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Hinde House 3-16 School Secondary Phase

Academic Year 2011-12



Learning • Achievement • Success



A Message from the Principal

Thank you for expressing an interest in our school and reading this prospectus. I hope this provides a flavour of our school although I know this can never provide a full picture. For that you need to visit our school, talk to our children and meet our staff. I believe that this will provide a compelling picture of the school, its current strengths and its ambition for the future.

The school was the first public sector 3-16 *through school* in the country (2002). Today it is part of a small but growing number of schools who see the very real benefits of cross-phase education. This approach provides many opportunities to develop practice in an innovative way and gives pupils a unique experience.

As a school, Hinde House has made immense progress in recent years securing tangible improvements to student attainment and the creation of two state of the art buildings (Secondary 2005 and Primary 2006). The school was awarded Engineering Specialist Status in 2005 and was re-designated for the next 3 years in December 2008.

During 2010 our secondary phase received national recognition for progress made in the last 3 years and was identified as one of the top 100 of the most improved schools in the country.

Indeed, by any measure (attainment, quality of teaching and learning, behaviour, attendance etc) the school has secured substantial and consistent improvement. Perhaps more importantly, it is a safe, happy, vibrant and positive place to work and learn. Pupils' attitudes to school and behaviour are good. As a consequence the school enjoys confidence and support within the local community and a growing reputation locally and nationally.

Notwithstanding this, we are not complacent and remain committed to further and substantial school improvement.

We have very strong links with Longley Park 6th Form College and in 2010 over 96% of pupils secured a full time college course, employment or training after leaving in Year 11.

Nevertheless, these broad statistics and headline achievements express little of what our school is really like. The school is an unusually vibrant, energetic and positive place in which we strive to ensure all students learn, achieve and are successful. We have a very talented and committed teaching and support staff and a very effective school leadership team.

We are committed to the progress of every child and will only accept the very best of everyone in our school learning community.

Whilst recognising our strengths, we are open and honest about what we need to do to improve.

If you have any questions or concerns, which are not answered in this prospectus, please visit our website www.hindehouse.net or contact us at school.

Yours sincerely
Mr Chris French *Principal*

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Secondary Phase
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Deputy Head: Mrs T Mellor
Deputy Head: Mrs T Noone
Assistant Head: Mr M Finnigan
Assistant Head: Mrs B Robshaw
Assistant Head: Mrs S Leicester
Engineering Strategy Leader: Mrs J Corley
Faculty Leader English: Ms C Adams
Faculty Leader ICT and Business: Mrs F Diamond
Business Manager: Mrs L Wallace
Head of Year 7: Mr J Davies

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It should be noted that the information in this booklet is correct at the time of publication.





Contents

- A message from the Principal
2 The Aims and Ethos of the School

Section 1

Admission to Hinde House and Transition to 6th Form

- 3 The Location of Hinde House School
4 Admission to School
4 Transfer to Hinde House from Y6
4 Transition to 6th Form Hinde House
5 • a brand new 21st century learning environment
6 • an engineering specialist school
7 • a healthy school
7 • global citizens

Section 2

Hinde House Behaviour and Expectations

- 8 Behaviour Policy
8 Rewards and Recognition
8 Attendance
8 Classroom Behaviour
8 Behaviour Around School
9 Relationships
9 Bullying
9 Sanctions
9 Homework
9 Standard Dress

Section 3

Teaching and the Curriculum

- 11 The Curriculum
11 Our Most Able Students
13 Children with Special Needs
13 Sex Education
13 Careers Education
13 Work Experience & Work Place Visits
13 Religious Education
13 Charity Fund-Raising
13 Library Activities
13 Extra Curricular Activities

Section 4

Home, School and Community

- 15 Home and School Partnership
15 Parents' Evenings/ Progress Afternoon
15 Community Partnership

Section 5:

General Information

- 16 The School Day
16 School Terms and Holidays
16 List of Governors
17 Staff List – September 2010

The Aims and Ethos of the School

At Hinde House we want everyone to:

- be involved in learning
- aim for achievement at their highest possible level
- experience and celebrate success

within an inclusive community where relationships are based on mutual respect.

We aim to create a community within which everyone:

- is known, valued and feels secure
- is supported and encouraged to achieve their potential
- has the opportunity to develop academically, socially and personally
- is encouraged to take responsibility for their own learning
- can develop an appreciation of their responsibilities within the wider society.

Within the school community we expect everyone to:

- make learning the priority
- show respect, courtesy and consideration towards all other members of the community and to visitors
- take responsibility for their own actions
- be honest and co-operative with others
- follow the rules and procedures of the school
- look after the school environment, the property of the school and the belongings of others
- contribute to the continuous improvement and development of the school

