



Charles Darwin School

Aspire - Endeavour - Achieve

- History of strong academic performance
- Excellent pupil progress
- Excellent A Level and GCSE outcomes



Information Booklet

2024 Entry

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Charles Darwin School

Operated by the Charles Darwin Academy Trust

Headteacher: Aston Smith, BA (Hons) MA NPQH



September 2023

Dear Parents,

Choosing a secondary school is perhaps the most important educational decision a family has to make. As a parent you will want the very best for your child and you will be looking for a school where he or she will experience success, be happy and fulfilled. I am confident that at Charles Darwin we provide an excellent educational experience for all our students. We believe in making the most of every ability and talent.

We had a full Ofsted inspection in June this year and the report is enclosed. I encourage you to read the report in full, it is current and a robust way of understanding from an independent source what it is like to attend Charles Darwin School.

Examination success is very important to us. Over the years the school has consistently achieved very good examination results at both GCSE and A Level. Our students regularly achieve well above the national average with a high proportion of students making better than expected progress. We aim to build on this success year-on-year; we have the very highest aspirations regarding academic performance for all our students. We are a proud comprehensive school that welcomes students of all backgrounds and we strive for every child gaining grades they can be proud of.

This year our headline figures were:

English & Maths (9-4 in both subjects)	68%
English (9-4)	80%
Maths (9-4)	75%
Science (9-4)	68%

Our Sixth Form is also very inclusive, offering a wide range of A Level and vocational courses. At A Level and equivalent, attainment and progress was strong with 74% of students achieving grades A*-C and grades overall compare favourably to 2019 (the year grade boundaries were pitched against).

This year our Open Morning will take place on **Saturday, 30th September 9.00am – 12.30pm**. On that morning the teaching staff will be available and ready to answer questions. There will be displays of pupils' work and children in different year groups will be taking part in a variety of activities. We have had large numbers of parents in the past and we anticipate even more this year. I will be speaking about the school at 9.00am, 10.00am and 11.00am in the main hall and will be happy to take any general questions. As last year, all tours will need to be pre-booked.

We also offer the opportunity for parents to see the school in action with our **Open Week tours**. Pre-booked guided tours will take place from **Tuesday 3rd October to Friday 6th October**. Tours commence at 8.40am and whilst there will not be a Headteacher speech on this day, I am available to talk to families and answer questions. Families may, of course, visit the school at any other time and should telephone the school so that we can arrange for a "guide".

I look forward to meeting you. In the meantime, if families have any questions, please do not hesitate to telephone the school's Admissions Secretary, Mrs. Dagger, on 01959 574043 ext 263.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Aston Smith', written in a cursive style.

Aston Smith
Headteacher

Board of Governors

Wef September 2023

BOARD OF GOVERNORS

wef September 2023

Governors	Cllr. Mike Botting	01/01/22 – 31/12/2025
	Mr. Roy Coleman	01/09/23 – 31/08/2027
	Mrs. Sarah Coop (parent)	01/09/22 – 31/08/2026
	Mrs. Karen Dwyer-Burchill (parent)	01/09/22 – 31/08/2026
	Mrs. Kate Lawrence (parent)	01/09/22 – 31/08/2026
	Mr. Paul Showell	01/02/21 – 31/01/2025
	Mr. Iain Turner (Chair)	24/05/20 - 23/05/2024
	Mrs. Sue Wade	21/02/22 – 20/02/2026
Staff Governors	Miss Gemma Currie	01/09/23 – 31/08/2027
	Mrs. Georgina Quinn-Addison	08/02/21 – 07/02/2025
Headteacher	Mr. Aston Smith	(ex officio)
Company Secretary	Mrs. Julie Hodgkinson	

Senior Staff at Charles Darwin School

Mr. A. Smith

Headteacher

Mr. M. Boyden
Mrs. L. Rees

Deputy Headteacher
Deputy Headteacher (Designated Safeguarding Lead)

Mr. R. Jones
Mrs. R. Kearney
Ms. L. Kelly
Mrs. S. Pitt
Mr. J. Simpson

Assistant Headteacher
Assistant Headteacher
Assistant Headteacher
Assistant Headteacher
Assistant Headteacher

Mrs. G. Jones
Ms. Z. Partridge

Lead Practitioner / Science
Professional School Mentor

Heads of Faculty

Mr. R. Baker
Miss W. Case
Miss G. Currie
Mr. A. Doig
Mrs. P. Elliott
Mrs. E. Kaye-Chubb
Mr. D. Nunn
Mr. D. Watson

Design and Technology
Physical Education
Expressive Arts
Science
Computer Science and IT
Modern Languages
English
Mathematics

Heads of Department

Mr. S. Archer
Mr. A. Chubb
Mr. S. Culver
Miss G. Currie
Mrs. S. Davies
Miss N. Doughty
Ms. M. Foy-Smith
Mr. T. Ailing-Jones
Miss V. Mace
Mrs S. Wright
Dr. R. Piercy
Miss J Winter

Media
Photography
Biology
Drama
History & RE
Art & Textiles
SENCO/ Learning Development
Geography
Music
Business Studies
Chemistry
Dance

Achievement Co-ordinators

Miss N. Dobney Year 7
Miss A. Gillespie Year 8
Mrs. N. Tsang Year 9
Ms. L. Davies Year 10
Miss C. Zysemil Year 11

Sixth Form

Mrs. N. Mitchell Director of Sixth Form
Mr. R. Goss Assistant Head of Sixth Form

Personnel & Administration Manager

Mrs. J. Hodgkinson

Term Dates 2024/25

Autumn 2024

Friday 30th August – Friday 18th October

Half Term: Monday 21st October – Friday 1st November

Monday 4th November – Friday 20th December

Christmas Holiday: Monday 23rd December - Friday 3rd January

Spring 2025

Monday 6th January – Friday 14th February

Half Term: Monday 17th – Friday 21st February

Monday 24th February – Friday 4th April

Easter Holiday: Monday 7th April – Monday 21st April

Summer 2025

Tuesday 22nd April – Friday 23rd May

(Monday 5th May - Bank Holiday)

Half Term: Monday 26th May – Friday 30th May

Monday 2nd June – Wednesday 23rd July

Notes:

Good Friday 18th April
Easter Monday 21st April

INSET Days:

Friday 30th August 2024
Friday 18th October 2024
Friday 15th November 2024
Friday 14th February 2025
Monday 2nd June 2025

School Day

Prompt arrival: Pupils should arrive at school by **8:15am**.

The main reception gates and car park gates are closed from 8.00am as part of our Safeguarding Policy.

School Canteen (breakfast service) open to students from 7:45am.

Registration	08:30
Tutorial/Assembly	08:35
Period 1	08:50
Period 2	09:50
Break	10:50
Period 3	11:10
Period 4	12:10
Lunch	13:10
Registration	13:50
Period 5	14:00
END OF DAY	15:00

The school site is closed to pupils after 5 pm. However, supervised activities continue after school every evening.

General School Information

Charles Darwin School is a highly successful co-educational comprehensive school for students aged 11-18 which has been serving the local community since 1973. It is one of two schools operated by Charles Darwin Academy Trust; the other school is Biggin Hill Primary School.

The school became an Academy in April 2011 and has a history of being oversubscribed. Set in the heart of the green belt and on the edge of Biggin Hill, the school is surrounded by open spaces. All playing fields are on site with open fields and woods on three boundaries. The school has extensive sports and community facilities which include floodlit tennis courts, a multi-gym and a floodlit 3G pitch. The school hall doubles as a theatre and the school stages many productions there; students also enjoy the benefits of a dance studio and a professional recording studio.

The school is highly successful; our Ofsted inspection in June 2023 graded the school as Good in all categories.

Examination results at Key Stage 4 show high numbers of students passing (Grade 4+). Our results show continuous improvement in attainment against the previous year of results when students sat formal examinations (2019). The Sixth Form is excellent. Results in the Sixth Form for 2021/22 put the school in the top 10% of schools in the country for value-added and for 2022/23 where the government is not publishing progress data, our students continued to perform well with every student that wanted to go to university gaining a place, many of which were at Russel Group universities.

The school is very popular and has grown in size considerably over the years. There are 1323 students on roll including the Sixth Form.

“Leaders have created an inclusive school”

*“Leaders are ambitious for all pupils to succeed and reach their potential”
(Ofsted 2023)*

At the heart of the school are its distinctive ethos and a shared vision which are supported by the staff, students, parents, governors and trustees. This ethos and vision have helped to create a very strong caring and cohesive community based on the enduring values of high achievement, friendship, respect and compassion for others. This philosophy is supported and evidenced by the excellent relationships which exist between the staff and the students. The school enjoys a low staff turnover and is able to attract and retain well qualified and committed specialist teachers and staff.

