



COLMERS SCHOOL
& SIXTH FORM COLLEGE



Our Vision and Beliefs

Colmers School will remain a focal point of pride and optimism in the local community which it serves. The momentum of Colmers' progress will be sustained through the pursuit of a world-class educational experience for every student that joins our community of lifelong learners.

In sixty or seventy years, our retired students must establish a link between the strong foundation created at Colmers and the joys and successes they have experienced throughout their life. That job, that friendship, that relationship, that discovery, that eternal contribution to the world they entered, should in some way be attributed or linked to the person that emerged from their education at Colmers. Their memories of other students and of staff should be rich and packed with both nostalgia and affection. In short, they must remember their time at Colmers

as amongst the best days of their life – a time when they were encouraged to become their best self and face life's hurdles and hardships with optimism, self-belief and passion.

The future of Colmers' students, and therefore the school, rests on all students, regardless of background, achieving excellence by belonging together and challenging their mind-sets.

Achieving Excellence

The potential of our students is unknown and limitless. Countless evidence exists that proves a child can surpass every expectation if he or she dares to dream and if he or she is nurtured and supported by great teachers and outstanding learning.

The School's greatest resource is the quality of education taking place in every classroom and learning environment. Learning, with all classes and at all times, must be characterised by a joyful and exciting journey of high expectations and innovative experiences. A 'can-do' culture must emanate from all teaching staff and affect the confidence and willingness of students to become their best self.

Colmers will never shy away from the need for high levels of achievement being an intrinsic part of a world-class education. The future of each child, and the local and national community, is enhanced and strengthened by the development of highly achieving students.

This is why every single student will be expected to achieve the highest standards; surpassing their own and others' expectations.

Belonging Together

Our unfaltering humanity must be self-evident every day. No-one has the right to expect less than the complete fulfilment of each student's potential. When a student expects a less exciting future for him or herself, we must swiftly, patiently and unswervingly unite around that young person to challenge that self-defeating mind-set and rekindle their childhood promise and their faith and belief in the power of a close community. Anything less is to disadvantage a child and burden him or her with a lifetime of disappointment and dreams of what could have been.

The ability of a child to fulfil their infant dreams and their own childhood promise rests on a relentless belief amongst every adult committed to that child's future: parents, carers, staff and governors.

Aspirant children are surrounded by aspirant adults with an unswerving faith in their potential.

Disengaged children have begun to lose faith in their ability to transform and learn. We, the adults, play our part in that loss or gain of faith. It is these children that must be our relentless focus because the rewards for that child, our community and ourselves, are enormous - if we succeed.

Being a parent or carer at Colmers must mean something very special. Early contact, early intervention where necessary, early dialogue and communication of values, beliefs and expectations must be unparalleled. Every family hopes their son or daughter's life will be more successful and fulfilling than their own. We must reach out early, often and effectively to build a relationship and provide support for parents and carers in the social, physical, emotional, moral and academic development of their children. These things cannot be left to chance.

Motivated children and supportive families alone cannot thrive without a body of staff with the skills, attributes and confidence to transform children's lives. Too often, staff development is neglected and taken for granted. If we invest and sincerely support the development of teaching and non-teaching staff we will unlock our own capacity and potential for greatness. We too are learners on our own journey, with our own needs, insecurities and ambitions. This is why student achievement and lifelong fulfilment rests on each child being and feeling part of a caring and dedicated community of adults, who are themselves aware of being part of something unique and special.

Challenging Mind-sets

Our personal futures - and Colmers' future - is flexible, elastic and unseen. Excusing, tolerating or predicting low aspirations and low achievement plays no part in a world-class school. Our past or present must not be used as a simple predictor of our future. It is how tomorrow is pursued today that matters most. Our unflinching belief in a happy and successful future for every single student must permeate every lesson, decision, assembly, interaction and policy at Colmers School.

If our Colmers' children are to believe in their potential; every adult with influence must share that belief and be ready to pick the child up when his or her own faith wavers. Exciting, powerful, prosperous, dynamic, creative, daring, innovative and magical life journeys are as much the right of Colmers' children as any other. As the adults, it is not our right or responsibility to limit a child's belief in their future.

