



HALL MEAD SCHOOL

Family for life





OUR VISION AND VALUES

FAMILY FOR LIFE

Hall Mead School is a learning community; an extended family in which everyone feels valued, safe and supported. Our staff and students are kind, happy and considerate. We are committed to enabling the development of successful learners, respectful individuals and responsible global citizens.

Hall Mead is an exciting place to be. We pride ourselves on our consistently high academic performance, inclusive ethos and positive relationships. Our enduring positive ethos is built upon our four key values of Excellence, Equality, Respect and Challenge.

Maria Ducker, Headteacher



THE ACADEMY

Hall Mead is a co-educational, fully comprehensive 11-16 converter academy. Of the 210 students who are admitted to the Academy each year, the majority come from Cranham and Upminster, with the remainder usually from other parts of Havering. The Academy is a popular choice with parents and, as a consequence, it has been consistently oversubscribed.

The Academy works in partnership with a wide range of post-16 educational providers and has strong links with the local colleges and school sixth forms.

Hall Mead prides itself on the quality of its staff. The combination of experience, expertise, enthusiasm and commitment ensures that students and parents receive the best possible service. The high quality of our teachers and support staff has been recognized in our inspections.

“All groups of students make excellent progress, regardless of their backgrounds or ability level.”

Ofsted, 2013



We are committed to providing the best learning opportunities for the students. We believe that effective learning is derived from high quality teaching with high expectations which inspire, motivate and challenge students. This is achieved by regular review and reflection of classroom practice so that teachers are able to develop as professionals and meet the challenges of a changing world and student intake.

On entering the Academy, each student is allocated to a tutor group. The tutor groups are based on the house system, in which the four houses (Chapman, Dickens, Talbot and Waltham) are used for social and competitive purposes. A student normally stays in the same tutor group throughout his or her time at Hall Mead. Each group represents a cross-section of students and is balanced in terms of students' abilities.

In the Lower Academy (Years 7 - 9), students are taught in their tutor groups in many subjects, but provision is made at various stages in some for grouping in sets based on ability. For the first three years, students follow a common

curriculum. Citizenship is delivered across the curriculum through a weekly programme of Social, Moral, Spiritual and Moral education and through timetabled Personal Social and Health Education lessons.

“Teaching is outstanding.”

Ofsted, 2013

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The Academy has had an extensive rebuild as part of the Department for Education's Priority Rebuild Programme. This has resulted in a modern, state of the art building comprising of multiple classrooms, science labs, design technology and food rooms, music and art rooms, a drama space, a new Main Hall with tiered retractable bleacher seating, a designated dining room and new toilets. There is also an Activity Studio, refurbished changing rooms and a large multi-use games area with landscaped grounds. Additionally, our remaining blocks have been redecorated and all classrooms have been fitted with the latest L.E.D. 'teaching walls'.



INFORMATION, ADVICE AND GUIDANCE

As well as through our cross-curricular approach, we provide a programme for students of careers information, advice and guidance through specific sessions delivered outside of the normal timetable. These include regular talks and workshops and dedicated days. During these days, specialist input is given by outside agencies, including the Havering Colleges and a variety of employers and Higher Education Institutions. Extensive opportunities for work related learning are provided through trips, visits, talks and experiences. Our 'Future First' Alumni network is a valuable and growing resource.

All students have interviews with our designated careers advisor from the Trust as often as possible throughout their school careers, commencing in Year 9. All students in Year 9 receive an individual interview about their Option Choices. Students are also introduced to a variety of software and internet packages that can help them in target setting, careers

research and investigation into what is required for these different career or Further/Higher Education courses. They also have presentations from post-16 education providers to inform them about options open to them as a member of a 'partner school'. As a student of a partner school our students receive preferential treatment in regards to acceptance to New City Havering Sixth Form campus and New City College, Ardleigh Green campus.





“As a result of highly effective teaching,
students’ progress is outstanding...”

Ofsted, 2013

STUDENT ACHIEVEMENT

Hall Mead has long been repeatedly recognised by external bodies because of its students high levels of attainment and progress over recent years. Hall Mead performs highly in the full range of achievement measures from progress measures to attainment measures. The Academy has not built the success of its students’ achievement by entering large cohorts for GCSE equivalent qualifications and as a result is ‘future proof’ for the more rigorous qualification framework that has been introduced nationally. The courses followed also act as an excellent platform for further study at A Level.

See separate insert for our latest GCSE Results information.



EQUAL OPPORTUNITIES & RACE EQUALITY

The Academy has a specific policy that sets out its commitment to the pursuit of equal opportunity principles and practice. The policy focuses on issues of ethnicity, gender, racial awareness, disability and special educational needs (SEND). Hall Mead School is totally committed to implementing its duties under The Equality Act 2000.

A full copy of the policy is available from the Academy Office and on the Academy website, along with our Equality Objectives.

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES

The Academy is fully committed to a policy of inclusion and makes every effort to cater for the widest possible range of young people. Our most recent Ofsted inspection team noted that, "Disabled students and those with special educational needs make the same outstanding progress as their peers."

The Local Governance Committee of the Academy Trust complies with all of the duties to those students with Special Educational Needs/Disabilities required by law. Where a child who has SEND is educated in the Academy, those concerned with making special educational provision for the child ensure that the child engages in the activities of the school together with children who do not have SEND, so far as is reasonably practicable. Support for SEND students in accessing the curriculum and the wider aspects of Academy life is led by our SENDCo along with a committed team of skilled learning support staff. See the 'Local Offer' for additional information, including details of the Additional Resource Provision (ARP).