“Teachers build strong relationships with pupils”

*“Staff are proud to work at the school”
(Ofsted 2023)*

Our Values and Expectations

*“The school’s values of “aspire, endeavor and achieve” are at the core of the school’s work”
(Ofsted 2023)*

We believe our success with our students is in part based upon our own shared values. We are committed to providing a first class education for all students whatever their ability or background. We nurture the all-round development of each individual so that everyone can make the most of their talents and contribute to the life of the school and the wider community.

The key values upon which we build and sustain our work are focused on our school strapline of:

Aspire - Endeavour - Achieve

Aspire

We expect all our pupils to strive for the highest possible standards in all areas of their work. We expect a belief that with hard work, a positive attitude and determination we can achieve almost anything.

Endeavour

We believe that hard work and persistence leads to achievement and success. We recognise the importance of attitude as well as aptitude.

Achieve

Our belief is that achievement results from reaching for the highest possible standards – it comes in many forms. Examination success is important to us but we also value and foster a range of other achievements. Participation in extra-curricular activities in sport, school productions, charity fundraising are all achievements that give us pride.

In addition to these three key attributes we promote and value the following:

Teamwork

We consider that effective teamwork amongst all staff and students brings the best out of individuals and sparks off imaginative thinking. We expect people to work together and co-operate.

Mutual Respect

We expect people to take full account of other people's views and feelings. Considerate behaviour, trust, courtesy and co-operation are all elements of this key value.

Self-Reliance and Discipline

We consider that an educated person can think for themselves and act in a moral way. We expect students to learn to take more responsibility for their own learning as they grow older.

We expect parents and those in the wider school community to promote and reinforce these values.

Admissions

The school has close links with local primary schools and children attending these schools have priority under criteria (iv) of our Admissions Policy.

Curriculum

“Leaders have created an ambitious curriculum” (Ofsted 2023)

We believe in a broad balanced curriculum, appropriate to the needs of individual students and designed to ensure maximum development of the intellectual, physical and practical potential of all students.

Following the pandemic the key priority for us is to make sure that all students have full access to a broad and exciting curriculum following the disruption caused by Covid-19.

Key Stage 3 (Years 7-9)

Students study English, Mathematics, Science, Art Computing Drama, Design Technology, French or German, Geography, History, Music, Personal Development, Physical Education and Religious Education.

In Year 7 there is grouping by ability in a range of subjects (English, Science, MFL, History, Geography). In the main this is by the identification of two “top sets” on each side of the year group. This is supported by a Literacy Improvement Group – a smaller teaching group, taught by a fewer number of teachers and aimed at supporting those students with low reading ages and other potential barriers to learning. All other subjects are taught in mixed ability groups. Mathematics is taught in ability groupings in Year 7 and in Year 8.

This grouping arrangement is extended and refined in Year 8 and Year 9 with more grouping by ability joining Mathematics, including MFL and Science

For students whose reading age is behind their chronological age additional support is also provided through an intervention programme that includes in class support as well as withdrawal.

Key Stage 4 (Years 10-11)

In Year 10 students have the opportunity to study subjects that they have chosen to study to GCSE level. The common core curriculum studied by all students includes:

English Language and Literature
Mathematics
Physics, Chemistry and Biology or Double Science
Physical Education

Students are encouraged to make their GCSE choices from a broad range of subjects. These include GCSE and equivalent and applied vocational subjects. They consist of:

Art, Business Studies, Computer Science, Dance, Design Technology, Drama, Film Studies, French, Geography, German, History, ICT, Media, Music, PE and Textiles.

Sixth Form

“Students in the Sixth Form can select from a wide range of courses and achieve well”

*“Sixth Form leaders have created a culture of learning where students attend well and become mature, responsible individuals”
(Ofsted 2023)*

Our Sixth Form provision is of the highest quality; it provides a curriculum suited to the needs of all levels of students.

We view the time that students spend with us in the Sixth Form as a vital part of their journey of preparation into the wider world. It is our intention that our students not only make academic progress but have a well-rounded experience with us. They develop their knowledge and skills within and beyond the classroom in terms of academic and practical accomplishment, as well as crucial wider life skills including communication, collaboration, risk taking and problem solving and of course human attributes of kindness, generosity and empathy.

A large percentage of our students make applications to UCAS, 79% in 2022/23 with 93% achieving their firm choice, many of whom gained places at Russell Group universities including Warwick, Southampton and Kings College London to name but a few. 100% of students that wanted to go to university gained a place.

Students are encouraged to take leadership roles such as the Sixth Form Prefect body, Head and Deputy Head prefects, who are democratically voted in by the whole school and have a variety of responsibilities across the school. Members of the Sixth Form are part of the Bromley Youth Council and all Year 12 students are expected to undertake at least one hour of community service a week which may include volunteering or a work placement.

The Sixth Form relish raising money for local charities such as the Chartwell Children’s Cancer Trust, with a memorable O2 climb last year as well as enjoying social experiences such as team building activities, trips, BBQs and of course the Summer Ball.

Physical Education

Physical Education is compulsory for all and covers a wide range of sports as well as health related fitness.

Curriculum Resources

The school is well equipped with several computer rooms, a wireless network of laptop computers, a music technology room, recording studio, laser cutting equipment, 3D printer and many other facilities to support students' learning. The school places a high priority on using new technology to enhance the quality of education on offer.

Examinations

All students sit formal examinations every year. Our policy is to enter **all** students for external examinations e.g. GCSE, A Level etc.

Careers Education

Careers education falls within Work Related Learning and Enterprise Education. As such it encompasses a wide range of activities from guided decision making to mock interviews and work experience as appropriate. We also support student careers planning with one to one independent careers advice.

Religious Education and Worship

We believe in setting clear moral guidelines for pupil behaviour. All students take part in regular Assemblies of a broadly Christian character. Parents whose religious beliefs so require may withdraw their children from Assemblies. To do this, parents should write to the Headteacher giving their reasons for requesting withdrawal. All students study Citizenship and Religious Education unless withdrawal is specifically requested by a parent.

Extra-Curricular

The commitment of staff and students to the ethos of the school is illustrated by the wide range of activities which we undertake.

- Sport (representative teams in all major sports, purpose built facilities include gymnasium, sports hall, dance studio, fitness room and a 3G all-weather pitch)
- Music (instrumental tuition; music recitals, music groups, orchestra and choir)
- Drama (productions every year)
- School clubs – Art, Computers, Choir, Drama, Sport and many more
- Duke of Edinburgh Bronze and Silver Award
- Visits to France, Germany and a variety of destinations both in this country and abroad
- Residential field study visits
- Personal Development lessons and days when students can pursue a variety of curriculum linked activities
- Charity events
- Business and community links
- Inter-Form Competitions

Homework

Homework is essential for academic success. It provides students with the opportunity to consolidate or extend work covered in lessons and to develop good study habits. Homework may take a variety of forms such as writing, reading and research. Students in the Sixth Form also have private study periods.

Homework is set and displayed using the “Satchel One” web-based facility, this enables more effective and efficient homework administration.

Behaviour

“Pupils behave well. They are polite and respectful” (Ofsted 2023)

We demand high standards of behaviour. We require students to be hard working, self-disciplined and well-mannered at all times. Our approach to discipline is based upon encouragement of good behaviour through praise and reward but is backed up by clear and firm sanctions for those whose behaviour fails to meet our standards.

Charles Darwin is a school where lessons are orderly and students are well behaved around school. We consider the disruption of lessons and poor behaviour to be serious offences, to be dealt with quickly and firmly. Behaviour points and detentions will be set and logged on pupil records, escalating to suspension from school where appropriate. We will, of course, involve parents fully in such circumstances. A summary of negative behaviours can be accessed via Satchel One.

Our system of praise is based around our school values of “Aspire, Endeavour and Achieve” and are communicated with home via Satchel One. Achievement point totals are also displayed on school reports.

Our shared value of Mutual Respect underpins our behaviour policy and expectations.

Pastoral Care

Each student belongs to a tutor group whose Form Tutor provides students with daily advice, support and guidance. The school operates a year based system with Achievement Co-ordinators having overall responsibility for the academic progress and welfare of students. Pastoral Managers (Years 8 – 11) and Transition Managers (Year 7) support the pastoral care in their year groups. The school has a full time counselling provision.

Potential High Achievers

Students who show a marked aptitude in any area: academic, sporting or cultural, are offered opportunities through our extra-curricular enrichment programme. In addition, every Faculty provides enhancing and enrichment tasks to extend learning as part of the taught curriculum.

Leadership roles are rewarded through Aspire points, adding to total Achievement points.

The pastoral teams encourage leadership and communication skills through student involvement in assemblies and representatives on the Year and School Councils. Please ask Heads of Faculty for more details of what is on offer.

Students with Learning Difficulties

Students with learning difficulties are catered for by appropriate assistance, either by extra support teachers in named lessons or by small group withdrawal. At all times parents are advised closely about their child’s progress.

Students with Special Needs

*“Teachers are committed to ensuring that all pupils achieve well, including those with special educational needs and/or disabilities (SEND)”
(Ofsted 2023)*

Students with special needs other than learning difficulties, such as physical or emotional problems, are catered for on an individual basis. Special Needs is the responsibility of a senior member of staff who works with a team of teachers.

