



CALDEW
SCHOOL

PROSPECTUS

2016 / 17



A SCHOOL ACHIEVING OUTSTANDING
PROGRESS AND ATTAINMENT FOR ITS
STUDENTS AND COMMUNITY

“
OUR VISION

A School achieving outstanding progress and attainment for its students and community.



CALDEW
SCHOOL

Welcome to CALDEW SCHOOL



Dear Parents,

I would like to wish you a warm welcome to Caldew School. It is always a pleasure to welcome new parents and students to our school each September. The first step along that journey involves you finding out something about us and in that respect, I hope this prospectus allows you to do just that.

I know that choosing the right secondary school for their child is one of the most important decisions a parent will make. You will want to feel confident that teaching standards are excellent; that our students achieve highly; that your child is well cared for and that the learning environment is welcoming and highly resourced to meet the demands of today's technological age. Caldew School is a happy and vibrant place where dedicated, highly motivated teachers inspire students to achieve their goals. We know our students well and learning is tailored to ensure that each child achieves their potential and beyond. Expectations and standards are high. Whether it is their progress, classwork, homework, uniform or behaviour, we accept nothing less than excellence from each individual. Our partnership with parents is very important to us and we will work closely with you throughout your child's time with us to nurture their aspirations, learning and achievement. We firmly believe that students, parents and teachers must work closely together if we are to support every young person to unlock their potential and achieve.

Academic success is important and we place a high premium on equipping our students with the qualifications and skills they will need for their future working lives. We expect them to become the leaders of tomorrow in whatever field they choose to develop their careers. For some this will be by gaining degrees at Oxbridge or other universities, for others through further education or apprenticeships. Each route is equally valuable and it is by ensuring that every student maximises their potential, achieving the best results possible, that we secure this for every one of them in our care.

Caldew has a rich history and, over time, has established an enviable reputation as a school where students of all abilities flourish. Our students follow a traditional curriculum, regularly achieving the highest levels of attainment possible, with substantial numbers progressing to the most prestigious universities. We remain, though, a comprehensive school and as such welcome students of all abilities.

As a school community, we constantly challenge ourselves to learn and improve. It is dedication to lifelong learning and high ambitions that enables staff and students alike to inspire each other on to ever greater heights. This is the spirit in which every Caldew student develops during their time with us.

I hope this prospectus gives you a taste of the special qualities of our school. I would also encourage you not just to read about us, but to come and visit and see us at work.

Ms Vicki Jackson
Headteacher



Students' achievement is improving rapidly

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OUR SCHOOL

A PROUD HISTORY

Established over 50 years ago Caldew has earned a well deserved reputation as a school where students of all abilities excel.

Many local families have close ties to the school with many students being second or even the third generation to attend. They are joined by many students from families new to the community and all are equally valued. Our Alumni illustrate aptly the varied careers our students go on to forge. Indeed our Famous Fifty display in the school showcases just this, with internationally renowned poets, professors, local entrepreneurs in building, transportation, alongside lawyers, teachers, doctors and many other jobs highlighting to our current students the heights they should be aiming for.

Each generation, indeed each year group, individual student and member of staff, adds something new to the rich tapestry that makes the school what it is today. We are proud of our past achievements and use them to help inspire what we still want to achieve in the future.



Improvements have been brought about within the context of a school that provides a welcoming and caring environment and works very hard to ensure that there is equality of opportunity for every student

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THE SCHOOL TODAY

Caldew School caters for around 1100 young people aged 11-18 years of whom around 200 are in full time post 16 education in the school's flourishing sixth form. Our school is big enough to enable us to provide a wide range of courses to match learners' strengths and interests. Yet it is not so big that we cannot get to know them all well and help them develop into unique and self confident individuals.

Our community consists of a rich and diverse mix of young people from those in our traditional rural catchment to the west and south of Carlisle to those who live in the southern fringe of the city. Visitors to our school always comment on the politeness and purposeful atmosphere that prevails both in lessons and social times. We are a harmonious community where we challenge each other constantly to improve.

We are a school that takes pride in the way in which learners across the ability spectrum are successfully integrated into our community. This includes a small number of students with profound autism who are members of our strategic resourced ASC provision and benefit from the purpose built centre on the school site.

ACHIEVEMENT

It is often debated what the purpose of a school is; the media will often ask us to impart every ounce of knowledge and understanding to each student about a multitude of topics ranging from politics to good manners. We passionately believe that a school exists for one purpose only. That one purpose is to produce the young adults who will allow our local economy and community to thrive.

In order to do this a student needs to achieve his or her potential. Indeed this is the greatest reward of all. We make no excuse for the fact that we expect all students to do just this. We support and we guide them, but always towards this goal. Everything that happens in the school is dedicated to aid the academic journey of the students so that they all can find the success they aim for.