We cannot be blind to the challenges facing children; but we can use our collective judgement and wisdom to help children understand those barriers and solve how they will overcome these obstacles in both the short and the long term. At the heart of this journey must be a relentless emphasis on self-awareness and self-motivation. Each child must be able to self-consciously understand how to overcome each academic, social or moral challenge - and deliberately make the right choices to succeed in every aspect of their life. In time, every child must extend that leadership of self to the leadership of others; either explicitly or implicitly as a role model for others.

In this respect, the successes and failures of each child must be seen as the product of a child's stage of development. We are all, but especially children, works of art in progress. Every failure and success is an opportunity to learn.

This is why a truly outstanding and world class school challenges the mind-sets of every learner and every adult with the privilege to take part in his or her journey of self-discovery and learning.

The Journey

A world-class school does not emerge behind the figure of a single or a few mesmerizing leaders. Iconic leadership can be effective, in the short term, but ironically encourages reliance and low self-confidence. Instead this journey and fulfilment can only take place when each member of our community, including the students, becomes a leader in their own right. We cannot afford passengers; everyone must be crew.

The Leadership Team

Headteacher

Mr Barry Doherty
bdoherty@colmers.school

Deputy Head

Mr Steve Morris
smorris@colmers.school

Deputy Head

Mrs Jo Pavey
jpavey@colmers.school

Assistant Head

Mr Craig Boardman
cboardman@colmers.school

Assistant Head

Mr Martin Brookes
mbrookes@colmers.school

Head of Sixth Form

Mr Tom Charlett
tcharlett@colmers.school

Assistant Head

Mr Matt Fox – Numeracy
mfox@colmers.school

Assistant Head

Mr Brett James – Science
bjames@colmers.school

Assistant Head

Mrs Hannah Moloney (SENDCo)
hmoloney@colmers.school

Associate Staff Manager

Ms Teresa Shortland
tshortland@colmers.school

Infrastructure Manager

Mr Kevin Tranter
k.tranter@colmers.school

Assistant Head

Mrs Emma Wilks – Literacy
ewilks@colmers.school

Lead Practitioners

Homework and Interventions

Mrs Sarah Finch
sfinch@colmers.school

The Guidance Team

Mrs Linda Wilcox
lwilcox@colmers.school

Subject Leaders

English & Communication

Mrs Emma Wilks
ewilks@colmers.school

Mathematics & Numeracy

Mr Matthew Fox
mfox@colmers.school

Science

Mr Brett James
bjames@colmers.school

Art

Mr Gerry Clarke
gclarke@colmers.school

Drama & Dance

Mrs Ellie Meredith
emeredith@colmers.school

Food Technology

Mrs Rose Jackson
rjackson@colmers.school

Geography & Foundation Learning

Mrs Caroline Evans
cevans@colmers.school

Health & Social Care

Mrs Mel Thompson
mthompson@colmers.school

History

Mr Andy McHale
amchale2@colmers.school

Computer Science

Mrs Bushra Choudry
bchoudry@colmers.school

Learning for Life

Mrs Emma Ainslie
eainslie@colmers.school

Learning Support

Mrs Hannah Moloney
hmoloney@colmers.school

Modern Foreign Languages

Mr Darren Jones
djones@colmers.school

Music

Mrs Emma Brereton
ebrereton@colmers.school

PE & Sport

Mr Mike Wilcox
mwilcox@colmers.school

Psychology

Mrs Fiona Sorotos
fsorotos@colmers.school

RE/ Philosophy & Ethics

Mrs Samantha Dawson-Smith
sdawson@colmers.school

Resistant Materials

Mr Andy Bagnall
abagnall@colmers.school

Heads of Learning & Achievement

Year 7

Miss Rachel Clarke
rclarke@colmers.school

Years 8

Miss Becca Walls
rwalls@colmers.school

Year 9

Mrs Donna Hodgson
dhodgson@colmers.school

Years 10 & 11

Mr Adrian Bennett
abennett@colmers.school

Associate Staff Managers

Head's PA & Associate Staff Manager

Ms Teresa Shortland
tshortland@colmers.school

Attendance Manager

Mrs Sue Tranter
stranter@colmers.school

Careers & Library Manager

Miss Alice Hanlon
ahanlon@colmers.school

Guidance and Inclusion Teams

Adolescent Therapist

Mr Phil Butter
pbutter@colmers.school

Family Support Worker

Miss Tanzeem Chaudhry
tchaudhry@colmers.school

Pastoral Support Manager

Ms Sarah Boles
sboles@colmers.school

Pupil Welfare Manager

Mrs Louise Wilson
lwilson@colmers.school

Reporting to Parents

What we report...