Attendance and Punctuality

We believe that attendance and punctuality are vital to pupil success and we expect a minimum of 95% attendance from all our students. We expect our school to meet national averages around attendance data and work hard to achieve this. Good attendance and punctuality are rewarded. We always investigate lateness and absence and work closely with our Educational Welfare Officer. We discourage families from taking holidays during term time.

Healthy Eating

We have a commitment to healthy eating and wish to ensure that we supply healthy food and drink whilst delivering positive nutritional education, promoting the health and well-being of students, staff and visitors to our school. Food plays a key role in the education of our students and is covered in the formal curriculum through Food Technology, Personal Development lessons, Science, Physical Education and the PHSE tutor programme.

The school adheres closely to the suggestions made by the Schools Food Trust and, with the exception of the Sixth Form, does not allow students off site at lunch or break times.

We recognise that a constant supply of water can have a positive effect upon the health and well-being of staff and students. Students are encouraged to drink water throughout the day and this can be purchased from vending machines or bottles can be filled from the water fountain in the school canteen.

The school meal facility is provided by Harrisons Ltd. who operate a cashless catering system via facial recognition. Parents pay on line via ParentPay.

Nut Free Policy

Although we recognise that this cannot be guaranteed in a school of this size, Charles Darwin School aims to be a Nut Free School. The school aims to protect children and adults who have allergies to certain foods, yet also help them to take responsibility as to what foods they can eat and to be aware of where they may be put at risk.

To assist us with this we therefore request that the following is not brought into school:

- Packs of nuts
- Peanut butter sandwiches
- Fruit and cereal bars that contain nuts
- Chocolate bars or sweets that contain nuts
- Cakes made with nuts

Partnership with Parents

We believe that parents are important contributors to the education of their children. In practice this is reflected through:

- Our constantly updated website
- Daily contact via the Planner/Organiser
- Weekly information through the parents' bulletin – "The Link"
- Parents' evenings where students' work is discussed with individual subject teachers
- Work Reviews - students and families are interviewed by a member of staff to monitor progress and set targets for future achievement
- A "settling in" evening when parents of new Year 7 students meet the Form Tutor
- GCSE and Post-16 Information Evenings

Charles Darwin PTA

Every parent is automatically a member of the PTA. The PTA help and support the school in a variety of ways. Fund-raising activities have enabled the school to provide extra equipment and resources so that students can enjoy the best education possible.

Community

We have excellent links with our local Primary Schools with staff from Charles Darwin regularly visiting and supporting teaching in our local primary schools. Our community service programme for Sixth Formers further extends our community links.

The school is also a focus for use by local and community groups. The school operates the Darwin Leisure Centre for local community usage; a facility that is much in demand from local sporting and leisure groups.

Safeguarding of Young People

Charles Darwin School is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff and volunteers to share this commitment. All our safeguarding expectations can be seen via relevant policies on the school website.

September 2023

Transition Programme

At Charles Darwin School we are proud of the transition programme that has been established to ensure students make the best possible start to life in Year 7. We understand that choosing a secondary school is one of the most important and difficult decisions to make and therefore our transition programme starts when students are in Year 5. The Year 7 Achievement Team consists of an Achievement Coordinator and a Transition Manager.

Year 5 and 6 Master Classes

Master classes have been running at Charles Darwin School for many years and provide students in Years 5 and 6 with enrichment opportunities in a variety of subjects. Staff at Charles Darwin School liaise with primary colleagues to devise a programme where students are invited to participate in a course of lessons in a range of subject areas which can include:

English
Maths
Science
French
ICT
Technology
PE
Dance
Humanities

These activities provide opportunities for students to be exposed to a range of subjects and enrichment activities. It is also another important opportunity for students to get a feel for secondary school life whilst meeting and engaging with learners from other primary schools. These activities take place throughout the year and are usually project-based to support the learning up to Key Stage 2 and provide a platform for inspiration and discovery to Key Stage 3 and beyond. Details are made available through Year 5 and 6 teachers at the named feeder Primary Schools.

Year 6 in to 7 Induction Evening and Interviews

Once a place at Charles Darwin School has been confirmed, students and parents are invited to an induction evening where they are given more detailed information about the school. Parents are addressed by the Headteacher whilst the students are spoken to by the Year 7 Achievement Team. Students are given information about life as a Year 7 student and have the chance to speak to current Year 7 students and teachers.

Parents and students are then invited to an induction interview with a member of the Senior Team or Year 7 Achievement Team. This provides an opportunity for students to give us a little more information about themselves as well as collecting important details about the first week, purchasing stationery and uniform and registering for the cashless payment system operated in the school canteen.

Year 6 Singles Day

Moving to a secondary school with over 1300 students can be a daunting prospect. Charles Darwin School welcomes students from in excess of 30 feeder primary schools and there may be only one or two students coming to us from some schools. In order to support the transition process and help improve confidence by making friends with students in similar circumstances, during the summer term we invite students to spend the day with us so that they can experience a day in the life of a Year 7 student. This means that come September every new Year 7 student should see a familiar face on their first day.

Continued...

Transition Visits

During the summer term members of the Year 7 Achievement Team visit Primary Schools to speak to the Year 6 teachers. This gives us valuable information about their academic progress, subject strengths and interests which will aid their transition. It also enables us to gather information about the group of students coming to us which assists us when creating their form groups for September.

Year 6 - 7 Summer School

Our summer school provides the opportunity for students to take part in a range of fun activities during the first week of the summer holidays. The activities are mostly school-based and are run by Charles Darwin teachers, many of whom will be teaching the students in September. The main aims of the summer school is for students to have fun, make friends and to feel comfortable within their new school environment. Activities may include Cooking, Art, ICT, Languages, Team Building and Sports.

Ready to Learn Induction

The first two weeks of term in September aim to deliver a comprehensive induction period for students, enabling them to make the transition from primary school student to secondary school learner. During this period the students follow an adapted timetable to cover the basic expectations we have of Charles Darwin School students. Testing across a range of subjects, study skills and assisted movement from lesson to lesson all feature as part of the induction. Orientation, classroom entry, movement between classrooms, organisation of student planners and exercise books are some of the expectations covered by staff and prefect students. Time is also taken to induct students with acceptable and efficient use of our extensive ICT provision, so that students are able to access and submit school work remotely. Year 7 students also have a day alone in school before older students return for the first term.

Bespoke Transition Programmes

We understand that some students may find the transition harder than their peers. This could be due to personal circumstances, medical and educational needs or just personality. We aim to ensure that all students transfer with confidence and to this end we can offer bespoke transition programmes if there is a need to do so. If you have a child that you feel would benefit from this then please contact your child's primary school SENCO who can contact us.

For further information about our transition programme please contact a member of the Year 7 Achievement Team:

Miss N. Dobney Achievement Co-ordinator Year 7 ndo@cdarwin.com

Miss R. Monk Year 7 Transition Manager rmo@cdarwin.com

Admission Arrangements for 2024/25

1. Admission Numbers

- 1.1 The published admission number for September 2024 will be:
Years 7 – 11: 224
- 1.2 The published admission number is inclusive of students with an Education, Health and Care Plan (EHC) that are admitted to the School pursuant to the School being named in their EHC Plan. Children with an Education, Health and Care Plan (EHC) are dealt with under a separate process by the Special Educational Needs team. All pupils with an EHCP naming the School will be admitted. The PAN will be reduced by the number of pupils with an EHCP naming the School and the oversubscription criteria will be used to prioritise the applications for the remaining place. Appeals for children with an Education, Health and Care Plan are dealt with by a SEN Tribunal.
- 1.3 Children directed via the Fair Access Protocol or those children in local authority care without a school place, will take precedence over any child already on the School waiting list and this includes admitting children over the published admission number where appropriate.

2. Application Procedures

- 2.1 Each year, the Local Authority will publish the date by which applications for admission at the start of the following school year must be received. Applications for the new Year 7 intake must be made in accordance with Local Authority admission arrangements and must be via the Common Application Form provided and administered by the Local Authority. The School will comply with the locally agreed application procedures and timetables.

3. Over subscription

- 3.1 If the number of applications exceeds the number of places, places will be allocated according to the following criteria, listed in order of priority:

(i) Children Looked After (CLA)

[A child looked after is a child who is:

(a) in the care of a local authority or being provided with accommodation by a local authority in the exercise of their social services functions. These children must still be "CLA" when the child starts school unless (b) applies, or

(b) a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order (90) including those who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.

(ii) Sibling – children who have a brother or sister at the school at the beginning of their first term

[Sibling refers to a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner, and in every case the child must be registered as living in the same family unit at the same address. The elder sibling must still be on roll at the school when the younger child starts school. Sibling applications will only be accepted for siblings of pupils in Years 7 to 10, siblings of pupils in Year 11 whose parents have confirmed their commitment to the pupil continuing into Year 12 (written confirmation will be required) and siblings of Year 12 pupils who are attending a 2 year course.

