



HALL MEAD SCHOOL



**A DfES-DESIGNATED
TECHNOLOGY COLLEGE,
LANGUAGE COLLEGE
AND LEADING EDGE SCHOOL**



A Family for Life



2007

HALL MEAD SCHOOL



INTRODUCTION

It gives us great pleasure to introduce Hall Mead School to you.

Since its opening in 1960, the School has offered its pupils a high-quality and balanced education. Its success has been based not only on the pursuit of excellence but also on the conviction that each individual must be supported and valued. Hall Mead is a caring and sensitive community, providing for and benefiting from each member of its 'family' – pupils, parents, staff, governors, and friends.

Hall Mead is an exciting place to be. It is designated as a Leading Edge School, a Technology College and a Language College by the DfES. It is also the lead school in a teacher training consortium. We trust that the pages which follow will give you a flavour of the School in whatever capacity you read this prospectus. We hope that you will want to find out more. Please do not hesitate to write or telephone for further information or to arrange a visit. You will be most welcome.

James Brooks

Alan McFadden

Elaine Ward

HALL MEAD SCHOOL

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PLEASE NOTE: The information contained in this prospectus relates to the opportunities which are currently available at the School. It should not be assumed that there will be no changes affecting the relevant arrangements in subsequent school years.

HALL MEAD SCHOOL

1.

THE SCHOOL

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Telephone Number:	(01708) 225684/229655/229603
Fax Number:	(01708) 220232
E-mail:	office@hallmeadschool.com
Website:	www.hallmeadschool.com
Number of Pupils:	958
Acting Head Teachers:	Mr. J. Brooks, Cert. Ed. Mr. A. McFadden, B.A. (Hons) Ms. E. Ward, B.A. (Hons)
Assistant Head Teachers:	Mrs. T. Parsons, B.A. (Hons) Mr. P. Cotter, B.Sc.
Chairman of Governors:	Mr. J. McKernan

Hall Mead is a co-educational comprehensive school. Of the 192 pupils who are admitted to the School each year, the majority come from Cranham and Upminster, the remainder from other parts of Havering. The School is a popular choice with parents, and, as a consequence, it has been consistently oversubscribed.

The School, which caters for the 11–16 age range, works in partnership with both Havering Sixth Form College and Havering College of Further and Higher Education. At 16, most Hall Mead pupils transfer to one or other of the colleges in order to take advantage of the wide range of high quality courses available.

The School's current staffing complement comprises 75 teachers and 63 support staff. Hall Mead prides itself on the quality of its staff. The combination of experience, expertise, enthusiasm and commitment ensures that pupils and parents receive the best possible service.

The School has pleasing, well-maintained buildings and grounds which are valued and respected by pupils. The excellent specialist facilities include:–

- (i) Seven science laboratories.
- (ii) Seven technology rooms, including 4 design and technology workshops, a design and graphics room and two food technology rooms.
- (iii) An information and communication technology/business studies suite, equipped with up-to-date ICT hardware.
- (iv) A large and attractive hall, two drama studios, three art rooms, and a music suite (including practice rooms, a music technology room and a recording studio).
- (v) A resources centre, which houses the Library; multi-media computer, audio-visual and reprographics facilities; and an exhibition/conference room.
- (vi) A careers room in which a wide range of information is provided.
- (vii) A sports complex comprising a sports hall, gymnasium, health and fitness suite, tennis courts and other outdoor facilities.
- (viii) A Learning Support Centre.
- (ix) A computer centre in each of our six faculties.
- (x) A new E-Learning Centre.

HALL MEAD SCHOOL

2.

SPECIALIST SCHOOL STATUS

At Hall Mead, we strive constantly to improve upon the excellent record of achievement and success that has been established in the past. We continue to raise our sights and to set ourselves new challenges across the whole curriculum. We are determined to provide innovative educational strategies, first class facilities and a wide range of extra-curricular opportunities for our pupils, parents and community to assist them in developing skills to the highest degree.

In pursuit of these aims, Hall Mead has been at the forefront of the specialist schools movement.