You will find out about your child's:

- Attendance and punctuality
- Uniform and organisation
- Reading for pleasure
- Attitudes to learning and homework
- Current attainment
- Current progress
- Current House points

When we report...

You will receive an interim monitoring report every half term. At the end of each term this will be a full report. At the end of the academic year your child's Learning Tutor will write a summative written report on each of the key areas.

How we report...

You can receive your child's reports in a variety of ways. On most occasions, at a Monitoring Day, you and your child will be guided through the report by their Learning Tutor. Alternatively, it can be posted, emailed or found on the parent portal section of the school website.

Why we report....

As parents and carers you want to know that your child is both progressing and achieving what they should. If not, you will want, and need to know, how to help. As teachers, we use this data to intervene where needed. As pupils, they want to know where they are achieving well and where they need to improve.





The Guidance Teams

Introduction

Colmers operates a traditional support structure for its students. Every child is part of a tutor group and their Learning Tutor quickly becomes a very important person in that child's life. Each Year group also has a Head of Learning & Achievement (HoLA), whose role it is to ensure the development of the 'entire child': grades, attendance and behaviour – but also their happiness and wellbeing. This Guidance Team of Learning Tutors and HoLAs are overseen by Mrs Linda Wilcox, whose vast experience ensures we provide a consistent experience for every child.

Our Guidance Team Leader...

My name is Mrs Linda Wilcox (lwilcox@colmers.school).

As a Lead Practitioner and Guidance Team Leader it is my role to oversee the provision of a first-class system and programme of support for your children. Together, we look out for every child and ensure his or her needs are known and tackled. Often we work closely with parents, carers and families to ensure every child can learn how to overcome the barriers in their life so they can be happy, successful and excited about their future.

Our Year 7 Head of Learning & Achievement...



My name is Miss Rachel Clarke (rclarke@colmers.school).

I joined Colmers in September 2013 as an Assistant Subject Leader of Geography, and quickly became inspired to become a "HoLA" because it gives me and my tutor team an opportunity to support every child in their entire development: personal, academic, social and emotional, to help them achieve their personal best. Between us, the Year 7 Guidance Team, we ensure your child is known and cared for at all times.

Our Year 8 Head of Learning & Achievement...



My name is Miss Becca Walls (rwalls@colmers.school).

I started Colmers in April 2012 and was impressed by the support and guidance given to students, and I knew straight away that I wanted to be part of that fantastic team. Myself and my team appreciate the vastly different needs of each student, and see them as individuals, supporting them however needed, to be the best person they can be. I look forward to working with you and your child as we travel the Colmers journey together

Our Year 9 Head of Learning & Achievement...



My name is Mrs Donna Hodgson (dhodgson@colmers.school)

I became a member of the Colmers community 15 years ago and have been a HoLA for 12 of those. I continue to be dedicated to every student in my Year group and as a team we will work tirelessly to ensure that all students are safe, happy and achieving in all aspects of their emotional, social and academic lives. 'The world is their oyster' and we will help all students to believe this and reach their potential.

Our Years 10 and 11 Head of Learning & Achievement...



My name is Mr Adrian Bennett (abennett@colmers.school)

I started at Colmers in 2005 as a PE teacher, and became a member of the pastoral team twelve months later. I believe it is our role to nurture pupils to enable them to achieve academic, physical, social and mental wellbeing. It is by giving our children an environment where they feel confident, yet challenged, that enables them to thrive and prepares them for a successful future ahead. Key Stage 4 is an important time where pupils can Dare To Dream about what that future holds.

Our Head of Sixth Form...



