSE Programme (Added Power and Understanding in Sex Education), which is a National programme developed at Exeter University. The programme focuses on knowledge, decision-making, reflecting on attitudes and values. It teaches awareness and is delivered by peer educators (Sixth Form Students), health professionals and teachers who are undergoing regular training.

The school's Sex and Relationships Policy is available from the school office. Please contact the Head of PSHEE should you wish to discuss the content of the course.

### **Supporting Additional Needs**

The school has a specialist teacher and a very experienced team of Learning Support Assistants and Key Workers who work directly with students. The team also support other members of staff to meet the additional educational needs of the very able, the least able, those with specific learning difficulties and those with physical or sensory impairments. Support is given in a variety of ways: some students are taught in smaller classes; others have additional help within their normal timetabled classes and some are withdrawn from classes, from time to time, for direct specialist

help in the Learning Zone. The very able students are identified in Year 9. They are offered a programme of extension and enrichment activities. Setting arrangements are carefully monitored. Students' Additional Learning Needs are known to teachers in all subject areas, so that the work they do can be appropriately differentiated.

The Sheffrin Support Centre caters for the needs of students who may experience emotional and/or behavioural difficulties. It is staffed by two Student Support workers and a team of Learning Support Assistants.

Assistance and support are given in a variety of ways: in-class support; one-to-one sessions; group work; mentoring; behaviour contracts; counselling etc. Support can be provided through one-off, short-term or long-term intervention.

The teachers have established links with outside agencies including Social Services, Health, Youth Offending Team and the Connexions Service. Experience shows that a multi-agency approach is often beneficial for the support of some young people. Offsite educational opportunities are used as incentives to help develop good behaviour.

Parents and students who would like to discuss any special needs issues, including disability, before transfer, are welcome to arrange an appointment with the Co-ordinator of Learning Support or Key Workers.

### **Autistic Spectrum Resource Centre**

The Centre supports statemented students whose primary need is that they have Autistic Spectrum Disorder. However, a number of the students have a range of highly complex needs and have previously not been able to access school provision. Students sit GCSE exams in a range of subjects but they also access alternative educational provision, for example at The Isle of Wight College, WISE and individual life skills programmes.

Centre students are additional to the school's roll. Admission arrangements are agreed through an Extraordinary Statement Panel.

A Teacher-in-Charge and a team of Teaching Assistants staff the Centre and a number of Sixth Form students give support on a regular basis. The Centre has access to 0.2 speech and language therapy when it is full.

Links have been established with a number of outside agencies including Social Services, Connexions, the Oak House Team and CAMHS as well as the Isle of Wight College. In addition, we have regular volunteers in the Centre who work with individual students.

The Centre aims to include students as much as possible in the mainstream life of the school. The students have individual timetables incorporating both lessons in the classroom and in the Centre. The Centre supports social skills and life skills development, together with developing learning skills and providing a supportive environment in which students may move towards independence.

For further information on admissions please contact the school directly for a leaflet.

### **Careers Education and Guidance**

The school has an up to date Guidance Centre with extensive Careers Information and I.T. resources and maintains close links with the local careers service – Connexions. A programme of careers education is carried out in Citizenship lessons and tutorial periods throughout Years 9 to 11 and the majority of students are offered a careers guidance interview in Year 11.

There are opportunities for students to experience the world of work through:

- Take your Child to Work Year 9
- Business and Industry Week Year 10
- Further work experience opportunities in Year 11
- Extended work experience programmes for some students in Years 10 and 11
- Sixth Form work experience

A careers roadshow is held on an annual basis for students in Year 11. All Year Groups have the opportunity to visit further or higher education establishments, as part of the Aim Higher programme, and students are invited to attend workshops led by visiting employers/training providers during lunchtime sessions.

### **Work Related Curriculum**

In line with government policy the school has developed a flexible curriculum and qualifications based around the needs and aspirations of individual students.

There is an increased choice from the age of 14 without the need for irrevocable decisions. We have sought to create high status vocational pathways with clear ladders of progression. This is very much an ongoing process and involves several inter-linked strands:

- Careers education
- Education/Business links
- Enterprise education
- Citizenship education
- Opportunities for vocational education

This allows students the opportunity to:

**Learn Through Work** – The programme of work experience begins in Year 10 and continues as available opportunity throughout the rest of each student’s school career.