[A "Parent" is any person who has parental responsibility or care of the child.]

(iii) Children of Staff at the School

Charles Darwin School may give priority in the oversubscription criteria to children of staff directly employed at Charles Darwin School in either or both of the following circumstances:

- Where the member of staff has been employed at Charles Darwin School for two or more years at the time at which the application for admission to the School is made, and/or
- The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

(iv) Children who at the time of application are attending one of the following primary schools:

Biggin Hill Primary School
Chelsfield Primary School
Churchill C of E Primary School
Cudham C of E Primary School
Darrick Wood Junior School
Downe Primary School
Fairchildes Primary School
Farnborough Primary School
Green Street Green Primary School
Oaklands Primary Academy
Pratts Bottom Primary School
Tatsfield Primary School
The Highway Primary School
Tubbenden Primary School
Warren Road Primary School

(v) All other applicants

In the event of oversubscription in any category the basis of selection shall be proximity of home in relation to the school as measured in a straight line from the front door of home to the front door of the school.

[Distance will be measured (in a straight line) from the unique national grid reference (Easting and Northing) of the child's home address (including flats) to the main entrance of the school building, using the Local Authority's computerised measuring system that identifies the unique national grid reference for the property. Those living closer to the school receiving the higher priority. The furthest distance reached is checked to confirm it is unique. Where the next applicant measures the same the system will go to further decimal places within a measurement to qualify who is nearer. Where applications are received from flats that have the same "easting and northing" measurements, places will be allocated by door number; in ascending order numerically and/or alphabetically. If there are two identical distance measurements for different addresses of separate applicants, the tiebreak will be done by drawing lots.]

["Home" being where the child normally resides as their only or principal residence. Addresses involved in child minding (professional or relatives) will not be considered. Parents will be asked to provide documentary evidence to confirm an address and parental responsibility. The child's principal residence should be where they sleep for the majority of the school nights. Change of parental responsibility, unless exceptional circumstances through a court order, will not be accepted during the co-ordinated admission process.

It is expected that the applicant and pupil will still be resident at the same address when the child starts school unless exceptional circumstances apply. Evidence may be required to confirm the applicant is still living at the application address on National Offer Day and when starting at the offered school. Permanent address does not include short-term rental or lease of a year or less. Charles Darwin School is willing to accept leases from parents of new Year 7 students that are significantly over one year in length. Documentary proof may be required. Places may be withdrawn if address details do not match the information given on the application form.

Changes of address after offers have been made will be investigated and applications will be reconsidered on the basis of the new home address. If the offer was made under the proximity criterion and the new address falls outside of the offered distance of a school with a waiting list, the offer may be rescinded. Applicants who retain ownership of a previous address cannot use a temporary address for applications.

- 3.2 Any child not offered a place has the statutory right of appeal to an Independent Appeal Panel. The Independent Appeal Panel will be determined by the Governing Body on an annual basis and will, usually, consist of two lay members and one person from the community, independent of the School. The decision of the Independent Appeal Panel will be binding on the Governors and the parents. Full details of the Appeals process are available from the Clerk to Governors c/o the school.
- 3.3 Students not allocated a place will automatically be placed on a waiting list held in criterion order. The waiting list will be maintained throughout the academic year.
- 3.4 Late applications during transfer from Year 6 to Year 7 will be dealt with as outlined in the co-ordinated scheme for Bromley.

4. In-Year Admissions Years 8 - 11

- 4.1 Whenever an application is received for a student to join a year group at a time other than when joining Year 7, the child's position on the Local Authority waiting list will be determined solely in accordance with the oversubscription criteria. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria. Parents have a statutory right of appeal.

5. Proof of Residence

- 5.1 Original proof of residence must be submitted if requested. Advice will be sought from the Local Authority as to acceptable documentation.

6. Admission of children outside their normal age group

- 6.1 The School will consider applications outside of the child's normal age group on an individual basis taking into account any information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. Parents wishing to apply for a place outside of the normal age group should apply with their chronological age group but write separately to the Headteacher to explore the options for admission outside of the normal age range. Further advice is available from the local authority.

7. Admission to Year 12

- 7.1 The capacity for Year 12 students is 155 places. Places will be automatically offered to current Charles Darwin students who wish to continue to the Sixth Form who meet the general Sixth Form entry requirements of at least five grade 9–4 at GCSE or equivalent at L2.
- 7.2 There will be a minimum of 25 places available for external candidates. When current students take up places elsewhere or do not meet the academic standard required for entry to A Level courses, additional places will be offered to external candidates up to the Year 12 capacity in accordance with the required general Sixth Form entry requirements of at least five grade 9–4 at GCSE or equivalent at L2.

- 7.3 In order to achieve entry into our Sixth Form, both internal and external students must meet the general entry requirements of at least five grade 9–4 at GCSE or equivalent at L2 and in addition the required entry criteria for each of the courses they wish to study in the Sixth Form. Some of the courses offered may require a higher GCSE grade in a particular subject or subjects. This will be shown in the Sixth Form Prospectus which lists entry criteria for individual courses. Students studying other qualifications should contact the School for guidance.
- 7.4 In the event of over subscription, the criteria set out in 3 above (admission criteria for Year 7) will apply.
- 7.5 Students and their parents have a statutory right of appeal against the decision to refuse them admission to the Sixth Form. Those wishing to appeal should register their intention to do so, by sending a letter addressed to the School c/o the Clerk to the Independent Appeals Panel within 30 days of the GCSE results day.

*Agreed by the Charles Darwin School Governing Body on 28th November 2022
and formally approved by the CDAT Board on 10th February 2023*

Physical Education

The department has a proud tradition both in its Physical Education and sporting history; the curriculum programme is innovative and challenging and the extra-curricular provision extensive. The department is built around high expectations of commitment, discipline and good conduct and our curriculum is underpinned by these values which are reinforced in every lesson and extra-curricular activity our students take part in; it is our aim to develop students who have competent motor skills, an understanding of teamwork and tactical strategies and understanding of how to develop their own talent and abilities.

Department aims:

1. To provide opportunities for students of all abilities to participate in a variety of activities including team games, individual games, individual and aesthetic activities and have knowledge of how to implement a personal fitness programme.
2. To maximise the potential of students by providing high coaching and regular opportunities for practice and competition.
3. To encourage and promote positive and enthusiastic attitudes towards physical activity and a healthy lifestyle amongst all students.
4. To provide opportunities for students to develop an understanding of tactical strategies, technical development and the rules and regulations of sport.
5. To nurture personal qualities and inter-personal skills through co-operation and competition which enhance the character and resilience of our students.

The PE Programme:

Students have provision for 3 hours of curriculum time P.E over a two week timetable.

PE Curriculum

Football	OAA and Alternative Activities
Rugby	Athletics
Table Tennis/Badminton	Cricket
Basketball	Softball
Netball	Health related fitness
Dance	Rounders
Trampolining	

Physical Education Examination options:

At KS 4 students can opt for a Level 2 course in BTEC Sports Studies or a GCSE Course in Physical Education; both specifications cover similar topics and both are subject to external examination and review.

At KS 5 students can opt for a Level 3 course in BTEC Sports Studies or an A Level Course in Physical Education; both specifications cover similar topics and both are subject to external examination and review.

Extra-curricular provision

The department provides for an extensive range of extra-curricular activities and provides detailed information on Clubs that students can join to develop their interest still further.

The school participates in a range of activities which mirror our curriculum activities; we field teams for girls and boys football, netball, rounders, rugby, basketball and cricket. We also enter a range of borough events for trampolining and athletics;

The department hosts a 'celebration of success evening' annually where parents are invited to enjoy the achievements of our students in a full range of sporting activities.

The department endeavours to provide for a full range of abilities in its extra-curricular provision and uses the Darwin Leisure Centre to help realise its aims; we offer early evening sessions in the Fitness training studio and for more mature students the use of the weight room, these have proven to be extremely popular. The department have had a long term relationship with Revolve Trampolining Club which ensures we can offer lunchtime and after school activities for all abilities.

The department also offer an annual netball tour where netball teams go away for a weekend and participate in a PGL weekend with a netball tournament running alongside it. The students thoroughly enjoy this weekend and have an opportunity to participate in team building activities as well as play high standard netball against other schools and clubs. We are hoping to expand this over the next couple of years involving football and rugby teams.

The department has recently undertaken the training of older students to become Sports Leaders who in turn can help expand the provision for after school Clubs and activities. Special events are organised for 'turn up and play' competitions which are often linked to charities but again provide a platform for students to enjoy low level competition. Our Charles Darwin Sports Day is an annual event where we celebrate the students in a range of athletic events at the end of the year.

