

Darton High School
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humanities

A Specialist Humanities College
'Learning In Partnership'

Darton High School is a comprehensive co-educational secondary school maintained by Barnsley Metropolitan Borough Council, newly designated as a Specialist Humanities College with effect from September 2005. We value equally all members of the school and work together for the educational progress of all our students.

J M Shepherd
Chairman of Governors

S Hill
Acting Headteacher

Published September 2005 - all information correct at time of publishing.



SCHOOL ETHOS

MISSION STATEMENT

LEARNING IN PARTNERSHIP

AIMS

- * Provide a secure, caring and stimulating environment in partnership with the whole community.
- * All members of the school community feel valued.
- * All members of the school community thrive in an atmosphere of mutual respect and consideration.
- * Provide pupils with the confidence and ability to rise to challenges of learning and employment in the wider world.
- * Provide pupils with the skills to continually challenge themselves to fulfil their potential through life.

OUTCOMES

Pupils will be mature, respectful and considerate young people, ready to take their place in society as active citizens. They will have confidence in their own abilities and be ready to accept challenges in their own lives as well as having the independence to overcome difficulties. They will appreciate that learning is a continuing, lifelong process which never ends.

All members of the community will have benefited from their association with Darton High School, in feeling that they have been considered, valued and have contributed to the work of the school within the community.



❁ ***Your school in your community***

Darton High School provides education for students aged 11-16, catering for the needs of the full range of abilities. Here traditional values and modern developments combine to promote a broad and balanced comprehensive curriculum.

❁ ***An established school in a new age***

Accommodation is constantly being updated and refurbished, providing additional classrooms, offices, refurbishment of Food Technology classrooms and the dining hall, provision of ramps, handrails and lifts. The main toilet block to the entrance of Technology is to be fully refurbished to include a student social area and the car park has been extended to accommodate separate visitor parking and an additional bus bay. Further developments have been planned to deal with rising numbers, including a purpose built Music block including ICT suite due to be completed for the start of term September 2005. Our successful bid to the new opportunities funding will provide a new floodlit pitch and extensions to Sports buildings. The forthcoming Building Schools for the Future, a programme providing new accommodation for all secondary schools, between 2009 and 2012, will see Darton High School redeveloped as a new Advanced Learning Centre on the existing site, with a proposed predominantly new build.

❁ ***Specialist School Status***

The school is delighted to announce that it has been successful in achieving Specialist School status with effect from September 2005. Darton High School is now a Humanities College, specialising in the key subject English (Language and Literature) with Citizenship and Religious Education (Ethics and Philosophy). We feel this combination gives us a strong identity that focuses on developing young people as active and articulate citizens and through that builds high aspirations throughout the school and wider community. The vision of Darton High School as a Specialist School is fundamental to effecting change, raising aspirations and driving up standards of achievement.

Best practice will be clearly evident in the main focus areas, but the process and resources that come about from becoming a Specialist School will affect the whole school. We will use those initiatives and developments in the target areas to permeate throughout the school and community. The development of communication skills, raising opportunities to involve students in serious individual and critical thought, student involvement in developments affecting themselves, being active citizens – these are just a few examples of aspects that will drive up achievement throughout the school. Humanities may be the focus but in reality it is the means by which we will affect the whole learning process.

One way we wish to develop cross-curricular links and share good practice is through the termly Learning Zones. These will involve a variety of subjects contributing towards an event or theme over a few days or weeks. In this way staff will be encouraged to work with other staff from different teams and students will be helped to see connections between subjects and use transferable skills. Planned Learning Zones include War & Peace.



We need Darton to be a school that delivers best practice for the benefit of all in the community and wish to share best practice with our business and community partners. It is our intention to secure, develop and embrace partnerships in the local and wider community, regionally, nationally and globally. The aim here is that we create 'Learning Partnerships' which open people's minds and significantly raise people's aspirations. The emphasis on 'Lifelong Learning' is a key feature. We intend to take the opportunity to develop co-operative ventures that not only drive up educational standards in school but also have advantages and developments for our sponsors.

We will ensure our students (young, adult and old) are fully embraced in a rich and diverse learning environment, where there is truly a sense of 'Lifelong Learning', a sense of community and partnership.