As a school our Value Added, that measures how students progress while with us, is consistently positive both at GCSE and A Level. Our overall results have improved over the last six years, dramatically at GCSE increasing much more rapidly than National results. We reflect on these with satisfaction but with a determination that the trajectory needs to continue so that all students continue to achieve beyond their own aspirations.

That is what Achievement is and we work tirelessly to deliver it for all our students regardless of ability.

COMMUNICATION

The partnership between school and home is vital in supporting students through their time at school. With the use of a variety of media we try to replicate as best we can the school gate conversations with primary staff many parents are used to.

We keep our website up to date with the latest information about the school as well as producing half termly newsletters, and monthly Head Teacher bulletins so that all parents can appreciate the wider work of the school.

On a more personal level every student receives at least 2 short interim progress reports a year as well as a full written report. We hold two parents' evenings for each student during the course of the year. In years 7, 8 and 10 one is for target setting, the other to review the work done through the year. In years 9 and 11 one evening will focus on the choices each year group will face while the second is focused on progress in lessons.

We give all parents web access to the latest information on attendance, achievement and behaviour held by the school. A text system is in place to help keep parents informed of any upcoming or unexpected events.



Attainment across subjects, particularly in English and Maths is rising and students make good progress from their starting points

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CURRICULUM

We know that the transition from a small primary school to a secondary school of this size can be a daunting prospect. We have close working relationships with local primary schools and take every opportunity to enable students to visit us or work in their own schools with our teachers to ensure that they feel secure and in familiar surroundings when they come to Caldew. The purpose of this is to ensure that all students make a flying start to their time here.

It is incumbent on us to make sure we build swiftly upon the work done by our excellent feeder primary schools. Our teaching staff visit primary schools regularly to exchange information about both the curriculum and standards. It is this joint working that allows us to focus on every student's needs as soon as they have made the transfer to us.



The range of subjects and courses is well planned to provide for students individual needs and needs within the local community

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... tasks are challenging and students rise to teachers high expectations of purposeful activity and good progress.

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KEY STAGE 3

All students are taught the National Curriculum subjects, though as an Academy, many subjects will teach the skills needed to achieve the relevant levels based on their own version of the curriculum.

Students follow a broad curriculum consisting of:

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|----------------------|---------------------------------|
| ● Maths (setted) | ● Technology |
| ● English (setted) | ● Skills for Life |
| ● Science (setted) | ● Spiritual & Moral Development |
| ● Geography (setted) | ● Music |
| ● History (setted) | ● French (setted) |
| ● Art | ● PE |
| ● Drama | ● ICT (setted) |

As part of Skills for Life students follow the Learn 2 Learn units of work as well as the Archbishop of York Leadership Award in Year 7.

The curriculum remains the same throughout Key Stage 3, the only exception being that in Year 8 the most able students in each year group will also study a second language, Spanish, as well as French. Students are then also setted by ability in Geography, History, French, ICT, Art, Drama, Skills for Life, Spiritual and Moral Development, Music and Drama as they progress through Key Stage 3.

KEY STAGE 4

In years 9, 10 and 11 there is greater flexibility to allow for some personalisation in readiness for key choices ahead. We believe in the majority of students following traditional GCSE courses though we offer some vocational courses for students who may find them more engaging to do.

All students will study for GCSEs in:

- | | |
|----------------------|-----------------------------------|
| ● English Language | ● Skills for Life |
| ● English Literature | ● Spiritual and Moral Development |
| ● ICT | ● Triple or Double Science |
| ● Maths | |

They will all have regular timetabled PE to promote a healthy and active lifestyle.

The remainder of the curriculum is made up of three optional subject chosen by the students at the end of Year 9.

The courses they choose from are:

- | | |
|--------------------------|-------------------------|
| ● Art | ● History |
| ● Business Studies | ● Media |
| ● Child Development | ● Music |
| ● Computing | ● PE |
| ● Drama | ● Philosophy and Ethics |
| ● Food Technology | ● Product Design |
| ● French | ● Small Animal Handling |
| ● Geography | ● Spanish |
| ● Health and Social Care | ● Systems |

In current year groups over 60% of students will choose to take the combination of GCSE courses that qualify them for the English Baccalaureate.

SIXTH FORM

In Years 12 and 13 students may continue to study for advanced level qualifications through the school's Sixth Form which offers a wide range of traditional, academic and vocational subjects.

The school has an extensive offer with over 20 A Levels to choose from as well as a small selection of Applied Courses.

INFORMATION ADVICE AND GUIDANCE

Caldew is committed to delivering high quality information, advice and guidance (IAG) for all its pupils. The right IAG can help excite our pupils about their future lives and raise aspirations about what they want to achieve. It helps them to progress to University, Apprenticeships, and the wider world of work and opens their eyes to professions and careers that they might never have thought of.