If you would like to know more about the Darwin PE Department contact:

wca@cdarwin.com

Head of PE

con@cdarwin.com

Second in Charge of PE / Lead of Vocational PE

Entitlement Statements for Careers Education, Information, Advice and Guidance, Enterprise and Work-Related Learning

Charles Darwin School is committed to:

- encouraging all students to consider their career through school and beyond, from Year 8, through well-structured tutor programmes
- ensuring that all students are knowledgeable about and effective at using the resources available to them in the careers library, on the School website and on-line, as well as providing up to date information about courses and events that are taking place locally and nationally
- encouraging all students to develop decision making skills
- providing experience of the world of work through various activities such as Enrichment days and Business initiatives
- developing a careers programme which meets the needs of undecided students
- equipping all students for independent learning and lifelong learning
- providing students with impartial and independent careers advice and guidance
- taking part in events to provide our students with the information they need to build a personal career plan
- preparing students for university and the world of work by providing interview practice and support with writing personal statements and CVs
- encouraging parents and carers to access and use information about labour markets and future study options to inform and help support their children

By the end of Year 9 students will:

- be able to use and have regular access to the careers information held within the library and internet sites such as Icould
- know how to make decisions about choices of GCSE subjects
- begin to recognise skills and strengths and the possible careers in which these would be of benefit, as well as the attributes employers would look for
- receive careers advice and support via staff such as Form Tutors and careers advisers
- learn about financial capability, routes from 16, self-employment and voluntary work
- be asked about their views and what they know, understand and can do in relation to career learning
- have accessed and used information about careers paths and the labour market to inform their own decision on study options
- participate in at least two meaningful encounters with employers

By the end of Year 11 students will:

- be given the opportunity to visit careers conventions
- have met with our independent careers adviser as part of a group and/or as an individual, to discuss future plans
- have knowledge of a wide range of further and higher education, training and career opportunities
- take part in enterprise challenges and competitions and charity fundraising events helping to develop skills in leadership, problem solving and team work, as well as developing enterprise and financial capabilities
- have opportunities for recording and evaluating their own achievements
- be asked about their views and what they know, understand and can do in relation to career learning
- take part in mock interviews designed to prepare students in writing CVs and letters of interest as well as speaking to employers
- had an introduction to sixth form life at Charles Darwin through conversations with current sixth form students
- participate in at least two meaningful encounters with employers

By the end of post-16 students will:

- have had the opportunity to take part in a Higher Education, UCAS convention day
- have received information about and had the opportunity to attend university/college open days
- have received information about alternatives to HE such as advanced apprenticeships and employment options
- have had the opportunity to spend a week (or more for primary teaching and medicine) in Year 12 on work experience
- have had the opportunity for individual careers advice and guidance discussion with our independent Careers Adviser
- have had the opportunity to experience interview technique
- have accessed computer based information about Higher Education and the world of work
- have access to information on how to apply for a bursary or Gap Year placement
- have been briefed on student finance
- have been given the opportunity to take part in Horizon activities to enhance key skills and employability in the future
- have been given guidance and support to help write a personal statement especially for the UCAS application process
- have been given guidance on writing a letter of application for content and accuracy
- have been given guidance on completing handwritten applications through self-evaluation
- have been given the opportunity to complete on-line 'springboard' careers guidance
- have been encouraged to update CVs
- have been required to complete an hour of voluntary work in the community on a regular basis to improve work-skills
- have been given a variety of tutorials to expand and explore future career opportunities
- have had opportunities to develop enterprise and financial capability
- be asked about their views and what they know, understand and can do in relation to career learning

Pupils with Special Educational Needs and Disability

Charles Darwin School's current Special Educational Needs and Disability Policy follows the guidelines set down in the 2015 Code of Practice, and covers inclusion, definition of SEND objectives, identification and assessment of pupils with SEND, provision and resources, monitoring and review process, requests for statutory assessment, Education Health and Care Plans/ Funded Improvement Plan procedure, working with parents, involving pupils, working with external agencies, complaints procedure and staff development. A copy of the full Policy may be viewed at the school or on the school website; along with our SEND Information Report.

The school has continued to identify and monitor pupils with SEND by the use of nationally standardised testing. We continue to develop extensive contact with external support agencies to further support and assist in the welfare and education of pupils with Special Educational Needs and Disabilities. We have had extensive contact with all outside agencies who are involved in the welfare and education of pupils with Special Educational Needs and Disabilities.

Department Statement

The Learning Development Faculty is committed to promoting:

- Equal access to a balanced and appropriate curriculum for pupils of all abilities.
- A caring and supportive environment where all pupils are encouraged to reach their full potential.
- The value of the individual within the school community.

Aims

- To ensure that all pupils have access to an appropriate broad and balanced curriculum
- To encourage every pupil to make the progress necessary to reach their potential.
- To ensure a whole school response to the current Code of Practice for Special Educational Needs.
- To foster positive, working relationships with parents/carers in meeting the needs of their children.
- To make available appropriate resources for pupils with Special Educational Needs.
- To ensure a high quality of specialist support staff.
- To ensure that all staff are aware of their responsibilities to cater for pupils of all abilities as documented in the Code of Practice.
- To promote the skills and support necessary to enable staff to cater for pupils of all abilities.
- To ensure that there is a system of identifying, monitoring and assessment of pupil progress, which is appropriate to pupils with Special Educational Needs and Disabilities and that all staff are aware of the procedures.

The school has a Learning Development Department that assists with making appropriate arrangements for the admission of pupils who have SEND. Information is gathered from feeder schools and other appropriate agencies to help with the transition from primary to secondary schools.

The school operates an equal opportunities policy that seeks to ensure that all pupils and staff are treated fairly. Staff are given training and regularly updated information relating to pupils with disabilities so that their historic and evolving needs can be met within a mainstream environment.

SEND Information Report

Meeting the needs of pupils with Special Educational Needs and Disabilities

All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Charles Darwin School is an inclusive school and may offer the range of provision below to support children with communication and interaction; cognition and learning difficulties; social, emotional and mental health problems or sensory or physical needs. This would include, but not be limited to, students with specific learning difficulties [SPLD]; moderate learning difficulties [MLD]; speech, language and communication needs [SLCN]; autism spectrum condition [ASC]; social, emotional and mental health difficulties [SEMH]; vision impairment [VI]; hearing impairment [HI] and physical disabilities [PD]. The School has an experienced Learning Development team, led by the SENCo.

To inform our understanding of each student's cognitive ability profile, as part of the Year 6 induction day in June all pupils sit Cognitive Ability Tests (CATs), reading comprehension and maths ability tests either in the sports hall or a smaller room for the most vulnerable. As these are all 'standardised' tests access arrangements are limited to Practical Assistant, HI and VI support; it is important for us to understand what each pupil can achieve unaided to understand where support may be required. These results are explained and shared with staff. Students who are identified as having below average standard scores may then be assessed in more depth. Students identified as having more complex needs or who have identified/ diagnosed potential barriers to their learning are placed on our SEND Register and staff work in the 'assess, plan, do review' format to meet their needs. Parents are informed by letter or in person if their child is on the SEND Register, or if their child is moved off the Register.

The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

This SEND Information Report should be read alongside our SEND Policy which explains in more detail the School's Graduated Response to SEND as specified in the 2015 SEND Code of Practice. This report has been produced through a consultation process with our key stakeholders including pupils, parents/ carers, staff and governors. Focus groups considered presentation, completeness of information and accessibility. The process of review is undertaken annually.

The school day runs from 8.30am to 3.00pm. The day is split into five, hour-long lessons with a 20 minute morning break and a 40 minute lunch break. We run a 2-week timetable, with average class sizes of 25-30 pupils in Key Stages 3 & 4 but often smaller in Key Stage 5. Classes are in ability sets for some subjects and mixed ability for others; this varies for different year groups.

Our SEND Information Report is available from the school.

Sixth Form Courses

Creating Successful Independent Learners

Charles Darwin School offers a broad and inclusive programme of study to Sixth Formers with a variety of courses:

- L2 (GCSE) resits in English Language, Mathematics
- L3 (GCE/A or AS Levels, Applied, Technicals and BTECS) one and two year courses. Both GCE A Levels and BTEC qualifications equally provide UCAS points for entry into university, and access to college, advanced apprenticeships and many professions.
- A Levels are assessed by examination at the end of the two year course and vocational courses have a compulsory examination core element.

Courses on offer for 2024 entry in the Sixth Form at A Level/Level 3 include:

Applied Medical Science	Government and Politics
Art	Health and Social Care (Cambridge Technical)
Biology	History
Business Studies	IT (BTEC)
Chemistry	Mathematics
Computer Science	Music
Core Mathematics (<i>one year - equating to an AS</i>)	Music Technology
Dance	Photography
Digital Media (Cambridge Technical)	Physics
Drama	Physical Education
English Literature	Psychology
Extended Project Qualification - (<i>Equating to an AS</i>)	Sociology
Film Studies	Sports Studies (BTEC)
Geography	Textiles

Students wishing to follow Level 3 courses should have obtained a minimum of five GCSE subjects in five separate areas, ideally including English and Maths at Grade 4 or above and have good attendance and effort grades throughout Year 11. Five or six hour long periods are generally allocated to each subject per week in Year 12 and Year 13.