TECHNOLOGY COLLEGE STATUS



In 1997, the School became the first in Havering to achieve specialist school status when it became a technology college. This status has been re-confirmed on two subsequent occasions. Over the past nine years, it has made possible major developments in Technology, Science, Mathematics and Business Education. In addition, the expansion of facilities for Information and Communication Technology has provided added dimensions to learning and teaching in all areas of the curriculum.

LANGUAGE COLLEGE STATUS



With the awarding of Language College status in 2006, Hall Mead became one of the first schools in the country to be granted two specialisms. We will now be in a position to undertake further exciting work in this area of the curriculum where there are already examples of very good practice including the provision of lessons for local primary schools, the fast-tracking of our most able linguists and a unique partnership with Paulsen-Gymnasium in Berlin.

We are committed to the role of providing a lead in the fields of technology and languages in order to ensure that our young people are given the skills to shape the 21st century.

We aspire to establish ourselves as a centre of excellence in our specialist areas within one of the best comprehensive schools in England.

3.

LEADING EDGE AND BEACON SCHOOL STATUS



Her Majesty's Chief Inspector of Schools' Annual Report for 1999 highlighted Hall Mead as providing a good quality of education, achieving high standards and receiving an outstanding inspection report.

Subsequently, we were delighted to be awarded Beacon School status which committed us to working in partnership with other schools and to sharing the successful practice from which Hall Mead pupils benefit. In 2002, we were designated by the DfES as a Leading Edge School, charged with the responsibility of being at the forefront of educational innovation.

The 2005 Chief Inspector's report once again identified Hall Mead's strength by including it in the small group of schools described as "particularly successful".

4.

SCHOOL ACHIEVEMENT AWARD



In 2001 and 2002, the School received the DfES's School Achievement Award for Excellence.

HALL MEAD SCHOOL

5.

THE GOVERNING BODY

The Governing Body of Hall Mead School has responsibility under the School's Articles of Government for its general direction. The Head Master is responsible for the internal organisation and management of the School.

The Governing Body, which normally consists of eighteen members, is currently made up as follows:-

GOVERNORS NOMINATED BY THE LOCAL AUTHORITY:-

Mr. D. Forster
Mr. N. Fuller
Mr. J. McKernan
Mr. S. Lister

PARENT GOVERNORS

Mr. K. Atkins
Mrs. S. Beasley
Mr. J. Chesterton
Mr. J. Cook
Mr. D. Harries
Mr. D. Leeder

STAFF GOVERNORS

Miss K. Chandler
Mr. G. Lewis
Mrs. T. Parsons

ACTING HEAD TEACHERS

Mr. J. Brooks
Mr. A. McFadden
Ms. E. Ward

COMMUNITY GOVERNORS

Mr. M. Evans
Mrs. J. Long
Mr. S. Roome
Vacancy

Please note that the next election for parent governors is scheduled to take place early in the Autumn Term, 2008.

The Governing Body has significant responsibilities. In particular, it is responsible for the School's delegated budget and for the curriculum. At Hall Mead, individual governors are linked to specific curricular areas.

At the end of each academic year, the Governing Body publishes the "School Profile" which is a summary of achievements and developments at the School during the previous twelve months.

HALL MEAD SCHOOL

6.

THE SCHOOL'S VALUES AND AIMS

VALUES

- We strive for the best for each pupil.
- Each pupil is of equal importance.
- All pupils deserve to experience success in their learning.
- Each pupil has the right to learn and each teacher the right to teach with the support of all members of the School community and without disruption.
- Collectively and individually, Hall Mead staff set and maintain the highest professional standards.

AIMS

- To provide and maintain a disciplined, caring environment in which teachers can teach and pupils can learn.
- To provide the highest standard of teaching for all pupils.
- To ensure the highest standard of learning for all pupils.
- To challenge each pupil to achieve the best of which he or she is capable.
- To provide the highest standards in personal care, support and individual development.
- To enable pupils to understand and be part of the wider world in which we live.
- To enable pupils to take their places with confidence in a rapidly changing technological environment.

7.

THE SCHOOL DAY

School hours:–

Morning session:	8.50 a.m. – 12.25 p.m.
Afternoon session:	1.25 p.m. – 3.35 p.m.