We run an in depth careers programme that is taught within Skills for Life lessons. This is supported through events such as Year 9 World of Work Days, Year 11 Work Ready Days as well as Work Experience opportunities. It is our belief that every student has an entitlement to impartial advice throughout their school life so that they can make the best informed decisions about where their future prosperity lies.



Achievement in the sixth form is good

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SUPPORT AND MENTORING

The school provides a welcoming ethos and students are well cared for, while being guided with their academic work, so that they can achieve their potential.

Every student is allocated to a personal tutor who meets them each day and acts as a mentor throughout their school career to ensure everyone is successful. The personal tutor provides a constant link throughout a student's time at the school; this enables both them and their parents to build mutually supportive relationships with a key member of staff.

The tutor groups include students from each year with older students acting as positive role models for those just joining the school. In turn each of the tutor groups belongs to one of five pastoral houses, which strive to give good support and guidance to each learner. The five houses of Borrowdale, Eskdale, Langdale, Mosedale and Patterdale are all smaller communities within the wider school. They regularly meet together as a house, compete against the other houses as well as celebrating the individual successes of their own students. Each student is easily recognisable from their jumpers as they wear their house colours with pride every day.

There is a genuine commitment that students come to value their successes and take pride in their achievements. At Caldew School every child really does matter.

The school does not tolerate bullying and operates an effective anti-bullying policy. We expect high standards of behaviour which go hand in hand with good manners and politeness. It is by respecting each other that individually we can bring out the best in ourselves. It is upon this ethos that the school community is based.

VALUES

Caldew School is a non-denominational school. However, we do cherish the values of charity, tolerance and service and the virtues of integrity, honesty and humility which characterise all religious faiths.

We try to instil in our students an appreciation of their self-worth which requires them to adopt high moral standards. We encourage them to address the deeper questions of their purpose in life and to feel a sense of wonder at their place in the natural world.

WIDER LIFE OF THE SCHOOL

Activities out of the classroom play a very important part in the culture of Caldew School. We provide a programme of trips and visits which bring a vivid sense of reality to enhance the classroom experience. We believe that such events provide opportunities for learning and memories which stay with students throughout their lives.

Our "Open Minds" programme plays an exciting role in school life and gives learners the opportunity to develop their personal learning and thinking skills. We also encourage students to develop their enterprise skills with regular charity and fundraising events. These days have been recognised locally as outstanding, winning an award for "Community Cohesion."

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Students are good
role models for
younger students
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Students enjoy learning
and want to do well

Ofsted 2013



Students appreciate
the many additional
opportunities provided
in music, sport and a wide
range of other activities

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SPORT

We believe that a healthy body makes a healthy mind. As such a wide range of sporting activity is on offer using our extensive facilities. All students are encouraged to participate with the aim of developing through enjoyment or competition a positive approach towards a healthy and active lifestyle. In addition to general Physical Education lessons in both key stage 3 and 4, we offer the opportunity to take GCSE, BTEC and Advanced courses in PE. Routine sports on offer include:

- Athletics
- Netball
- Badminton
- Orienteering
- Cricket
- Rugby
- Basketball
- Trampolining
- Rounders
- Cross Country Running
- Football (Boys and Girls)
- Gymnastics
- Tennis
- Hockey
- Volleyball

A significant number of our students will achieve sports leader qualifications, using them to help organise primary school events amongst other things. Growing numbers of students are also receiving accreditation for specific sport coaching skills. There are many opportunities to take part in both recreational and competitive sport to develop skills from an elementary to an elite level.

Caldew has a rich tradition of success in all fields of sporting endeavour. Our teams regularly win county cups and take part in national competitions. Individually students find recognition within the county as well as nationally for their excellence in performance. As a school we support these students so that they can excel in their chosen sport while remaining focused on their academic development.

EXTRA CURRICULAR ACTIVITIES

Students are welcome to use the breakfast bar before school starts where a wide range of hot and cold healthy, wholesome food is available. Students enjoy the school catering - in fact it came top in a poll of Young People's views!

Students are encouraged to participate in the full range of activities outside the classroom. These help their wider development. The rich list of activities available includes involvement in drama productions, musical performances, sports clubs, art, technology and dance and we are very fortunate to have the facilities and dedicated staff to support these opportunities. These are only a selection of the wide and varied lunchtime and after school activities throughout the academic year.



The School Council is active
in making improvements to
school life

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FACILITIES

The school has good and improving facilities. We believe that students deserve the highest standards in their learning environment and have worked hard to bring about major investment in the school buildings and fabric.

Our recent developments have included a new, dedicated dining area, hall and performance space, drama studio and music facilities including classroom spaces, practice rooms and a recording studio. We have also recently installed a fitness suite as well as remodelling various areas of the school. The state of the art 3G artificial sports pitch, the only one of its kind in North Cumbria is used by the school and our wider community.

