



# Charles Darwin School

Aspire - Endeavour - Achieve

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



## Information Booklet

### 2023 Entry

# Contents

Headteacher's letter .....	3-4
Board of Governors.....	5
Senior Staff list.....	6
Term dates 2022/2023 .....	7
School Day 2023/2024.....	8
General School Information .....	9-13
Transition Programme.....	14-15
Admission Arrangements 2023/2024 .....	16-19
Physical Education.....	20-21
Entitlement Statements for Careers Education, Information, Advice & Guidance .....	22-23
Pupils with Special Education Needs & Disability .....	24
SEND Information Report .....	25
Sixth Form Courses .....	26
Code of Conduct.....	27-28
School Uniform .....	29
Home School Partnership Agreement.....	30
Attendance .....	31
Charging Policy .....	32
Achievement & Attainment Tables 2021.....	33-38
How to find us .....	39



# Charles Darwin School

Operated by the Charles Darwin Academy Trust

Headteacher: Aston Smith, BA (Hons) MA NPQH



September 2022

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.

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.

This year our headline figures were:

English & Maths (9-4 in both subjects)	72%
English (9-4)	84.7%
Maths (9-4)	73.3%
Science (9-4)	63.4%

At A Level and equivalent attainment and progress was excellent with:

20.3% at A\*-A  
48.4% at A\*-B  
79.6% at A\*-C  
100% at A\*-E

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

This year our Open Morning will take place on **Saturday, 8<sup>th</sup> October 9.30am – 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 11<sup>th</sup> October to Thursday 13<sup>th</sup> October**. Tours commence at 8.40 am and 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 Attendance Secretary, Mrs. Paterson on 01959 574043 ext 261.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Aston Smith', with a stylized flourish at the end.

Aston Smith  
Headteacher

# Board of Governors

Wef September 2021

## BOARD OF GOVERNORS

wef September 2022

<b>Governors</b>	Cllr. Mike Botting	01/01/22 – 31/12/2025
	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
	Mrs. Jennie Sugarman	01/02/21 – 31/01/2025
	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
	Mrs. Sheila Wilson (parent)	29/01/19 – 28/01/2023
<b>Staff Governors</b>	Miss Gemma Currie	01/09/19 – 31/08/2023
	Mrs. Georgina Quinn-Addison	08/02/21 – 07/02/2025
<b>Headteacher</b>	Mr. Aston Smith	(ex officio)
<b>Company Secretary</b>	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. J. Burtonshaw  
Mr. R. Jones  
Mrs. R. Kearney  
Ms. L. Kelly  
Mrs. S. Pitt  
Mr. J. Simpson

Assistant Headteacher  
Assistant Headteacher  
Assistant Headteacher / Head of Sixth Form  
Assistant Headteacher  
Assistant Headteacher  
Assistant Headteacher

Mr. D. Desai  
Mrs. G. Jones

Lead Practitioner / Mathematics  
Lead Practitioner / Science

Ms. Z. Partridge

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  
Ms. A. Roberts  
Mr. D. Watson

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

## Heads of Department

Miss C. Abbotts  
Mr. S. Archer  
Mr. A. Chubb  
Mr. S. Culver  
Miss G. Currie  
Miss N. Doughty  
Mr. T. Jones  
Miss V. Mace  
Mr. I. Manchester  
Dr. R. Piercy  
Miss L. Swinscoe}  
Mrs. S. Davies}  
Ms. M. Foy-Smith

Dance  
Media  
Photography  
Biology  
Drama  
Art & Textiles  
Geography  
Music  
Business Studies  
Chemistry  
History  
History  
SENCO