✿ ***High standards of teaching and learning***

We have a reputation for combining good results in examinations with sustained care for all our students, whatever their capabilities, needs and ambitions. Over 75% of our pupils last year went on to further education. Many of these will progress to higher education in colleges and universities. This is something we encourage and plan for.

✿ ***Serving the school***

We value any contribution from students, parents, employers, residents and friends to the enrichment of the life of the school.

✿ ***Serving the community***

Our students are encouraged to acquire knowledge and develop skills which will enable them to fulfil their potential in personal and working life and to play a full part as an adult in a democratic, multi-cultural and rapidly changing society.

✿ ***Values and commitment***

We want students to build on the achievements they bring with them. We help them to respect and value themselves and others, striving to work together to improve the quality of life in the families and communities to which they belong.

✿ ***Come and see***

Visitors are always welcome. If you would like further help or information please ask us.



ADMISSIONS POLICY

The school is a comprehensive school for boys and girls aged 11-16. The Standard Admission Number for each year group is 235. We received 235 applications of which 235 were successful in September 2005. Applications for admission to the school should be made to the LEA.

Parents are invited to contact the school at any time as required prior to making application for admission of their son or daughter but for the normal admission in September we arrange visits during the Autumn Term, probably in September. Students due to join the school in September spend 2 days in school in the Summer Term in July, which are followed by an evening for parents.

DATES FOR TERMS - 2005 / 2006

	Begins	Ends
Autumn Term	Monday 5 September	Wednesday 21 December
Half Term Holiday	Monday 24 October	Friday 28 October
Spring Term	Tuesday 3 January	Friday 31 March
Half Term Holiday	Monday 13 February	Friday 17 February
Summer Term	Tuesday 18 April	Friday 21 July
Half Term Holiday	Monday 29 May	Friday 2 June

School will also be closed on Monday 1 May and on 5 other days to be arranged.

SCHOOL DAYS

The student's day begins at 08.50 and ends at 15.25. We are in the process of reorganising the school day, the midday break will be 12.20 to 13.20.

Unless granted leave by the school to go home at lunchtime all pupils are required to remain on the premises. As at any other time through the school day, the school cannot be held responsible for students who leave the premises without permission.

HOW CLASSES ARE SET UP

The years are numbered 7 - 11. Each year has 8 forms. We set up the forms in Year 7 using Key Stage 2 results and information received from primary schools so that all forms and classes are similar in composition.

Teachers employ a range of methods suited to teaching individuals and groups and encourage students to use the great variety of resources available to them in their study in school and at home.

ATTENDANCE

Parents and guardians are **required** by law to ensure that children of compulsory school age receive full-time education. We want all pupils to attend school because they feel safe, comfortable and able to develop their full potential in a positive environment. We shall attempt to recognise good attendance by praise and reward - both oral and written. Parents and guardians have a responsibility to ensure that their children attend promptly (punctuality is most important) and stay in school. They must also inform the school of any absence as soon as possible, ideally on the first day, and they should state the nature of illness and how long the absence might last.



On return, a note is required even if previous telephone contact has been made.

A child should only be absent for unavoidable reasons. Allowing a child to be absent without good reason is against the law. Every half day absence has to be classified by the school (not the parents) as **authorised** or **unauthorised**. This is why a proper contact and explanation are vital.

AUTHORISED absence may be caused by illness or a similarly unavoidable reason

UNAUTHORISED absence may include truancy or absence through trivial and unacceptable reasons (eg shopping, minding the house or pet, or a treat)

The Headteacher is empowered to grant discretionary leave of absence from school including for *family holidays for up to 10 days in any one school year*. Leave of absence will not be considered in the following periods

- In the first half term of the school year ie. September to October
- Between February and May half terms for pupils in Years 9 and 11
- Where a pupil has internal examinations or assessments, including coursework within an month of the requested leave of absence
- If the pupil's attendance would fall below 92% as a result of the granted leave

Leave of absence in these periods may be granted in exceptional circumstances. Finally please note that leave of absence will not be granted retrospectively.

Absence that is not authorised by the Headteacher is recorded as unauthorised. All unauthorised absence is monitored and may lead to the involvement of the Education Welfare Officer.

The school policy on leave of absence is currently being reviewed and the criteria may be substantially tightened. Details will be sent to all parents following the review.

