



HAYES SCHOOL



September 2024 Entry
Additional Information

TERM DATES 2024 - 2025

Please see our website for details
<http://www.hayes.bromley.sch.uk/>

THE SCHOOL DAY

08.30 - 08.50	Registration
08.50 - 09.50	Period 1
09.50 - 10.50	Period 2
10.50 - 11.10	Break
11.10 - 12.10	Period 3
12.10 - 13.10	Period 4
13.10 - 13.50	Lunch
13.50 - 14.50	Period 5
14.50 - 15.00	Registration
15.00	End of school day

HAYES SCHOOL VISION & STRATEGIC AIMS

Our Vision:

Hayes School's vision is to have uncompromising aspirations and expectations for every individual and for our school to be recognised as an exceptional and inspirational community of lifelong learners.

Our Values:

Trust, integrity, and respect.

Our Attributes:

We are aspirational, creative, resilient, independent, leaders and team-players.

Our Strategic Aims:

- Be a "world-class" school committed to continuous improvement
- Provide unparalleled support and personal and professional opportunities for students and staff
- Create a safe, inclusive and inspiring environment in which all students can thrive
- Deliver an innovative and inspiring curriculum, providing all students with the skills, knowledge and qualifications to progress and achieve their aspirations
- Work in partnership with parents/carers, other schools and the wider community for mutual benefit
- Be in the top 10% of schools nationally for educational outcomes

PASTORAL CARE

Positive behaviour and high self-esteem promote effective learning. Pastoral care at Hayes School aims to support our students such that they are able to achieve their potential in all aspects of their school career.

We work together to ensure that all students at Hayes School are able to be safe, happy and successful.

The Tutorial Programme, assemblies and ACTIVE lessons in all years promote students' personal development, aim to raise students' confidence, and help them to develop knowledge, interpersonal skills, social skills and communication skills in preparation for adult life.

"THE HAYES WAY" - EXCELLENCE AS STANDARD

We pride ourselves on the positive relationships and calm, purposeful atmosphere in school. These are supported by our routines, systems and expectations, which promote good learning habits and behaviour for learning. We expect all students to follow the "Hayes Way" and adopt our "Habits of Excellence":

- Hayes students are **ready** to learn, participate and work hard in every lesson.
- We are always **respectful** to staff, students and our environment.
- We are **responsible** for our learning and behaviour, and keep ourselves and others safe.

REWARDS AND RECOGNITION

We aim to celebrate students' success and raise their achievement in all aspects of school life by recognising and rewarding their effort, achievement, progress, participation, and contributions to the school and wider community.

House Points and Letters of Recognition

House points and letters of recognition can be awarded for effort, progress, outstanding achievement, participation in extra curricular activities (attendance at a practice, participation in a sports match and/or music/drama productions and debating societies), student leadership, or for contributions to the wider school community and environment e.g. helping out at Open Day.

BEHAVIOUR MANAGEMENT

The school sets high standards of behaviour for its students, and is a community which values and respects each individual, whether staff or students. Racism, sexism, LGBT phobia and other forms of discrimination are not acceptable. We aim to prepare students for living in a diverse and increasingly inter-dependent society. Where students infringe our standards they will be dealt with using the guidance set out in the Behaviour Policy. Students having difficulty with their behaviour will be offered individual support by the Pastoral Team, SEN Department and Inclusion Manager.

Hayes School is a place of learning, where all students and adults should feel free to carry out their business without fear of bullying, being photographed without their permission, and without fear of having their learning disrupted.

Therefore, we do not allow students to use their mobile phones/devices in our school. This includes at break times, lunch time and while on school premises at the start and end of the school day ('on site, out of sight').

Sanctions will be applied fairly in accordance with DfE guidance and suspension and exclusion used only as a last resort.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The SEN Department works to support student access to learning across the curriculum. The vast majority of students' special educational needs will be met in the classroom through quality first teaching. Where a student is assessed as not making sufficient progress, the department's aim is to provide targeted, good quality support and intervention that will enable students to maximise their skills and independence in the classroom. The SEN Department works closely with teachers and form tutors throughout the school, and seeks to work in partnership with parents and carers to support your child's learning progress. The type and style of support will vary according to the needs of the student.