## Achievement Co-ordinators

Miss A. Gillespie  
Mrs. N. Tsang  
Mr. D. Lamb  
Mr. J. Bidwell  
Ms C. Zysemil

Year 7  
Year 8  
Year 9  
Year 10  
Year 11

## Sixth Form

Mrs. R. Kearney  
Mr. R. Goss

Head of Sixth Form  
Assistant Head of Sixth Form

## Personnel & Administration Manager

Mrs. J. Hodgkinson

## Term Dates 2022/23

### **AUTUMN 2022**

Thursday 1<sup>st</sup> September - 14<sup>th</sup> October

*Half Term: Monday 17<sup>th</sup> October – Friday 28<sup>th</sup> October*

Monday 31<sup>st</sup> October – Wednesday 21<sup>st</sup> December

*Christmas Holiday: Thursday 22<sup>nd</sup> December – Tuesday 3<sup>rd</sup> January*

### **SPRING 2023**

Wednesday 4<sup>th</sup> January – Friday 10<sup>th</sup> February

*Half Term: Monday 13<sup>th</sup> February – Friday 17<sup>th</sup> February*

Monday 20<sup>th</sup> February – Friday 31<sup>st</sup> March

*Easter Holiday: Monday 3<sup>d</sup> April – Friday 14<sup>th</sup> April*

### **SUMMER 2023**

Monday 17<sup>th</sup> April – Friday 26<sup>th</sup> May

*Half Term: Monday 29<sup>th</sup> May – Friday 32<sup>nd</sup> June*

Monday 5<sup>th</sup> June – Friday 21<sup>st</sup> July

### **INSET days:**

Wednesday 31<sup>st</sup> August 2022

Monday 31<sup>st</sup> October 2022

Friday 27<sup>th</sup> January 2023

Tuesday 4<sup>th</sup> July 2023

+ 2 inset days as twilights

# 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; in the last Ofsted inspection (January 2018) the school was judged to be "Good". The letter following this inspection highlighted the school's many strengths and strong features. Examination results at Key Stage 4 show high numbers of students passing (Grade 4+). Our results show continuous improvement in attainment against the previous two years of results when students sat formal examinations (2019 and 2018). The Sixth Form is excellent. Results in the Sixth Form for 2021/22 has put the school in the top 10% of schools in the country for value-added.

The school is very popular and has grown in size considerably over the years. Last year it had 1314 students on roll including the Sixth Form.

At the heart of the school are its distinctive ethos and a shared vision which are supported by the staff, students, parents and governors. 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.

### Our Values and Expectations

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.

#### **Achievement**

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**

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.

Obviously, the choices that students make for GCSE study are very important, it is imperative that students study a broad and balanced group of subjects and that they study the EBAC subjects wherever possible. Consequently, we devote time and energy into providing good guidance to all students and their families. In addition to an options evening we schedule personalised meetings for families with tutors for all students undergoing this choice process. The aim being to ensure that students are challenged academically and are motivated by their choices, studying subjects that are likely to ensure long term success.

## **Sixth Form**

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

## **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 the latest ICT facilities, 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 a specialist software programme.

## **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
- Visits and exchanges to France, Germany and a variety of destinations both in this country and abroad
- Residential field study visits
- Curriculum Enrichment Days when students can pursue a variety of curriculum linked activities
- Charity events
- Business and community links
- Inter-House 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 “Show My Homework” web-based facility, this enables more effective and efficient homework administration.

## **Discipline**

We demand high standards of discipline. 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.

Our system of praise is based around our school values of “Aspire, Endeavour and Achieve” and is communicated with home via Satchel One.

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.

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**

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. 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, PHSE tutorial programmes, Science and Physical Education.

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
- 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

### **Friends of Charles Darwin**

Every parent is automatically a member of the Friends of Charles Darwin School. The Friends 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.

September 2022

# 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 in three-week blocks 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.

## **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.

Continued...