The pupils have a total of 6 hours 45 minutes in each school day. This is arranged as follows:–

Registration/Assembly	:	8.50 a.m. – 9.05 a.m.
Lesson 1	:	9.05 a.m. – 10.05 a.m.
Lesson 2	:	10.10 a.m. – 11.10 a.m.
Break	:	11.10 a.m. – 11.25 a.m.
Lesson 3	:	11.25 a.m. – 12.25 p.m.
Lunch	:	12.25 p.m. – 1.25 p.m.
Registration	:	1.25 p.m. – 1.30 p.m.
Lesson 4	:	1.30 p.m. – 2.30 p.m.
Lesson 5	:	2.35 p.m. – 3.35 p.m.

The minimum total time spent on teaching each day is 5 hours (excluding break, registration, lunch and assembly times). The total time for which each pupil is taught per week is 25 hours.

Some pupils in years 8, 9, 10 and 11 undertake additional courses and, as a result, attend lessons beyond the normal school day.

The Government's recommended minimum teaching time per week is 24 hours.

HALL MEAD SCHOOL

8.

THE CURRICULUM AND ITS ORGANISATION

The School's aims for the curriculum are as follows:—

1. To ensure full access to the National Curriculum and other subjects for all pupils in accordance with the School's Equal Opportunities Policy.
2. To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and the ability to apply themselves to tasks and physical skills.
3. To help pupils to acquire knowledge and skills relevant to adult life and employment in a rapidly changing world.
4. To instill spiritual and moral values and tolerance of other races, religions and ways of life.
5. To help pupils to understand the world in which they live and the interdependence of individuals, groups and nations.
6. To help pupils to appreciate human achievements and aspirations.
7. To help pupils to develop an historical perspective of the society and world in which they live.
8. To help pupils to use language and number effectively.
9. To enable all members of the School community and members of the local community which the School serves to enjoy the benefits and opportunities afforded by a technological society.
10. To encourage all pupils to participate fully in the wider community, and develop an understanding of the rights and responsibilities of citizenship.

On entering the School, each pupil is allocated to a tutor group. The tutor groups are based on the house system, in which the four houses (Chapman, Dickens, Talbot and Waltham) are used for pastoral, social and competitive purposes. A pupil normally stays in the same tutor group throughout his or her time at Hall Mead.

Each group represents a cross-section of pupils and is balanced in terms of pupils' abilities. In the Lower School (Y7-Y9), pupils are taught in their tutor groups for the most part, but provision is made at various stages in some subjects for grouping in sets based on ability. For the first three years, pupils follow a common curriculum in the main, the aim being to provide a complete foundation programme for all. The maximum size of a teaching group in the Lower School is normally 24.

YEAR 7

Subject

Periods per week

Mathematics†	3
English	3
French or German*	3
History	1½
Geography	1½
Religious Education	1
Music	1
Art	1
Drama	1
Personal and Social Education	1
Science	3
Technology	2
Information Technology	1
Physical Education	1
Swimming	1

25

Comments

*50% of pupils study each subject.

YEAR 8

Subject

Periods per week

Mathematics†	3
English	3
French or German†‡	3
History	1½
Geography	1½
Religious Education	1
Music	1
Art	1
Drama	1
Personal and Social Education	1
Science	3
Technology	2
Information Technology	1
Physical Education	2

25

Comments

†Sets.

‡ Some pupils study Italian or Latin in addition.

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8.

THE CURRICULUM AND ITS ORGANISATION (CONTINUED)

YEAR 9 Subject	Periods per week
Mathematics†	3
English	3
French or German†*	2
History	1½
Geography	1½
Religious Education	1
Music	1
Art	1
Drama	1
Personal and Social Education	1
Science	3
Technology	3
Information Technology	1
Physical Education	2
	25

Comments

†Sets

*Some pupils study Italian or Latin in addition.

THE UPPER SCHOOL CURRICULUM

In order that all pupils receive a balanced education to the age of 16, in Years 10 and 11 they study Mathematics (3 periods), English (3), Balanced Science (4½), Physical Education (1½), and Personal and Social Education (1), which includes Careers Education and Religious Education.