As well as the physical buildings we are constantly striving to improve student access to the latest technology. We have completed a full upgrade of our ICT infrastructure with state of the art fibre optic connections throughout the school running a full wired and wireless network. Students are free to connect to the network using their own devices as well enabling them to use the numerous laptops or other handheld devices flexibly around the school. All of our students have dedicated e-portfolios, email and storage space allowing them to use a variety of hardware to produce work of the highest quality using cutting edge devices and software.

ENTERPRISE

Caldew is committed to ensuring that every student has the opportunity to develop enterprising attitudes and capability. We see enterprise as a positive mind set that allows students to develop a set of skills and qualities that are essential in preparing them for adult life. Enterprise is about offering young people the problem solving, leadership, team working skills and know-how they will need to operate in a rapidly evolving world.

Enterprise is a mind set that we try to embed early in all of our students. We start with our catchment Year 5 students competing in a yearly enterprise day and progress through to the sixth form. In the Young Enterprise competition we are highly successful and are regular winners of the Carlisle area finals, having recently won the Cumbria title and represented the county at regional level.



Students feel safe in school...
They are confident that staff in school will help them to deal with any problems that arise quickly and effectively
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SCHOOL TERM DATES 2016 / 17

AUTUMN TERM

INSET Day: Thursday 1st September 2016

INSET Day: Friday 2nd September 2016

Whole School: Monday 5th September 2016 - Friday 16th December 2016

Half-term Holiday: Monday 24th October 2016 - Friday 28th October 2016

Christmas Holiday: Friday 19th December 2016 - Tuesday 3rd January 2017

SPRING TERM

INSET Day: Wednesday 4th January 2017

Whole School: Thursday 5th January 2017 - Friday 7th April 2017

Half-term Holiday: Monday 20th February 2017 - Friday 24th February 2017

Easter Holiday: Monday 10th April 2017 - Friday 21st April 2017

Good Friday: 14th April 2017

Easter Monday: 17th April 2017

SUMMER TERM

Whole School: Monday 24th April 2017 - Thursday 20th July 2017

Early May Bank Holiday: Monday 1st May 2017

Half-term Holiday: Monday 29th May 2017 - Friday 2nd June 2017

THE SCHOOL DAY

8.45 - 9.00am	Morning registration (Time with personal tutors/assemblies)
9.00 - 10.00am	Period 1
10.00 - 11.00am	Period 2
11.00 - 11.20am	Break
11.20 - 12.20pm	Period 3
12.20 - 1.05pm	Lunchtime
1.05 - 2.10pm	Period 4
2.10 - 3.10pm	Period 5
3.10 - 3.15pm	Buses depart

ADMISSIONS NUMBER

The school's Published Admission Number is normally 174. This is the maximum number of children who will be admitted to the Year 7 intake group in September 2017.

ADMISSIONS PROCESS

The closing date for applications for September 2017 entry is **31st October 2016**. Applications should be submitted using form SA3 which is issued by the LA. Form SA3 and more information about the application process are contained in the parental information pack published for parents by the LA.

Parents will be notified of the outcome of their application in March 2016.

THE RIGHT OF APPEAL

Any parent whose child is not offered a place has a right of appeal to an Independent Appeal Panel. The panel is entirely independent of the Governing Body. Any parent wishing to appeal should contact the Clerk to the Governors in writing at the school address. This should be done within 20 school days of notification that an application for admission has been unsuccessful.



ADMISSIONS ARRANGEMENTS

Caldew School is a Converter Academy and is a mixed comprehensive school that has Enterprise as focus of its work. It is committed to serving the community and all its young people between the ages of 11 - 18. Our admissions policy is designed to realise this ambition. All students are, therefore, admitted at the age of 11 without reference to ability or aptitude.

Caldew School has a sixth form and will accept students over 16 on the basis that appropriate courses at an appropriate level are available and commensurate with a student's learning and qualifications to date. (The specific admissions arrangements for the sixth form are available from the school).

THE ADMISSIONS POLICY

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit:

1. 'Looked after children' or children who have previously been looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.
2. Children living in the catchment area who have a brother or sister attending the school at the time of their admission.
3. Other children living in the catchment area, giving priority to those living closest to the school measured by the shortest travelling route by road.
4. Children living outside the catchment area who have a brother or sister attending the school at the time of their admission.
5. Children of a member of staff who has been employed at the school for two or more years when the application for admission is made, or where they have been recruited to fill a demonstrable skill shortage.
6. Children living outside the catchment area but attending a Caldew School catchment area primary school, giving priority to those children who live closest to the catchment area boundary, measured by a straight line on the map.
7. Children living outside the catchment area, giving priority to those children who live closest to the catchment area boundary, measured by a straight line on the map.

Note 1: Governors have a statutory duty to admit any student with a statement of special educational needs which specifically names Caldew as the school determined by the LA to meet the student's identified needs. This criterion does not apply to a statement which indicates that a mainstream school of parental choice is appropriate, when the other criteria will apply in the given order.