A small minority of children need encouragement to attend school. However, early recognition and involvement from all bodies, governors, parents, teachers and educational welfare, can normally resolve the problem. There is a need for firmness and rigour, tempered by understanding and support.

A full policy on Attendance and Related Issues is available at the school.

You should note the dates of examinations and assessments: leave of absence will not be granted during these periods under any circumstances and the school cannot vary examination and assessment schedules.

SANCTIONS

The school uses a range of sanctions in response to behavioural and other issues. These include after school detention. Notice is always given before a detention.



THE CURRICULUM

To achieve the overall aims in the curriculum we endeavour:

- * to offer equal opportunity for all to experience the full range of the curriculum
- * to provide a balanced range of subjects and courses
- * to implement Barnsley's Entitlement Curriculum and build on it
- * to deliver the National Curriculum in exciting and stimulating ways
- * to ensure all students achieve their potential in all subjects
- * to develop natural links between subjects
- * to foster links between school and industry

CURRICULUM ORGANISATION

In years 7, 8 and 9 students follow a common curriculum which fulfils the requirements of the National Curriculum in:

English	Mathematics	Science
Technology	Information Technology	French
History	Geography	Religious Education
Physical Education	Dance	Drama
Art	Music	Y8/9 2nd Language for some pupils

Personal, Health, Social & Citizenship Education (PHSCE)

During year 9, students make a choice from a range of options which they may take in years 10 and 11 in addition to the fixed core. The fixed core in years 10 and 11 is currently:

English	Mathematics	Science
Design & Technology	French	Physical Education
Ethics and Philosophy	Careers Guidance	PHSCE

English includes the study of both Language and Literature and Science is a balanced course of study in all the main branches of the subject. Both English and Science lead to dual certification at General Certificate of Secondary Education (GCSE) level.

Students currently choose three subjects from the following:

Art	Business Studies	Dance	Drama
Geography	History	Physical Education (GCSE)	
Music	Second Modern Foreign Language		



RELIGIOUS EDUCATION

Religious Education is an integral part of the curriculum for all students in school. Throughout their years in Darton High School students are given the opportunity of extending their knowledge and understanding of Christianity as a world faith, as well as exploring other religions practised in the United Kingdom and across the world.

In KS3 students will increasingly have opportunities to extend their study of principal beliefs, practices and moral codes as well as develop their understanding of the influence and impact of religion on societies, values and culture. There will also be opportunities to consider and evaluate religious responses to key questions and issues in the light of personal belief.

In KS4 students build upon the understanding gained in years 7 - 9 and consider key questions in religious thinking relating to them as individuals as well as to society as a whole. A short course GCSE is followed in Philosophy and Ethics in Years 10 & 11. There is also an opportunity for students to take up a Full Course option by working on the Virtual Learning Environment and be willing to make a commitment to independent learning and personal study.

At present the school's scheme of work is under review as a direct consequence of the publication of the new Agreed Syllabus for RE in Barnsley which was launched in June 2005.

In accordance with the Education Acts, if you wish your child to withdraw from Religious Education and/or Collective Worship this request will be accommodated. However, parents making the request will be required to draw up a scheme of work and provide lesson content for their child.

EQUIPMENT

Every student is expected to provide basic personal items of equipment:

Black or blue pen	Pencil
Coloured pencils	Pencil eraser
Pair of compasses	Pencil sharpener
Calculator	Ruler 30 cm
Set square	

The Mathematics Department can supply a suitable calculator at minimal cost. Other basic equipment is sold at Reception or in the library.

For reasons of safety we do not allow the use of Tippex Fluid in school.



HOMEWORK

We set homework regularly for all students and ask you to look at the homework record in the Student Planner. You should try to provide suitable facilities at home where your child can work comfortably and free from distractions. The Learning Resource Centre is now open before and after normal school hours.

MARKING AND ASSESSMENT

Work done by students in school and at home is regularly assessed by teachers, though you should not expect always to find red marks on it! Teachers endeavour to be constructive in their comments on students' work and your child will need to take note of both what is written and what is said about a piece of work.

In Years 10 and 11 much of the work done in class and at home is assessed as part of the GCSE examinations, so it is vital that such work is properly cared for and presented on time.

