

Contacting The School

Admissions

This booklet provides information concerning the school, as required by the 1980 Education Act, for parents of students who are expected to enter the school from within the catchment area and for other parents who wish to know about the opportunities available. All parents who would like their children to come to Queen Elizabeth High School must complete a Common Application Form. If you are a Northumberland resident you can return your application form to your child's current school who will then forward it to the School Admission Team at Northumberland County Council on your behalf or you can send it direct to The School Admissions Team, County Hall, Morpeth, NE61 2EF. You can also apply for a school place online if you prefer—www.northumberland.gov.uk/admissions. Residents of other local authorities should complete a Common Application Form issued by their home local authority for a place in a Northumberland School.

Common Application Forms are available from Queen Elizabeth High School, link middle schools, the Schools' Admissions Team and online at the following web address.

<http://www.northumberland.gov.uk/default.aspx?page=2310>

Requests for places in September 2012 must be received by 31 October 2011. The Corporate Director of Children's Services will inform parents whether or not a place at Queen Elizabeth High School is available for their child. Parents have the right of appeal where a place is refused.

The school's admission limit is 302 in each year group.

The County Council's criteria for admission are set out on the preference form. Information concerning the policies and arrangements in Northumberland is given separately in a county education booklet, copies of which are available for parents of students who are starting or transferring schools next September.

Senior Leadership Team and Chair of Governors

Headteacher	Mr Neil Morrison
Deputy Headteacher	Ms Helen Bailey
Deputy Headteacher	Mr Andrew Byers
Deputy Headteacher	Mrs Diane Harris
Director of Lower School (KS3)	Mr Les Palmer
Director of Upper School (KS4)	Mr Andrew Hedley
Director of Sixth Form (KS5)	Mr John Hill
Director of Individual Studies / Director of Performing Arts	Mr James Andriot
Business Manager	Mrs Susan Hope
Chair of Governors	Mr Adrian Woolley

New Students, New Parents

Arrangements for parents to visit the school

In the autumn term of your child's last year in the middle school we hold an open evening at the high school. This year it will be held on **Thursday 6 October 2011, 6.00-8.00pm**. Parents are invited to look around the school and talk to staff. Parents unable to attend are invited to contact the Hydro Office and speak to Barbara Shevlin, the Headteacher's Personal Assistant, telephone: 01434 610301, who will make other arrangements for them to be shown around the school. Parents with specific queries should contact Emerson Brown who is the Learning and Guidance Co-ordinator for the new Year 9 students in 2012 or Neil Morrison, Headteacher.

On Thursday 12 July 2012 at 7.30pm there will be a meeting for all parents of new Year 9 students. At this meeting Neil Morrison will explain the organisation of the school and there will be an opportunity to meet the senior staff who will have responsibility for your child next year.

Arrangements for new students before they join the school

We want to make the move from middle to high school as easy as possible. We have regular contact with the middle schools and we do our best to help students feel happy about coming to the high school. On Thursday 28 June 2012 all new students will come to the school for a day. In the morning they will meet their Learning and Guidance Co-ordinator and form tutor and in the afternoon they will take part in a programme of activities. Also during the summer term high school staff will visit the middle schools regularly so that the students may begin to get to know them and may ask questions about coming to the high school.

Year Teams and Tutor Groups

It is especially important in a large school that the students should feel they are part of a smaller unit. For this reason we divide the school into year groups and each year into tutor groups. These will meet together for registration and general school business each day and students will stay in this group for the next three years. The form tutor will guide and support students, get to know them well and follow their progress closely. The first year at the high school is known as Year 9 [age 13-14] followed by Year 10, Year 11, Year 12 and Year 13.

Year 9 has a Learning and Guidance Co-ordinator and a Learning Mentor who will stay with their year group until the end of Year 11.

The Learning and Guidance Co-ordinator and the Learning Mentor co-ordinate the work of the form tutors, know all students in the year group and have overall responsibility for their welfare. Parents with any queries should contact the Learning and Guidance Co-ordinator who will be pleased to arrange whatever contacts may be helpful with tutors or teaching staff.