The Sixth Form at Charles Darwin School aims to prepare students with key skills and life skills in addition to academic success. Consequently, we guarantee to ensure that all students have access to a range of opportunities to broaden their skills, knowledge and experience and to enable them to prepare for their future with purpose and confidence.

Other Sixth Form Lessons and Activities

As well as subject lessons, all students have one tutorial period a week. Sixth Form students are expected to complete an hour's voluntary service per week and a work placement at the end of Year 12. They can also take part in competitive team sports on a weekly basis, wellbeing activities or independent recreation by arrangement.

Tutorial Periods and Assemblies

Tutorials and assemblies cover all aspects of career development, preparation for Further and Higher Education as well as support for those seeking Apprenticeships and Employment. The tutorial programme also covers a range of SMSC studies as well as promoting an awareness of Health and Wellbeing. As a result, students develop their knowledge and understanding of the wider world and are better equipped to take their place as adult members of society. All pupils participate in assemblies and debates to enhance public speaking and a 'Horizons' week which focuses on personal and employability skills.

Extra-Curricular Activities

Sixth Formers organise a number of social events, the highlight of which is the Summer Ball in June. There are a wide range of clubs and societies as well as charitable events, an opportunity to continue with the Duke of Edinburgh Award and other enrichment trips. Such activities contribute to a stimulating, enjoyable atmosphere in the Sixth Form and provide another way in which students can broaden their interest, experience and skills.

Code of Conduct

"Charles Darwin School expects high standards of self-discipline, co-operation and respect, enabling everyone to achieve their full potential."

The Code of Conduct is based on respect and good behaviour:

RESPECT

For yourself

- using your time wisely
- setting yourself high standards for work and behaviour
- developing good Homework and study habits
- taking care and pride in your own appearance

For others

- by listening to them
- by speaking to them as you would like to be spoken to
- by treating them with consideration and care
- by working quietly and not disrupting others

For the school environment

- by keeping it tidy of litter and graffiti free
- by eating and drinking in the designated areas only
- by not smoking anywhere in the school or grounds

BEHAVIOUR

To and in lessons

- Always arrive on time to lessons
- Wait outside the classroom until the teacher tells you to enter
- Make sure that you have everything you need for the lesson
- Use lesson time to listen and work
- Follow the instructions of all members of staff without argument
- Always leave the classrooms tidy - ready for the next lesson

Around school

- Always wear full school uniform
- Move around the school in a quiet and orderly manner
- Keep to the left in corridors and on stairs
- Always walk, do not run or push into other people
- Always put your litter in the bins provided
- Matches, lighters, cigarettes, e-cigarettes (vaping), etc., are not allowed in school
- Asking to borrow money can be extortion. If you have forgotten your dinner money see your Pastoral Manager or Achievement Co-ordinator
- Illegal substances and alcohol are not allowed anywhere. **Do not** bring them on to school premises or accept them from anyone else
- **If you feel you are being bullied, or see anyone else being bullied - tell a teacher**

At break or lunchtime

- Eat and drink in the designated areas only
- Line up quietly in lunch queues - being polite to all staff and pupils
- Do not take food or drinks without paying for them. This is theft and will be treated as such
- Sit down in the designated areas to eat
- Talk quietly - do not shout across the designated areas
- Clear away all your rubbish before leaving the designated areas

To and from school in the community

- Remain in full school uniform until you get home
- School policies still apply and any poor behaviour whilst wearing your school uniform will be sanctioned
- Never smoke or vape in school uniform
- Show consideration and manners to other travellers and pedestrians
- Pay attention to Road Safety - we do not want any accidents

ATTENDANCE AND PUNCTUALITY

A good attendance record is essential if you are going to be able to achieve your full potential at school.

- Always attend school unless you are **GENUINELY ILL**.
- Always get permission to stay at home from a parent or carer.
- Get your parent or carer to telephone school before 9:30am on every day of your illness and to let your tutor know why you are away.
- The school has a truancy call system which is sent to parents if a child is absent from morning registration without notification.
- If you have to leave the premises for any reason, you must have a signed note from home and you **MUST** sign out at Student Services.
- All medical and dental appointments should be arranged outside school time. If unavoidable, appointment should preferably be made in the afternoon.
- Always be on time for school - you should be in school for **8.15a.m.** and outside your form room by **8.25a.m.**
- If you arrive after 8.30a.m. you must sign in at Student Services, if you haven't been asked to sign in at the gate. If you are late in the morning, a phone call must be made explaining your absence.
- If you are absent from school without permission or a covering letter - this will be identified as truancy and will appear as such on your records.
- **No holidays will be authorised for any year group.**
- Every situation in which you are late will be recorded. Two lates in a half term and you will receive a Whole School Detention.
- If you arrive after 9:30am you will receive a Senior Staff Detention.
- You may have to make up time in detention or be put onto a punctuality report.

School Uniform

At Charles Darwin we believe that a school uniform fosters a sense of belonging, pride and identity with the school. It helps set high standards for students and makes an important contribution to a positive and purposeful working environment.

School Uniform is worn by all students up to the end of Year 11. If students are not in full uniform they will work in isolation until the correct uniform is being worn. Pupils are expected to be clean, neat and tidy and to take a pride in their appearance. Individual fashion statements, such as extreme hairstyles, e.g. Mohican haircuts or colours, i.e. red, blue, etc. are not permitted. Tramlines or other shaved shapes in the hair and 'bar codes' in eyebrows are also not permitted.

All items must be clearly marked with the pupil's name as uniform/PE kit is often misplaced.

Do not wear:

- Jewellery (watches permitted)
- Make-up (Year 10/11s may wear discreet make-up)
- Nail varnish
- Coats and other outdoor clothing (inside school building)
- Sweatshirts with or without hoods
- False eyelashes
- False nails

You will be asked to remove all of the above as part of our uniform policy.

In order to develop a sense of loyalty to the community of which they are members, pupils are expected to wear full school uniform to and from school. The school uniform and PE kit can be purchased from Oz SchoolWear. We have worked to ensure uniform costs are reasonable and parents get the best value for money. Minimal items contain the school logo allowing purchase from a range of retail outlets unless indicated below:

- Navy blue (Charles Darwin style) school skirt*. **One set style only. No other style/colour will be accepted.**
 - **Optional: Dark grey (Charles Darwin style) fitted trousers***
 - Navy blue school blazer.
 - Year coloured school badge for blazer*
 - Plain white open-necked blouse (revere/open style collar, not shirt collar unless worn with school tie).
 - Optional: Girls may wear school tie with shirt collar
 - **Optional: Navy blue V-neck school jumper with red school logo***
 - Plain white short socks or plain black tights (no patterns). No leggings and no socks over tights.
 - Standard low-heeled black shoes leather or leather-look (NOT boots, trainers or trainer-style shoes or canvas shoes). The same shoes should not be worn to school and used for P.E.
 - Plain black or navy blue outside coat preferred.
 - Charcoal trousers*
 - Navy blue school blazer.
 - Year coloured badge for blazer and a school tie*
 - Plain white shirt with collar to be worn with school tie.
 - **Optional: Navy blue V-neck school jumper with red school logo**
 - Plain black or navy blue socks.
- OR**
- Standard black shoes, leather or leather-look (NOT boots, trainers or trainer-style shoes or canvas shoes). The same shoes should not be worn to school and used for P.E.
 - Plain black or navy blue outside coat preferred.

* indicates available from Oz SchoolWear (see over for contact details).

PE Kit List

- 'Non-marking' training shoes or trainers, preferably with laces (not fashion trainers e.g. Vans / Converse) and you must not use the shoes that you wear to school for P.E. Boots/trainers are needed for every lesson.
- Football boots suitable for 3G or grass (moulded studs only). No astros or blades. Boots/trainers are needed for every lesson.
- Plain white short-sleeved polo shirt with school logo.
- P.E. CDS mid layer with school logo.
- Black football shorts with school logo.
- Plain black tracksuit bottoms (school logo optional).
- Plain white or black long-sleeved t-shirt to wear under polo shirt in cold weather (optional).
- Plain black leggings/black thermal trousers [autumn and spring term] (optional).
- Hair band.
- PE Socks: red. (Available from main reception during term time)

The P.E. kit is available for purchase at Oz Schoolwear

The school uniform suppliers have been carefully chosen in terms of quality, service and value for money.

Oz SchoolWear

6 Chatsworth Parade
Queensway
Petts Wood
Orpington
Kent
BR5 1DF

Telephone: 01689 824767

Email: info@ozschoolwear.co.uk

Online Store: www.ozschoolwear.co.uk

Oz SchoolWear shop is open six days a week, as well as attending school at key parent/carer events.