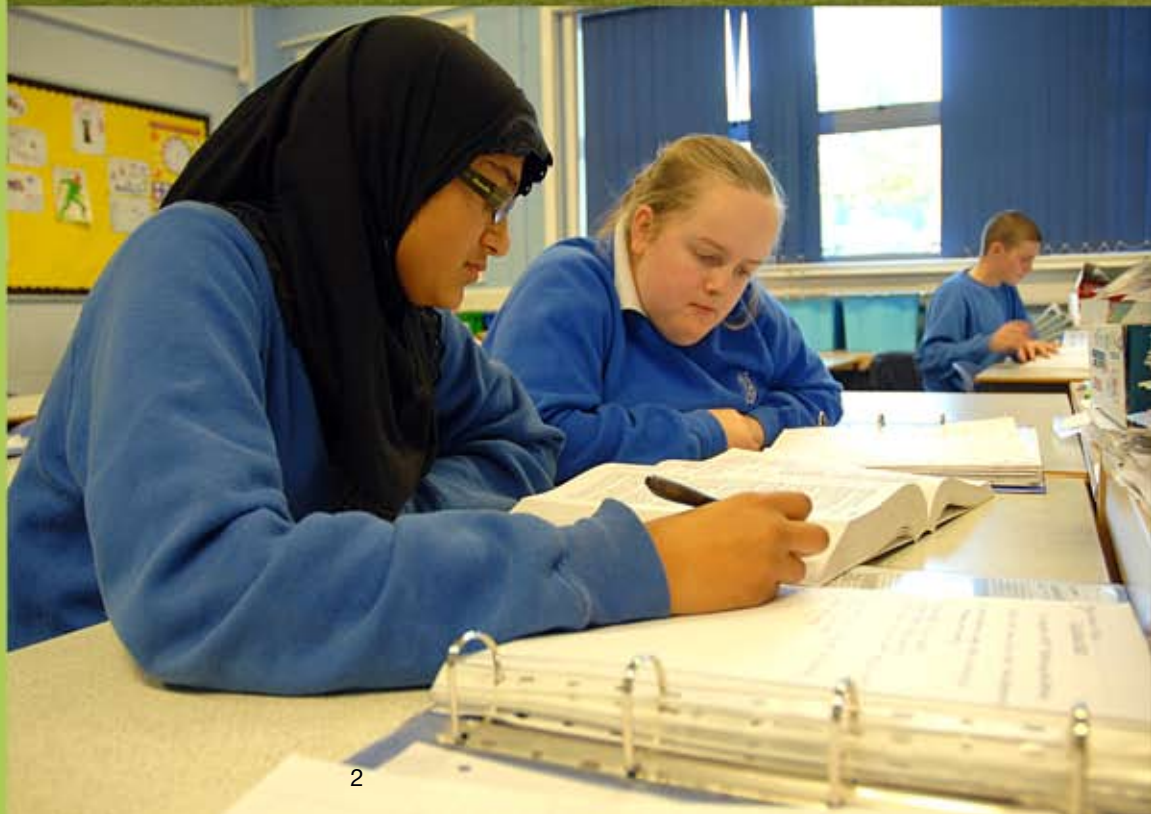
As a school we aim to contribute positively to the communities we serve. As such we expect everyone to:

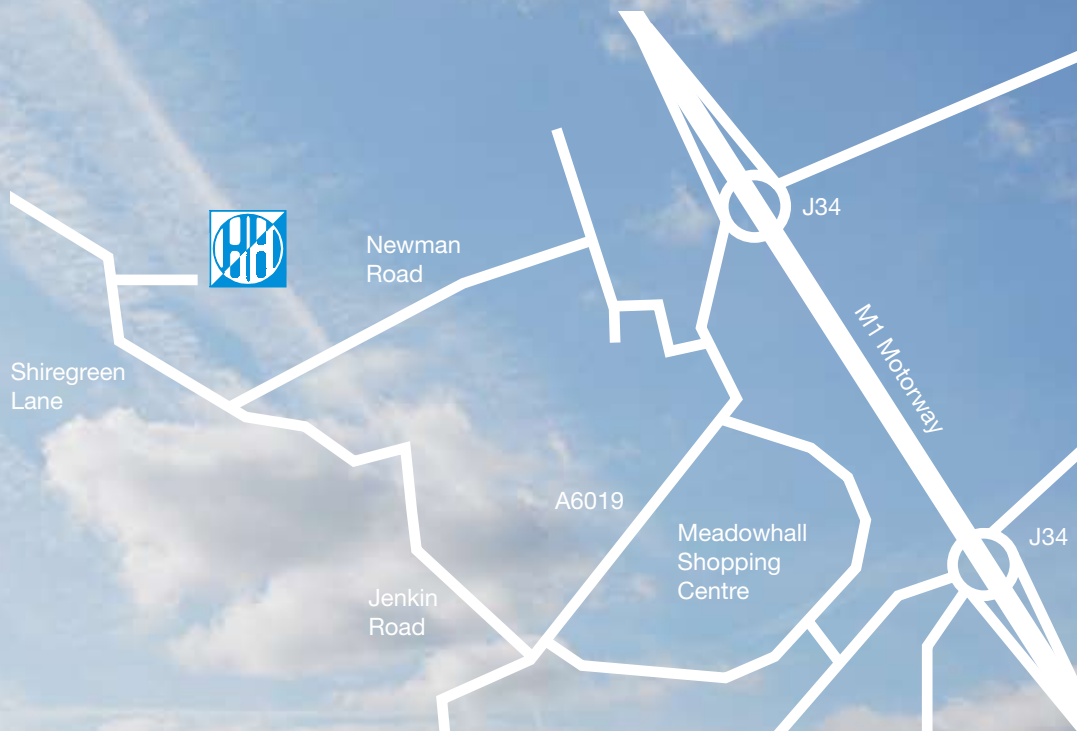
- promote a positive image of Hinde House School
- respect members of the wider community and their property
- look for and participate in opportunities to become constructively involved with the wider community.



Students receive good care and support, especially individuals or groups who have particular needs or are vulnerable in any way. Ofsted 2007

Both new buildings provide exceptionally good environments and facilities for learning. Ofsted 2007





The Location of Hinde House 3-16 School *(Secondary Phase)*



You will find the school on Shiregreen Lane near Concord Sports Centre below Shiregreen Cemetery. There are a number of good bus routes. The number 2/59 circular bus stops outside the school gates. The number 85/86 will drop you on

Wincobank Avenue which is only a short walk from the school. The number 47 stops on Bellhouse Road at the junction with Shiregreen Lane.

There is a bus for students from Tinsley and Darnall which is paid for by the Local Education Authority.



Admission to School

Hinde House is a 3-16 co-educational community comprehensive school. Our students come from Shiregreen, Upper and Lower Wincobank, Tinsley and Darnall areas. Most of our students come from our own Primary Phase, Concord, Limpsfield, Phillimore and Tinsley schools, but we also welcome students from Greenlands, Whiteways, Hatfield, Hucklow, Hartley Brook and Beck and further afield.

We welcome students to the school regardless of their social, cultural or religious background and regardless of their ability.

At present the school has an admission limit of 180 places for Y7 pupils. Some students will already have a place in the secondary school because they are in our Primary Phase but there will be around 140 places for other students.

The Local Education Authority has an Admission Policy which is included in the 'A Partnership with the Parents' brochure. All parents are advised to read this when making their choice of secondary schools.

Transfer from Year 6 to Hinde House

In September 2010 there will be an open evening for prospective pupils and parents.

During the year Y6 pupils will spend some time with our staff at Hinde House School, whilst undertaking their normal

Hinde House - a 21st century learning environment

At Easter 2005 we moved into our new buildings, which represent significant investment in our students and their education. We have one of the best learning environments in the city.

learning activities, such as use of science laboratories, technology workshops and computer room. Many Y5 students also visit Hinde House School (Secondary Phase).