Teaching Groups

In Year 9 students will be grouped by ability for mathematics largely based on the results of tests and the recommendations of middle schools; in other subjects they will be put in well-balanced groups where possible with students whom they know. During Years 10 and 11 groups are formed in a number of ways: for example by ability and, in some subjects, by the personal choice of students. Staff will be happy to discuss the placing of individual students with parents and students.

Transfer to Queen Elizabeth High School from another Secondary School

If you wish to transfer your child to the high school at any time other than the middle-high school 13+ age, please contact Neil Morrison.

Access Arrangements

The school is committed to equality of opportunity. We intend that every member of the school community feels a sense of belonging and is valued.

We produce a number of publications which are posted on our website. These publications are available in alternative formats on request. Our website has a high visibility version available.

There is access to the school for those with physical disability. Should anyone require assistance they should ask at reception. Alternative venues in school can be found for visitors if there is a problem with accessibility to certain floors of the building.

We are fully committed to discharging our equalities duties for students, staff and visitors to the school site.

We continue to strive for a curriculum that is inclusive to all students.

Parents of disabled students are most welcome to contact the Headteacher or James Andriot, Special Educational Needs Co-ordinator, to discuss admission to Queen Elizabeth High School.

Our disability access plan is available on request.

Timing of the School Day

Building open to students	8.20am
First bell	8.50am
Tutor Period and Registration	8.55 – 9.05am
Period 1	9.05 – 10.10am
Period 2	10.10 – 11.15am
BREAK	11.15 – 11.35am
Period 3	11.35am – 12.35pm
LUNCH 1	12.35 – 1.15pm
Period 4	12.35 – 1.35 or 1.15 – 2.15pm
LUNCH 2	1.35 – 2.15pm
Period 5	2.15 – 3.20pm

Please note that the school finishes at 2.15pm on every other Tuesday.
Period 1 on Wednesday each week is a tutor period.

Schedule of School Holidays and Closures

Summer 2012/13

	School Closes [3.20pm]	School Re-Opens [8.50am]
Summer 2011	Friday 20 July 2012	Tuesday 4 September 2012
Autumn Mid-Term 2011	Friday 26 October 2012	Monday 5 November 2012
Christmas 2011/12	Friday 21 December 2012	Monday 7 January 2013
Spring Mid-Term 2012	Friday 15 February 2013	Monday 25 February 2013
Easter 2012	Thursday 28 March 2013	Monday 15 April 2013
May Day	Monday 6 May 2013	
Summer Mid-Term 2012	Friday 24 May 2013	Monday 3 June 2013
Summer 2012	Friday 19 July 2013	Tuesday 3 September 2013

Teacher Training Days

Monday 3 September 2012
Monday 2 September 2013

The Curriculum

The curriculum at QEHS supports the aims, ethos and values of the school by:

- promoting the intellectual, aesthetic, moral, physical and social development of all students
- providing opportunities for the creative and performing arts to make a contribution to the education of young people
- ensuring that equality of opportunity in access to the curriculum is an entitlement
- ensuring that extra-curricular activities play an important part in school life
- providing students with every opportunity to be happy and successful learners

Year 9

All students follow a broad and balanced curriculum which builds on work done in middle school. Currently all Year 9 students study the subjects shown with the number of one hour periods per week allocated in brackets.

Art [1]	Mathematics [3]
Drama [1]	Music [1]
English [3]	PE [2]
French [2]	RE [1]
Geography [1½]	Science [3]
History [1]	Technology – Design, Food [2]
2nd Language – German, Latin, Spanish or Italian [2]	Tutorial [1]

ICT is taught within geography and through a cross-curricular programme.

Years 10/11

The curriculum in Years 10 and 11 gives students more choice but within an overall framework that ensures they enjoy a broad and balanced programme. All students follow a common core of subjects as listed below:

English [3½]	Science [5]
Maths [3]	Tutorial [1]
PE [2]	

ICT and Citizenship are taught through cross-curricular programmes.

Each student has an individual learning plan and can choose to study four other GCSE subjects or a mixture of GCSE and vocational subjects. All students also have experience of enterprise education.