Note 2: If it is necessary to prioritise in categories 2 or 4, priority will be given to those children with the youngest siblings. Brothers and sisters are those living at the same address and includes step and foster children.

Note 3: A 'looked after child' is a child who (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions as defined in Section 22(1) of the Children Act 1989.

Note 4: A map of the school catchment area is available from the school or the LA.



WAITING LISTS

Following the allocation of places in the Year 7 intake the governors will, in mid / late April, re-allocate any places which become available as a result of parents not wishing to take up their offer.

The school will then operate a waiting list until the end of the autumn term 2017. In the main allocation process, once places have been allocated, children refused a place will continue to be considered for any vacancies which become available. The admissions policy will be applied to all outstanding applicants, including any late ones, to determine priority for the allocation of any vacancies. Once the autumn term has started, if parents wish their child to be considered for any vacancies, they should contact the school early in September to place their child's name on a waiting list. From 1st September 2017, only children on the waiting list will be considered for any vacancies.

The above is the process for the normal admissions round. Parents can at any time ask for their child's name to be placed on the waiting list for other year groups. Vacancies will always be allocated by applying the admissions policy and length of time on the waiting list will not be a consideration. A student will be kept on a waiting list for 6 weeks, after which they shall be removed and a new application to the school will need to be made.

FREE SCHOOL MEALS

If you think that your child may be entitled to a free school meal, please contact the school; or contact Children and Families Information Service direct on **08457 125737**; or visit the Cumbria County council website at www.cumbria.gov.uk and follow the links to Children's Services and Financial Help. You will find an on-line application form to use if you meet the eligibility criteria. Please do not hesitate to take advantage of this provision which is now handled anonymously through our cashless catering system.

UNIFORM REGULATIONS

GIRLS' UNIFORM

Blue shirt	It must have a top button and not be open-necked. Ties are expected to be done up fully with the top button fastened. Polo shirts are not acceptable.
Black trousers or skirt	Trousers should not be heavy cotton or jean-like in appearance. Skirts must be at least knee length.
Dark socks or black tights	Fluorescent colours are not permitted.
Caldew tie	
Caldew jumper	This should show the House the student belongs to.
Black shoes	These should be proper school shoes. Shoes should not have any visible logos or flashes of colour. Stitching on the shoes should be black. No heels or shoe accessories such as fake gems or silver trim should be evident. No boots or trainers of any kind or colour are allowed.
Caldew jacket or blazer	If desired. Non-Caldew jackets must not be worn on the school premises.
Hair	Hair should be clean and in a style acceptable to the ethos of the school. Students should not have patterns or logos shaved into their hair, also it should not be of a colour which could be described as non-conventional. Hair accessories should be discreet.
Important additional info	No make-up (Years 7 and 8) /Light make-up only (Years 9-11). No coloured nail varnish or nail decorations to be worn. One stud earring per ear lobe. No other piercings. No jewellery.

All the above items can be purchased from *The Uniform Shop, Unit 3, Atlas Works, Nelson Street, Denton Holme, Carlisle, CA2 5NB.*