My name is Mr Tom Charlett (tcharlett@colmers.school)

I have been a Religious Studies teacher at Colmers for over 10 years. There was no Sixth Form when I started here but it has been really exciting to see it grow, from an idea to a successful reality that is now celebrating its first cohort of university entrants. I feel privileged to be the Head of a Sixth Form team that nurtures young adults and prepares them for life beyond school. We care deeply, in equal measure and at all times, for the personal, academic, social and emotional development of all our students.

The Pastoral Support Team

Sometimes a child needs additional support to ensure their attendance, punctuality, attitudes to learning or behaviour improve. When this happens we have specialist staff who can provide additional interventions to help secure long-term improvements. This team includes Mrs Sarah Boles and Mrs Liza Russell who support the HoLAs and work very closely with children and, occasionally, their families.

Curriculum Outline

When your child joins Colmers we build upon the experiences that they have had at their primary schools. They will study a well-balanced curriculum, which equips them to meet the challenges of today's rapidly changing society.

Years 7,8 & 9

All students study: English, Mathematics, Science, Art, Resistant Materials, Food, Healthy Eating, Graphic design, Sport and Nutrition, French, Spanish, Geography, History, Computer Science, Learning for Life, Music, Physical Education and Religious Education.

Years 10 & 11

During Year 9 pupils choose their examination courses. All pupils will continue to follow a core (compulsory) curriculum that includes: English Language, Mathematics, Science and Learning for Life.

In addition, we offer: English Literature, Statistics, Science (Core), Additional Science, Biology, Chemistry, Physics, History, Geography, Philosophy & Ethics, Economics, Computer Science, Product Design, Resistant Materials, Food Technology, Music, Art, Drama, Physical Education and Health and Social Care.

Our vocational offer in Years 10 and 11 currently includes: Construction, Vehicle Maintenance, Multi-Skills (Plastering, Bricklaying and Carpentry).

Religious Education within the curriculum follows the agreed Birmingham Syllabus.

Sixth Form

Currently, we offer A-Level courses in the following subjects: English Language and Literature, Mathematics, History, Geography, Religious Studies, Physical Education, Psychology, Biology, Chemistry, Physics, Sociology, Business Studies.

In addition, all Year 12 students are expected to engage in the enrichment programme during curriculum time that includes Learning for Life, and Arts or Sports Leaders Awards.