The school works with external agency input where this is appropriate, including The Sensory Impairment Service, Child and Adolescent Mental Health Services (CAMHS), and the Educational Psychology Service. In addition to the provision described above, students may access the department before school to get themselves organised for the day. There is also a daily lunch club, and a homework club every day after school.

HAYES CURRICULUM

The purpose of Hayes School's curriculum is to give every student the opportunity to meet the high expectations of our school vision. This is through a broad and balanced curriculum experience alongside relevant, personalised and timely Information, Advice and Guidance. As an Academy, we chose to follow the National Curriculum but retain the opportunity to offer an alternative as and when appropriate.

What subjects are on offer for students to study?

At Key Stage 3: ACTIVE, ACTIVE+, Art, Design Technology, Drama, English, French, Spanish or German, Geography, History, ICT, Maths, Music, PE, RE, Science

At Key Stage 4: GCSE: Art, Biology, Business Studies, Chemistry, Computer Science, Combined Sciences, Dance, Design Technology, Drama, English Language, English Literature, Food Preparation and Nutrition, French, Geography, German, History, Maths, Media Studies, Music, Physical Education, Physics, Religious Studies, Sociology, Spanish, Textiles

Cambridge National: ICT: Media

ASDAN: Certificate of Personal Effectiveness, Key Skills

Entry Level Certificate: English, Maths and Science

THE DEVELOPMENT OF 'THE HAYES LEARNER'

Alongside the academic curriculum outlined above, Hayes is committed to developing the character, attributes and skills that are crucial to success both at school and in life beyond school. This is summarised by 'The Hayes Learner' and is taught across the academic curriculum, ACTIVE and ACTIVE+, tutor times and assemblies.

The Hayes Learner is:

- Kind, empathetic, accepting, respectful, responsible and proud.
- **Independent:** motivated, organised, aspirational, resourceful.
- **Creative:** curious, innovative, a problem-solver, a risk-taker.
- **Reflective:** learning .. how we learn, .. to be resilient, .. from mistakes.
- **A Team Player:** positive, engaged, cooperative, a leader.
- **A Communicator:** articulate, observant, receptive, informed.

TIME SPENT TEACHING

There are 25 lessons per week in Key Stages 3 and 4, each of one hour in length. In addition, there is a 20 minute registration period at the beginning of each morning session and a 20 minute registration/tutorial at the end of each afternoon session. The timetable is constructed to operate for 50 lessons over a two week period, although there are twilight sessions for Sixth Form students.

COMPULSORY PHYSICAL EDUCATION

Physical Education is a compulsory part of the National Curriculum for all students from Years 7 to 11. Our sporting curriculum offers a broad range of activities which provide students with the confidence and motivation to develop themselves and establish a life long interest in sport and recreation.

ENRICHMENT AT HAYES

Hayes School prides itself on the diverse range of enrichment activities on offer to all age groups and abilities. We currently have approximately 80 clubs running weekly, which are open to our new Year 7 students. A number of trips and residential visits are offered to students and a large number of students participate each year in the Bronze and Silver Duke of Edinburgh Award Scheme.

Please refer to the school website to see the full enrichment timetable.

HAYES SCHOOL GOVERNING BODY

Hayes School is a member school of the Impact Multi Academy Trust comprising Hayes School and Ravens Wood School. Both schools are high achieving and popular schools working together for the benefit of the young people in our local community while retaining their own individual identities.

The Directors (trustees) on the Trust Board, together with governors on the Local Governing Body of Hayes School set the vision and strategic direction for the school and hold leaders to account for the standards of education, care and student outcomes. Additionally, trustees hold the major legal and financial responsibilities and ensure that financial management is efficient and the use of resources provides value for money. All are strongly committed to fulfilling statutory safeguarding and child protection responsibilities, ensuring that Hayes School students are safe. Directors and Governors bring a wide range of experiences and professional expertise to the school.