**Learn About Work** – Citizenship education and Careers education form a part of every main school student’s timetabled learning programme. In Year 11 there is a programme to raise awareness about the importance of CVs and interviews; students apply for a imitation job of their choice and are interviewed by local members of the Rotary Club. In Design Technology there is an Apprentice Link scheme running with a large local employer. Additionally, there are Vocational courses available in Leisure and Tourism, Electronics, Laminates, Construction Trades, Hair and Beauty, Motor Vehicle Trades, Health and Social Care, Hospitality, Horticulture/Animal Care and Information Technology. Some are delivered in school and some through partnerships with the local Further Education College, the Youth Service, Employers and Training Providers.

**Learn for Work** – The school is focussed on developing the key skills for enterprise, employability and for life in a rapidly evolving work environment and most years have a business-linked activity day to promote this.



Through our involvement in the Healthy Schools Standard we have developed areas such as 'Emotional Health and Well-being', 'The Environment', 'Drug Use and Misuse' and 'Sex and Relationships' and 'Enterprise and Employability' skills. Our past projects have included: Global Rock; improving the range of opportunities provided through our PE curriculum and extra curricular provision and the inclusion of 'Last Orders', an alcohol workshop which encourages our students to consider the consequences of drinking excessively. Through our work with the school Travel Plan we have increased the number of people walking to school from 29% to 44% and we have reduced the number of people travelling to school by car from 27% to 7.5%. Our Personal Social Health Enterprise Education (PSHEE) is taught alongside P.E. within the Healthy Living Learning area with a shared focus on the development of health, fitness and physical activity.

Our last validation report commended the work that we do, highlighting the social skills as an example of good practice; 'this work demonstrates a significant commitment to inclusion and develops skills that will support pupils in becoming active and effective members of the school community. The development of specific skills to support learning, to assist discussion and to actively include all new students in the school make this project worthy of dissemination as good practice'.

Student voice has been a key development recently. Students are given wide ranging forums for their views to be heard. There are house councils with representatives from every tutor group and House Captains who represent each house on the school Student Leadership Team. Students are given the opportunity to comment on how their learning could be improved in every subject. Their views are taken most seriously and every effort is made to incorporate their views into all areas of school life. The student leadership team meet with the school Leadership team on a weekly basis. In the wider community students are given an opportunity in school to elect members onto the Island youth council and youth parliament and the Southern Region Specialist Schools Steering Committee. Students also form part of the bus users group through the Travel Safe project.

We aim to ensure that all students are encouraged to make the most of their opportunities at Carisbrooke High School and that they all have access to these opportunities. Further development of the healthy schools standard will include improving the school learning environment and tackling environmental issues.

The school is proud of the positive impact that this work has had on students and of the validation for the Enhanced Healthy School Standard. We look forward to renewing our Healthy Schools Award in the year ahead.

### **Lunchtime Activities**

There is a regular programme of activities for students to take part in, during the lunchtime. Students are welcome to join these on a regular basis or as a one off. There are opportunities for all students to develop their interests and enhance their skills and talents.

Sporting activities are organised through the PE Department, where there is a good balance of recreational and competitive activities.

The Performing Arts Department has a varied programme of musical (instrumental and singing), dance and drama activities.

Other activities include I.T. clubs, enterprise learning, study skills, video lunchtimes and working with students from our European Partner Schools. It is possible to accommodate new activities for students, if there is sufficient demand.

The Learning Resource Area is available to students on a daily basis and offers a professional multi-media information service. It has two IT suites equipped with computers and quality colour laser-printing facilities.

### **Keeping in Touch**

We keep you in touch with the life of the school through our website which includes a fortnightly newsletter. The newsletter called Updated is also available by subscription and we issue it to those students, for delivery to parents who have requested a copy, fortnightly on Friday. Updated contains routine information such as dates and venues of meetings and events and important or special notices. More detailed information is available on the website and by specific notice for calendared events throughout the school year. If you would like to subscribe to Updated or have a copy sent home please contact Mrs Tamsin Overy at school on email: [tamsinoverly@carisbrookehighschool.co.uk](mailto:tamsinoverly@carisbrookehighschool.co.uk) or telephone: 550028.

Parents are encouraged, in the first instance, to communicate any information or concerns to the school via their son or daughter's diary/planner. If the response received is not satisfactory then a written request should be made to either the Head of Subject or the Progress and Achievement Leader.

### **Complaints Policy**

Most general concerns or queries, regarding students, are usually best dealt with through the student's Group Tutor who will, if necessary, pass them on to the relevant Learning Area Leader and Progress and Achievement Leader (PAL) to deal with. It may be that the matter can be dealt with satisfactorily through a phone call, letter or e-mail. It may be necessary for you to meet with the Group Tutor, PAL or Learning Area Leader to discuss the problem.