For ease of purchase, you can also order uniform via the suppliers website or by phone and it is delivered to school on a Thursday for collection.

We also have a 'pre-loved' uniform provision which supports all students, parents and carers to acquire items of uniform at a much reduced price. Please email preloveduniform@cdarwin.com for enquiries. Please also see school website > parents > uniform > preloved uniform. Families should be encouraged to contact the Finance Office gst@cdarwin.com directly if purchase of school uniform is financially difficult.

Home-School Partnership

Student Name:

1. The School

The School will undertake to:

- Care for your child's safety and happiness.
- Ensure that your child achieves his or her full potential, as a valued member of the school community.
- Provide a balanced curriculum and meet individual needs.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters (e.g. through The Link), and your child's progress in particular.
- Be open and welcoming and offer opportunities for you to become involved in the daily life of the school.

Signature(s)



Headteacher



Chair of Governors

2. The Parents/Guardians

I/we shall undertake to:

- Fully support the school's policies and guidelines for behaviour.
- See that my/our child goes to school regularly, on time, properly equipped and in the correct uniform.
- Ensure that my/our child eats breakfast in preparation for school.
- Let the school know about any concerns or problems that might affect my/our child's work or behaviour.
- Support your child's learning by not taking family holidays during term time.
- Support my/our child in homework and other opportunities for home-learning.
- Attend parents' evenings and discussions about my/our child's progress.
- Be involved in my/our child's life at the school.
- Encourage and support my/our child with reading at home.

Signature(s)

3. The Pupil

I shall undertake to:

- Attend school regularly and on time.
- Bring all the equipment I need every day and take good care of it.
- Wear the school uniform and be tidy in appearance.
- Complete all my classwork and homework.
- Be polite and helpful to others.
- Help to keep the school free from litter and graffiti.
- Respect all school property.
- Behave appropriately at all times, including to and from school.
- Attend all sanctions, if set.
- Ensure my behaviour does not affect the learning of others.

Signature:

Date:

Attendance

478 applications for 224 places were received for the 2022/23 Year 7 intake. No appeals were lodged.

The total number of registered pupils of compulsory school age on roll for at least one session during the reporting period up to and including 30th June 2023 was 1272.

At Charles Darwin School we rigorously investigate all unauthorised absence. Attendance is closely monitored, policies reviewed and we reward pupils who achieve 100% attendance.

The attendance figures for 2022/23 as at the week ending 30th June 2023 were as follows:

Authorised Absence	4.4%
Unauthorised Absence	4.7%
Overall Attendance	90.8%

Charging Policy

This policy applies to all schools in CDAT

The basic principle underlying the provisions of the Education Reform Act is that education provided wholly or mainly during school hours is free.

Charging is permitted for the following activities:

- (a) The full costs of board and lodging on residential visits.
- (b) The full costs associated with individual tuition in the playing of a musical instrument, whether in or out of school time. Exceptions are pupils pursuing GCSE or Advanced Level Music courses. Some financial support for these students may be available through the school fund.
- (c) The full costs of activities which take place wholly or mainly outside school hours, but which are not provided as part of the syllabus for a prescribed public examination and are not required in order to fulfil statutory duties related to the National Curriculum or to Religious Education.
- (d) Examination re-take fees.

Voluntary Contributions

From time to time the school may seek voluntary contributions from parents for some activities and materials that otherwise may not be possible to provide. Such activities may include:

Exceptional additional revision support outside of normal school hours – weekends and school holidays.

Equipment issued on loan to students

The school will normally require students to pay for any items not returned to the school or any that are broken whilst in the care of the student.

Pupil Premium

For pupils for whom the school is in receipt of the Pupil Premium the school may use some of the pupil's grant to offset the costs associated with the above activities.

**Reviewed by the Finance Committee
on 18th September 2023**

Achievement & Attainment Tables 2023

The following tables show subject by subject the achievement of pupils at GCSE/Vocational and post – 16.

Table 1	Summary of GCSE (including GCSE short course) / BTEC / National equivalent results achieved by pupils at the end of Key Stage 4
Table 2a	Latest available vocational qualification results achieved by pupils at the end of Key Stage 4
Table 2b	Latest available results for GCSE equivalent achieved by pupils at the end of Key Stage 4
Table 2c	Our school's subject performance compared to National Results at Grade 4 (Pass) and Above
Table 3a	Latest available GCE/A2/ National/BTEC examination results achieved by pupils aged 17 and 18 at the end of their second year of study
Table 3b	Latest available results for A-Level equivalent achieved by pupils at the end of Key Stage 4
Table 4	ALPS Rating, a measure of value-added at KS5

Note: *The tables shown in this document, are a summary of results only.*

*The full set of results, in the new prescribed DfES format with LEA and National comparisons will be available in January 2024.
Please apply to the School Administration Officer.*

Achievement & Attainment Tables 2023

Table 1

2023 Provisional Results Key Stage 4	
% of students achieving :	
At least, 5 GCSE at 4+ ⁽¹⁾	68.0%
Grade 4 ⁽¹⁾ or Above in English GCSE	79.9%
Grade 4 ⁽¹⁾ or Above in Maths GCSE	74.8%
Grade 4 ⁽¹⁾ or Above in both English & Maths GCSE	68%
Attainment 8 ⁽²⁾	45.7
Progress 8 ⁽²⁾	Estimated - 0.25 ⁽³⁾ TBC

(1) Grade 4 is the government described 'Pass'

(2) Attainment 8 & Progress 8 are performance measures, introduced by the government in 2016. Attainment 8 shows the grade that, on average, students achieved across a range of approved subjects. Progress 8 shows the progress made on average by students across the same range of subjects. This is expressed as part of a grade.

(3) Estimate from 4Matrix share & compare series

N.B. Given the uneven impact of the pandemic on school and college performance data, the government has advised that direct comparisons between the performance data for one school / college and another, or with data from previous years, should not be made.

With our personalised approach we expect 0% of our students at the end of KS4 and KS5 to be NEET (Not in Education, Employment and Training).

Results correct at the time of printing. We have a number of re-marks / reviews of marking, with exams boards, which may result in changes.

Table 2a

**Vocational Qualifications – Key Stage 4
Results achieved by pupils per subject – 2023**

Subject	No. of Entries		Distinction *	Distinction	Merit	Pass
Creative iMedia Studies Cambridge National Level 1/2	61	Level 2	-	-	14	20
		Level 1	n/a	14	6	3
Digital Information Tech. BTEC Level 1/2	21	Level 2	-	5	3	5
		Level 1	n/a	3	4	-
Music BTEC 1 st Award Level 2	14	Level 2	1	1	6	6
Sports 2018 (Award) BTEC Level 1/2	15	Level 2	-	2	4	5
		Level 1	n/a	-	-	4

Table 2b

Key Stage 4 GCSE Results achieved by pupils per subject – 2023

Number of pupils in the cohort: 198

GCSE Subject	No. of Entries	9	8	7	6	5	4	3	2	1
Art & Design	43	1	-	2	10	11	7	8	4	-
Biology	31	2	1	6	5	11	5	1	-	-
Business Studies	101	1	3	10	13	15	25	17	13	3
Chemistry	31	-	3	4	9	8	5	2	-	-
Computer Science	46	1	-	2	6	4	13	6	6	7
Dance (Expressive Arts)	8	-	1	1	1	2	-	3	-	-
Drama Performing Arts	28	2	2	4	8	2	6	3	1	-
DT : Product Design	35	-	-	5	4	10	4	9	1	2
English Language	199	2	4	14	42	46	36	42	8	4
English Literature	199	3	3	19	40	41	38	19	19	9
Film Studies	22	-	1	1	5	6	4	4	1	-
French	25	3	5	3	1	12	1	-	-	-
Geography	108	1	-	10	9	19	21	26	14	5
German	30	-	-	3	7	17	-	3	-	-
History	87	1	6	14	15	14	14	11	7	4
Mathematics	198	2	7	10	28	54	47	23	16	9
Music	13	1	1	2	4	3	2	-	-	-
Physical Education	46	1	5	11	9	10	5	5	-	-
Physics	31	1	3	2	9	12	3	1	-	-
Textiles	21	-	-	1	2	4	7	4	3	-

GCSE Subject	No. of Entries	9-9	9-8	8-8	8-7	7-7	7-6	6-6	6-5	5-5	5-4	4-4
Science Double Award	167	2	1	1	1	1	7	5	12	27	30	16
		4-3	3-3	3-2	2-2	2-1	1-1					
		17	19	12	8	3	3					

Table 2c

Key Stage 4 GCSE

Charles Darwin Subject Performance compared to National Results at Grade 4 (Pass) and Above