Governance of Hayes School has been judged outstanding by Ofsted and governors are actively involved in the life of the school, providing both challenge and support.

SCHOOL UNIFORM

We are convinced that schools which uphold high standards of appearance and dress are more successful than schools which are casual about such matters. We expect all students in Years 7-11 to wear the full prescribed school uniform and to be dressed smartly. This applies both to uniform worn in school and to outdoor garments worn to and from school. Our position has the full authority of the Governing Body. For further information on our expectations please visit the school website.

CAREERS PROGRAMME

Careers Education is introduced at KS3 and continues through to the Sixth Form. Careers Education follows the latest recommendations as set out by the Gatsby Foundation as is delivered through:

- ACTIVE and tutorial programmes
- Talks by invited speakers or Careers Advisers
- Interviews with Careers Advisers
- Work experience, enterprise opportunities and the embedding of careers learning within the subject curriculum.

To find out more, please visit our [Careers Education and Guidance policy](#), available on our website.

ATTENDANCE

Attendance is a major determiner of success at school. We expect students to strive for 100% attendance but accept unavoidable absences may occur. These must be kept to a minimum.

- 90% attendance equals an average half a day per week absent
- 80% attendance equals an average whole day per week absent

Home and School must support attendance in the interests of every child.

Authorised Absence is for unavoidable events, e.g. illness
Unauthorised Absence ranges from truancy to unjustifiable, avoidable absences, including holidays.

The school may request medical evidence, issue fixed penalty notices and proceed with court action where attendance is a concern and does not improve as a result of the school and partners/carers working in partnership.

ADMISSIONS

The admissions policy for entry to Year 7 in 2024 is available on the school website.

The Governors have determined that the admission arrangements for entry to Hayes School for the academic year 2024-2025 are as follows:

Admission Numbers

The published admission number (PAN) for Year 7 is 240.

The closing date for applications to Year 7 for September will be in line with Bromley guidelines. Applications must be made on the Common Application Form which is available to Bromley residents from the local authority or Bromley Primary Schools. Places will be offered in line with the coordinated admissions scheme.

Where more applications are received than there are places available, the allocation of places will be determined by applying the following order of priority:

1. Looked After and Previously Looked After Children

A looked after child is a child who is in the care of a local authority, or being provided with accommodation by a local authority in the exercise of their social services functions.

A "previously looked after child" is a child who was looked after but immediately after being looked after became subject to an adoption, child arrangement or special guardianship order as well as a child who appears to the School/Trust to have been in state care as a result of being adopted.

2. Children with a Sibling at the School

Children who will have a sibling at the School (including the Sixth Form) at the time of admission will be admitted to the School under this category.

A "sibling" includes a full brother or sister, a half brother or sister, an adopted brother or sister, a step-brother or sister, a foster brother or sister, or the child of their parent's cohabiting partner with whom they have been living for a period of at least one year prior to the application deadline.

Where the child's sibling is in Year 11 at the application deadline, the parents must have confirmed in writing to the School that their child intends to transfer to Year 12 if they meet the minimum academic entry criteria. Where the child's sibling is in Year 12 at the application deadline, they must be undergoing a two-year course requiring them to transfer to Year 13.

3. Children of staff at the School

Children of staff employed by the Trust who work at the School will be admitted under this category where one or both of the below criteria are met.

- a. The member of staff has been employed by the Trust for at least two years at the application deadline;

and/or
- b. The member of staff was recruited to fill a vacant post for which there was a demonstrable skill shortage.

4. All other Children (proximity)

All other children will be admitted to the Academy under this category.

If places are exhausted in this category, the order in which they will be allocated will be determined by the distance the child lives from the school, with those living nearer receiving higher priority, with the tie breaker being applied where necessary.

Children with an Education Health and Care Plan

The admission of children with an Education Health and Care Plan ("EHC plan") is dealt with under separate statutory procedures. Where their EHC plan names the School, they will be admitted even if this means going over the PAN. Where they are admitted in the normal admission round to Year 7 in September, they will be allocated places within the PAN and the remaining places will then be allocated in accordance with this policy. At other times, they will be admitted over PAN where there are no places available.