BOYS' UNIFORM

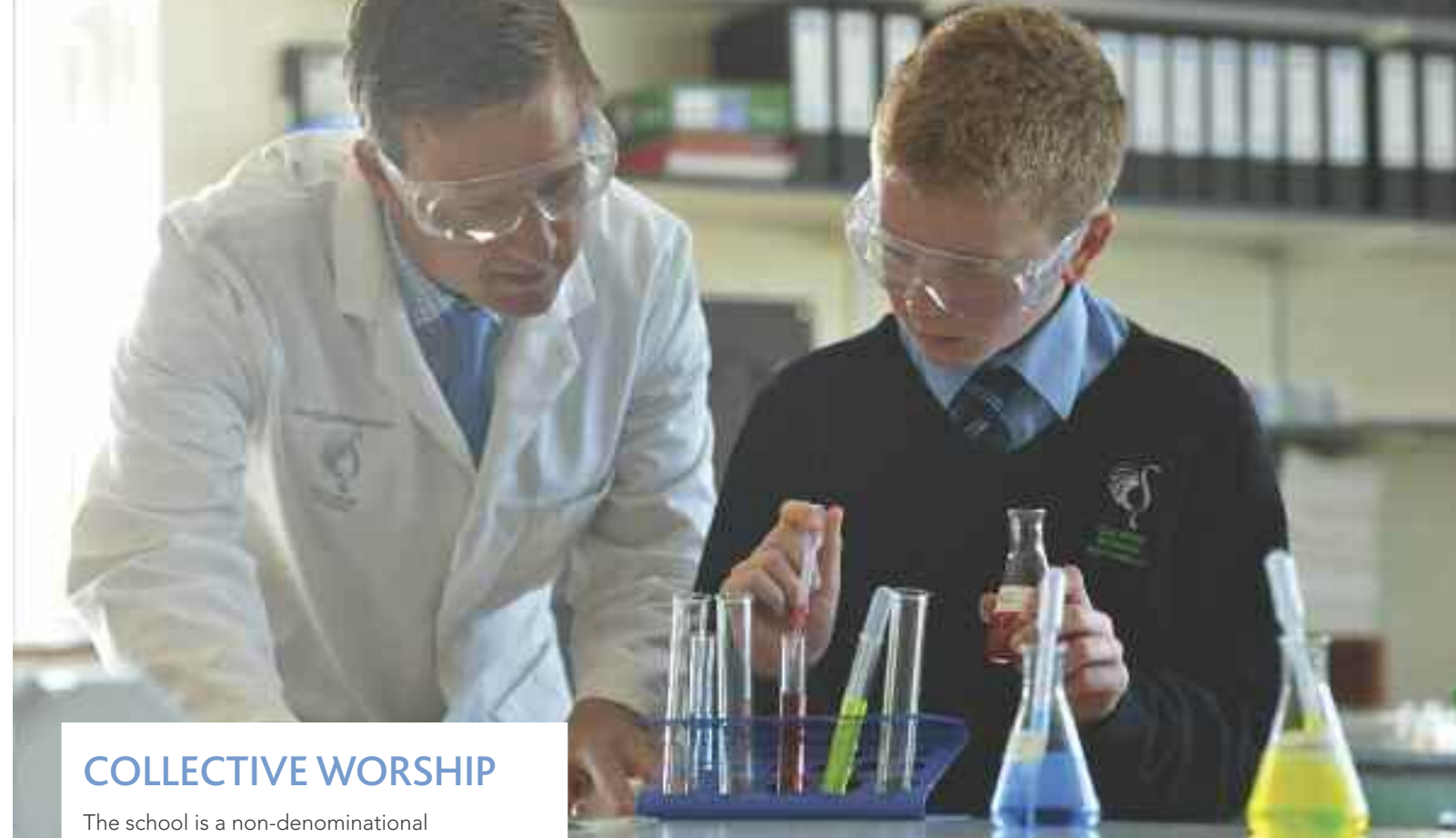
Blue shirt	It must have a top button. Ties are expected to be done up fully with the top button fastened. Polo shirts are not acceptable.
Black trousers	Trousers should not be heavy cotton or jean-like in appearance.
Dark socks	Fluorescent colours are not permitted.
Caldew tie	
Caldew jumper	This should show the House the student belongs to.
Black shoes	These should be proper school shoes. Shoes should not have any visible logos or flashes of colour. Stitching on the shoes should be black. No boots or trainers of any kind or colour are allowed.
Caldew jacket or blazer	If desired. Non-Caldew jackets must not be worn on the school premises.
Hair	Hair should be clean and in a style acceptable to the ethos of the school. Students should not have patterns or logos shaved into their hair, also it should not be of a colour which could be described as non-conventional.
Important additional info	One stud earring per ear lobe. No other piercings. No jewellery.

All the above items can be purchased from *The Uniform Shop, Unit 3, Atlas Works, Nelson Street, Denton Holme, Carlisle, CA2 5NB.*

PE KIT

Girls	Compulsory - navy/light blue hoody, navy/light blue polo shirt (fitted or regular), navy court skort or centre short (girls can purchase longer boys shorts if they prefer), light blue socks. Optional – navy cuffed tracksuit bottoms.
Boys	Compulsory - Navy/light blue reversible rugby top, navy light blue regular polo shirt, navy/light blue action short, navy football socks. Optional – navy cuffed tracksuit bottoms.

All the above items can be purchased from *The Uniform Shop, Unit 3, Atlas Works, Nelson Street, Denton Holme, Carlisle, CA2 5NB.*



COLLECTIVE WORSHIP

The school is a non-denominational secondary school.

Our pastoral system consists of five pastoral houses which contain nine tutor groups. Once a week each pastoral house has an assembly and on occasions this involves an act of collective worship. Representatives from Christian groups are sometimes invited into the school to take assemblies.

In addition, each week we have a thought for the week which is widely publicised and upon which pupils are encouraged to reflect. This is used as a means to help pupils with their spiritual, personal, social and emotional development.

Both assemblies and the thought for the week underpin the ethos we endeavour to foster in the school.

Parents with strong views about these aspects of our work have the right in law to withdraw their children from such arrangements.

SKILLS FOR LIFE

The Skills for Life programme is designed to introduce pupils to important life issues which will affect them all as adult members of the community. It includes key themes such as citizenship; careers and the world of work; personal development, attitudes and feelings; health and life choices.

SPIRITUAL AND MORAL DEVELOPMENT

The Department for Spiritual and Moral Development challenges pupils to reflect on questions about life's ultimate meaning and purpose. Pupils are encouraged to reflect on different religions, beliefs, values and traditions. They are also encouraged to explore their own unique beliefs and values, and they are given space to express them.

