



*English*

*History*



*Technology*



*Geography*

# PAULET HIGH SCHOOL

A Specialist Mathematics and Computing College



*"Encouraging achievement in a positive environment."*

# Welcome To Paulet High School

## A Specialist Mathematics and Computing College

Paulet High School was established in 1975 to cater for children of all abilities, mainly from the Stapenhill area of Burton upon Trent. In common with other High Schools in the town, it owes its name to a family prominent in local history. The school is situated on a pleasant open site and our accommodation provides all the necessary resources to meet the needs of those in our care.

The Stapenhill Post-16 Centre provides a wide range of University, College and Business links to ensure pupils develop to their full potential. The Centre has state of the art facilities.

A major expansion of the school facilities is the new sports hall. This opened in February 2007 and provides further opportunities for pupils in the school and for people in the local community

Like all good schools we aim to provide an education which is challenging and results in young people gaining the necessary skills and qualifications needed to take an active part in society. We work hard to provide a relevant and appropriate education - enabling the pupils to cope with a rapidly changing technological society. We gained specialist school status for Maths and Computing in 2006. This has meant we have been able to extend the range of ICT facilities in the school and all departments will benefit from the additional funding allocated to us. Our choice of specialisms is to enable us develop these two important subjects.

We offer a full range of courses and subjects to cater for pupils of all abilities and aptitudes. Our staff are committed to achieving high standards of attainment and discipline. We aim to ensure that every pupil achieves his or her full potential.

We are proud of our recent pupil academic achievements, which have been recognised nationally with the school receiving for two consecutive years the 'School Achievement Awards' in 2002 and 2003.

The relatively small size of the school means that we know our pupils well, and can provide a well ordered and disciplined school. We are a welcoming school and recognise the importance of teachers and parents working together as partners, ensuring that the best interests of all our pupils are served.

#### **Headteacher:**

Alexander Timms B.A. (Hons) PGCE NPQH DPSE

#### **Chair of Governors:**

Wayne Goodwin B.A. (Hons) B.Sc MRICS



*"We had a great day. I'm really glad I chose this school."*

(New pupil)

# Vision Statement

Our school philosophy can best be expressed through the following statements:

At Paulet High School we will:

1. Value all pupils equally
2. Maintain the highest expectations of all our pupils
3. Be concerned for the education of the whole person, intellectually, socially and emotionally
4. Create a caring environment in which everyone recognises the value of supportive personal relationships
5. Ensure that everyone achieves some degree of success, and to value all kinds of achievement.



**“Our school offers opportunities for lifelong learning in a mutually supportive environment which fosters and values a strong sense of community.**

**We are forward thinking in providing a broad, balanced and appropriate curriculum, raising confidence, self-esteem and expectations through the recognition of all achievement.**

**We actively promote business, international and local links which encourage awareness and understanding of our ever-changing world.**

**By working together we continue to grow and move forward.”**

**“Encouraging achievement in a positive environment”.**

# The School Day

The school day is currently organised into five one-hour teaching periods.  
The timings are as follows:-

08.30 - 08.45	Assembly/Form Period
08.45 - 09.45	Period 1
09.45 - 10.45	Period 2
10.45 - 11.05	Break
11.05 - 12.05	Period 3
12.05 - 13.05	Period 4
13.05 - 13.50	Lunch Break
13.50 - 14.50	Registration /Period 5

Pupils should not leave the school premises at lunchtime, with the exception of those who have permission to go home for their meal.



*"My first impressions of this school were good. The thing that made it good was I settled in and made some new friends on the first day. My form tutor was very kind and helpful as well."*  
(Year 7 pupil)



## Whole-School Curriculum Aims

All our pupils have an entitlement to a broad and balanced range of courses, which will include the requirements of the National Curriculum, and will promote the spiritual, moral, cultural, mental and physical development of pupils and society.

Our courses will be relevant and meet the needs of all our pupils. We aim not only to develop subject knowledge and skills, but to develop those which are transferable across subjects and situations.