Further details of the course in Years 10 and 11 may be found in the "Opportunities in Years 10 and 11" booklet available each January from the School Support Office.

We arrange a parents' evening during January to explain how the option system works and each student is invited to an individual interview to discuss course choices. Parents are invited to participate in these discussions.

Religious Education

Every student has regular lessons of Religious Education as required by law. In Year 9 there are timetabled lessons and in Years 10, 11, 12 and 13 religion is one of the cross curricular themes. The syllabuses are based on the Local Authority (LA) guidelines and are largely Christian in nature but also cover moral and social education as well as the multicultural aspects of world religions. Parents are entitled to withdraw their children from these lessons if they wish though the content is strictly non-denominational. Any parents wishing so to do should contact the Headteacher to discuss alternative provision.

We maintain close links with Mr Hodgson, Headteacher at St Joseph's RC Middle School, and will be pleased to assist Roman Catholic parents. Catholic students are strongly encouraged to attend mass at St Joseph's on holy days.

Sex Education

Issues related to sex education are raised within the school curriculum in science in Years 9 to 11, in PSHE in Years 9, 10 and 11 and in tutorial time in Years 10 and 11. Through sex education we hope to help students develop an understanding of their own and others' sexuality. This is achieved partly by understanding how our bodies work but also through a consideration of emotional and social issues related to sexual development.

In accordance with the 1993 Education Act our sex education programmes encourage students to 'have due regard to moral considerations and the value of family life'.

All parents have the right to withdraw their children from all or part of the sex education offered by the school though this does not apply to those matters which are part of the national curriculum. Should parents wish to exercise this right or discuss issues involved they should contact the Headteacher.

Detailed information about our sex education programme can be obtained from the school. At every parents' evening the Headteacher and Mrs Harris are available to answer questions about the sex education programme.

Homework

Success in school depends on the development of good study habits and practice in working independently is of great value to students. Homework is therefore set regularly. The nature of the tasks will vary. Students will find that the amount of homework given increases as they grow older. We try to balance amounts but this is not easy, especially when GCSE coursework assignments are set in a wide range of subjects.

Homework timetables are issued to Years 9, 10 and 11. The timetables show when students can expect homework from each subject.

The student planner is used to record homework and teacher comments. Parents are asked to check the planner regularly.

Consultation with Parents and Reports

Reports go to parents annually. The Year 9 report contains information about student performance at Key Stage Three and the Year 10 and Year 11 reports contain a grade which relates to examination potential.

Monitoring data, giving details of attitude to learning and attainment, is sent home three times each year. Parents are invited to meet their child's tutor in the summer term prior to their child starting in Year 9 and to consult with individual subject teachers in Years 9, 10 and 11. However, parents who wish to meet any member of the teaching staff at any other time are most welcome to telephone the Learning and Guidance Co-ordinator who will be pleased to make arrangements. There are meetings with tutors and subject teachers in Years 12 and 13.

Online Reporting to Parents

Parents can access information on their child's progress through a secure link to some areas in the student's record.

Special Educational Needs

James Andriot and Jane Dunne are co-ordinating the special educational needs department. They work closely with students, teachers and parents to provide help for students who have particular learning needs. Parents are most welcome to contact James/Jane to discuss areas of concern in relation to their children. James, Jane and their colleagues will discuss the problem and will then put together a programme which may take the form of support teaching during lessons or individual help at other times. They liaise with the middle schools and work closely with tutors, subject teachers and with the County Educational Psychologist. A copy of the special educational needs policy is available from the Hydro Office or from our website - www.qehs.net

Behaviour

Our students are almost always well behaved and we believe the quality of relationships built between students and between staff and students is vital in creating a positive learning environment in which all students fulfil their potential.

Our aim is to provide a range of opportunities in which students can excel and be rewarded and a practical set of sanctions that deals appropriately with poor behaviour. Behaviour is managed through a staged process which is consistently applied in/out of lessons. We firmly believe praise should be used to motivate and encourage students. At the same time students are made aware of the sanctions applied for unacceptable behaviour.

Detentions are used as a sanction and parents will be given 24 hours notice of an after school detention.