INDIVIDUAL EDUCATIONAL NEEDS

We try to support the needs of all our students in their life and work in school. The Special Educational Needs Co-ordinator (Head of Department of Individual Needs) and his staff support students with special needs, encouraging them to benefit from the whole curriculum.

In some cases additional help is given by members of the Authority's support team.

We are limited but developing our ability adequately to accommodate physically handicapped students but if you would like further advice please contact the Headteacher.

We are continuing to develop aspects of an alternative curriculum in Key Stage 4 to meet the needs of a wide range of pupils.

We set great store by providing a stimulating and challenging education for all our students, including the exceptionally able.

SEX EDUCATION

The physical aspects of sexuality are taught in science to all students in Year 7. Moral issues - personal responsibility and respect for other people - crop up unexpectedly as well as in planned lessons and we try to deal with them tactfully and sensitively.

Moral and physical aspects of sexuality are treated as part of the Health Education element in form Tutor Periods throughout the school.



PERSONAL, HEALTH, SOCIAL AND CITIZENSHIP EDUCATION

The aim of Citizenship, Personal, Health and Social Education (CPHSE) is to enable the student to develop fully as an individual member of society both academically and socially.

The citizenship curriculum has been designed to ensure that young people are:

- * Politically literate and understand the workings of their democracy.
- * Socially and morally responsible and are able to debate and reach opinions on a variety of controversial issues.
- * Participate in the life of the communities which they are members, both in school and elsewhere and can reflect on that experience.

In years 7,8,10 and 11 the form tutor in the main takes responsibility for PHSCE lessons. In year 9 pupils will be taught by specialist teachers. Because of its nature however, PHSCE is also developed across other areas of the curriculum.

THE WORLD OF WORK

Careers guidance is offered to all students in Years 10 and 11 in regular lessons. Our Careers Officer and Careers Teachers will offer advice on any matters relating to employment and further studies or training. Students in Year 9 are also offered advice before making choices of courses in Year 10 and the resources of the Careers Library are available to all students of any age at dinner times, before and after school.

Pupils in years 7 and 8 are presented with issues related to the world of work via form tutors during a 6 week block in PHSCE lessons.

All students have the opportunity to experience work in industry and commerce for two weeks during October of Y11. Each student is personally supervised and visited by a member of the teaching staff and placements usually have a bearing on the student's curriculum and help to inform career choices.

We maintain regular links with Lifetime Careers, Barnsley College, School 6th Forms, Business & Education (South Yorkshire) and other agencies throughout the year and prepare students for employment, training and further and higher education.



REPORTING ON PROGRESS

You will receive periodically a Report which describes the progress and achievements of your child. The results of tests and assessments in National Curriculum subjects taken by students in year 9 are sent to you at the end of the year.

A parent-teacher consultation evening is arranged for the parents of students in each age group at an appropriate time of the year. The dates of these meetings are sent to you at the beginning of the school year.

If you are concerned about any aspect of your child's life in school at any time please do not hesitate to contact us.

COMPLAINTS CONCERNING THE SCHOOL CURRICULUM

We do hope that if you have any concern about the curriculum - or any other matter - you will discuss it with the Headteacher. However, you may contact the Clerk to the Governors through the LEA (Local Education Authority).

CHARGING AND REMISSIONS POLICY

Activities outside the curriculum are conducted on the basis of voluntary contributions from the parents of participants. Such contributions must cover the total cost of the activity. The full policy is available from school and is also on the school website.

Activities which are an essential part of the curriculum are provided free of charge.

ACCESS TO DOCUMENTS

If you wish to consult any documents as allowed by law we shall be pleased to help you. Please ask at Reception. In general, policies are also available on the school website.



PUBLIC EXAMINATIONS POLICY

PUBLIC EXAMINATIONS

Most of the courses followed in Years 10 and 11 lead to the General Certificate of Secondary Education (GCSE), which is awarded in single subjects and on the basis of both the assessment of coursework and the results of end-of-course examinations.

At this stage most courses lead to examination and assessment by the Northern Examining and Assessment Board, though some courses are certificated by other GCSE examining boards.

We try to provide an education which will equip students to achieve their realistic ambitions and we maintain a programme of systematic consultation with students and their parents throughout the school but particularly at critical stages in the student's school life.