Any parents who wish to visit the school during Y6 may do so by contacting the school. Hinde House staff will be in regular contact with all our partner junior and primary schools.

In July 2010 children will be arranged in tutor groups and both children and parents will be invited to meet their Form Tutor and the other children in the form.

Also in July all pupils will spend at least a day at Hinde House with their form and Form Tutor. This will provide an opportunity to sample lessons and routines.

Prospective parents are able to contact the school at any time for help and advice.

6th Form


All students at Hinde House have the automatic right to join appropriate courses in our independent 6th Form – Longley Park, and we also have strong links with Sheffield College. In 2010 over 50% of Hinde House students have applied to Longley Park Sixth Form College and have been offered places of study.

Students participating in Full Time Training (non employed) from Hinde House as a whole are 4% higher than the city wide average.

Our learning environment includes high quality specialist facilities for all subjects, but particularly for science, design technology, art, drama, dance and PE.

In September 2010 the school invested a further million pounds to ensure its ICT resources are amongst the best of any school in the country.





There is a strong system for transition from primary school, capitalising on the benefits of being a 3-16 school
Ofsted 2007

Progression routes are well established, with most students moving into employment, education or training at the end of Year 11
Ofsted 2007



Hinde House - an Engineering Specialist School

Engineering involves the application of scientific knowledge, mathematical analysis and creativity to the design and building of artefacts. Engineering is therefore a broad based discipline which offers opportunities for all students

Engineering specialist status is enabling us to invest in the facilities and resources for learning in Mathematics, Science, Design Technology and ICT it also provides a relevant context for learning for all subjects and for all students.

As an Engineering Specialist School Hinde House will:

- Raise standards of attainment and achievement for all students across the full ability range in all key stages with a particular

emphasis on Engineering skills, the basic skills of numeracy, literacy, communication and ICT as well as Mathematics, Science and Design Technology.

- Enable its students to develop a wide range of knowledge, learning strategies, analytical thinking, communication skills, enquiring minds and creativity which will enhance their ability to become independent, reflective learners. This will enable our students to take further advantage of post 16 education, progress into employment, training or higher education. In particular participation rates in engineering related fields for both girls and boys will be enhanced, reflecting the diversity of the modern engineering industry.
- Create a diverse, exciting and relevant context for

learning with an understanding of engineering, giving coherence to a broad, balanced and inclusive curriculum which particularly reflects the breadth of knowledge, skills and processes within engineering, supported by links with business, industry, post 16 providers and higher education.

- Develop a range of activities with an engineering theme aimed at enhancing students understanding of enterprise.
- Provide learning in Mathematics, Science and Design Technology for the 21st century by improving ICT facilities and learning across all key stages.
- Base its success on the development of innovative practice in teaching and learning across the school, particularly in Mathematics,

Science and Design Technology, providing models of excellence for dissemination within the school and accessible to the wider community.

- Promote a challenging and extended learning environment that is innovative, technological, enterprising and vocational which stimulates interest in, and commitment to, learning. We will seek to become a centre of educational excellence extending practice to, and sharing resources with, the wider learning community in particular local primary schools promoting higher standards in Mathematics, Science and Design Technology.
- Provide high quality learning opportunities for identified groups within the community including business, job seekers and those needing to enhance their employability skills



within a dynamic engineering labour market.

- Reinforce its commitment to quality, continuous improvement and accountability within an ethos of self-evaluation creating a reflective and enterprising learning organisation aware of and responsive to the wider external environment.

Engineering as a specialism also provides a focus for the further development of a community of life-long learners able to meet the needs of local advanced engineering employers and take advantage of employment opportunities created by the identified skills gap, there are likely to be 4000 jobs created in Sheffield in the coming 5 years.

A key aspect of the school's work with the community will be to challenge outdated stereotypes promoting the face of advanced engineering in the new millennium.

Hinde House - a Healthy School

Hinde House School achieved the Healthy Schools' Standard in 2007. When we have completed our 2010 Annual review we hope to join the 'Healthy School Enhancement Model'. We believe that that health and well-being begins in the earliest years and continues throughout life, developing young adults who become part of a healthy community.

Key dimensions to our approach are through:

- the personal, social, health and citizenship curriculum
- PE, performing and creative arts
- Extra- curricular activities - especially our 'enrichment programme'
- Healthy eating provision
- Special provision for students most in need.

Our school catering company is committed to providing healthy food and has a policy that ensures 80% of food is freshly prepared on the school site using local suppliers. There is full range of healthy eating options from a varied and regularly changing menu.

We ensure that breakfast is available each day in recognition of the importance of a healthy start. Healthy snacks are available at break and students can drink water at any time during the day.

We do not allow any fizzy drinks or energy drinks and do not have vending machines.

Hinde House - Global Citizens

At Hinde House we recognise, support and value diversity. ICT and the media have enhanced global communications and awareness. Our students are growing up in a world, which extends beyond the boundaries of Sheffield and this country, many have lived elsewhere and may well live in another country or city in future. Preparing students for this global environment is one of our priorities as a school.

As well as curriculum time across the school we also have dedicated Citizenship days where students can get involved in activities devoted to exploring local and global citizenship issues.



Behaviour and Expectations

Behaviour Policy

As a school we believe in promoting POSITIVE BEHAVIOUR.

We try to do this by:

- good quality teaching
- constructive and regular feedback to students
- appropriate recognition and rewards
- clear and consistent expectations
- maintaining a pleasant, safe and stimulating learning environment
- offering a range of extra curricular activities
- striving for high standards and having high expectations
- encouraging good relationships

Rewards and Recognition

These include:

- Student of the week
- Class of the week
- Positive 'on call'
- Postcards home
- Stickers
- Subject merit awards
- Green slips which count towards Trips Day
- Attendance certificates
- Being elected a member of School Council
- Certificates for special events and activities, including sports
- Being appointed as a Hinde House Ambassador
- Prize draws for completing Passport to Learning
- Special awards assemblies each half term
- Yearly rewards trips
- A particularly important event is our Annual Prizegiving Ceremony in the Autumn Term and the presentation of University Achievement Awards and Record of Achievement to Y11 students in the Summer Term

Students are expected to come to school ready to learn

They need to:

- be punctual
- wear standard dress
- bring the right kit, books and equipment
- bring a bag

- make sure all passport to learning/homework has been completed
- drink water because it helps learning

Attendance

Good attendance is essential to ensure that your child makes good progress throughout school. Research shows that children will not meet or exceed targets if their attendance is poor.