With considerable guidance, pupils are allowed to complete their own timetables by choosing from the following range of subjects:-

Art and Design	Dance
Art and Design – Graphics	Drama
Art and Design – Textiles	French
Art and Design – Fine Art	Geography
Business and Communication Systems	German
Business Studies	History
Child Development	Information Technology
Design and Technology:	Law
Computer Aided Design and Manufacture	Media Studies
(CAD/CAM)	Music
Electronic Products	Physical Education
Fashion	Religious Studies
Food Technology	Spanish
Graphic Products	
Resistant Material Technology	

An examination can be taken in each of these subjects.

Pupils may choose to follow courses in five of these subjects but their choices must include a technological subject, a creative subject, a humanity and a modern language. Able linguists can select a second modern language at this stage. Some pupils will be offered additional courses including AS Level Design and Spanish. In certain subjects "fast-track" courses are available, allowing pupils with a particular aptitude to sit the GCSE examination one year early, at the end of Year 10, or occasionally, two years early, at the end of year 9. In due course, in accordance with national policy, a range of Diplomas will be offered at Key Stage 4 in addition to the GCSE programme.

HALL MEAD SCHOOL

9.

CAREERS GUIDANCE

The programme of Careers Education begins in September of Year 7, with a short module on general careers education, carried on in Year 8. The main emphasis is on self-awareness, looking with pupils at what skills they feel they possess, and an introduction to the Careers Library, which will be an important focus in the future, together with an introduction to some careers software.

The main development begins in Year 9 with self-assessment, basic careers information, contact with a specialist careers advisor, and the completion of the options booklet in preparation for the transfer to Year 10. Each pupil will have an interview with a senior member of staff before their options are finalised.

In Year 10 the syllabus includes self-evaluation, looking at the world of work and learning more about Further and Higher Education. In our Careers Library we have computers and all of the software packages are networked on to the school system. The School's website also provides up to date information on careers education. Outside speakers are invited in to provide information on careers and future pathways. All pupils undertake a two-week period of work experience with a briefing and debriefing session. Pupils have the opportunity to undertake work experience in Berlin through our partner school.

The pattern continues in Year 11. Every pupil receives a personal interview with a Careers Guidance representative, before the completion of his or her college transfer form. Speakers are invited in from the colleges to inform pupils about subjects they have not experienced before e.g. Law, Psychology, Sociology, Economics, etc. There is a great emphasis on personal guidance in helping pupils to make the right decision at this important crossroad in their lives.

The School, which works closely with Futures Connexions, has an excellent record in terms of preparing pupils for Further Education, and for employment, with much work being done on Modern Apprenticeships. Strong links have been developed with the local colleges. For some years a higher percentage of pupils from Hall Mead have moved on to post-16 education than is the pattern both in Havering and nationally.

The following is a summary of the destinations of Year 11 pupils in 2006:-

Full time Education	:	85%	Seeking Work or Training	:	5%
Employment with Training	:	9%	Destination Unknown	:	1%

10.

HOMework

Hall Mead School sets homework in most subjects. We believe that homework plays an integral part in each pupils learning and expect that parents will wish to support us in this matter.

Each pupil receives a variety of set work. It is important for parents to appreciate that not every homework set is written. Indeed, homework is set in many different forms; for example, it may involve research, discovery, small practical tasks, coursework, revision or the continuation of work begun in class. Each homework is not necessarily a self-contained exercise; one piece of work may be set over a period of several weeks.

Each homework set to Lower School pupils should take approximately 30 minutes to complete. In the Upper School, the expectation is of at least 45 minutes work. Parents are provided with a homework timetable soon after the beginning of each academic year. Homework will normally be set according to this timetable, although, in some specified subjects, it may not be set every week.

Every pupil is provided with a diary in which all homework is recorded. We believe that both the School, through form tutors, and parents have a role to play in monitoring homework and supporting pupils in this important area. We ask for the cooperation of parents in ensuring that each child devotes sufficient time to the work which is set and that a suitable place is found at home to ensure that concentration can be maintained in order to ensure that the highest possible standards are achieved.

HALL MEAD SCHOOL

11.

PUPIL ACHIEVEMENT

The staff of Hall Mead School are committed to the continuous raising of standards across the curriculum. To this end, a group of teachers meets regularly to devise specific strategies to improve pupil performance. Such issues as personalised learning, pupil motivation, learning strategies for less able pupils and the extension of the most able are considered. The School will maintain its efforts to maximise the achievement of Hall Mead pupils and to ensure that each pupil fulfils his/her potential.