Currently we enter students for certification in any subject in which they have a reasonable chance of attaining a grade and we shall consult you during the Autumn Term of Year 11 on this matter. The final decision on both allocation to courses and entry for public examinations remains with the school.

The fees for entry to GCSE examinations are high. It is the policy of the Governors to recover the cost of entry to public examinations from parents of students who fail to fulfil requirements in subjects for which they have been entered.

We are proud of our students' achievements across the whole range of ability since most of them work extremely hard and deserve their success. Results in public examinations in 2004 are to be found at the end of this prospectus.

SYLLABUSES CERTIFICATED

The following subjects are studied to GCSE standard by students in Years 10 and 11. An Entry Level Certificate may be offered to some pupils where appropriate.

Art and Design	Business and Information Studies
Dance	Design and Technology
Drama	English
English Literature	Ethics and Philosophy (Short Course)
French	Geography
History	Mathematics (Graduated Assessment)
Music	Physical Education
Science Dual Award	German
Spanish	Business Studies (Vocational) Dual Award



PASTORAL CARE

The Children's Act (2004) requires us to ensure that "Every Child Matters". We are interested in the "wellbeing" of every child - not just those with special problems. There are FIVE outcomes which all children have the right to expect:

- * Be healthy
- * Be safe
- * Enjoy and achieve in school
- * Make a positive contribution
- * Achieve economic wellbeing

We, all of us - teachers, adults in school, governors, parents and students have the charge to work together towards outcomes. We will use other agencies as we need to. All bodies - schools, police, social services, health etc **MUST** cooperate in working for these targets for all children.

To achieve the overall aims in our school community we endeavour:

- * to encourage our students to develop their self esteem and to value their own contributions to school life
- * to establish a caring and supportive relationship with all our students
- * to develop social skills in our students
- * to promote links with all who can contribute to the welfare and development of our students
- * to offer opportunities for all students to have access to the full curriculum
- * to respond to the needs of all students.

CHILD PROTECTION

Darton High School has a legal duty to work with other agencies in protecting children from harm and responding to allegations of abuse. All schools are required by law to assist with enquiries into possible abuse.

Abuse is identified in four forms:

- | | | | |
|---|-----------------|---|----------------|
| 1 | Neglect | 2 | Physical Abuse |
| 3 | Emotional Abuse | 4 | Sexual Abuse |

The school will always listen to and respond to the needs of its pupils. School staff especially teachers are in daily contact with pupils and they can identify not just physical signs but serious changes in attitude and behaviour. However, the school will not investigate, and will not pass judgements. It will pass on relevant concerns to the appropriate agencies especially Social Services and the Police. Parents will be kept informed unless the school feels that this would represent a serious threat to the child.

If parents themselves have concerns then they can relay them to Mr Sturgess, Deputy Head, who is the nominated Child Protection Officer in school, or in his absence to another member of staff.



CONDUCT

Our discipline aims to promote good behaviour. We have a policy for the promotion of good behaviour which students have helped to produce.

Most students develop caring relationships with staff, parents and other people, their own consistent discipline and an enthusiasm for school. We do have rules which support civilised standards and they are included in the Student Planner. When behaviour falls short of acceptable standards there are some simple steps we can take in classes. If other more serious steps are necessary we will contact you. For example, we do use detention but we always give you at least 24 hours notice. We also use isolation but these are used when behaviour falls well short of expectations.

We hold violence of any kind, including offensive language, to be inexcusable and unacceptable. Students who use such aggression in relations with other people must expect to be treated with the utmost severity.

Self-discipline is the best discipline and recognises the need for mutual respect and concern.

FORM GROUPS

Your child will be looked after by one of our Form Tutors, who meet groups for registration each morning and afternoon. They are your first point of contact. They conduct a weekly tutorial period and exercise close supervision of each student's progress and welfare. They maintain records and take an active part in helping students to get the most out of their education. For example, they monitor attendance and progress made in school and they give advice on planning work, coping with homework and examinations, choice of courses at the appropriate time and other educational matters as they arise.