### **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.

### **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 A. Gillespie - Acting Achievement Co-ordinator Year 7—[agi@cdarwin.com](mailto:agi@cdarwin.com)**

**Miss E. Corris - Acting Year 7 Transition Manager—[ecs@cdarwin.com](mailto:ecs@cdarwin.com)**

# Admission Arrangements for 2023/24

## 1. Admission Numbers

- 1.1 The published admission number for September 2023 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 15<sup>th</sup> November 2021  
and formally approved by the CDAT Board on 26<sup>th</sup> November 2021*

# 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.

Boys curriculum	Girls curriculum
Football	Football
Rugby	Rugby
Table Tennis/Badminton	Table Tennis/Badminton
Basketball	Netball
Judo	Trampolining
Cross country/orienteering	Gymnastics
Athletics	Athletics
Cricket	Cricket
Softball	Rounders
Health related fitness	Health related fitness

## 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, trampolining and athletics; in addition girls have teams for netball and rounders, boys have teams for rugby, basketball and cricket.

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 has had a long term relationship with Revolve Trampolining Club which ensures we can offer lunchtime and after school activities for all abilities and the latest initiative is to introduce Judo as an after school Club after it embeds in curriculum time during autumn term 2022.

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. Summer 2022 introduced 'The Darwin Games' which allowed every student in school to enjoy competition in an athletics event, this is sure to expand its activities in the future and offer still more engagement for all levels of ability.

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

[ibu@cdarwin.com](mailto:ibu@cdarwin.com)

**Director of Sport**

[jbi@cdarwin.com](mailto:jbi@cdarwin.com)

**Head of Boys' PE**

[con@cdarwin.com](mailto:con@cdarwin.com)

**Head of Girls' 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

## **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 speak to employers
- had an introduction to sixth form life at Charles Darwin through conversations with current sixth form students
- participate in at least one meaningful encounter with an employer

**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/Pupil Resource Agreement Review 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 SEN 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.

The school site can be accessed via ramps, and external agencies have also been involved in the process of modifying the building so that it is more accessible to disabled pupils; this included a site audit by the Kent Association for the Blind.

The school has a Special Educational Needs Policy which is reviewed annually. Changes to the policy are discussed with the Governor who has responsibility for pupils with special needs. The policy is made available to the parents and carers of prospective pupils.



# 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 disorder [ASD]; 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 July all pupils sit Cognitive Ability Tests (CATs), reading comprehension, spelling 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. Average class size is 25-30 pupils in Key Stage 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

All major A Levels are now reformed which means many of the subjects on offer are now two year courses. However, Charles Darwin School continues to offer inclusive programmes 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 equally provide access to college, advanced apprenticeships and many professions.
- The major change to A Levels is that they 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 2022 entry in the Sixth Form at A Level/Level 3 include:

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

These 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 Activity

Sixth Formers organise a number of social events, the highlight of which is the Leavers' 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
- Play sensibly outside - do not fight or upset other pupils

## To and from school

- Remain in full school uniform until you get home
- Never smoke 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 be made in the afternoon.
- Always be on time for school - you should be in school for **8.15am** and outside your form room by **8.25am**.
- If you arrive after 8.30am you must sign in at Student Services, if you haven't been asked to sign in at the gate. If you are late for 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 may 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

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. Decorative attachments should not be worn in hair.

All items must be clearly marked with the pupil's name.

Do not wear:

- Jewellery (watches permitted)
- Make-up (Year 10/11s may wear discreet make-up but fake tan is not acceptable in any year group)
- Nail varnish
- Coats and other outdoor clothing (inside school building)
- Sweatshirts with or without hoods
- False eyelashes or false nails / nail extensions
- Bandanas, hoods, caps or hats

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 are supplied by Oz Schoolwear. If students are not in full uniform, they will work in Isolation until the correct uniform is being worn.

- Navy blue (Charles Darwin style) school skirt\*.
- Optional uniform: Dark grey (Charles Darwin style) fitted trousers\* (to be worn with black tights or plain black socks.) **One set style only. No other style/colour will be accepted.**
- Navy blue school blazer\*
- House school badge for blazer\*
- Plain white open-necked blouse (revere style collar, not shirt collar)
- Navy blue V-neck school jumper with red school logo or navy blue sleeveless jumper with red school logo\*
- Plain white short socks or plain black tights (no pattern)
- 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

or

- Charcoal trousers\*
- Navy blue school blazer\*
- House school badge for blazer and a House tie\*
- Plain white shirt with collar
- Navy blue V-neck school jumper with red school logo or navy blue sleeveless jumper with red school logo\*
- Plain black or navy blue socks
- 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