Increasingly, the success of schools is judged by the value which is added during the years which their pupils spend with them. The 2004, 2005 and 2006 GCSE results show Hall Mead to be in the top 15% of schools nationally in terms of value added between the end of Key Stage 2 (Year 6) and the end of Key Stage 4 (Year 11).

12.

PUPILS WITH SPECIAL NEEDS

All members of staff are conscious of the need to make special provision for some pupils. A variety of strategies and resources are employed for this purpose. In some cases, special educational needs are met through specialised additional teacher or teaching assistant support within teaching groups. If appropriate, a pupil will be withdrawn from his/her normal group at certain times and given the particular assistance needed. Where it is deemed necessary, additional resources are provided through the combined resources of the Local Authority and the School. Full use is made of the external support services available through the Local Authority. Any parent seeking further information is asked to contact Mrs. Bint, Special Needs Co-ordinator, at the School. A copy of the School's special educational needs policy is available on request.

The School is fully committed to a policy of Inclusion and makes every effort to cater for the widest possible range of young people. The 2005 Ofsted inspection team judged Inclusion at Hall Mead as "excellent".

13.

RELIGIOUS EDUCATION AND CORPORATE ACTS OF WORSHIP

The scheme of work for Religious Education followed in the School is in accordance with the agreed syllabus for Religious Education adopted by the Havering Authority. Detailed information on the content of the course is available on request.

Collective Worship takes place through the cycle of Upper School, Lower School and house assemblies and topics covered in tutorial time.

Information on the parental right to withdraw a child from Religious Education and/or Corporate Acts of Worship is available from the School.

HALL MEAD SCHOOL

14.

SEX EDUCATION

The Governors of the School have agreed a policy for the sex education programme to be followed by all pupils. What follows is an extract from that policy.

"Sex education at Hall Mead reflects our approach to learning as a whole for every pupil who joins our family.

We promote:

- respect for oneself and others;
- taking responsibility for one's actions; and
- looking after others.

In this context, sex education specifically should encourage pupils to understand the importance of loving relationships and of mutual respect.

Our aims and objectives are summarised in the following statement:

Sex education allows us to –

1. examine ways in which people live, work and interdepend;
2. understand more about feelings, relationships and attitudes – our own and others';
3. accept sexuality as part of one's whole personality;
4. be educated about biological facts of reproduction and increase understanding of our own bodies;
5. consider moral values and the place of family life, including the roles and responsibilities implicit in this;
6. create a space in which to talk about any things which we need to know or to express freely."

Sex education is provided, in the main, through the Personal Social and Health Education (PSHE) programme in Years 7-11 and Science in Years 7, 10 and 11. Some aspects will be covered in English, Drama, RE, PE and Home Economics.

The Governors' policy statement on sex education is available from the School, as are details of the parental right to withdraw a child from sex education.

15.

PASTORAL CARE

Hall Mead School consciously seeks to provide a caring atmosphere within which each pupil can prosper. This depends on mutual respect, self-discipline and a willingness to work with others. Academic excellence, with pupils working to the maximum of their ability, is deemed as important as social competence and the pastoral system shares responsibility with subject departments for ensuring that the full potential of each pupil is realised. Great emphasis is placed on the traditional values of courtesy, tolerance and diligence.

Form tutors are responsible for the welfare and discipline of their pupils and for monitoring their educational progress. The work of the tutors within each house is supported and coordinated by a Senior House Tutor. It is the Senior House Tutor with whom parents normally make the first contact.

Disciplinary sanctions, including detention and – in rare cases – exclusion, are used as appropriate. However, staff believe strongly that praise and encouragement are powerful motivators which should be used whenever possible.

The School's pastoral care, behaviour and discipline, and anti-bullying policies are all available on request.

Arising from DfEE Circular 10/98, the School also has a policy on the use of force to control or restrain pupils.

HALL MEAD SCHOOL

16.

EXTRA CURRICULAR ACTIVITIES

The School provides a wide range of extra-curricular opportunities, including sport, cultural and recreational activities and many others. Pupils are encouraged to develop existing skills, to discover new ones and to use them not only for personal pleasure but also for the benefit of others.