PASTORAL SUPPORT

The school has revised its pastoral support system to better support pupils. There are two teams of dedicated staff. The inclusion team, led by Mr Powell works to support pupils with behavioural and social issues. The team includes Mr Hickie, the session manager, who as a member of the support staff does not have a teaching commitment. This greatly increases his availability to respond promptly to issues. The inclusion team also links with the learning mentors and learning support unit (The Bridge).

The academic mentoring team focus on pupil learning and in liaison with all staff, support pupils to achieve their potential while at Darton. They play a crucial role in ensuring pupils do not underachieve and actively monitor performance.

We recognise that year 7 is a special year and that additional support is needed to help pupils settle. For this reason Mr Pearson, who manages the transfer of pupils from primary school, has oversight of all year 7. Please contact the form teacher, or Mr Pearson for any initial issues in year 7 as pupils become used to their new school.



TRIDENT AWARDS

The school has a good record in the Trident Award scheme, which recognises students' achievements in personal challenge, service to the community and the experience of work. Students are encouraged to expand their horizons to acquire skills in a variety of activities, working alone and together in groups.

LIBRARY AND RESOURCES

- * We encourage access for all students to the facilities.
- * We ensure the atmosphere is welcoming and comfortable.
- * We have a wide variety of resources including books, computers and other media.
- * We promote reading both as a source of information and for pleasure.
- * We develop close links between subject areas and the library.
- * We believe the library and resource area should help students of all abilities to fulfil their potential.

We opened a new Library and Resource Centre in July 2001. It provides an excellent environment where pupils can take charge of their own learning. This resource is available outside normal school hours.



DRESS AND APPEARANCE

We specify school dress because:

- * we want our students to care about their appearance
- * it helps develop a sense of belonging
- * it is practical, reasonably priced and safe
- * it spares parents from chasing fashion.

Governors expect that parents who apply for the admission of their child to Darton High School will ensure their child continues to wear school dress through the full five years.

APPROVED SCHOOL DRESS

Grey or black skirt (plain, knee length, not tight fitting and without slits), or Grey or black formal trousers (plain, without any decoration, not combat trousers, leggings or trouser skirts)

White blouse with collar and sleeves, or white or grey shirt with collar and sleeves and a Darton High School tie

Black sweatshirt with embroidered school logo (red in Lower School and gold in Upper School)

Low-heeled black shoes (not boots, trainers, shoes with platform soles or stiletto heels)

School Sports Kit

Denim is not acceptable.

All items of clothing should be labelled with the owner's name.

Trutex School Link is a unique service that provides many of the above items of school uniform at prices competitive to those on the High Street, with the added advantage of a guaranteed 10% of sales, generating income to Darton High School Fund for the benefit of pupils in school; catalogues are available in school - please ask at Reception, or log onto www.trutexdirect.com using the Darton High School password: LEA00240SC. Contact the orderline direct on 0870 600 10 33, open 6am - 11pm, 7 days a week.

JEWELLERY - Earrings and other items of jewellery can be dangerous and must not be worn in school.

Any pupil who arrives at school whose dress and appearance do not comply with the code outlined above will be dealt with in an appropriate manner.

MOBILE PHONES - Mobile phones are not allowed in school and should be left at home.



LINKS WITH BUSINESS AND INDUSTRY

Local businesses have made significant contributions to the experiences of our students. In some courses students establish their own links and, of course, we have beneficial links with countless local firms through the Work Experience programme and the course in Business and Information Studies.

Representatives of local industry and commerce visit Careers Guidance classes and our Student Planner is sponsored by local enterprises and Barnsley College.

In March 2005, with the support of Crag Rats, all Y10 pupils were involved in an Enterprise Event held in school for a full day where visitors from a range of business areas gave invaluable advice.

The school has developed successful links with the Army. This has included Personal Development days and residential work experience.

The school is currently establishing further business links as part of our successful bid to become a Humanities College.

YEAR AND SCHOOL COUNCILS

The members of every form elect a Form Representative at the start of the academic year. The Form Representatives of each year group meet fortnightly as the Year Council. They consider issues of particular interest to that year group.

Three members of each Year Council are then elected to be members of the School Council. This also meets fortnightly and considers whole-school issues. These students work with the leadership of the school and individual members of the School Council regularly meet with the school's Headteacher and Senior Staff Team. Year and school council members are also involved in most staff interviews at the school.