The department has been renamed as 'Spiritual and Moral Development', and changes have been made to the curriculum accordingly. However, the department still contains the 'Religious Education' component necessary to meet legal requirements: the Cumbria Agreed Syllabus for Religious Education is adhered to and incorporated, as are the non-statutory requirements of the National Curriculum.

'Spiritual and Moral Development' moves towards a fresh emphasis and approach that feels more inclusive and more person-centred. It also caters for the new move by examination boards to incorporate secular world views into Religious Studies examinations, and to accredit the value of pupils' own responses to issues of belief.

The Course in Key Stage 3 covers philosophical and ethical issues examining the nature of belief, the relationship between beliefs and actions, and a reflective exploration of values. A number of faiths are examined, as are secular viewpoints. At Key Stage 4 pupils follow the GCSE course in General Studies. A full course GCSE in Philosophy and Ethics is run for those choosing it as an option.

Parents have the statutory right to withdraw their children from SMD lessons and the school is able to make alternative arrangements to ensure that they are supervised. However, we are strongly committed to SMD as a central aspect of each person's educational entitlement, and therefore strongly encourage children of all faith and belief backgrounds to participate. If parents wish to consider exercising the right to withdraw their child from SMD, we ask them to write to the Headteacher and to discuss the matter before a decision is made.

GOVERNORS' STATEMENT ON DRUGS

The school has a full policy on drugs and other misuse of substances which may be viewed at school. The Governors have included the following statement in the policy:

The Governors strongly support the firm line that is taken by the School on drugs and view any incident involving drugs extremely seriously.

They believe every opportunity should be taken to discourage students from using drugs such as through the Skills for Life (PSHE) lessons and through school assemblies when appropriate. Legal and Illegal drugs education is delivered in Skills for Life lessons from Years 7-11.

It has been made clear to parents that the school does everything it can to deter students from experimenting with drugs. The very worrying increase in drug taking in Cumbria over the past years has caused us to take the matter extremely seriously and we will support the school to the full in this matter.



HEALTH AND SEX EDUCATION

The overall aim of the health and sex education programme is to support the personal and social development of each pupil and to promote a positive attitude to healthy lifestyles and awareness of health issues. The school policy states that pupils must be taught and prepared for adult life in a positive, mature environment, if they are to make and follow informed decisions. It also seeks to ensure that sex education conforms with current legal requirements, such as that sex education must be provided in such a way as to encourage young people to have regard to moral considerations and the value of family life.

The specific aims of the sex education programme are to:

- Provide accurate and up-to-date information to pupils regarding sexual relationships
- Encourage pupils to develop sensitive and informed attitudes, beliefs and values regarding their and other people's approach to sexual relationships
- Develop practical skills, such as decision making, with regard to sexual relationships

Sex education is taught as part of the Skills for Life programme throughout Key Stages 3 and 4 and in Science lessons in Year 7.

The following topics are included:

- Self esteem and self worth
- Relationships - friendships, bullying, pressures, gender
- Puberty and adolescence - menstruation, physical and emotional changes
- Love
- Contraception as a way of preventing pregnancy
- Sexually transmitted diseases - HIV/AIDS
- Relationships including marriage and parenthood

Parents have the statutory right to withdraw their children from sex education lessons and the school is able to make alternative arrangements to ensure that they are supervised. However, we are committed to sex education as a central aspect of each person's educational entitlement and therefore strongly encourage all children to participate. If parents wish to consider exercising the right to withdraw their child from sex education, we ask them to write to the Headteacher and to discuss the matter before a decision is made.

In the wider Skills for Life programme topics also include:

- Building Bridges
- Citizenship
- Careers Education and Guidance
- Work Related Learning
- Enterprise Education
- Personal Wellbeing
- Economic Wellbeing

A more detailed programme is contained within the school's schemes of work which may be viewed at school.

INSURANCE

The school has a comprehensive insurance policy with Zurich Municipal which includes Personal Accident cover for pupils on the school premises.

The policy also covers Personal Accident within the school journey section. A separate daily charge is made of 15p per pupil (UK) and 30p (Europe). This is included in the contribution to the cost of the trip.

Details of the policy can be obtained from the Business Manager at school.

We cannot insure personal belongings. We advise parents to take out their own insurance for such items. We ask pupils not to bring valuable items into school in case they are lost or damaged. Such items are brought into the school at the owner's own risk.

COMPLAINTS

We hope that you will have no cause to complain during your child's career at Caldew School, but we appreciate that at times you may wish to register a concern.

In most cases the way to do this is by phoning or emailing the school. Depending on your query, you will be put in touch with the most appropriate person to deal with it. In general the Headteacher deals with complaints on behalf of the school governors. Should you have a complaint about the Headteacher or how she has responded to an approach you have made then it is appropriate to get in touch with the Governing Body through its Clerk who can be contacted at the school. Complaints should not be brought up with individual members of the Governing Body unless they have previously been aired with the Headteacher.