The curriculum we offer will provide:-

- ❖ continuity and progression within and between subjects and age groups.
- ❖ assessment that is appropriate to pupil needs and abilities.
- ❖ experiences that will help pupils to become active, responsible and caring members of society.
- ❖ experiences that will enable pupils to gain greater self confidence in working on their own and with others.

Furthermore, we aim to help develop in pupils the following attitudes and values:

- ❖ a sense of self respect
- ❖ a respect for the culture, moral values and religious beliefs of others.
- ❖ a caring and responsible attitude to the environment.
- ❖ a reasoned set of attitudes, values and beliefs.

# Key Stage 3

**(Years 7, 8 and 9)**

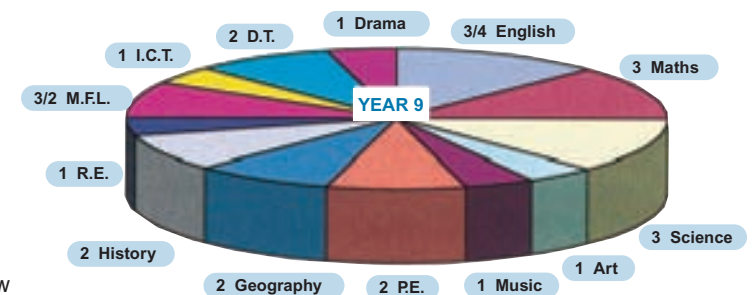
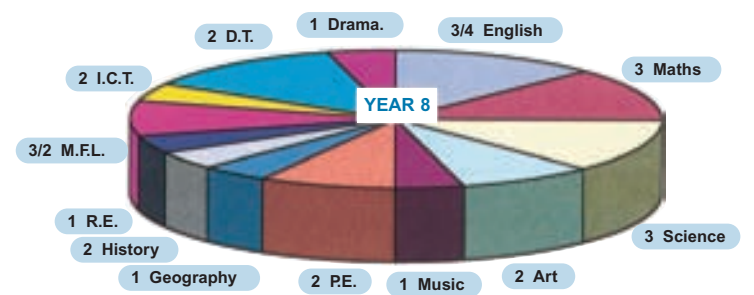
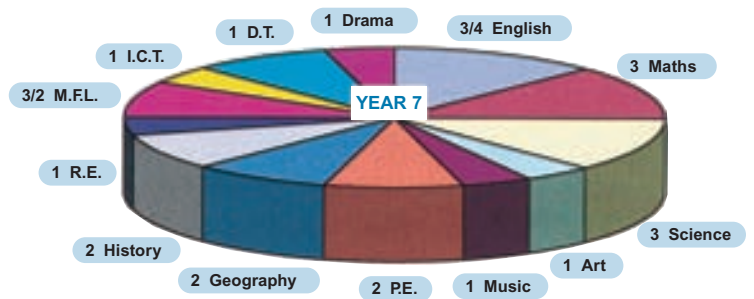
At Key Stage 3 pupils follow the National Curriculum subjects: English, Science, Maths, History, Geography, Modern Foreign Language, Music, Information & Communication Technology, Religious Education, Physical Education, Drama and Technology. Personal, Social, Health and Economic Education is provided by special activities and work within subject departments.

We consolidate and build on the work undertaken at the primary schools and provide a firm foundation for the courses in Key Stage 4.

The current Key Stage 3 curriculum can be represented as follows (the numbers refer to number of lessons per week):

**Please note:**

- ❖ 25-period week
- ❖ ICT = Information & Communication Technology
- PE = Physical Education
- RE = Religious Education
- MFL = Modern Foreign Language
- DT = Design Technology
- ❖ All pupils study French at Key Stage 3. They have the opportunity to study a second language in Year 8.



# Key Stage 4

**(Years 10 & 11)**

Pupils follow the compulsory subjects of the National Curriculum. Recognising the diversity of pupil needs at 14+, we allow pupils to follow their strengths and talents in a variety of other subjects, including work-related studies and the OCR Level 2 National Certificate in Information Technology. Pupils have the opportunity to study two foreign languages.

## Sixth Form

Our Sixth Form is based in a brand new state of the art purpose built Post-16 Centre which provides attractive facilities for pupils, offering a wide range of Sixth Form courses from AS & A-levels to the vocational courses catering for those who want a more work-based Post-16 experience.