## Compulsory Uniform

**\*indicates available only from Oz SchoolWear**

Oz SchoolWear  
6 Chatsworth Parade  
Queensway, Petts Wood  
Orpington  
Kent BR5 1DF

Telephone: 01689 824767  
Email: [info@ozschoolwear.co.uk](mailto:info@ozschoolwear.co.uk)  
Online Store: [www.ozschoolwear.co.uk](http://www.ozschoolwear.co.uk)

Oz SchoolWear opening times are 9:30am-5:00pm, Monday to Saturday. Uniform can also be purchased online or by phone and be posted home (at a cost of £4.25) or delivered to school on Thursday lunchtimes. Pupils or parents can then collect after school (up to 3.30pm). Selected items of uniform can be ordered/purchased from Main Reception during the term (ties, blazer badges PE socks).

If you are in any doubt about details of the Uniform Policy, please contact the school rather than rely on assurances from students which may be incorrect.

# 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

530 applications for 224 places were received for the 2022/23 Year 7 intake. Nine appeals were lodged with one place being offered before the hearing from our waiting list. No appeals were successful.

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 17th June 2022 was 1317.

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 2021/22 as at the week ending 17th June 2022 were as follows:

Authorised Absence	3.4%
Unauthorised Absence	5.7%
Overall Attendance	90.9%

# 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 student 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 Finance Committee  
on 24th January 2022**



## Achievement & Attainment Tables 2022

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 2  | Latest available results for GCSE equivalent achieved by pupils at the end of Key Stage 4   |
| Table 3  | Latest available vocational qualification results achieved by pupils at the end of Key Stage 4  |
| Table 4a | 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 4b | ALPS Rating, a measure of value-added at KS5  |

### KEY:

Note: This is a summary of results only. The full set of results in new prescribed DfES format with LEA and National comparisons will be available in January. Please apply to the School Examinations Officer.

# Achievement & Attainment Tables 2022

Table 1

<u>2022 Provisional Results</u> <u>Key Stage 4</u>	
Progress 8	Tbc
5 or Above in English & Maths	43%
4 or Above in English & Maths	72%
Grade 4 or Above in English	84.65%
Grade 4 or Above in Maths	73.27%
% of grades in all subjects 9-4	73.90%
Attainment 8*	46.61%
EBACC average points score	3.92
% of pupils entered for EBACC	26.70%

*\*Attainment 8 and Progress 8 are two new performance measures introduced by the government from 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.*

*\*\* Ebacc APS. This is the average points score of students over the following subject areas: English, Maths, Sciences, a Language, and either History or Geography. The English Baccalaureate is not a test or qualification; it is a measure used to provide information about a particular range of qualifications. This is available to all students but is not compulsory.*

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

Table 2

<b>2022 ACHIEVEMENT &amp; ATTAINMENT TABLES</b>										
<b>GCSE results achieved by pupils. Subject by Subject</b>										
<b>No. of pupils in the cohort</b>									<b>207</b>	
<b>No. of pupils in the cohort not entered for GCSEs</b>									<b>5</b>	

<b>Subject GCSE</b>	<b>No. of Entries</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Art & Design	42	2	-	5	9	8	10	6	2	-
Biology	22	2	1	5	5	7	1	1	-	-
Business Studies	76	2	2	6	14	17	9	12	6	6
Citizenship	1	-	-	-	1	-	-	-	-	-
Chemistry	22	1	3	5	7	5	1	-	-	-
Computer Science	22	-	-	-	6	7	2	2	1	4
Dance (Expressive Arts)	10	2	2	1	3	2	-	-	-	-
Drama Performing Arts	31	3	5	6	2	5	4	2	2	-
DT : Product Design	66	3	3	2	12	12	12	16	4	1
English	202	2	9	21	38	49	41	31	4	3
English Literature	202	3	5	13	47	50	31	25	14	6
Film Studies	22	1	1	1	8	3	2	4	1	1
French	37	1	1	3	8	18	2	4	-	-
Geography	76	2	1	5	13	14	9	17	13	-
German	32	1	1	4	5	12	2	4	-	-
History	116	2	5	17	16	12	19	24	8	9
Mathematics	202	1	4	14	25	48	56	32	16	3
Music	15	-	3	2	7	3	-	-	-	-
Physical Education	26	-	1	3	3	7	7	3	2	-
Physics	22	-	3	1	9	7	2	-	-	-
Spanish	2	-	-	1	-	-	1	-	-	-
Textiles	24	-	-	-	8	6	8	1	-	1