Every child should aim to have 100% attendance but, unless there is an unavoidable problem, 95% is the minimum. 95% attendance means that your child will miss no more than 1 1/2 days in any half term.

Absence

If your child is ill, please ring school on the first day of absence and explain the problem. School will ring you if we don't know why your child is not in school. Please make sure that school has your current home and mobile numbers.

Children returning from absence should bring a note for their form teacher stating the reason for the absence and the period of time for which they have been absent. School will then check whether this is an authorised or unauthorised absence.

If school does not know why a child is absent, then staff may visit your home to see what the reason for absence is. This is partly to make sure that you do not need any extra support.

We need to ensure that every child is achieving and safe.

Holidays

Wherever possible please avoid taking holidays in term time. Legally we can only authorise absence of up to 10 days in a school year for holidays, but even this time affects progress. A holiday request form must be completed and we ask that you check that there are no tests/exams at this time. We are unable to authorise any holidays in the first two weeks of the Autumn term and no

holiday can be authorised if a child's absence is below 90%. Please note that the school is expected to issue Penalty Notices if attendance levels are low and absences are unauthorised.

Classroom Behaviour

The classroom is for learning and we expect our students to:

- be punctual
- follow the six to start routine

We believe that EVERYONE in the classroom has the right to learn and achieve. We expect students to:

- listen without interrupting
- follow instructions
- do their BEST and let others do the same
- encourage others to do well
- be polite

Disruption in lessons is taken very seriously. It is not acceptable. If a student continues to disrupt a lesson s/he may be seen by the On Call Officer and placed in school detention or internal exclusion. Parents are advised by a detention slip of an after school detention.

Behaviour Around School

We all want to work in a school that is clean, pleasant and safe.

We expect students, therefore, to help by:

- walking, not running
- moving around sensibly
- keeping to the left
- using litter bins
- looking after the building
- respecting displays
- removing hats indoors

- Smoking is not allowed on the school site – this includes staff and visitors
- Chewing gum is not allowed in school
- Gambling is not allowed on school premises
- Mobile phones, iPods and MP3 players should be switched off and out of sight in the school building
- Mobile phones and other valuables are brought to school at owners' risk

Relationships

Underpinning all our work in the school is a commitment

to: **treat other people with respect and consideration.** We expect students to respect and follow the school rules and instructions of staff.

We expect students to treat each other with respect too.

Verbal or physical aggression, intimidation, racism or any form of bullying are not acceptable.

Bullying

Hinde House School has an anti-bullying policy. The school will not tolerate bullying in any form. If an incident of bullying is reported it will be investigated and dealt with by an appropriate member of staff. This will usually be the Form Tutor or Year Leader.

Very serious or repeated bullying will involve a senior member of staff and can lead to permanent exclusion.

Our ability to deal effectively with bullying relies on those who are bullied telling a teacher that there is a problem. If at any stage parents suspect that bullying is taking place it is essential that the Year Leader is informed.

Sanctions

- Detentions are an important sanction

Short detentions last for 10 minutes either at break, lunchtime or after school. Longer detentions may last up to an hour and are usually after school (24 hours notice is given)

- Daily Report

Each teacher electronically writes comments on the student's behaviour in that lesson. The Year Leader checks the report at the end of the day. This means that student's behaviour is monitored every lesson. Parents are informed of the progress made by the student.

This provides a chance for parents to closely check on their child and is sometimes used following truancy and occasionally by student or parental request.

If the report process does not result in improved behaviour the student could be placed on a PSP (Pastoral Support Plan) which involves further monitoring and meetings with parents, where the student's future at Hinde House may be discussed.

■ Serious incidents including violence or verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a period of isolation in our internal exclusion unit or a fixed term exclusion from school. Parents are always notified of a fixed term exclusion and expected to attend a meeting with a senior member of staff.

■ Incidents involving knives/firearms, drugs, theft, arson, persistent disruption or aggression are likely to lead to permanent exclusion. In such cases parents/carers are always notified and their rights of appeal explained. Every case is heard by the Governing Body.

Such cases are VERY RARE.

■ Parents/Carers will receive bills for damage to school building/property.

The following items MUST NOT be brought to school:

- knives, firearms, offensive weapons including laser pens
- drugs, alcohol, other dangerous or illegal substances
- matches, lighters, cigarettes, fireworks or other incendiary devices

We anticipate and appreciate the support of parents/carers in reinforcing our expectations.

The school has detailed anti-bullying, anti-racist and equal opportunities policies.

Homework

School policy is for all pupils to be set homework each night. The amount will vary according to the age of the pupils; each student will be issued with a planner, in which he/she must write a summary of the work set each day.

Parents/carers are asked, for the benefit of the children, to co-operate with the school, by seeing that they have suitable conditions in which to do homework, by taking an interest in their homework and by signing the planner each week.

In key stage 4, work done at home is largely based around coursework revision and the skills required to succeed at GCSE.

School Standard Dress

The school's Governing Body has adopted a standard dress policy and all students must wear it. The standard dress consists of:

Boys

- White or pale blue polo shirt with or without logo
- Royal blue sweat shirt with logo
- Black 'tailored' trousers (no tracksuits, no jeans, no combat trousers)
- Black shoes or boots (no trainers)

Girls

- White or blue polo shirt with or without logo
- Royal blue sweatshirt with logo
- Black 'tailored' trousers (no tracksuits, no jeans, no combat trousers) or black skirt if preferred
- Black shoes or boots (no trainers)

Muslim girls will still be expected to wear black shalwar kamees and headscarf if they wish, but a school sweatshirt and black shoes or boots must also be worn.

There is also a compulsory PE kit consisting of:

- Gold polo shirt
- Black shorts/skirt
- Trainers – a pair for PE use only is important to protect the new PE facilities
- Black tracksuit bottoms (when applicable)

Standard dress can be ordered through the school.