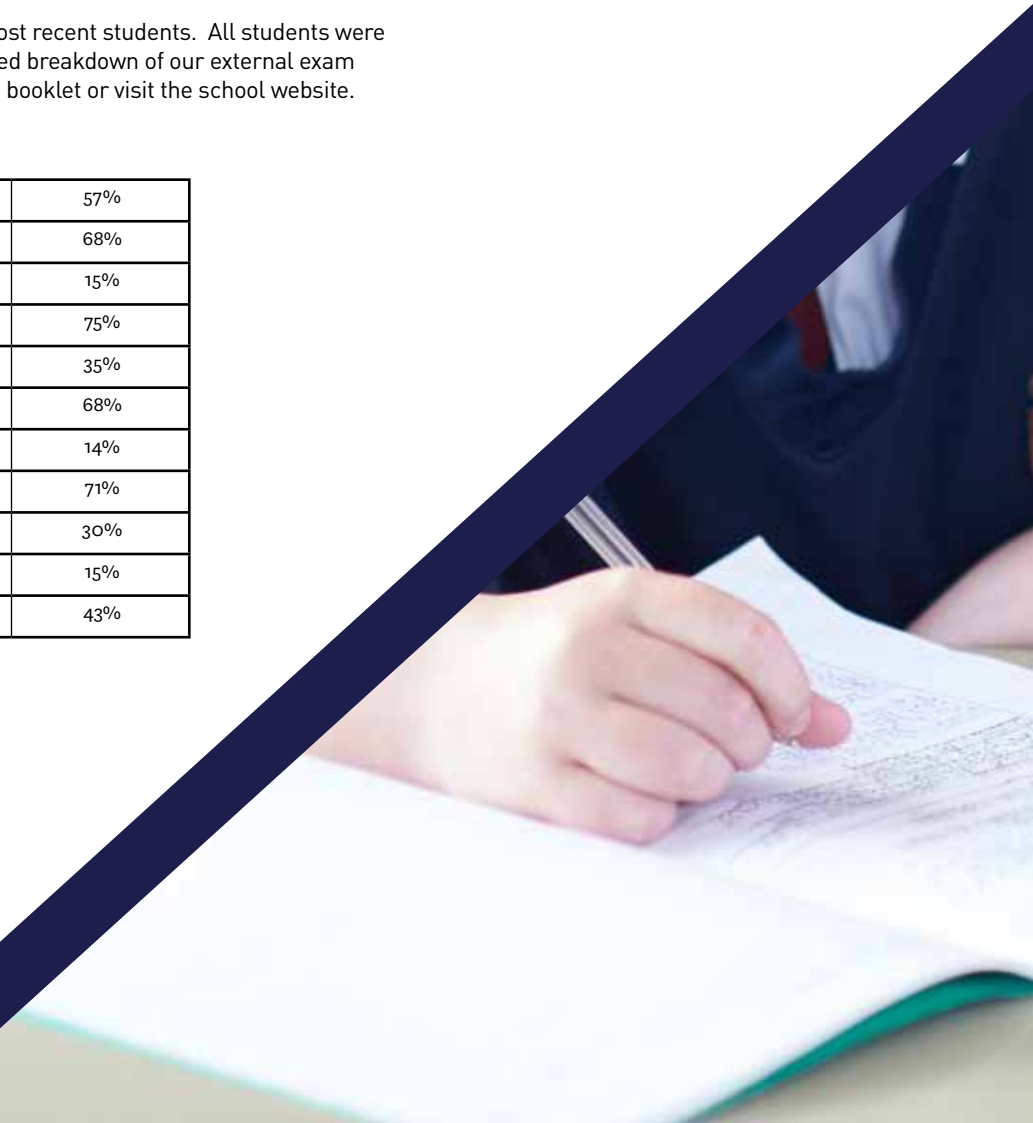
At Colmers we are always looking at growing our curriculum offer. If you have requests for additional or alternative courses, please contact Steve Morris, Deputy Headteacher.

Results Overview

Below are the examination results of our most recent students. All students were entered for examinations. For a more detailed breakdown of our external exam results, scan the QR code at the back of this booklet or visit the school website.

School Headlines

| | |
|--------------------------------------|-----|
| 5 A* - C Including English and Maths | 57% |
| English A* - C | 68% |
| English A* - A | 15% |
| English: Expected Progress | 75% |
| English: More than Expected Progress | 35% |
| Maths A* - C | 68% |
| Maths A* - A | 14% |
| Maths: Expected Progress | 71% |
| Maths: More than Expected Progress | 30% |
| Pupils Achieving A* - A | 15% |
| Pupils Achieving A* - B | 43% |



End of Year 11

| Subject | Entries | A*-A | A*-C |
|-----------------------|---------|------|------|
| English Language | 196 | 15% | 68% |
| Mathematics | 196 | 14% | 68% |
| Science (core) | 151 | 5% | 59% |
| Additional Science | 121 | 7% | 59% |
| Biology | 42 | 3% | 92% |
| Chemistry | 42 | 23% | 76% |
| Physics | 42 | 26% | 95% |
| Art | 50 | 28% | 100% |
| Resistant Materials | 20 | 5% | 15% |
| Drama | 51 | 12% | 41% |
| Economics | 12 | 8% | 77% |
| English Literature | 192 | 17% | 66% |
| French | 51 | 12% | 63% |
| Spanish | 9 | 11% | 56% |
| Geography | 38 | 37% | 66% |
| History | 91 | 22% | 67% |
| Food Technology | 12 | 5% | 42% |
| Music | 9 | 11% | 89% |
| Philosophy and Ethics | 61 | 20% | 72% |
| Statistics | 127 | 10% | 84% |

End of Year 13

| A2 Subject | Entries | A-C | A-E |
|---------------------------------|---------|------|------|
| Biology | 4 | 100% | 100% |
| English Language and Literature | 12 | 50% | 100% |
| Geography | 4 | 75% | 100% |
| History | 14 | 43% | 100% |
| Mathematics | 1 | 100% | 100% |
| Psychology | 17 | 77% | 100% |
| Religious Studies | 6 | 50% | 100% |



Attendance & Punctuality

Expectations

We place a very high emphasis on punctuality because good time-keeping promotes both employability and courtesy. Students should start the day on a positive note by being on time.