Admission to the Sixth Form is open, provided each pupil has demonstrated the ability to benefit from the selected course. Those who enter the Sixth Form are encouraged to undertake duties and responsibilities, which promote their skills and development. They are taught the value of independent study, and have their own study areas and common room.

A number of visits are arranged for the pupils, such as University days, theatres, concerts and an International Youth Work Camp in Germany.

Each year a team of budding entrepreneurs form their own company under the Young Enterprise Scheme. They design, produce and market a suitable product or service of their choice. Through practical experience, participants gain an understanding of how to conduct business meetings and financial planning, as well as how to monitor progress and the practicalities of applying the marketing concept.

If you would like to send for a copy of the Sixth Form Prospectus please contact the Post-16 Centre:

Violet Way Stapenhill Burton-upon-Trent DE15 9RT  
Telephone: 01283 239791 Fax: 01283 239799  
E-mail: [office@stapenhillpsc.staffs.sch.uk](mailto:office@stapenhillpsc.staffs.sch.uk)



## Examination Entry Policy

All pupils who have completed a course in a subject will be entered for that subject unless, in our considered opinion, they are unlikely to gain any qualification, for example due to lack of coursework or poor attendance.

*"Being in the sixth form, as well as learning more interesting aspects of your chosen subjects, is also a great opportunity to meet lots of different people from different schools."*

## Pastoral Care

Pastoral care and good relationships are regarded as vital ingredients in getting the best out of pupils and allowing them to achieve their potential.

The welfare of pupils is a prime concern of all our staff and the school has a carefully structured, successful Pastoral Care system. This is based around the form tutor who is involved with the pupils on a daily basis. Each tutor is supported by an Assistant Head of School.

The Assistant Head of School for Year 7 is also responsible for the transition from primary school, which includes visits and meetings for new parents and pupils. Every pupil and parent therefore has access to staff who will listen to their concerns and who will be able to give assistance and advice.

The School has contact with a number of support

services and can provide help and advice in many ways. Parents are welcome in school at any time, by appointment, to discuss their child's progress or to raise concerns, however small. This partnership between parents, pupils and the school is of mutual benefit in addition to the evenings we set aside during the year for subject consultation.

Parents receive a full school report once a year. This gives a complete profile of the pupil including academic progress, sporting, musical and other accomplishments. It details the pupil's involvement in all aspects of school life and enables them to express their own views of their development.





## Uniform

At Paulet High School we feel that by wearing a uniform the pupils develop pride in the school and a feeling of belonging to the community. It is both practical and economical and helps prevent needless comparisons in dress.

We ask that parents fully support our uniform policy.