GCSE, LEVEL 1 & LEVEL 2 EXAMINATION RESULTS 2023 (correct at time of going to print)

Attainment in 2023 was high with 1 in 3 grades at 7-9.

82% of students achieved Grade 4+ in English and Maths.

More than 50% of students achieved an EBAC standard pass which means they achieved a Grade 4 or above in English, Maths, Science, Language and Humanities

GCSE Subjects	Entries	Number Achieving Each Grade											% 9-7	% 9-4	% 9-1
		9	8	7	6	5	4	3	2	1	U	X			
Art & Design	39	14	9	7	2	4	2	1	0	0	0	0	76.9	97.4	100
Biology	53	9	7	9	10	11	6	1	0	0	0	0	47.2	98.1	100
Business Studies	103	2	14	11	22	15	14	12	8	4	0	1	26.2	75.7	99.0
Chemistry	53	9	4	11	14	9	2	3	1	0	0	0	45.3	92.5	100
Chinese	1	1	0	0	0	0	0	0	0	0	0	0	100	100	100
Combined Science <small>(double award)</small>	358	17	16	27	67	76	75	44	29	5	0	2	16.8	77.7	99.4
Computer Science	22	1	3	1	2	3	3	5	2	2	0	0	22.7	59.1	100
Dance	6	0	0	0	1	2	3	0	0	0	0	0	0.0	100	100
Design and Technology	7	0	0	0	3	1	0	1	2	0	0	0	0.0	57.1	100
Drama	27	0	5	4	9	6	1	2	0	0	0	0	33.3	92.6	100
English Language	237	6	16	38	55	52	35	29	3	2	0	1	25.3	85.2	99.6
English Literature	231	6	24	31	52	47	30	27	6	3	3	2	26.4	82.3	97.8
Food Preparation & Nutrition	16	1	0	1	2	6	0	3	2	1	0	0	12.5	62.5	100
French	55	5	8	7	3	6	8	13	4	1	0	0	36.4	67.3	100
Further Mathematics	19	7	4	5	2	0	0	0	0	0	0	0	84.2	94.7	94.7
Geography	146	5	13	21	37	21	17	15	7	7	2	1	26.7	78.1	97.9
German	59	3	5	4	5	22	11	8	1	0	0	0	20.3	84.7	100
History	103	8	18	10	19	14	9	14	6	4	1	0	35.0	75.7	100
Mathematics	234	13	20	26	46	49	49	16	10	4	1	0	25.2	86.8	99.6
Media Studies	42	0	5	7	10	3	6	5	4	2	0	0	28.6	73.8	100
Music	5	2	0	2	1	0	0	0	0	0	0	0	80.0	100	100
Physical Education	43	0	2	5	7	5	7	12	3	0	2	0	16.3	60.5	95.3
Physics	53	10	11	8	11	10	1	2	0	0	0	0	54.7	96.2	100
Portuguese	2	0	1	0	1	0	0	0	0	0	0	0	50.0	100	100
Religious Studies	222	13	17	30	46	45	27	25	14	4	1	0	27.0	80.2	99.5
Sociology	68	3	7	5	15	9	12	10	4	2	0	1	22.1	75.0	98.5
Spanish	68	5	9	17	6	18	7	4	2	0	0	0	45.6	91.2	100

Non GCSE Subjects	Entries	D*2	D2	M2	P2	D1	M1	P1	U	X	% D*2-D1	% D*2-M1	% D*2-P1
Digital IT (BTEC)	9	0	1	3	5	0	0	0	0	0	100	100	100
Creative iMedia (Cambridge National)	31	1	3	9	2	4	10	1	1	0	61.3	93.5	96.8
English (Entry Level)	1	1 pass at Entry Level 3											
Science Double Award (Entry Level)	5	5 passes at Entry Level 3											
Science Single Award (Entry Level)	1	1 pass at Entry Level 3											