<b>Subject GCSE</b>	<b>No. of Entries</b>	<b>9-9</b>	<b>9-8</b>	<b>8-8</b>	<b>8-7</b>	<b>7-7</b>	<b>7-6</b>	<b>6-6</b>	<b>6-5</b>	<b>5-5</b>
Science Double	178	1	-	3	1	-	5	7	17	18
		<b>5-4</b>	<b>4-4</b>	<b>4-3</b>	<b>3-3</b>	<b>3-2</b>	<b>2-2</b>	<b>2-1</b>	<b>1-1</b>	
		27	27	26	20	12	4	2	1	

Table 3

<b>2022 ACHIEVEMENT &amp; ATTAINMENT TABLES</b>						
<b>Vocational Qualification Results achieved by pupils Subject by Subject.</b>						
<b>Subject</b>	<b>No. of Entries</b>	<b>Distinction *</b>	<b>Distinction</b>	<b>Merit</b>	<b>Pass Level 2</b>	<b>Pass Level 1</b>
Certificate in Media Studies level 1/2	68	2	18	11	18	17
Information Technology CNAT Level 1/2	21	-	3	-	10	7
Music level 1/2 1 <sup>st</sup> Award BTEC	15	2	1	7	5	-
Sports Studies level 1/2 1 <sup>st</sup> Award BTEC	45	3	-	29	12	1

Table 4a

<b>2022 ACHIEVEMENT &amp; ATTAINMENT TABLES</b>					
<b>A2 Examination results achieved by pupils at the end of their 2<sup>nd</sup> year of study.</b>					
<b>Total no of pupils in Year 13:</b>					<b>109</b>
<b>Subject</b>	<b>No. of Entries</b>	<b>A* - B</b>	<b>A* - C</b>	<b>A* - E</b>	
Art & Design	13	6	11	13	
Biology	9	6	9	9	
Business Studies	15	12	15	15	
Chemistry	6	5	5	6	
Computer Studies	4	1	1	4	
Dance	3	1	3	3	
Drama	3	1	3	3	
English Literature	10	6	9	10	
Film Studies	10	6	9	10	
Financial Studies LiBF L3 Diploma	34	24	30	34	
French	2	1	1	2	
Geography	11	4	10	11	
Government & Politics	11	5	7	11	
History	9	7	9	9	
Mathematics	16	3	6	16	
Medical Science L3 Diploma	17	3	12	17	
Music	2	2	2	2	
Music Technology	4	-	3	4	
Photography	20	9	19	20	
Physical Education	10	5	8	10	
Physics	7	4	7	7	
Sociology	27	14	22	27	
Textiles	8	5	8	8	
<b>National / BTEC Examination results achieved by pupils at the end of their 2<sup>nd</sup> year of study</b>					
<b>Subject</b>	<b>No of Entries</b>	<b>Distinction *</b>	<b>Distinction</b>	<b>Merit</b>	<b>Pass</b>
Digital Media (Extended Certificate)	22	12	7	3	-
Health & Social Care (Extended	18	-	5	13	-
Information Technology	6	1	2	3	-
Sport (equivalent to 3 A Levels)	36	14	13	3	6

Table 4b

2022 ACHIEVEMENT & ATTAINMENT TABLES			
Charles Darwin School ALPS Rating			
Year	2020	2021	2022
Rating	n/a	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.