### Girls

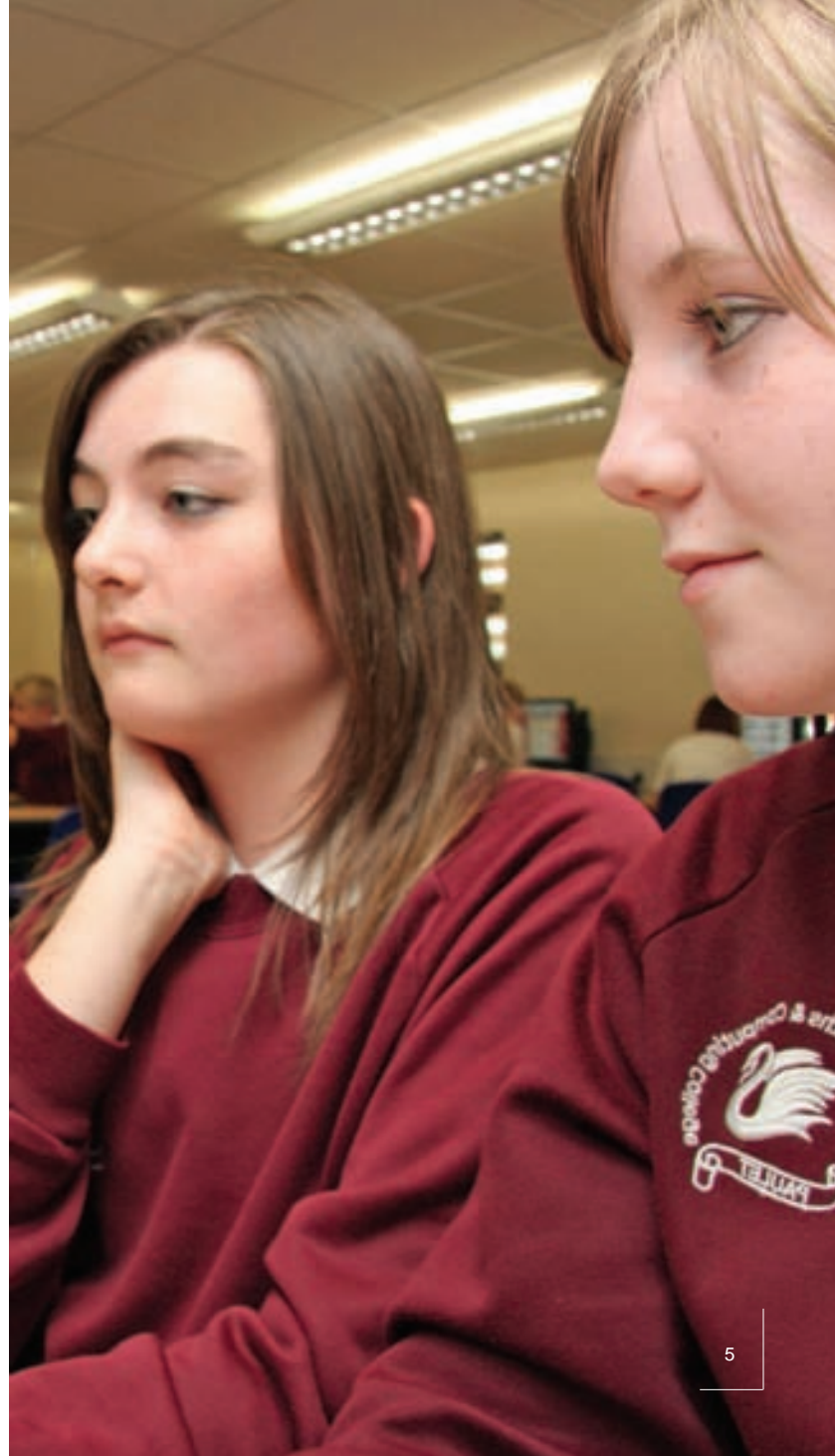
- White polo shirt with or without school logo
- Maroon crew necked, long sleeved sweatshirt with school logo
- Plain black or charcoal grey skirt or trousers (correctly worn)
- Black tights or socks
- Black shoes (not high heels or boots)

### Boys

- White polo shirt with or without school logo
- Maroon crew necked, long sleeved sweatshirt with school logo
- Plain black or charcoal grey trousers (correctly worn)
- Black socks
- Black shoes

### Unacceptable Items

- Denim or leather jackets, trainers
- Jewellery - only a watch and one stud or sleeper in each ear is allowed
- Facial piercings are not acceptable
- Fashion belts
- Visible tee shirts under polo shirts



# Priorities for Admission Criteria

If the number of applications for admission to a school exceed the school's planned admission number, then the following order of priority will be used to allocate the available places.

- a) **Pupils living within the catchment area of the school.**
- b) i **Pupils who at the time of application have an elder brother or sister in attendance at the school, who will still be attending at the proposed admission date.**  
  
ii **Priority will be given to pupils who have elected to pursue their primary schooling in one of the two major contributory schools, namely Waterside Junior School and Edge Hill Junior School.**

- c) **Pupils who satisfy both of the following tests:**

**Test 1: they are distinguished from the great majority of other applicants either on medical grounds or by other exceptional circumstances. Medical grounds must be supported by a medical report (obtained by the parents). It must clearly justify, for health reasons only, why it is better for the child to attend the preferred school rather than any other school. Exceptional circumstances must relate to the choice of school, i.e. the circumstances of the child, not the economic or social circumstances of the parent and be supported by a professional report, e.g. social worker, justifying why it is better for the child to attend the preferred school rather than any other school.**