We have a student support and seclusion centre which can be used as a sanction for poor behaviour where appropriate. The most serious sanction is formal exclusion.

We always try to work in close partnership with parents and a multi-agency approach in supporting behaviour management. We are proactive in our approach and believe early intervention is the key to sorting out difficulties before they become serious.

A copy of the behaviour policy is on our website or available on request.

Home School Agreement

A copy of the Home School Agreement is included in each student's planner. Parents are asked to read and sign the agreement.

Uniform

QUEEN ELIZABETH HIGH SCHOOL SCHOOL UNIFORM POLICY

The key principles upon which the uniform code is based are as follows.

Uniform requirements should:

- be simple, clear and unambiguous
- ensure student comfort
- be practical
- ensure health and safety of students
- help promote a school identity
- help promote school community cohesion
- help maintain a positive public image and reputation
- be affordable
- prevent inequality of opportunity

Girls	<ul style="list-style-type: none"> • School sweatshirt • White polo shirt (collar to be worn outside sweatshirt) • Plain black school type skirt or trousers (no miniskirts, denim or leggings) • Plain black footwear (no logos)* • Tights, if worn, should be plain black 	
Boys	<ul style="list-style-type: none"> • School sweatshirt • White polo shirt (collar to be worn outside sweatshirt) • Plain black school type trousers (no denim) • Plain black footwear (no logos)* • Tights, if worn, should be plain black 	
PE	Compulsory Items <ul style="list-style-type: none"> • Sky blue polo shirt / tec top • Navy tracksuit bottoms • Navy hooded sweatshirt 	Optional items <ul style="list-style-type: none"> • Bottle green/sky games shirt • Bottle green/sky games socks • Girls - Navy football shorts • Boys - White football shorts - White rugby shorts • Wet jacket / splash top
General	<ul style="list-style-type: none"> • Jewellery – watches and stud earrings are acceptable • Make-up – a reasonable amount is acceptable • Small plain black belts are acceptable • Uniform should be appropriate both with regard to the policy and in the judgement of the senior leadership team 	

* for health and safety reasons students will be expected to change their footwear for PE lessons.

School Transport

Students living within three miles of the school make their own way to school. All other students who live within the school's official catchment area are provided with a bus pass and travel to and from school on a specially provided bus or public transport. Students who live outside the catchment area but choose to attend this school are not provided with free transport, except in certain cases where there are particular reasons for this. School transport is arranged by Northumberland County Council [Integrated Transport Section] and questions on this subject can be referred to Mark Cusack, telephone: 01670 533478.

School Council

The School Council provides a forum for students to discuss issues about the running of the school. The school council meets monthly. It is made up of elected student representatives from each year group.

The school council is consulted on various issues ranging from aspects of teaching and learning, school policies, catering arrangements and the school environment. Members are also involved in community based activities and form student panels when new staff are appointed. The school council has established a formal link with Hexham Town Council and has its say on local issues.

In March 2007, the first Hexham Partnership of Schools student voice conference took place to discuss teaching and learning. Over 100 students representing school councils from the 17 partnership schools came together to consider key issues such as what makes a good learner, a good lesson, a good teacher, and a good school! Follow up conferences took place in 2008 and 2009 and another is planned for 2011.

Hexham Partnership

The school's official catchment area is a large one, extending north/south from Humshaugh to Blanchland and east/west from Riding Mill to Hexham. A significant number of students from outside this area also attend the school. The Hexham Partnership is a strong one.

The Partnership consists of the following schools:

First Schools (Years 0-4):

The Sele First, Hexham East First, Acomb First, Beaufront First, Broomhaugh Church of England First, Chollerton Church of England First, Corbridge Church of England First, Humshaugh Church of England First, Slaley First, St Mary's RC First School, Whitley Chapel Church of England First School, Whittonstall First.

Middle Schools (Years 5-8):

Hexham Middle School, Corbridge Middle School, St Joseph's RC Voluntary Aided Middle School.

High School (Years 9-13):

Queen Elizabeth High School

Special School:

Hexham Priory School

QEHS is federated with Hexham Middle School. This means there is one governing body for both schools.