The School Council manages all fund-raising activities throughout the year for the benefit of local and national charities. Last year the students supported Barnsley Hospice, Breast Cancer Awareness, the Tsunami Appeal, Traidcraft, the Sargent Cancer Care for Children and the Roald Dahl Foundation via Readathon.

DARTON HIGH SCHOOL ASSOCIATION

The Association aims to promote relationships between staff, parents, students and friends of the school through activities which support the cultural, social and curricular life of our students. All parents are automatically members and receive information and invitations to events. There is no membership fee.

In the last two school years donations to the school have provided

- * Laptops for the Library/Learning Resource Centre
- * Student Achievement Awards
- * Extended support for the DHS Specialist School Bid
- * Extended Signage
- * Now working on a project to build a school house in Tanzania

Parents and friends have given invaluable help to the school through their direct involvement in events.



HOME SCHOOL AGREEMENT

The purpose of the agreement is to set out clearly the responsibilities of the school, parents and pupils. By working together, and fully accepting the responsibility to play a full part in the education process, we can ensure that pupils not only benefit from their time at school, but also leave school with a sense of future purpose and a commitment to ongoing learning. The main principle behind this agreement is that the parent/guardian accepts that, by law, the prime responsibility for their child's education rests with the parent/guardian and that the school will assist them to carry out this responsibility.

The parents will:

- * see that their child goes to school regularly, punctually and properly dressed in school uniform equipped to ensure the learning process takes place;
- * let the school know about any concerns or problems that might affect their child's work or behaviour so that the school knows and can be sensitive to the child's needs;
- * support the school's rules and policies to ensure equality of opportunity for all students and to enhance a sense of responsibility within the community;
- * support their child with learning out of school;
- * attend parent's evenings and discussions about their child's progress and behaviour so that they are fully aware of their child's development and progress;
- * discourage truancy by informing the school if their child will be absent and on their return send a letter giving the reason for absence;
- * ensure that the school is informed of changes of address and contact numbers immediately so that in an emergency situation they can be informed quickly and without delay.

The school will:

- * contact parents if there is a problem with attendance, punctuality or equipment to assist students to get the best from their education;
- * let parents know about concerns and problems that affect their child's work or behaviour to ensure liaison between home and school and to give support where needed;
- * set, mark and monitor homework to reinforce the learning process;
- * arrange parent's evenings during which progress will be discussed to promote sound home school links and the opportunity to work together in the child's best interests;
- * keep parents informed about school activities through regular newsletters etc so that parents and pupils have the opportunity to participate fully in school events;
- * care for children's safety and well-being so that parents can have confidence concerning their child's safety and well being.

The student will:

- * attend school regularly, punctually, properly dressed and bring all necessary equipment so that they can show full commitment to their school;
- * do all their classwork and homework as well as they can so that they will learn, make progress and achieve as much as they are able;
- * be polite and helpful to all members of the school community;
- * obey all school rules so that they may benefit from their time at school and work well with their peers.



LATEST AVAILABLE GCSE RESULTS ACHIEVED BY PUPILS AGED 15 BY SUBJECT

No. of pupils in school aged 15: 205

No. of pupils in school aged 15 not entered for GCSEs: 2

SUBJECT	A*	A	B	C	D	E	F	G	U	N/A
ENGLISH	5	26	42	42	47	28	4	0	0	0
ENGLISH LITERATURE	7	60	34	30	18	8	2	0	0	0
MATHEMATICS	2	8	27	48	46	38	11	12	6	0
SCIENCE DOUBLE AWARD	4	13	26	39	38	40	23	14	1	0
GEOGRAPHY	1	5	7	40	17	23	10	0	0	0
HISTORY	2	10	12	15	17	17	11	6	0	0
FRENCH	1	6	22	53	35	23	21	5	1	0
GERMAN	1	0	4	0	1	0	0	1	0	0
BUSINESS STUDIES	0	5	12	36	12	8	2	0	0	0
DESIGN & TECHNOLOGY	1	7	23	48	27	43	20	8	2	0
ART	0	11	16	24	17	11	6	3	0	0
DANCE	0	0	6	11	16	2	0	0	0	2
DRAMA	0	2	8	7	2	0	0	0	0	1
MUSIC	0	6	9	13	4	0	0	0	0	0
PHYSICAL EDUCATION	1	5	9	11	14	10	13	1	0	0
BUSINESS STUDIES (SHORT COURSE)	0	0	0	1	0	4	4	4	0	0
ETHICS AND PHILOSOPHY (SHORT COURSE)	4	19	34	30	52	34	14	7	3	1