Students feel secure and say that incidents of bullying in school are rare and dealt with effectively Ofsted 2007



The Curriculum

Curriculum 2010 Key Stage 3

Years 7 and 8

- English
- Mathematics
- Science
- Technology
- Modern Languages
- Learning 2 Learn
- Place, Time and Diversity (which includes)
 - History
 - Geography
 - ICT
 - RE
- PSD and Citizenship
- Art
- Music
- Drama
- Physical Education

Year 9

- English
- Mathematics
- Science
- Technology
- Modern Languages
- History
- Geography
- ICT
- RE
- PSD and Citizenship
- Art
- Music
- Drama
- Physical Education

Curriculum Key Stage 4 Common Core -

all students study the following subjects

- English (2 GCSE's)
- Mathematics
- Science either Gateway or BTEC Triple Science)
- RE (short course GCSE)
- IT
- PE
- PSD and Citizenship

Guided Pathways

Students are able to follow a wide range of courses both vocational and academic which provide coherent pathways to post 16 education.

Available GCSE courses:

- History
- Geography
- Art
- Food Technology
- Resistant Materials
- Graphics
- Modern Languages
- Statistics

Btec courses delivered in school which are the equivalent of 4 GCSE's

- Btec Performing Arts
- Btec Sports
- Btec Art

IT Qualifications:

- Diploma in Digital Applications (4 GCSE's)
- Certificate in Digital Applications (2 GCSE's)
- OCR National Certificate in IT
- National Diploma (1 GCSE)
- ASDAN

Courses offered off site:

- Higher Diploma in Construction and the Built Environment

Btec

- Btec Diploma in Retail
- Btec Diploma in Hospitality
- Btec Diploma in Construction
- Diploma in Beauty Consultancy
- Btec Level 1 Introductory Diploma in Construction
- Btec Diploma in Animal Care

NVQ

- NVQ 1 Hair Dressing
- IMIAL L1 Award in Vehicle Maintenance and Repair
- NVQ 2 Performing Engineering Operations
- NVQ 1 Performing Engineering Operations

Curriculum Organisation

Students are grouped in a variety of ways in order to best meet their individual needs. These include: setting, banding and on occasions being taught as a form. The school pays particular attention to ensuring that children are taught appropriately for their ability.

Our Most Able Students

Like all comprehensives we have the full range of ability amongst our students. We cater for their various needs by providing a range of different teaching approaches, using a variety of teaching materials and setting in some subjects. Each year we have students who achieve the highest grades at GCSE level. Many go on to university after college or 6th form courses. We have a well developed entitlement for our most able students that provides additional opportunities within and outside the curriculum.

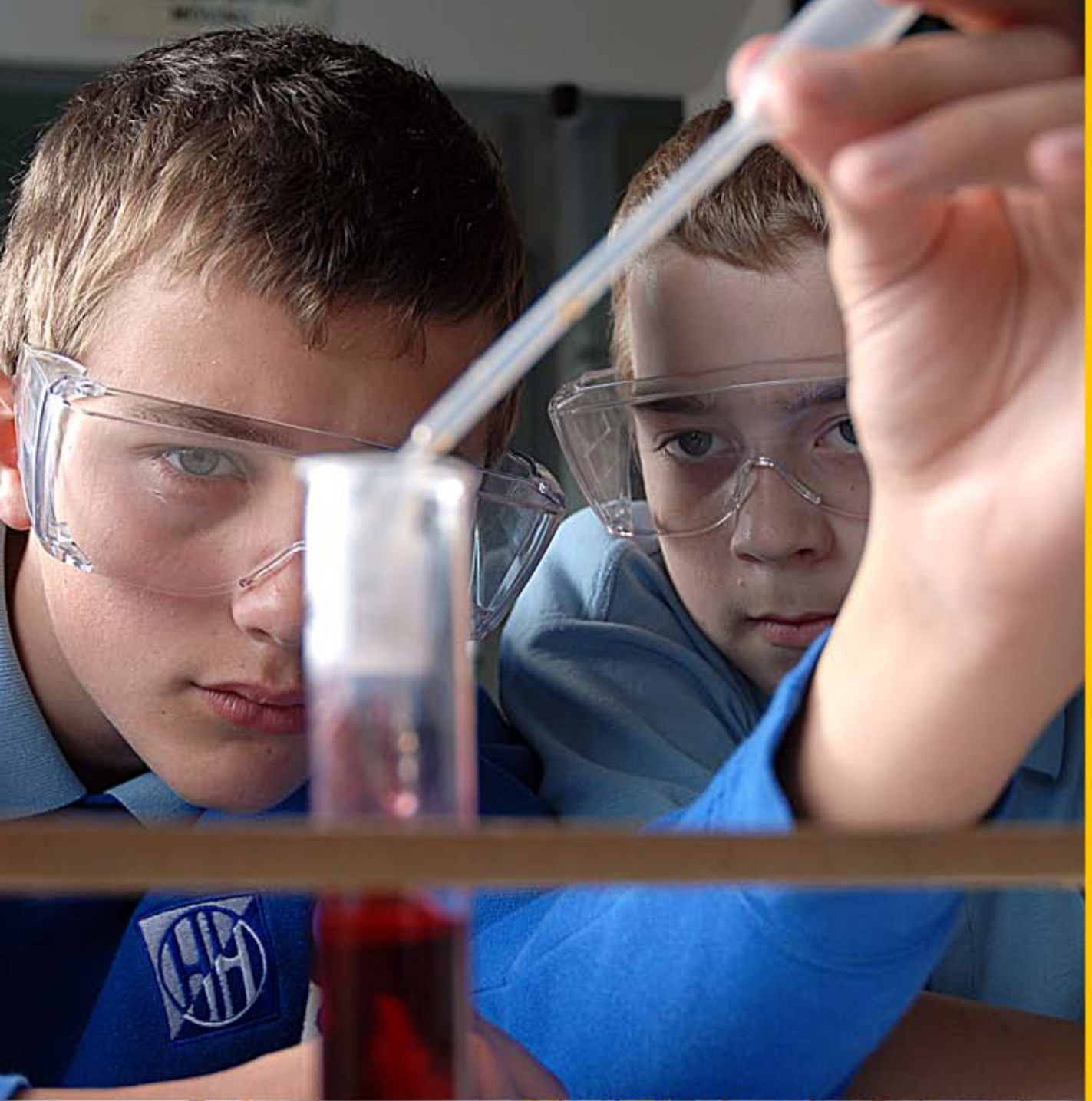
The school currently makes provision for the most able students through:

- Access to our own independent 6th Form, Longley Park
- The Early Outreach Scheme at Sheffield University
- University engineering and medical science outreach courses
- Links with other Universities including Sheffield Hallam
- Targeting and mentoring support
- Study Skills aimed at GCSE's and beyond
- Additional GCSE's
- Setting in some subjects
- Learning Conferences
- After school classes
- Extension activities and special projects for example in Music, Art, Technology, Drama, Dance, as well as other subjects
- On-line learning

We also offer a programme of extra-curricular activities for students of all abilities including the very successful Duke of Edinburgh Award Scheme. This is the largest and most successful of its kind in Sheffield.

The engineering specialist status is having a positive impact upon provision in both phases and with local schools
Ofsted 2007

Students feel safe and secure and enjoy good relationships with each other and adults
Ofsted 2007



The Curriculum

continued

Children with Special Needs and Disability

In order to meet the needs of all our pupils/students, we follow well defined procedures for the identification and assessment of children with special needs.

Parents are encouraged to speak to the form teacher/tutor, Year Leader, Learning Mentor, Special Educational Needs Co-ordinator (SENCO) if they are concerned about their child's learning or behaviour. The SENCO is Mrs A Robson.

If a child's name is placed on the 'Special Educational Needs List', parents are informed of this. They are subsequently involved in regular discussions about their child's progress and about ways in which they can help at home.

In the majority of cases, needs will be met by the subject teachers who will provide differentiated teaching within the classroom. In other cases, children are withdrawn on a regular basis to work with staff on an Intervention Programme for a certain length of time. Examples of interventions are Corrective Reading, Multi-sensory work, Speed-Up, Turnabout, time in the Learning Centre, 1-1 or groupwork with a Learning Mentor.

Sometimes, in order to best meet a child's needs, we request advice from an external specialist eg learning support teacher, hearing support, communication therapist, physiotherapist, educational psychologist. We always check with parents that they are happy for their child to be seen by this specialist and usually parents are invited into school to meet with him/her.

Copies of our Special Needs and Disability Policies which details our procedures are available from the School Office and on our website, for any parent who would like to read them.

Safeguarding Students

Every child must be kept safe. Legally, staff in school have a duty to report any concerns that they have that a child may be suffering significant harm, particularly as a consequence of possible abuse. Every school in the country must nominate a Child Protection Liaison Officer who is a member of the school's senior team. At Hinde House this is Mrs A Robson. The deputy CPLO is Ms S Flynn. Both members of staff have received extra training in safeguarding.

The school has a policy on Safeguarding including E-Safety which has been agreed by the Governors. These policies are available from the school or on the school's website with a range of information available for parents on Safeguarding issues. If you wish to discuss any Safeguarding issues and in particular, the safety of your child, please contact the Team in school.

Sex Education

The school's Sex Education programme has been agreed by the governors and is delivered through dedicated P.S.D. lessons. Parents/carers are informed of the planned coverage and have the right to withdraw their children from this aspect of the curriculum. This aspect of our curriculum is part of our approach to developing an understanding of a healthy lifestyle.

We also have a health drop-in available for all secondary students on a Monday after school.

Careers Education

The school has achieved the Sheffield quality mark for its Careers Education and Guidance work.

Careers Education is a key part of the P.S.D. programme in all years, enhanced by the support of Sheffield Futures and industrial partners including the Chamber of Commerce, Metskill and Sheffield Forgemasters.

All students have the chance of a Mock Interview in Y11 and many enjoy additional activities helping students to make a successful transition to adult life.

Work Experience and Work Place Visits

All our Y10 students spend two weeks out of school on a carefully prepared, structured and supervised work experience at a vast range of placements. Our students have been highly praised for their attitude to work experience.

Work place visits are an additional experience available in Key Stage 4, particularly linked to Engineering, Technology, vocational courses, Applied Science and Skillpower.

Religious Education

All students in years 7 to 11 have Religious Education lessons as part of their entitlement curriculum; this is a legal requirement. The lessons follow the Sheffield Agreed Syllabus for Religious Education. In years 7 to 9 there is a focus on the main religions and their practices. Most students take a GCSE short course in R.E.

It is, of course, a parent's/carer's right to withdraw a child from these aspects of school life, although this would deprive the child of genuine educational experiences. If you seek to withdraw your child, the matter must first be discussed with the Principal who will also discuss the provision made for students who are withdrawn.

Charity Fund-Raising

The school has a strong commitment to charity fund-raising. Every year students help to raise many hundreds of pounds for various charities.

We particularly focussed last year on local charities, raising over £600 for 'Friends of Shiregreen Cemetery' and holding a whole day's fundraising for Bluebell Children's Hospice.

We believe thinking of others is an important part of our responsibility towards the wider community and part of encouraging students in active citizenship.

Library Activities

We are very proud of our library and the activities organised through it. Some of our students are librarians, many more regularly borrow books, review books and participate in library activities which include Scrabble and Chess.