A LEVEL & LEVEL 3 EXAMINATION RESULTS 2023 (correct at time of going to print)

47% of Vocational grades attained were Distinction-Distinction*

1 in 5 grades achieved were A*-A

In 2023 3/4 of our Year 13 cohort progressed to University study with nearly 90% securing their first choice offer and others moving onto higher level apprenticeships and into full time employment

80% of grades at A*-C

Subject (all A Level unless stated)	Entries	Number Achieving Each Grade								% A*-C	% A*-E
		A*	A	B	C	D	E	U	X		
Art and Design	16	1	2	8	2	3	0	0	0	81.3	100
Art (Photography)	8	1	2	4	1	0	0	0	0	100	100
Biology	33	4	3	6	13	4	2	1	0	78.8	97.0
Business Studies	47	0	4	25	9	7	1	1	0	80.9	97.9
Business CTEC (Single Award)	5	2 Distinction grades, 2 Merit grades and 1 Pass grade									
Business CTEC (Double Award)	8	1 D*D* grades, 2 DD grades, 3 DM grades and 2 MM grades									
Chemistry	21	2	2	6	4	4	2	1	0	66.7	95.2
Creative Digital Media (Cambridge Technical)	5	2 Distinctions, 3 Merits									
Computer Science	14	0	2	5	4	3	0	0	0	78.6	100
Dance	3	0	0	0	2	1	0	0	0	66.7	100
Design Technology (Product Design)	1	0	0	1	0	0	0	0	0	100	100
Drama	11	0	0	5	4	1	1	0	0	81.8	100
Economics	52	0	8	13	21	7	3	0	0	80.8	100
Economics (AS Level)	1	0	0	0	0	0	1	0	0	0	100
English Language & Literature	16	1	3	7	5	0	0	0	0	100	100
English Literature	20	0	3	5	8	3	1	0	0	80.0	100
Extended Project (other Level 3 qualification)	2	1	0	1	0	0	0	0	0	100	100
Film Studies	10	0	0	4	4	1	0	1	0	80.0	90.0
French	10	2	0	1	5	2	0	0	0	80.0	100
Geography	41	2	8	13	12	4	2	0	0	85.4	100
Geography (AS Level)	1	0	0	0	0	1	0	0	0	100	100
German	3	1	0	1	0	0	0	1	0	66.7	66.7
History	35	1	6	17	9	0	1	1	0	94.3	97.1
Information Technology (BTEC)	9	2 Distinction* grades, 3 Distinction grades and 4 Merit grades									
Mathematics	43	4	10	13	10	6	0	0	0	86.0	100
Mathematics (AS Level)	2	0	0	0	1	0	0	1	0	50.0	100
Mathematics Further	5	1	2	1	1	0	0	0	0	100	100
Media Studies	21	1	3	10	2	5	0	0	0	76.2	100
Music	2	0	0	0	0	1	1	0	0	0.0	100
Music Technology	6	0	0	0	2	0	3	1	0	33.3	83.3
Physical Education	22	0	0	5	7	7	2	1	0	54.5	95.5
Physics	14	0	4	2	6	0	0	1	1	85.7	85.7
Physics (AS Level)	1	0	0	0	0	1	0	0	0	0.0	100
Politics	16	1	2	8	1	1	2	1	0	75.0	93.8
Portuguese	2	1	0	1	0	0	0	0	0	100	100
Psychology	42	3	9	13	10	4	2	0	1	83.3	97.6
Psychology (AS Level)	1	0	0	0	0	0	1	0	0	0.0	100
Religious Studies	10	1	0	1	5	1	1	1	0	70.0	90.0
Science (Cambridge Technical)	4	2 Distinction and 2 Merit grades									
Sociology	32	0	6	10	11	4	1	0	0	84.4	100
Spanish	7	1	0	6	0	0	0	0	0	100	100
Sport (BTEC Double Award)	7	1 Distinction* Distinction*, 2 Distinction Distinction, 2 Distinction Merit and 1 Merit Merit									



HAYES SCHOOL

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