Results achieved by pupils per subject – 2023

Charles Darwin Results							National Results (4 +)
GCSE Subject	9	8	7	6	5	4	
Art & Design	2.3%	2.3%	7%	30.2%	55.8%	72.1%	76.1%
Biology	6.4%	9.6%	29.0%	45.1%	80.6%	98.7%	89.4%
Business Studies	1.0%	4.0%	13.9%	26.7%	41.6%	66.3%	89.4%
Chemistry	0.0%	9.7%	22.6%	51.6%	77.4%	93.6%	89.7%
Computer Science	2.2%	2.2%	4.4%	19.6%	28.3%	56.5%	64.6%
Dance	0%	12.5%	25%	37.5%	62.5%	62.5%	74.1%
Drama	7.1%	14.3%	28.6%	57.1%	64.3%	85.7%	75.9%
DT : Product Design	0%	0%	14.3%	25.7%	54.3%	54.3%	64.8%
English	1.0%	3.0%	9.6%	30.8%	54.0%	72.7%	64.2%
English Literature	1.5%	3.0%	12.1%	32.8%	53.5%	72.7%	73.9%
Film Studies	0%	4.6%	9.1%	31.8%	59.1%	77.3%	68.4%
French	12.0%	32.0%	44.0%	48.0%	96.0%	100%	70.5%
Geography	0.9%	0.9%	10.3%	17.8%	36.5%	56.1%	64.8%
German	0%	0%	10.0%	33.3%	90.0%	90.0%	76.9%
History	1.2%	8.1%	24.1%	41.4%	57.5%	73.6%	63.5%
Mathematics	1.0%	4.0%	9.6%	23.7%	51.0%	74.8%	61.0%
Music	7.7%	15.3%	30.7%	61.5%	84.6%	100%	76.4%
Physical Education	2.2%	10.9%	37.0%	56.5%	78.3%	89.1%	72.4%
Physics	3.2%	12.9%	19.4%	48.4%	87.1%	87.1%	90.0%
Textiles	-	-	4.7%	14.2%	33.3%	66.6%	76.1%

Table 3a

**Vocational Qualifications – Key Stage 5
Results achieved by pupils per subject – 2023**

Subject	No. of Entries	Distinction *	Distinction	Merit	Pass
Digital Media (Extended Certificate)	9	4	4	1	-
Health & Social Care (Extended Certificate)	9	1	2	5	1
I.T. BTEC (Extended Certificate)	7	2	2	2	1
Sport Development Coaching & Fitness	12	2	7	2	1

Table 3b

Key Stage 5 A-LEVEL
Results achieved by pupils per subject – 2023

Number of pupils in Year 13: 105				
Subject	No. of En-tries	A* - B	A* - C	A* - E
Art & Design	10	60%	90%	100%
Biology	10	50%	70%	100%
Business Studies	27	41%	81%	100%
Chemistry	5	60%	100%	100%
Computer Studies	8	13%	25%	88%
Dance	2	100%	100%	100%
Drama	8	38%	63%	100%
English Literature	15	73%	93%	100%
Film Studies	7	71%	86%	100%
Financial Studies LiBF L3 Diploma	38	84%	97%	100%
French	1	100%	100%	100%
Geography	5	60%	60%	100%
German	2	-	50%	100%
Government & Politics	5	40%	80%	100%
History	17	47%	76%	100%
Mathematics	12	50%	83%	100%
Further Mathematics	3	-	33%	100%
Medical Science L3 Diploma	7	71%	71%	86%
Music	3	33%	33%	67%
Music Technology	2	50%	50%	100%
Photography	17	41%	71%	100%
Physical Education	2	50%	50%	100%
Physics	10	30%	70%	100%
Psychology	19	32%	74%	100%
Sociology	23	48%	70%	100%
Textiles	7	29%	71%	100%

Table 4

2023 ACHIEVEMENT & ATTAINMENT TABLES			
Charles Darwin School ALPS Rating			
Year	2021	2022	2023
Rating	n/a	2	n/a

ALPs rating is a measure of value-added at KS5 that compares schools across the country. It measures how the school has performed, using GCSE results as a base line to project to A level.

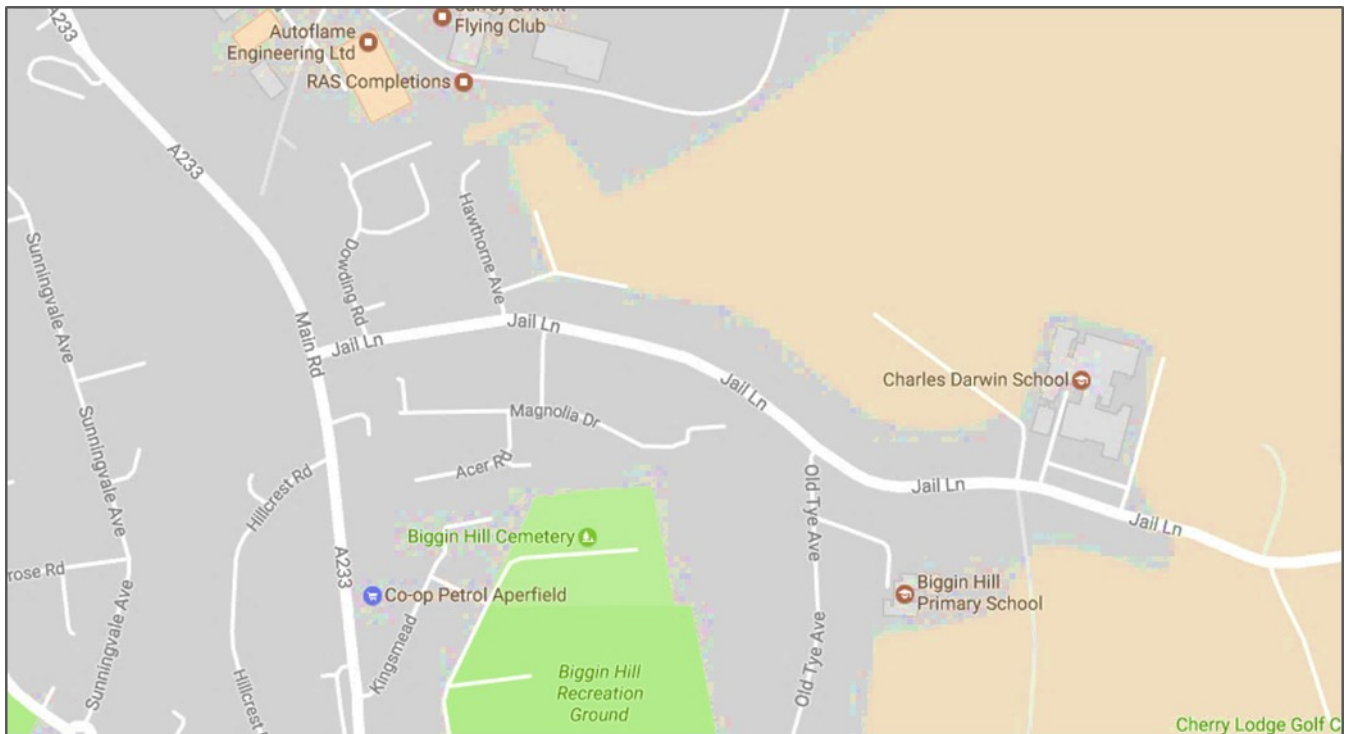
The rating is on a nine-point scale, where a rating of 1 means outstanding value-added and 9 means very poor value has been added.

Overall A level and equivalent grades are as follows:

2023 Provisional Results Key Stage 5	
A Level	
A* - A	8.9%
A* - B	44.6%
A* - C	73.4%
A* - E	99.1%
Applied A Level	
A* - A	9.64%
A* - B	31.3%
A* - C	74.7%
A* - E	98.8%

Given the uneven impact that the pandemic on school and college performance data, the government has advised that direct comparisons between the performance data for one school/college and another, or with data from previous years, should not be made.

How to find us...



Bus routes to/from Biggin Hill

- 664** New Addington to Charles Darwin School via Addington Interchange / Coney Hall / Keston Church
<https://tfl.gov.uk/bus/route/664>
- 684** Orpington to Charles Darwin School via Orpington Hospital / PRU / Keston Mark / Leaves Green
<https://tfl.gov.uk/bus/route/684>
- R2** Petts Wood to Biggin Hill Valley via Orpington / Keston Church / Biggin Hill
<https://tfl.gov.uk/bus/route/r2>
- R8** Orpington to Biggin Hill via Farnborough Hill / Downe (passes school)
<https://tfl.gov.uk/bus/route/r8>
- 246** Bromley North to Westerham Green via Hayes / Coney Hall / Keston / Biggin Hill
<https://tfl.gov.uk/bus/route/246>
- 464** New Addington to Tatsfield via Saltbox Hill / Biggin Hill
<https://tfl.gov.uk/bus/route/464>
- 320** Catford Bridge to Biggin Hill Valley via Bromley / Bromley Common / Keston Church
<https://tfl.gov.uk/bus/route/320>

Notes



Charles Darwin School

Aspire – Endeavour – Achieve

Jail Lane
Biggin Hill
Westerham, Kent
TN16 3AU
Tel: 01959 574043
Email: enquiries@cdarwin.com