Extra – Curricular Activities

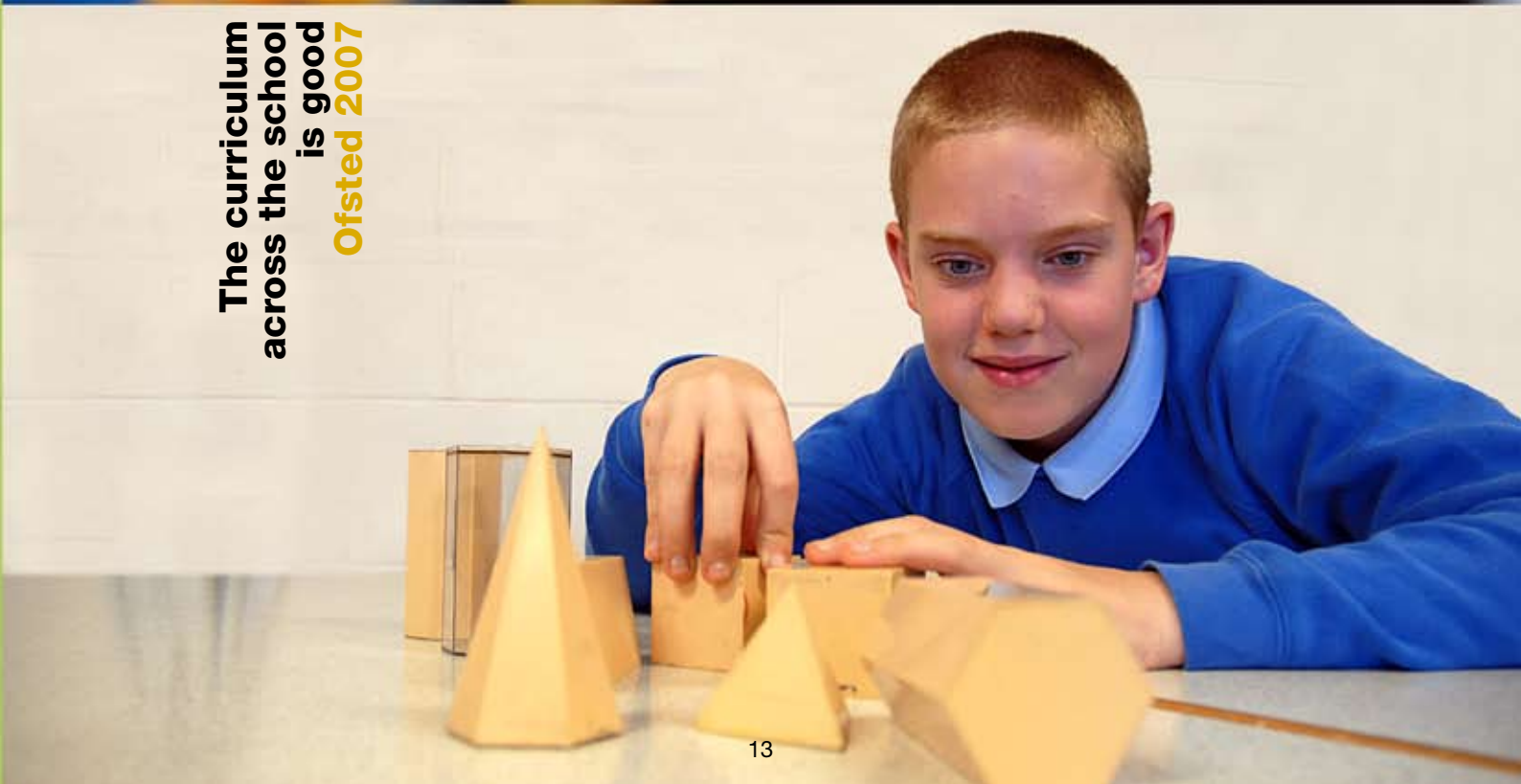
There is a wide variety of activities available to students at lunchtime and at the end of the school day. These include:

- Dance
- Music
- Football
- Hockey
- Basketball
- Athletics
- Rounders
- Trampolining
- The Duke of Edinburgh Award Scheme
- ICT
- Science Club
- Homework support/revision classes.
- Video/film entertainment
- Board games

Students are able to opt into a whole range of extra curricular activities during our 'Enrichment Afternoon' on Wednesdays. These activities are run by our partners Sheffield Music Service and The Arches Sports Project along with staff from school. Enrichment Afternoon runs every Wednesday except the first Wednesday of each half term.



**The curriculum
across the school
is good
Ofsted 2007**



Home and School Partnership

Educational achievement relies upon home and school working closely together.

The active involvement of parents/carers in the life of the school is strongly encouraged.

Friends of Hinde House.

The role of parents/carers as governors and the views of parents/carers expressed through surveys and the governors' Parents Committee are all given a high profile. Parents' Evenings and Progress Afternoons are particularly important occasions.

The views of parents and carers are always welcome. Parents and carers should also feel able to discuss concerns they have. By making an appointment in advance the school can guarantee the time and appropriate staff member to help.

We also seek the views of parents and carers through surveys often carried out on Parents' Evenings. The findings are shared with staff and governors and help us to formulate school policy and make decisions. Surveys have been conducted about standard dress, healthy eating, school lunches, student progress and the timing of Parents Evenings.

Our partnership with home has been strengthened by the development of a Home-School Partnership agreement, which has been jointly developed by parents/carers, governors and staff. We ask all new parents/carers to sign this agreement when their children enter the school. The school and children themselves also sign. The agreement outlines the central responsibilities on all sides.

Keeping Parents/Carers Informed

One of our aims is to involve parents/carers closely in their child's education.

The relationship between Form Tutor, child and parent/carer is the key part of building strong and effective links. If parents/carers wish to talk to us, an appointment can be made at your convenience. We are frequently available in the evening as well as during the day.

Reports

These are sent out twice during the year and are intended to keep parents/carers informed of the progress their children are making in the school. A further report is given out on Parents' Evenings.

Parents' Evenings

These are held yearly for each year group. They are an opportunity for parents or carers and children to talk to teachers about the child's progress in lessons.

The Website and VLE (Virtual Learning Environment)

We recently launched our new school website www.hindehouse.net and the VLE. Since then we have spent most of our energies developing the VLE (this is a password protected online resource for pupils and in time parents/carers. All new courses planned for September are being developed through the VLE so that lesson plans, resources and assessments are available to staff and pupils at the click of a button.

Additionally, the VLE was developed for Year 11 so they could access comprehensive revision materials (past papers, mark schemes, course resources, revision internet

sites) as part of their support strategy. In time we intend to open this facility up for parents/carers so they can access curriculum resources and other relevant information about their child.

Letters

Invitations to parents' evening, other activities and general information are usually sent home by letter. We have a system whereby very important letters home have a reply slip at the bottom. This must be signed and returned so that we know the letter has reached you.

Daytime

It is sometimes necessary to contact parents/carers during school time because of illness, accidents or other reasons. For this reason we ask that parents/carers inform the school of a means of contacting them (by telephone if possible) should the need arise. We ask for an update of this information at the beginning of each school year. This is essential for your child's well being.