A copy of the full complaints policy is available through the Clerk to the Governors at school or from the school web-site.

INSTRUMENTAL TUITION

The school is able to provide tuition in musical instruments through the Cumbria Music Service and external providers during school time. Charges are made on a termly basis. These charges are used to contribute to the full cost of the service which is always much higher than the income received. Consideration can be given to reducing this charge in cases of hardship but funds for this purpose are limited.

CHARGING POLICY

Educational visits and school trips, whether they take place over one day or several days, are supported by voluntary contributions from parents. Where the visit is part of a teaching programme, the school operates a hardship fund which can be used to support pupils who would otherwise not be able to pay a full voluntary contribution.

Charges are made at cost for some materials in design and technology and food technology when parents have agreed in advance to own the finished product.

All Year 7 pupils are offered the opportunity of paying to rent a school locker in which to keep their books or other small items (currently this is £15 for the 5 year period they are in years 7-11). The school uses the proceeds generated solely to maintain existing lockers and to purchase new lockers as required.

The school funds public examination entries, including re-sits, in all reasonable circumstances. However, we will seek to recover from parents the full cost of an examination entry if a pupil fails without good reason to complete the course or basic requirements for any public examination.



The school's special needs funding is used in several ways to support pupils. Strategies that may be used include:

- Support for pupils in classrooms, to help them to learn alongside others, provided by mainly teaching assistants.
- Specialist literacy and numeracy work with small groups in all years for pupils identified through a system of classroom observation and referral, and confirmed by objective and diagnostic testing.
- Daily literacy support sessions, such as Paired Reading, for some pupils, directed by teachers and provided by teaching assistants.
- Collaborative work between the SEN department and subject teachers to make the curriculum accessible to all learners.
- In Key Stage 4 we provide study support and special arrangements to help pupils as they approach coursework deadlines and internal and external examinations.

The SEN department manages and administers the special provision for all pupils with a Statement of Special Educational Need.

This statement is issued by the Local Authority, and requires the school to safeguard the educational arrangements for the pupil concerned, through an Individual Education Plan (IEP).

An element of time is therefore devoted to Special Individual Tuition for some statemented pupils, and this provision is funded through the pupils' statements.

Statements will change to Educational Health Care plans over the next three years.

The school makes good use of the available services offered by the LA and other external agencies, working closely with the Educational Psychologist and Specialist Teacher service. We are directly involved in the review process of pupils in our feeder schools who will transfer to Caldew.

Teachers and teaching assistants hold qualifications in Special Education and have many years' combined experience in both special and mainstream schools.

We aim to establish effective partnerships between teachers, teaching assistants, parents, other adults and pupils, both in and out of school, which will support the learning of pupils who have special needs.

We are proud of the progress made by all SEN pupils through our school and we are delighted to celebrate their many significant achievements.

GCSE RESULTS 2016

The Government have introduced a new system to show the performance of schools. The table below shows these new headline measures for this year's GCSE result. We have also included what they would have been for previous years as a comparison.

	Progress 8	Basics	EBacc	Average Grade
2016 (provisional)	0.14	59%	31%	C
2015 national average	0	58%	24%	C
2015	0.04	60%	29%	C
2014	N/A	58%	30%	C

- Basics shows the percentage of students achieving A* - C in both Maths and English
- Ebaac shows the percentage of students achieving A* - C in Maths, English, Science, Humanities and a Language
- Progress 8 indicates the average progress made by students in the school. A score above 0 means that students achieved above what their prior attainment indicated

SPECIAL EDUCATIONAL NEEDS POLICY

All staff and teachers at Caldew School aim to meet the special needs of all our pupils where and when they occur. We work hard to ensure that those learners gain access to the whole curriculum and are afforded every opportunity to participate fully in the life of the school. Caldew School's SEN policy adopts an inclusive approach to the education of all pupils.



Students' academic progress is checked frequently against challenging targets

Ofsted 2013



OUR PROVISION INCLUDES:

- Good liaison and links with all partner primary schools.
- Induction days for Year 6 in the summer term prior to transfer to Year 7.
- A dedicated Student Support team dealing with all student issues.
- Personal tutors who take academic and pastoral responsibility for their learners through years 7-13.
- Academic progress monitored closely by Personal Tutors.
- Outstanding support for learners with additional special needs.
- A focus on skills for the real world through our Enterprise work.
- Student voice which is heard through house and School Council, surveys and focus groups.
- Experienced, dedicated and specialist subject teachers.
- Access to our Virtual Learning Environment (VLE) for independent and collaborative learning.
- Access to a well-resourced Library and Resource Centre.
- Rigorous monitoring of attendance and behaviour.
- Recognition and rewards for achievement.
- Access for parents to high quality and comprehensive current information about their child.



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