The Creative Arts Faculty stages at least one major drama production and two concerts each year. In addition, pupils' creative work is displayed through a number of smaller scale performances and exhibitions. The Faculty enjoys a very favourable reputation for the quality of the work produced in all disciplines.

The School organises a range of weekend, day and evening visits to places of interest. Trips to London theatres take place regularly as do visits to galleries and museums. Each year, two skiing holidays and a Mediterranean water sports holiday are arranged. In recent years, the School has organised cricket tours to the West Indies and hockey tours to Holland.

During the 2006 summer holiday, a group of pupils travelled to Kenya, under the auspices of the Kids Alive Charity, where they worked to improve the facilities for disadvantaged children. We are proud to have helped the charity establish the Hall Mead Academy, which provides education to these children. A further visit to Kenya will take place in 2007 and there are plans to provide support in the Dominican Republic in 2008. Links with our partner school in Berlin, Paulsen-Gymnasium, are well-established and provide excellent opportunities for exchange visits. Hall Mead enjoys a good reputation for the exemplary behaviour of its pupils on School visits. The School values this reputation and intends to uphold it.

Lunchtime and after-school clubs and activities ensure that Hall Mead pupils can gain maximum benefit and enjoyment from their time at school. A number of subject departments offer extra lessons or workshops beyond the normal timetable, particularly for pupils in the Upper School. Computer facilities are accessible to pupils at lunchtimes and on four evenings each week.

Hall Mead has a strong sporting tradition, which has been recognised through the awarding of Sportsmark Status. The School fields a large number of teams for matches against teams from other schools and caters for pupils who favour individual sports. Appropriate provision is made for all levels of ability. Great pride is taken in the considerable number of pupils who achieve representative honours – at national, county and borough level; the School is equally proud, however, of the hundreds of youngsters who take part in inter-house competitions.

The School's sporting aims are as follows:

1. To offer every pupil, whatever his/her level of sporting ability, the opportunity to participate.
2. To encourage participation by providing a range of team and individual sports in order to appeal to the widest possible range of interest.
3. To help each pupil to fulfil his/her sporting potential.
4. To help produce outstanding sportsmen and women.
5. By fostering enjoyment and an understanding of the importance of exercise in maintaining a healthy life, to encourage pupils to continue with sporting participation after leaving Hall Mead.
6. To liaise closely with the local sporting community including clubs.
7. To develop:
 - the appreciation of the concepts of fair play, honest competition and good sportsmanship;
 - the capacity to maintain interest and to persevere in order to achieve success;
 - self-esteem through the acquisition of physical competence;
 - self-confidence through understanding the capabilities and limitations of oneself and others;
 - the ability to work successfully as part of a team; and
 - creative and aesthetic experience through movement.

HALL MEAD SCHOOL

17.

LINKS WITH PARENTS

The School lays considerable stress on having positive relationships with all parents. It believes that great benefit derives from parents and teachers working in partnership. Thus, the School encourages as much parental involvement as possible.

Progress reports are issued at regular intervals and these can be amplified, supplemented or updated on request. Parents are encouraged to contact the appropriate Senior House Tutor if they have any cause for concern. The School welcomes constructive comment about its work.

Each year, parents are offered an opportunity to consult with subject teachers at meetings arranged for this purpose. Sometimes, special meetings are organised, either to provide additional information or to outline the work of a particular department.

Many parents involve themselves actively in the School. Some have offered their services voluntarily in helping with a variety of tasks during the school day, assisting within departments or accompanying educational visits, for example. Others provide expertise and advice with regards to careers counselling or give access to useful contacts.

Of great importance, the Hall Mead Friends' Association, of which all parents are members, does an enormous amount of work to support the School and to enhance the quality of its work. In the past five years, the H.M.F.A. has raised about £150,000, which has been used to purchase a range of expensive equipment to enrich the education of all pupils. Each new generation of entrants to the School benefits from the work of the H.M.F.A. and it is hoped that parents of all new pupils will wish to contribute to the high standards which the Association has established.

Each year, the school holds an open evening for interested parents prior to their children transferring to secondary education. Details of this meeting are provided to parents early in the autumn term. Hall Mead understands that the choice of a secondary school is a crucial and difficult one. Accordingly, parents are invited to spend time in the School during a normal day so that they can experience the working atmosphere of the School at first hand. Arrangements for such a visit can be made by telephoning the School Office.