Students must be on site by 8.40am every day, the school gates are locked at 8.43am and learning begins at 8.45am. The school gates remain locked from this point until 3.15pm and students may only enter and leave the site through Pupil Services in the Leisure Centre.

Every time a child is late - after their second late - they will be issued a same-day detention of 30 minutes, of which parents are notified by text.

Attendance

Educational research and our own evidence show that students who achieve 5 A* - Cs GCSEs mostly have between 95% - 100% attendance at school. Regular attendance means that students don't miss chunks of the learning process and are therefore able to make all the relevant connections between parts of a topic or module.

Establishing a regular habit of attendance and punctuality prepares students fully for the very competitive world of work and/or further education. Prospective employers and Colleges are always interested to know from us an applicant's attendance and punctuality record.

Attendance Data:

2012/2013

93.1% - whole school attendance

5.5% - authorised absence

1.4% - unauthorised absence

2013/2014:

94.8% - whole school attendance

4.1% authorised absence

1.1% unauthorised absence

2014/2015

94.4% - whole school attendance

3.3% - authorised absence

2.3% - unauthorised absence

Expectations & Interventions

Colmers will acknowledge and celebrate with students who have regular attendance and will ensure they are seen as an example for other students to look up to and follow. Of course the real reward is the achievements gained as a result of being in school regularly. A student's personal target should be between 95% - 100%.

Colmers monitors all individual student attendance and follows this general process below:

Students whose attendance is between 90% and 94% will be seen in school informally by their Learning Tutor or a member of the Pastoral Team.

We will inform parents/carers of any continuing attendance concerns via letter, telephone call, home visit, or meeting in school, overseen by our Pupil Welfare Manager.

We assess each situation on an individual basis and encourage parents/carers and pupils alike to talk to us about any barriers preventing regular attendance. We provide the appropriate support and advice where needed or where requested to maximise the student's attendance at school. We involve external support agencies where the student's difficulties extend further than attendance issues or where the family need support as a whole. We will make sure parents/carers are fully aware of their legal responsibility to ensure their child's regular school attendance and we will assist them to fulfil this duty.

We expect students to make every effort to catch up with the work missed whilst they have been absent from school, for whatever reason.





Behaviour Expectations

Colmers is a large community where pupils, teachers, and support staff all work together in a co-operative atmosphere. For this to happen we have to follow rules which make for a purposeful atmosphere in school. A high standard of behaviour in school, to and from school, and in public places, is expected of all pupils. Sanctions will always be applied if our students fall below the standard we and our local community expects.

We do not have any more rules than are necessary. We do insist that our pupils are polite, respectful at all times, and hardworking and attentive in class. All pupils and parents are asked to sign a Home School Agreement when starting at Colmers.

We consider it to be very important that parents and carers take full responsibility for ensuring that their children attend, on time, in full uniform, with the necessary equipment, in order to support the school in their role, which is to provide an outstanding educational experience. It is also very important that parents and carers take responsibility for the behaviour of their children. Whilst we will manage their behaviour at school, we may find it necessary to call upon families to support the school's actions when their child's behaviour fails to reach the required standards. We anticipate and expect that all parents and carers will fully support us in our efforts to maintain these standards.

Sanctions

If pupils break these simple rules the most usual sanctions are morning break, lunchtime or after-school detentions. In the case of a detention held after school, parents will be notified beforehand by phone, letter or text, if a detention of more than ten minutes is issued. In the case of a more severe infringement of school rules a Leadership Team detention is issued. This is for one hour and takes place on a Friday evening after school.

Daily Report

Pupils whose work or behaviour is frequently unsatisfactory may be put on daily report. Parents are informed of this and asked to check this report and sign the report each day.