Exam Results

KEY STAGE 3 RESULTS - Teacher Assessments

Summary of the national curriculum assessment results of pupils in the school (2011) at the end of Key Stage 3, as a percentage of those eligible for assessment.

TEACHER ASSESSMENT: (Core subjects) Percentage at each level

		W	1	2	3	4	5	6	7	8	EP	5+	Dis	Abs
English	School	0	0	0	0	12	35	35	18	0	0	88	0	0
Mathematics	School	0	0	1	1	13	13	26	30	16	0	85	0	0
Science	School	0	0	0	0	11	27	39	21	0	0	88	0	1

TEACHER ASSESSMENT: Percentage at each level

		W	1	2	3	4	5	6	7	8	EP	4+	5+	Dis	Abs
Design and technology	School	0	0	0	0	1	31	55	10	0	0		96	1	1
Geography	School	0	0	0	0	1	13	36	37	12	0		97	0	0
History	School	0	0	0	1	6	17	28	34	14	0		93	1	0
Information technology	School	0	0	0	0	10	46	39	4	0	0		89	0	2
Mod foreign languages	School	0	0	0	3	20	47	22	6	0	0	94	74	2	0
Art & Design	School	0	0	0	0	10	38	43	7	0	0		89	0	1
Music	School	0	0	0	0	10	38	38	13	0	0		89	1	1
Physical Education	School	0	0	0	2	10	60	22	4	1	0		86	1	1
Religious Education	School	0	0	0	0	0	13	40	47	0	0		99	0	1

Dis disappled or not entered for the test

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 and science or below level 4 in English; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

Exam Results

GCSE Subject Analysis 2010/11 - KS4 (Year 11)

Subject	Total Entry	A*	A	B	C	D	E	F	G	U	X
Additional Science	134	4	27	46	46	10	1	0	0	0	0
Applied Science	64	0	0	1	17	28	13	5	0	0	0
Art and Design	76	5	18	30	13	8	2	0	0	0	0
Biology	72	19	35	16	1	0	1	0	0	0	0
Business Studies	62	1	11	20	9	12	5	3	1	0	0
Chemistry	71	29	28	9	5	0	0	0	0	0	0
Chinese	1	0.5	0	0	0	0	0	0	0	0	0
Dance	38	2	7	8	7	7	5	1	1	0	0
Drama	33	0	5	11	7	8	0	1	1	0	0
Dutch	1	0	1	0	0	0	0	0	0	0	0
Electronics	15	0	0	4	2	3	4	0	2	0	0
Engineering	34	2	4	19	17	18	5	3	0	0	0
English Literature	294	9	38	95	67	53	23	4	3	2	0
English Language (Best Grd)	296	8	29	82	122	43	9	3	0	0	0
Food Tech	17	3	7	2	3	2	0	0	0	0	0
French	64	10	13	20	9	8	4	0	0	0	0
Geography	86	9	22	28	14	8	4	0	1	0	0
German	30	4	8	6	8	2	1	1	0	0	0
Graphics	30	0	4	6	14	6	0	0	0	0	0
Greek (Classical)	1	0	0.5	0	0	0	0	0	0	0	0
History	136	13	28	37	25	17	9	6	1	0	0
Latin	13	4	4	2	2	0	0	1	0	0	0
Mathematics	296	30	57	61	95	20	16	13	1	1	2
Media Studies	30	0	5	10	9	5	1	0	0	0	0
Music	44	5	11	14	6	1	4	1	2	0	0
PE GCSE	48	5	14	16	7	5	0	1	0	0	0
Physics	72	31	26	14	0	0	0	1	0	0	0
Religious Studies	49	9	12	17	5	5	0	1	0	0	0
Resistant Materials	18	2	5	5	5	1	0	0	0	0	0
Science	220	2	23	71	55	36	20	12	0	1	0
Spanish	60	5	10	14	20	7	3	1	0	0	0
Sports Science	20	0	0	0	0	0	0	0	0	0	0
Statistics	64	13	33	11	5	1	0	0	0	0	1
Textiles	32	0	4	12	9	6	1	0	0	0	0
Totals	2521	224.5	489.5	687	604	320	131	58	13	4	3
% of Total		8.91	19.42	27.25	23.96	12.69	5.20	2.30	0.52	0.16	0.12