The Hall Mead Website (www.hallmeadschool.com) contains much information of interest to parents and will increasingly be used as a means of communication between School and home.

HALL MEAD SCHOOL

18.

LIAISON WITH PRIMARY SCHOOLS

It is of paramount importance that liaison between secondary and primary schools guarantees continuity for all pupils, not only in terms of minimising their concerns about moving to a different, larger school, but also in terms of curriculum.

A team of staff liaises closely with colleagues in feeder primary schools to ensure that transfer is as smooth as possible. Prospective pupils are given the opportunity to enjoy lessons at Hall Mead towards the end of their final year in their junior school.

The School is committed to collaboration within subject areas and to the sharing of expertise and resources with primary schools in the locality.

Hall Mead staff teach pupils from our feeder schools in a range of subjects including Modern Languages, ICT, Maths, Technology and Music. The new E-Learning Centre is proving to be a great asset in delivering these lessons.

19.

SCHOOL UNIFORM

The Governors wish to encourage a distinctive Hall Mead uniform. Parents have consistently expressed similar support and have underlined this by conforming faithfully to the specified uniform. Care has been taken to ensure that the uniform list does not impose a major financial burden. Full details of the items concerned and of stockists are given to the parents of all new pupils. Briefly, the uniform consists of:-

BOYS

Navy blazer	From £25.90
Dark Grey or black trousers	From £15.60
School tie	£2.70
Standard white shirt x 2	From £12.50
School pullover	From £10.99
P.E. Kit	£30.00-£40.00

GIRLS

Navy blazer	From £25.90
Navy knife-pleated skirt	From £20.50
Short-sleeved open-necked blouse	From £10.20
School pullover	From £10.99
P.E. Kit	£30.00-£40.00

20.

SCHOOL MEALS

During the midday break, the School provides a cafeteria service and this is well-received by pupils. The menu conforms fully with healthy eating standards. Appropriate arrangements are made for pupils who bring a packed lunch. Pupils are expected to remain on the School premises during the midday break, with the exception of those who go home to lunch.

HALL MEAD SCHOOL

21.

SCHOOL TERMS AND HOLIDAYS, 2008-2009

TERMS (*inclusive dates*)

AUTUMN 2008	: Wednesday, 3rd September to Friday, 19th December, 2008
SPRING 2009	: Monday, 5th January to Friday, 3rd April, 2009
SUMMER 2009	: Monday, 20th April to Tuesday, 21st July, 2009

HOLIDAYS (*inclusive dates*)

SUMMER 2008	: Wednesday, 23rd July to Tuesday, 2nd September, 2008
AUTUMN HALF-TERM	: Monday, 27th October to Friday, 31st October, 2008
CHRISTMAS 2008	: Monday, 22nd December, 2008 to Friday, 2nd January, 2009
SPRING HALF-TERM	: Monday, 16th February to Friday, 20th February, 2009
EASTER 2009	: Monday, 6th April to Friday, 17th April, 2009
MAY DAY	: Monday, 4th May, 2009
SUMMER HALF TERM	: Monday, 25th May to Friday, 29th May, 2009
SUMMER 2009	: Wednesday, 22nd July, 2009 to date to be confirmed

The five non-pupil days for staff training and other administrative purposes are to be identified as follows:

- Tuesday, 2nd September, 2008
- Four occasional closures to be determined at the discretion of the Governing Body out of the 194 days of school term.

22.

DOCUMENTS AVAILABLE FROM THE SCHOOL

A number of documents are available from the School for parents' information. Details of Hall Mead's "Publication Scheme" can be found on the School website or may be obtained from the School Office on request. A small fee may be requested to cover photocopying expenses.

HALL MEAD SCHOOL

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EXTERNAL EXAMINATIONS

EXTERNAL QUALIFICATIONS AND RELATED SYLLABI

The School currently prepares pupils for external examinations as indicated below.