**and**

**Test 2: they would suffer hardship if they were unable to attend the school.**

- d) **Other pupils arranged in order of priority according to how near their home addresses are to the school. Distance is measured by the nearest practical walking route and is determined by use of a computerised system.**
- e) **Pupils who have elected to pursue their primary education at certain major contributory schools. These schools are Edge Hill Junior School and Waterside Junior School.**



Where it is not possible to accommodate all pupils within a particular group the Local Authority will allocate the available places in accordance with the remaining criteria, e.g. if there are insufficient places for all catchment area pupils, places will be offered to those who live in the catchment area and also satisfy criteria (b) and so on.

All applications are considered against this published criteria, with no priority awarded for early applications. Late applications will only be considered in exceptional circumstances.



# Homework

Homework is considered essential to consolidate work done at school, to prepare for future lessons, to research information and to practice skills learned at school. It is seen to be part of the pupils' development in independent learning.

The pupils record their homework tasks in a Link Book which is designed to enhance links between the school and home, involving parents in the monitoring of the pupil's progress and the homework done, and encouraging the recording of all their achievements.

Parents are asked to check and sign the Link Book on a weekly basis, and to get in touch with the appropriate Assistant Head of School, if they would like to discuss any aspect of Homework. We provide termly Information to parents about homework topics so that parents can support their children.



# Pupil Support



Approximately one in five pupils will, during their school career, require support for a variety of reasons. Whilst ensuring that all these pupils receive a broad and balanced curriculum under the tuition of experienced and sympathetic staff, their changing needs are continuously being monitored and provision modified in line with the Code of Practice.

Realistic, achievable targets are set for the pupils and set out on an I.E.P. (Individual Educational Plan). Regular monitoring of the targets by all staff allows us to recognise success and devise new targets to help each pupil to progress at an individual rate.



Self-esteem is considered vital and grows in an atmosphere of mutual respect. Effort as well as academic achievement is valued and rewarded by praise from staff and recognition by Credits and Honour Marks.

A number of staff, both tutors and support assistants, also have wide experience in working with pupils who have a specific learning difficulty, some of whom may have a Statement of Special Educational Need. Under the leadership of the SENCO (Special Educational Needs Co-ordinator), the Support Team liaise closely with parents and external agencies such as the Psychology Service, SENSS and Connexions to ensure that this support runs smoothly.

Most individual needs are met within the classroom situation with a learning support assistant working closely with the class teacher to develop appropriate resources and help with the delivery of the lesson content.

In some cases pupils follow an individual programme tailored to meet their specific and individual needs.

The size of the school, the caring atmosphere, together with the commitment to working in partnership with parents are the essential ingredients for successfully catering for the needs of all these pupils.

# Religious Education & Collective Worship

The teaching of RE is based upon the County's Agreed Syllabus, and is an integral part of the basic curriculum in Years 7, 8 and 9.

In Years 10 and 11 pupils will follow a half course at GCSE and there is the option to follow the full course which looks at Christianity and Social and Moral Issues.

Where possible each school day begins with an act of collective worship in the form of either whole school or year assemblies.

Any parent has the right to ask for his or her child to be excused RE or collective worship, but we would ask the parent to discuss the matter with us before putting such a request before the School Governors.

# Sex Education

Sex education is an integral part of the School Curriculum. Aspects of it are also covered within Science and RE, as well as by qualified health professionals. Our sex education programme aims to promote the spiritual, moral, cultural, mental and physical development of pupils in the school. It seeks to provide the opportunity for personal growth, the development of values and attitudes and an understanding of the skills required to build caring relationships.

A copy of our Sex Education Policy can be obtained from the school.



# Citizenship

All pupils receive citizenship education. This takes place through a range of special activities, as well as through the work in subjects such as Drama. Whole school issues are addressed in assemblies and special events.

Pupils are encouraged to take part in charity events and Community Service is a timetabled two-day event firmly established in the Summer Term of Year 10.