If the subject is very serious or confidential, letters addressed to the Headteacher will always receive her personal attention. If she is absent, a Deputy or Assistant Headteacher will act with her full authority.

The school operates a staged approach to complaints. If a complaint is not satisfactorily resolved, then the complainant may ask, in writing, for the Headteacher to investigate. It is rarely

necessary, but should a complaint remain unresolved then the complainant may refer it, in writing, to the Governing Body who will liaise with the Headteacher and complainant to try to resolve the matter. If no satisfactory agreement can be reached the complainant can ask the Chair of Governors to convene a meeting of the complaints panel. In extraordinary cases, complainants can refer to the LA and finally the Secretary of State for Education.

The school's Complaints Policy and Procedure, which follows LA guidelines, is available to parents, on request, from the school office or found on the school's website.

[www.eduwight.iow.gov.uk](http://www.eduwight.iow.gov.uk) (la/schoolhandbook/admin)

[www.carisbrookehighschool.co.uk](http://www.carisbrookehighschool.co.uk)

### **Student Voice**

At the start of each year students are given the opportunity to vote for two representatives from their tutor group to represent them on the House Council. The Council meets regularly and aims to provide students with the opportunity to express their views and concerns; discussion focuses specifically on the school improvement targets for the year. Representatives from each House Council are then elected to form part of the new Student Leadership Team which works closely with the School Leadership Team and the Governors as part of a two-way process. Two members of the Leadership team represent students at the school's Governor Body Meetings.

Students can influence policies made by the school, such as Classroom Expectations and school dress code and co-ordinate fund raising initiatives like Comic Relief. This year we will be looking to further increase the responsibility of this group to ensure that 'student voice' becomes a key factor of school improvement in the classroom. We look forward to their involvement in helping us to develop a common understanding of effective learning strategies across the school.

The School Council is a vital part of the school and was highlighted in the healthy schools' validation report: *'The Council showed that it was clearly a pupil led organisation, which was dealing with real and significant issues'*.

Two Carisbrooke High School students are members of the regional Specialist Schools' Trust Student Body, which meets termly to discuss and share strategies to ensure that our specialism impacts in the classroom.

### **Transport**

Southern Vectis and Wightbus carry many of our students to and from school. High school students who are entitled to free school meals, or whose family is entitled to their maximum level of working tax credit and attend any one of three nearest high schools which is more than two but less than six miles from their home, will be entitled to a free bus pass.

Distances to all schools are measured from the front gate of the child's home to the main school gate (or main entrance if there is no gate). For the two mile limit the distance is the shortest available walking route, but the upper limit of six miles must be measured along the road route (this will not necessarily be the route that the school bus operates along).

Application forms for free transport are automatically issued by County Hall and are also available from the House Base. Once applications are approved bus passes are issued via the school at the start of the school year.

Those students who are not eligible for free transport but who use Southern Vectis buses may wish to apply for a Student Rider card that will entitle them to a single journey fare of £1.00.

Students who wish to cycle to school will need to have their bicycle checked for roadworthiness by their parents and obtain approval prior to bringing the bicycle onto the school site from the House Base.

Sixth Form students may bring a car or motorcycle onto the site provided they are qualified and insured to use the vehicle, and have obtained a permission slip from the sixth form office.

### **International Links**

We are very conscious that we are part of a global community and have developed excellent international links. Our contacts include schools in places ranging from France, Germany, Poland, Estonia, Spain and South Africa and, most recently, we have extended our international links through a Youth Sport Trust project in the Yemen. An exchange with Caen in France has been running for many years and we now have an established a very popular outdoor and adventurous activities week in Spain. Our students have represented the United Kingdom in Spain at an environmental conference, in Israel at the famous Weizmann Institute for scientific research, at a sporting conference in the USA and visited New York on a Business Studies trip. There are also sporting contacts across Europe through activities such as tours and ski trips. By participating in the 'Island Games' our students have competed against a truly global field. We liaise with the College's International Department and are pleased to welcome young people from several different countries who join us as students of the school.

Through our Sports College links we have developed strong links with Crystal Point in South Africa and have become the leading National School in the 'Ideals' project. Building on the school's Intermediate Level International status during 2006/7, we gained the full International School Award in July 2007. Our new challenge is to build a school partnership with Arrasheed School in the Yemen and to take a group of students to Everest Base Camp in 2010. Through the Schools for Africa charity our sixth form students are helping to build a new school in Cameroon, West Africa.