LATEST AVAILABLE SUMMARY GCSE (INCLUDING GCSE (SHORT COURSE))/GNVQ EQUIVALENT RESULTS ACHIEVED BY PUPILS AGED 15

No. of pupils in school aged 15: 205

ALL PUPILS (percent)	Entered for 5+ GCSEs/GNVQ	Achieving 5+ A*-C	Achieving 5+ A* - G (inc. E&M)	Entered for 1+ GCSEs	Achieving 1+ A* - G	Achieving no passes
School	96.6	49.3	90.7	99	97.5	1.5
LEA 2004*	97	40.7	84.2	95.6	95.1	4.9
England (2004)* (NCER excludes private schools)	92.3	53.4	86.4	97.2	95.8	4.2

* Due to the early publication of the prospectus these statistics are not available for 2005. These should be available from the school, on request, in November.

SUMMARY REPORT: PERCENTAGES

These tables show the percentages of the selected Year 9 pupils achieving each level in 2005.

Figures may not total 100% because of rounding.

Key Stage 3, 2005: Darton High School

TEACHER ASSESSMENT: Percentage at each level

	W	1	2	3	4	5	6	7	8	EP	Dis.	Abs.
English	0	0	0	4	28	45	21	2	0	0	0	0
Speaking & Listening+	0	0	0	3	31	47	15	3	0	0	0	0
Reading	0	0	0	5	27	44	22	2	0	0	0	0
Writing	0	0	0	6	25	46	20	3	0	0	0	0
Mathematics	0	0	1	7	17	35	28	9	3	0	0	0
Science	0	0	0	5	28	42	22	4	0	0	0	0

TASK AND TEST RESULTS: Percentage at each level

	Below level 3/4*	3	4	5	6	7	8	EP	Pupils not entered#	Abs.
English	4		14	67	11	0			0	4
Reading	13		25	50	10	0			0	2
Writing	1		8	67	21	0			0	4
Mathematics	1	6	19	24	33	12	2		0	3
Science	0	4	27	40	22	4			0	2

Key Stage 3, 2004: National Results

TEACHER ASSESSMENT: Percentage at each level

	W	1	2	3	4	5	6	7	8	EP	Dis.	Abs.
English	0	0	2	6	21	37	24	8	1	0	0	1
Mathematics	0	0	1	7	17	26	26	18	4	0	0	1
Science	0	0	1	7	20	33	27	10	0	0	0	1

TASK AND TEST RESULTS: Percentage at each level

	Below level 3/4*	3	4	5	6	7	8	Pupils not entered#	Abs.
English	10		15	37	24	10		0	4
Reading	16		15	34	21	10		0	4
Writing	8		15	36	24	11		0	4
Mathematics	3	7	14	21	29	19	4	0	3
Science	3	6	21	32	24	11		0	4

Dis. disapplied under sections 92/93 of the Education Act 2002

Ab. failed to register a level due to absence

W working towards Level 1, but have not yet achieved the standards needed for Level 1

* represents pupils who were not entered for the tests because they were working below level 3 in mathematics or science or below level 4 in English; pupils awarded a compensatory level from the tests (level 3 English; level 2 mathematics/science); and pupils entered for but not achieving a level from the tests

+ it is optional for schools to report teacher assessment for this attainment target

pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied

DESTINATIONS OF SCHOOL LEAVERS JUNE 2004*

Students leaving the school in June 2004 went on to take up the following:

	No.	% of Year
To a course at Barnsley College or other similar institution	112	54.4
To employment	53	25.7
To a place in Youth Training	7	3.4
To other provision or unknown	34	16.5

* June 2005 details should be available from the school, on request, in November.

ATTENDANCE

Figures relate to the 2004 - 2005 Academic Year.

Total number of registered pupils of compulsory school age on roll:	1156
Percentage of sessions missed through authorised absence:	6.3%
Percentage of sessions missed through unauthorised absence:	1.4%