Newsletter

The school regularly produces a newsletter through which we keep parents/carers informed about activities within the school and the achievements of our students. Parent Governors and the Parents' Association also use the newsletter for contacting and informing parents/carers.

Community Partnership

The Hinde House Community Partnership was formed in July 2004 and meets every half term. The Partnership is made up of governors, senior school staff and representatives of local community groups. The aim of the partnership is to discuss and address issues of mutual interest and to work effectively together to address local concerns and create a better community.

We are always looking to improve our relationship within the community and anyone is welcome to come to these meetings.





Throughout the school, parents are kept well informed through the prospectus and newsletters
Ofsted 2007



School Day

Students arrive in school	8.45 am
Registration/Assembly/ Period 1 (Literacy)	8.50 am
Period 2	9.20 am
Period 3	10.10 am
Break	11.00 am
Period 4	11.15 am
Period 5	12.05 pm
Lunch	12.55 pm
Period 6	1.45 pm
Period 7 (Wednesday end of school Enrichment Time)	2.35 pm
Enrichment/ Study Support	3.25 pm

The school week consists of 25 hours excluding tutorial time.

The Library is available for private study and the completion of homework at lunchtime, before and after school.

After school there are clubs and activities including support for the completion of homework.

Term Dates 2011/12

Autumn
Thursday 1st September,
to Friday 16th December 2011

Spring
Tuesday 3rd January,
to Friday 30th March 2012

Summer
Monday 16th April,
to Friday 20th July 2012

Holiday Periods

School re-opens
Thursday 1st September 2011

Half term
Monday 24th October,
to Friday 28th October 2011

Christmas
Monday 19th December 2011,
to Monday 2nd January 2012

Half Term
Monday 13th February,
to Friday 17th February 2012

Easter
Monday 2nd April,
to Friday 13th April 2012

May Day
Monday 7th May 2012

Spring
Monday 4th June,
to Friday 8th June 2012

Summer
School closes at the end of the
day on Friday 20th July 2012

There will be 5 teacher training days during the school year to be determined.

There will be an additional bank holiday to celebrate the Queen's Diamond Jubilee to be scheduled by the school

List Of Governors

List of Governors	Nominating or electing body	Appointment date
Mr D Drayson	Chair of Governors	19.7.07
Mrs T Priestley Vice Chair	Parent Representative	16.01.07
Mr C French	Principal	1.04.07
Ms J Shaw	LA Representative	1.10.07
Ms N Rawlins	LA Representative	4.10.07
Mr P Ayabina	LA Representative	15.01.08
Mr K Habeshaw	Teacher Representative	3.07.06
Mrs P Fletcher	Staff Representative	20.11.07
Mrs V Wright	Parent Representative	
Mrs J Keeton	Parent Representative	11.02.03
Mr M Caley	Parent Representative	
Dr S Okerenta	Parent Representative	30.11.09
Mrs A Naseeb	Parent Representative	30.11.09
Mr R Lawton	Parent Representative	30.11.09
Mr P Chapman	Parent Representative	30.11.09
Ms R Dudley	Parent Representative	1.2.10
Mr J Bramah	Community Representative	17.07.06
Mrs J Osborn	Community Representative	10.03.07
Mrs J McWilliam	Associate Representative	1.09.02
Mrs D McLean	Associate Representative	1.10.07



Staff List September 2010

English

Ms C Adams
Mr R Garner
Mrs B Robshaw
Mrs E Khan
Miss B Ashton
Mrs R Burgan
Miss E Needham
Mr A Cash
Ms V Par

Mathematics

Mr N Schofield
Mrs J Corley
Mr D Aoun
Ms B Wainman
Ms K Iredale
Mr W Murray
Mrs P Bartolo
Ms D Quinn

Science

Mr B Roy
Mr J Davies
Ms T Barker
Mr S Winslow
Miss J Todd
Mrs A Cerdan Malo
Miss M Omaisou

Miss L Fox
Miss C Travis

Technology

Mr A Hobson
Ms L Lawrence
Mrs G Buckthorpe
Mr T Ryan

Humanities

Mr K Habeshaw
Mr M Finnigan
Miss J Witheford
Mrs D Newton
Mr M Clement
Mr C Mattinson

Physical Education

Mrs J Russell
Ms E Foster
Mr D Jameson
Mr M Sinclair

Performing and Creative Arts

Performing Arts

Miss T Noone
Mr C Cooke
Mr I Naylor
Mr G Maynard

Art

Mr K Grayson
Ms J Wilson

Miss L Greasley

ICT/Business/ Languages

Modern Foreign Languages

Mrs M Birrane
Mrs D Shakespeare
Mrs R Blythe

IT

Mrs F Diamond
Ms S Armstrong
Miss R Turner-
Loisel

Social & Emotional Development

Miss H Jones

New Start Centre

Mrs F Wood
Miss A
Chorzemska
Mr S Ndlovu

Clerical Support

Mrs L Wallace
Miss G Cliff
Ms J Chadburn
Mrs S Margerrison
Mrs L Gibson
Mrs H Parkin
Mrs L Edwards
Mrs G Beard

Miss L Ingham

Mrs S Swift
Mrs H Green
Mrs K Hibbert
Mrs D Smith
Miss O Wood
Mrs Z Reed
Mrs C Wood

Classroom Support

Ms B Crowley
Mrs A Fox
Mrs F Hobson
Mrs K Creasey
Mr D Anderson
Mr M Jackson
Mr M Vallance
Mr A Allen
Miss S Bolsover
Mrs H Clark

Technical Support

Mr D Riley
Mr D Broadhurst
Mr A Zaman
Mrs C Sanderson
Mr A Stringer
Mrs J Springthorpe
Miss S Morton

Library

Mr S Case

Learning Mentors

Ms S Flynn
Mr M Jones
Ms K Cotterell
Miss R Stears
Mr A Foyle

Learning Support

Mrs A Robson
Mr S Carr
Mrs E Gibson

English as an Additional Language

Mr S Taha

Cover Supervision

Mrs J Coupe
Mr T Davies
Miss C Haywood
Miss H Waite

Lunchtime Supervisors

Mrs K Francis
Mrs L Clow
Mrs B Dawson
Mrs P Kemp
Mrs E Simons
Mrs J Clow
Mrs N Smith

5