Internal Exclusion – The Remove Room

Serious offences or continual poor behaviour may lead to a short term internal exclusion. Deliberate disobedience and defiance, persistent disruption of lessons, dishonesty and the use of inappropriate language are examples of offences which would clearly merit such action. If any pupil receives a short term internal exclusion, parents and carers are always informed immediately and a meeting may be arranged in school to work together to resolve the problem or to decide whether more serious action is necessary. Pupils who have received a short term internal exclusion continue their schoolwork in a dedicated supervised classroom at school but do not participate in the normal communal life of the school.

Fixed Term Exclusion

Even more serious offences or persistent poor behaviour, despite previous sanctions, may lead to a fixed-term exclusion. Inappropriate language or actions directed towards a teacher, sexist, racist and homophobic language, stealing, violent behaviour and fighting are examples of offences which would clearly merit such action. If any pupil is sent home from school, parents and carers are always informed immediately and a meeting is arranged in school to work together to resolve the problem or to decide whether more serious action is necessary.

Permanent Exclusion

In the case of extreme ill-discipline the Governing Body will be asked to consider the possibility of permanent exclusion. Such action is rare, but does occasionally have to be made in the interests of the whole school community.



Each child must be able to understand how to overcome each academic, social and moral challenge - and deliberately make the right choices to succeed in every aspect of their life.

School Uniform & Equipment

School uniform forms the basis of our identity as a school community. Students who know and feel that they belong to a community are always more successful than those who do not.

At Colmers, students are genuinely proud of their school and wear their ties, badges and lapel pins with immense pride. With care, school uniforms are also a cost effective and economical alternative to the ever changing demands of fashions and fads amongst young people. In a rapidly changing world, school uniforms remain a traditional symbol of high standards and pride in belonging to that school community.

A brief summary...

With respect to uniform and equipment, the Headteacher and Governing Body will insist upon the following:

Footwear

Plain black leather type school shoes. Shoes must be appropriate for school life and demands. All laces must be black. No branding. No trainers, pumps or canvas footwear. No sling backs, boots or shoes with significant heels. Loud, bright socks are not acceptable.

Outdoor wear

A plain, dark outdoor coat, preferably blue. No denim, or denim look-alike to be worn. No large lettering, camouflage style. No sweatshirts, tracksuit tops, "hoodies", leisure or brightly coloured/patterned coats. No caps at all. Hats to be removed inside the buildings. All outdoor wear to be removed in classrooms.

Trousers and skirts

Plain black skirt or tailored trousers.

- No denim, or denim look-alike to be worn.
- Skirts should be knee length (5cm above or below the knee).
- No lycra/stretch material.
- No decoration (belts/buckles/zips/buttons/sparkle etc).
- No track suit bottoms or other fashion trousers.

Hair, jewellery

No unreasonable or extreme haircuts – please check before attending barbers/

hairdressers.

No shaved patterns or lines in the hair or eyebrows.

Only plain dark coloured hair bands/clips/slides – no other hair accessories (e.g. bows, flowers etc).

Hair colouring must be natural hair colour only (ie not purple/pink/peroxide/red etc).

Jewellery is restricted to one small ring, a watch and one pair of plain small sleeper/stud earrings and no other piercings (no nose, tongue, eyebrow studs etc).

Make-up

At Key Stage 3 - No make-up or nail varnish or false nails.

At Key Stake 4 any make-up must be subtle – no dark eyeliner, false/large/dark eyelashes, no bright eye shadow and only light foundation. No nail varnish or false nails.

No visible tattoos or body art.

Equipment

A suitable school bag that will carry and protect school books.

At least two pens, two pencils, eraser and a ruler (available from the school shop).

A reading book.

We take great pride in the appearance of our pupils. If, in exceptional circumstances, your child cannot attend in correct uniform, we ask that parents/carers notify the school immediately, indicating when the correct uniform will again be worn. If, as a parent/carer, you are unsure about any issues in relation to uniform or equipment, please contact us. In the event of a query or dispute, the Headteacher's decision on students' uniform and appearance is final.

Years 7, 8 & 9 - Key Stage 3

Girls

Black Skirt or Tailored Black Trousers. Plain White Shirt with a top button (to be worn tucked in with the top button done up). Navy Blue Sweatshirt with embroidered school badge. Key Stage 3 Tie (to be worn with the whole stripe showing below the knot). Plain Black School Shoes. Plain dark socks.