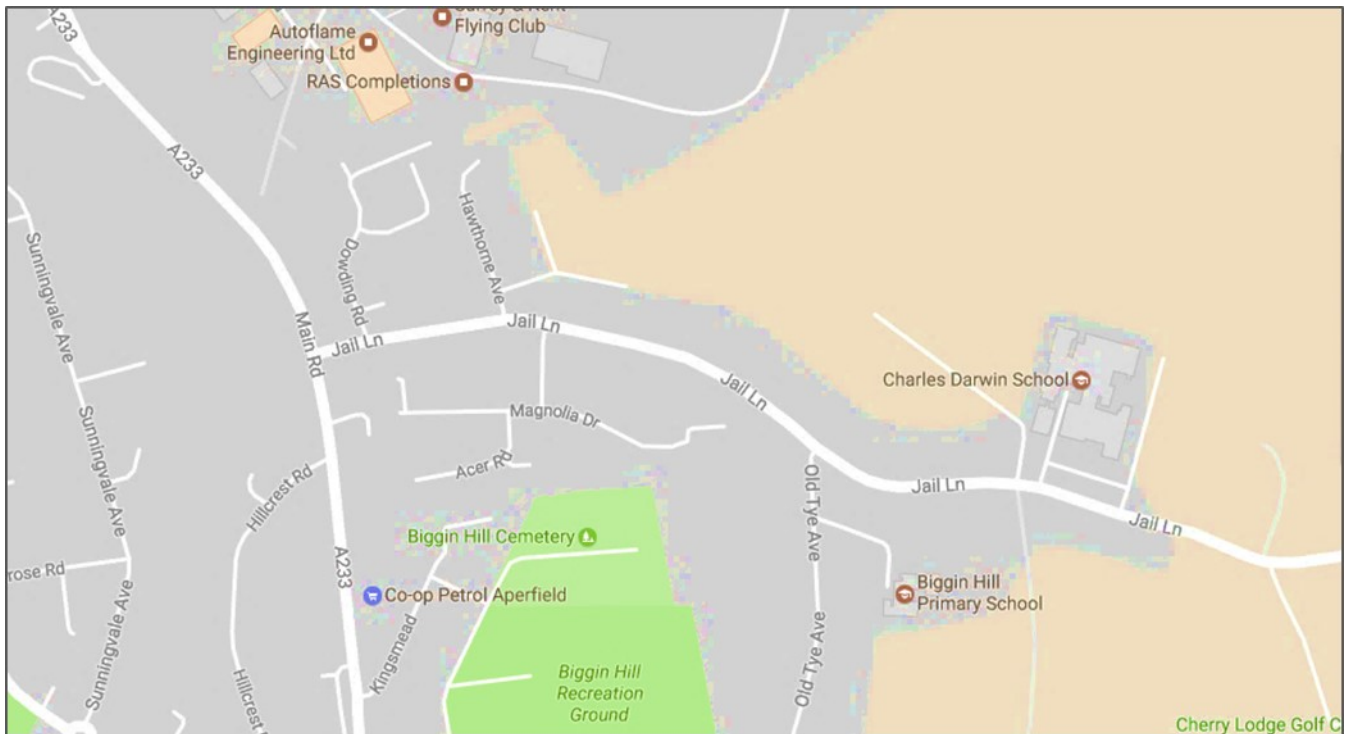
The rating is on a nine point scale where a rating of 1 means outstanding value-added and 9 means very poor value-added.

Overall A Level and equivalents grades are as follows:

2022 Provisional Results	
<i>A Level</i>	
A* - A	20.30%
A* - B	48.40%
A* - C	79.60%
A* - E	100%
<i>Applied A Level</i>	
A* - A	12.90%
A* - B	32.70%
A* - C	55.10%
A* - E	99.10%

*Given the uneven impact of the pandemic on school and college performance data, the government has said that direct comparisons between the performance data for one school or college and another, or to 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>







# Charles Darwin School

Aspire – Endeavour – Achieve

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