Exam Results

GCE Subject Analysis 2010/11 - KS5 (Year 13)

Subject	Total Entry	A*	A	B	C	D	E	U/X
Ad Health (Single)	9	1	2	1	1	4	0	0
Ad Travel (Single)	4	0	0	0	1	3	0	0
Ancient History	5	0	3	2	0	0	0	0
Applied Science	9	0	1	2	2	4	0	0
Art and Design	19	4	3	8	2	2	0	0
Biology	49	4	9	13	4	12	4	3
Business Studies	22	0	1	5	6	6	2	2
Chemistry	30	2	5	5	9	6	2	1
Drama	21	0	3	4	10	3	1	0
Economics	19	3	5	3	6	1	1	0
Engineering	7	0	1	1	0	2	2	1
English	37	4	8	14	5	5	1	0
English Language	26	1	0	8	12	5	0	0
French	9	0	0	4	3	2	0	0
Further Maths	5	3	2	0	0	0	0	0
General Studies	61	8	8	17	13	10	4	1
Geography	16	3	5	4	2	2	0	0
German	4	1	1	0	1	0	1	0
Graphics	3	0	1	0	0	2	0	0
History	42	5	3	11	12	10	1	0
ICT	1	0	0	0	0	1	0	0
Latin	2	0	1	1	0	0	0	0
Mathematics	55	12	9	13	13	6	1	1
Media Studies	11	0	1	5	4	1	0	0
Music	5	0	2	0	3	0	0	0
Music Tech	4	0	0	0	0	2	2	0
Philosophy	6	0	3	2	1	0	0	0
Physical Education	16	1	2	5	6	2	0	0
Physics	14	3	3	3	3	2	0	0
Product Design	6	0	1	0	5	0	0	0
Psychology	33	1	8	10	5	5	4	0
Religious Studies	14	0	4	3	5	2	0	0
Sociology	8	0	3	2	2	1	0	0
Spanish	3	0	1	1	1	0	0	0
Textiles	6	0	2	2	1	1	0	0
Totals	581	56	101	149	138	102	26	9
% of Total		9.64	17.38	25.65	23.75	17.56	4.48	1.55

Exam Results

Vocational Qualifications 2011

Level	Type	Subject	Number in Final	Number Obtaining
L3	BTEC National Certificate	Performing Arts - Musical Theatre	6	6
L3	BTEC National Award	Performing Arts Dance	2	2
L3	OCR National	Sports Science	10	8
L2	BTEC First Certificate	Construction	7	7
L2	BTEC National Diploma	Health & Social Care	30	27
L2	BTEC 1st Certificate	Health and Social Care	4	4
L2	BTEC 1st Certificate	ICT	3	3
L2	BTEC 1st Diploma	ICT	27	27
L2	NVQ Hospitality & Catering	Multi Skilled Hospitality Services	14	14
L2	BTEC National Diploma	Performing Arts - Performance	20	19
L2	OCR National/Award	Sports Science	20	20
L1	NVQ Horticulture	Horticulture	4	3
L1	NPTC Horticulture	Practical Skills in Horticulture	4	4
Total			151	144

Making a Complaint

Dealing with Concerns

Staff and governors of Queen Elizabeth High School wish to work co-operatively with parents and other members of the community to ensure the school provides a high quality of service. As a consequence we are very keen that any initial concerns are brought to our attention so that they can be dealt with quickly and effectively.

Our Complaints Procedure is available on our school website: www.qehs.net, - http://www.qehs.net/files/docs/Complaints_Procedure.pdf or telephone the school to request a copy.

If the complaint is about the conduct of the Local Authority, then you should contact the Corporate Director of Children's Services, Northumberland County Council, County Hall, Morpeth, NE61 2EF. In most cases the Headteacher or the Corporate Director of Children's Services should be able to settle the complaint informally. If you feel the complaint has not been dealt with adequately, the Headteacher will give you information concerning the procedures for making an official complaint to the Governing Body of the School.