# Physical Education

## Overall Aims

- To promote teamwork, co-operation and fair play through physical activity.
- To produce enjoyable experiences in PE and develop a desire to participate in physical activity during and after the school day.
- To develop the pupils' level of skill and understanding in different physical activities.
- To develop an understanding of health, fitness and exercise.
- To encourage and develop confidence in body movement and confidence in movement and expression.

## Provision

The school has extensive playing fields, a multi use playing surface facility (which includes 4 tennis courts, 3 netball courts, 1 basketball court and a 7 a-side football pitch), a gymnasium and a modern 4 court sports hall. All facilities are available during curriculum time as well as after school activities.

The school runs a wide range of extra curricular clubs and competitive games within the local Schools' Sports Association. Our Netball, Rugby, Rounders, Badminton, Athletics and Cricket teams are all successful.



*"Some of the best moments are when you get credits, because it makes you feel proud."*

## PE Kit

### Girls

- Sky blue polo shirt
- Navy blue drill top or navy blue sweatshirt
- Navy blue skirt for games
- Plain navy blue shorts for PE
- Plain white socks
- Navy blue hockey socks
- Training shoes
- One-piece swimming costume, cap and towel

### Boys

- Plain navy football shorts
- Plain navy blue polo shirt
- Navy blue drill top or navy blue sweatshirt
- Plain navy blue football socks
- Plain white socks
- Training shoes
- Football boots
- Swimming trunks and towel



# Reward System

## Aim of the reward system

To create a positive school ethos by recognising and rewarding the majority of pupils for their academic and social efforts and to create an environment in which pupils strive for improvement.

## Awards

Pupils will be rewarded for 100% attendance, good behaviour, participation in activities, as well as for their achievement in lessons. We will send letters of commendation home as well as postcards awarded by Subject Leaders for excellent work. In addition, the Headteacher has a special award for outstanding work and we have an award whereby whole classes will be given credit for their combined effort in class or service to the school.

Your children will be able to show you the credit page in their Link Book and the certificates they receive.

# Discipline

Paulet High School is a caring, happy, hard working community. In order that such a community may flourish it is essential that we have clear guidelines regarding acceptable behaviour. We believe that an ordered, disciplined, purposeful atmosphere is the best environment for learning.

When pupils fail to observe a reasonable order of behaviour we take appropriate action to ensure future misbehaviour does not occur. We have a firm but fair discipline policy, involving parents as soon as possible if problems arise.

The school operates an after school detention system, and parents are given 24 hours notice, by letter, if their child is to be detained.

*"My first impression of Paulet High is that it is a fast developing school which has much to offer its pupils.*

*The staff encourage everyone to do their very best".*

# Careers Education

In order to make a successful transition from school to work the pupils need to make informed choices and decisions. Our job is to make sure that the pupils have the right skills and information to make these choices. We therefore provide them with a wide range of experiences in order to achieve this aim.

All pupils receive careers education and guidance from Year 9 to the time when they leave the school. This not only includes information giving, but also job applications, interview techniques and visits from outside speakers.



These pupils achieved awards for 100% attendance

The school has an extensive and easy to use careers library, containing a wide range of resources. All pupils have an interview with the Connexions Advisor, who is a regular visitor to the school.

The pupils spend one week on work experience during Year 11.

Pupils in the Sixth Form are counselled on an individual basis on careers, entrance to Universities and Colleges by the Director of Post-16 Education.



## Extra-Curricular Activities

Many staff and pupils are involved in a variety of extra-curricular activities. These are offered at lunchtimes and after school. A full programme of sporting, educational and social activities takes place.

Music and Drama are important aspects of school life and many opportunities are available for participation in the band and the choir, as well as the successful drama productions. We are extremely proud of our annual school production which results from the huge enthusiasm and hard work of staff and pupils.

The school participates in a wide range of sporting activities within the local Schools' Sports Association. Soccer, cricket, netball, athletics, badminton, rounders, hockey are all played successfully and pupils may move forward from school representation to district and then county level.

In addition to the sporting and musical activities there are computer and science clubs, art and pottery, gardening and design technology. The pupils carry out charity work, community service and there are revision clubs available for Year 11 pupils.