QUALIFICATION	EXAMINING BODY	SUBJECT	SYLLABUS NO.
G.C.S.E.	EDEXCEL	Business Studies	1503
		Physical Education	1827
		Business and Communication Systems	1504
		Mathematics	1387
		Statistics	1389
		Drama	1699
		ICT Applied	2331
	O.C.R.	Science A	J630
		Science A Additional	J631
		French	1925
		German	1926
		DT Food Technology	1954
		DT Graphic Products	1955
		DT Resistant Materials	1956
		DT Product Design	J900/J901
		DT Textiles	1958
		History	1937
		Music	1919
	A.Q.A.	Art and Design (Unendorsed)	3201
		Art and Design (Graphic Design)	3203
		Religious Studies	3062
		Geography	3031
		Child Development	3561
		English Language	3702
		English Literature	3712
		Media Studies	3571
		Spanish	3691
		Performing Arts (Dance)	3231
Entry Level	A.Q.A	English	4970
		Geography	4902
	O.C.R.	ICT	3912
		History	3990
A/S Level	EDEXCEL	Spanish	8590
		Music	6711

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EXTERNAL EXAMINATIONS (CONTINUED)

Candidates are prepared for the most appropriate examinations and this is a matter for the professional judgement of the staff of the School. It is the policy of the Governing Body that each pupil will be entered for examinations for which he/she has been prepared unless:-

- (a) the pupil fails to complete essential coursework by prescribed deadlines.
- or (b) the pupil's performance is clearly below that necessary to achieve the lowest grade.
- or (c) the pupil's parents request non-entry.

G.C.S.E. examinations are taken normally by students at 16+ years of age, but it is possible for others who are younger or older to sit them. A significant number of Hall Mead pupils have the opportunity to sit GCSE examinations in some subjects at 14 or 15.

The results of the public examinations taken by pupils at Hall Mead School during the summer terms of 2006 and 2007 are given in separate booklets.

24.

RAISING CONCERNS AND RESOLVING COMPLAINTS

From time to time parents, and others connected with the School, will become aware of matters which cause them concern. To encourage resolution of such situations the Governing Body has adopted a "General Complaints Procedure". The procedure is devised with the intention that issues will be resolved informally if at all possible. Full details of the procedure may be obtained from the School Office.

25.

CHARGING AND REMISSIONS POLICY

Hall Mead School's policy concerning charges for school activities conforms with that of the Local Authority.

Details of these policies are available from the School on request.

26.

FURTHER INFORMATION

A more comprehensive brochure, which sets out in detail the rules and day-to-day organisation of the School, is provided to parents prior to their child's entry into the School.

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27.

THE OFSTED INSPECTION 2005

Hall Mead School was inspected under the auspices of the Office for Standards in Education in January 2005. The report can be accessed on the School website and on www.ofsted.gov.uk. Printed copies of the full report and of a summary are available from the School on request. The following extracts offer an insight into the report's findings.

ON EXAMINATION RESULTS

"GCSE results in 2004 were well above the national average, and they have been very high compared to results in similar schools for the last four years. For several years now the progress that pupils have made during their five years at Hall Mead School has been amongst the best in the country."

ON ATTITUDES AND BEHAVIOUR

"The School is an extremely calm and dignified community. Staff promote correct behaviour exceptionally well and very consistently. New pupils quickly absorb the School's very high expectations and respond very positively. Pupils therefore conduct themselves properly whether in lessons or around the School. Pupils manage their own behaviour particularly well. Consequently, the whole community can pursue the business of learning very effectively and efficiently."

"Relationships are excellent throughout this community. Pupils' initial comment is invariably about the friendliness of the School. Staff and pupils work and play very well together."

"They (pupils) absorb the School's very strong work ethic. Pupils willingly apply themselves to their learning, working hard and performing very well. The exceptionally high level of pastoral support, with its emphasis on inclusion, secures pupils' loyalty to the School. Pupils enjoy the many extra-curricular activities and participate enthusiastically and energetically."

ON TEACHING

"There is a significant amount of very good teaching, across all years, and some excellent practice which is characterised by a wider variety of teaching and learning approaches which pupils find more exciting and stimulating. Teachers adjust work carefully to ensure that the highest attainers and those who have more difficulty can achieve well. They share their own enthusiasm to captivate and engage pupils, and expect very high standards regardless of ability."

ON LINKS WITH PARENTS

"Parents are very confident that the School meets their child's needs, and they value the support given."

ON EFFICIENCY

"The School provides excellent value for money."