If appropriate, a student will be withdrawn from his/her normal group at certain times and given the particular assistance needed. Any parent seeking further information is asked to contact Mr O'Neill, SENDCo. A copy of the Academy's special educational needs policy is available on request.

The Academy Trust takes steps to prevent disabled students from being treated less favourably than other students and provides facilities to assist access to the Academy by disabled students.



MORE ABLE STUDENTS

More Able students are identified by their primary schools as well as by assessment on entry and throughout the Academy's reporting cycle. All teachers are made aware of their needs.

The Academy develops teaching and learning strategies that stretch and challenge our brightest children, as well as facilitating a number of enrichment opportunities throughout the year. Much work has been done on developing classroom strategies to meet the needs of our most academically able. Our proportion of top grades at GCSE shows the impact of the good work in this area.

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“The student council, prefects, senior prefects and safety representatives play a central role in the leadership of the student community”

Ofsted, 2013



PASTORAL CARE

Hall Mead School seeks to provide a caring atmosphere within which each student can prosper. This depends on mutual respect, Kindness, self-discipline and a willingness to work with others. The Academy places great emphasis on the traditional values of courtesy, tolerance and diligence.

Form tutors are responsible for the welfare and discipline of their students and for monitoring their educational progress. The work of the tutors within each year team is supported and coordinated by a Head of Year. It is the Head of Year with whom parents normally make the first contact. Students year teams provide their support network and ensure they follow the Academy's rules. The long-standing, traditional House System, led by the Senior House Tutors, forms their teams for the vibrant House competitions that run throughout the year. The Houses are Talbot, Waltham, Dickens and Chapman.

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

The Academy's pastoral care, behaviour, safeguarding and anti-bullying policies are all available on our website.

“Students' behaviour and attitudes to learning are exemplary.”

Ofsted, 2013



EXTRA-CURRICULAR ACTIVITIES

The Academy provides a wide range of extra-curricular opportunities, including sport, cultural and recreational activities and many others. Students are encouraged to develop existing skills, to discover new ones and to use them not only for personal pleasure but also for the benefit of others. Their growing portfolio of skills and experiences is tracked through the 'Opportunity Passport'.

The Creative Arts Faculty stages at least one major drama production and two concerts each year. In addition, students' creative work is displayed through a number of smaller scale performances and exhibitions. The Faculty enjoys an excellent reputation for the quality of the work produced in all disciplines and takes its work beyond the Academy gates, working with youngsters from Corbets Tey School and patients and staff at St. Francis Hospice for example.

The Academy organises a range of weekend, day and evening visits to places of interest. Trips to London theatres take place regularly as do visits to galleries and museums. Each year, two skiing holidays and a Mediterranean water sports holiday are arranged.

Links with our partner school in Berlin, Paulsen-Gymnasium, are well-established and provide excellent opportunities for exchange visits. Hall Mead enjoys a good reputation for the exemplary behaviour of its students on Academy visits. The Academy values this reputation and intends to uphold it.

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

Hall Mead has a strong sporting tradition and fields a large number of teams for matches against teams from other schools as well as catering for students who favour individual sports.

Appropriate provision is made for all levels of ability. Great pride is taken in the considerable number of students who

achieve representative honours at national, county and borough level; the Academy is equally proud, however, of the hundreds of youngsters who take part in inter-house competitions.

Students have many ways to get involved in the wider aspects of the Academy. They enjoy leadership opportunities through the Student Voice Group, Junior Sports Leaders, Subject Leaders and Prefect system. They support one another as Peer Mentors and help their peers as 'Kindness Ambassadors'. The student newspaper 'Impact' provides another great opportunity for those with a media interest.

The Academy's outstanding Spiritual, Moral, Social and Cultural programme provides insight into other cultures and faiths and develops students' independent thinking as well as their initiative.

LINKS WITH PARENTS

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

Progress reports are issued at regular intervals and these can be amplified, supplemented or updated on request. Parents are encouraged to contact the appropriate Head of Year if they have any cause for concern. The Academy welcomes constructive comments about its work.

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

At Hall Mead we use "real time" electronic communication tools to keep parents updated. These are regularly used to share important information about the day to day running of the school as well as providing information about your child including:

- Their timetable
- The achievement and behaviour points they have been awarded
- The homework they have been set each day
- Attendance
- School progress reports

The Hall Mead Website (www.hallmeadschool.co.uk) contains much information of interest to parents and is increasingly used as a means of communication between the Academy and home. The Academy also has EduLink, a quick and convenient mode of communication. Real time social media updates are also available through Twitter (@hallmead).



EMPOWER LEARNING ACADEMY TRUST

INSPIRING LEARNERS, CHANGING LIVES

THE TRUST'S PURPOSE

To inspire our family of schools to provide opportunities for our students, staff and leaders to be the best they can be, by creating a passion for lifelong learning, enabling our students to become confident and impactful world citizens.

THE TRUST'S VISION

To build a family of local primary and secondary schools with a shared ethos of continual improvement, where powerful teaching, challenge, support and accountability lie at the heart of creating environments that focus relentlessly on the needs of the learning community and delivers outstanding outcomes for all students.

THE TRUST'S VALUES

- Passion
- Respect
- Inclusion
- Challenge
- Openness



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