During their time at Paulet High School we encourage pupils to participate in a residential experience, often linked to their studies in one or more subjects. There are a number of trips abroad, activity trips and fieldwork. Such residential are valuable to the pupils, not only in their studies, but also to widen their experiences and raise their confidence and self-esteem.

*"The best moment in the school when I was in the Christmas concert because it was fun."*

## Charges for School Activities

The governors have adopted the LEA's policy on charging for school activities [copies of which are available free of charge from the Education Department].

Parents may be asked to contribute to optional trips out of school hours, but curriculum-based activities are provided free.

For individual instrumental tuition a charge is made, payable on a termly basis, except for those pupils studying Music GCSE.



## School Lunch/Breakfast

As part of the Children and Lifelong Learning Directorate, Staffordshire County Catering work with schools to promote and provide for healthy eating among young people, ensuring healthy and nutritious food is available. Free cooled water dispensers are available for pupils.

A school breakfast, at a reasonable price, is available to pupils from 8.00 am - 8.25 am. Pupils who have school lunch choose from an extensive cafeteria menu which always includes the 'special of the day' – a nutritionally balanced main course, sweet and drink for a reasonable set price. Provision is also made for pupils to stay in school for a sandwich lunch. A range of snacks and drinks are also available at breaktime.

All pupils should remain on the school site throughout lunchtime, unless parents have specifically requested that they wish their child to go home for lunch. These pupils will be given a lunch time pass. Going off site to buy food is forbidden.



## Parent, Teacher & Friends Association

The school has an extremely active PTFA, which was formed with the aim of fostering closer contact between parents and teachers. All parents are automatically members of the PTFA, whose committee organises an extensive programme of social, educational and fund-raising events, which have included pupil discos, quizzes, casino evenings, summer fairs, fashion shows, car boot sales.

The money raised through these events is used within school to enable additional equipment and resources to be purchased.

## The School and the Community

The community centre, based at the school, has for many years run classes on two evenings a week in a wide variety of subjects, educational and recreational.

The construction of a new sportshall and a community ICT room will enhance this provision. The school also works closely with the Waterside Advice Shop to serve our local community.

Pupils are able to join the Youth Club which provides opportunities for games, visits, listening to music and social activities organised by their own committee.

## Complaints Procedure

Staffordshire County Council has established clear procedures for consideration of complaints made with respect to the curriculum and collective worship.

Anyone who has a complaint should contact the Headteacher for advice.

*"Being in the sixth form is a lot of hard work but at the same time is enjoyable. It is a big jump from GCSE but with great teachers and tutors there is plenty of good advice and help if needed. Sixth form helps you to know where you are heading, so I now have clear goals and know what I want to do with my life."*

(Sixth Form student)

# Further Information

The following documents are available on request from the school office, telephone number 01283 239710

Governing body public minutes

National curriculum documents

New Intake booklet

Religious Education Policy

School Improvement Plan

Special Educational Needs Policy

Sex Education Policy

Stapenhill Post -16 Centre Prospectus

Subject Pathways in Year 10

Year 7 Curriculum

Behaviour Policy

Attendance Policy

Schemes of Work

**Headteacher: Alexander Timms B.A. (Hons) PGCE NPQH DPSE**

**Chair of Governors: Wayne Goodwin B.A. (Hons) B.Sc MRICS**

**Paulet High School**

**Violet Way**

**Stapenhill**

**Burton upon Trent**

**DE15 9RT**

**Telephone: 01283 239710/239712**

**Fax: 01283 239735**

**Website: [www.paulet.staffs.sch.uk](http://www.paulet.staffs.sch.uk)**

**Email: [office@paulet.staffs.sch.uk](mailto:office@paulet.staffs.sch.uk)**

**Information in this booklet is correct at the time of publication, August 2007.**

*“When we came to see the school prior to our children coming here, we found the staff friendly and helpful. There is a good range of subjects and various opportunities, and extra help is available in key areas, when necessary”.*

(Parent)

# Information and Communication Technology



Maths



Physical Education

Science



Religious Education

Languages

Music

Paulet High School  
Violet Way  
Burton on Trent  
Staffordshire  
DE15 9RT

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