Boys

Tailored Black Trousers. Plain White Shirt with a top button (to be worn tucked in with the top button done up). Navy Blue Sweatshirt with embroidered school badge. Key Stage 3 Tie (to be worn with the whole

stripe showing below the knot).

Plain Black School Shoes.

Plain dark socks.

Years 10 & 11 - Key Stage 4

Girls

Black Skirt or Tailored Black Trousers. Plain White Shirt with a top button (to be worn tucked in with the top button done up). Key Stage 4 Tie (to be worn with the whole stripe below the knot). Plain Black School Shoes..

Plain dark socks

Navy Blue Blazer with embroidered school badge.

Navy Blue Sweatshirt with embroidered school badge (optional).

Boys

Tailored Black Trousers.

Plain White Shirt with a top button (to be worn tucked in with the top button done up). Key Stage 4 Tie (to be worn with the whole stripe below the knot).

Plain Black School Shoes.

Plain dark socks.

Navy Blue Blazer with embroidered school badge.

Navy Blue Sweatshirt with embroidered school badge (optional).

P.E. – KS3 & KS4

Girls

Navy Blue PE Skirt & briefs/or shorts
Red T-Shirt
Red Football Socks
Trainer Shoes
Towel

Boys

Blue or Black Shorts
Red T-Shirt
Red Football Socks
Football Boots
Trainer Shoes
Towel

Sixth Form Dress Code

Sixth Form dress should be suitable for a job interview for their ideal career. Student ID cards are to be worn at all times. Make-up, hair and jewellery should be subtle, and appropriate to the workplace at all times.



Interventions at Colmers

Learning Support – for more information please see Mrs Hannah Moloney, Assistant Head.

The Learning Support Department at Colmers School is managed by Mrs Hannah Moloney. The Department consists of two Higher Level Teaching Assistants, plus sixteen additional qualified NVQ Level 3 Teaching Assistants.

Our team work with pupils who have a wide range of learning difficulties. These range from Specific Learning Difficulties, Autistic Spectrum Disorder, visual impairment, hearing impairment, physical difficulties, Cerebral Palsy, fine and gross motor skill difficulties and other learning difficulties. With only a minor exception, all of our pupils are included in our mainstream school. With the excellent support and advice from outside agencies, and the positive support from all our staff in school, our pupils are able to achieve very well alongside their peers.

We facilitate different types of support, which takes place both within the mainstream classroom and also in small

groups in the Learning Support area. Additional support is offered in the form of safe clubs, homework clubs and social groups throughout the school day. We also provide readers and writers for internal and external examinations for children with a history of need.

Independence

It is school policy to set learning to be completed at home on a regular basis from Year 7 onwards and we expect it to be done. Pupils bring home a Home Learning Timetable and have access to a Personal Learning Journal from September. Learning the skills of independent study, organising, planning and studying on one's own are an important part of a child's education.

Gifted & Talented – for more information see Mrs Emma Wilks, Assistant Head.

Schools are required to ensure that the needs of all students are known and met. This is also the case for students who are more able. Gifted students are





We are all, but especially children, works of art in progress. Every failure and success is an opportunity to learn.

those who have demonstrated that they are within the top 10% of our cohort in terms of attainment. Giftedness relates to a student's ability in the traditional academic subjects. Talent is different and relates to students with evident high attainment or latent high ability in a creative or an expressive art or in a sport. During their time at Colmers, a gifted and/or talented student and their family can expect to enjoy a tailored curriculum that broadens and deepens their learning experience, whilst data is used carefully to monitor their progress and introduce individualised interventions when that progress is at risk.

Literacy & Numeracy – for more information see Mrs Emma Wilks or Mr Matt Fox, Assistant Heads.

At each stage of a student's life at Colmers, we provide interventions to help each child get 'back on track' as soon as possible. On arrival in Year 7, students who arrive below Level 4 in English receive specialist catch up teaching and additional literacy booster classes. Through Years 7 to 9, when a student's

progress or attainment causes concern, they also receive additional small group tuition with students facing similar difficulties. In Years 10 and 11, English teachers are also assigned to tutor small groups of students when they are at risk of missing out on their target grade. We never give up!

Behaviours for Learning – for more information see Mrs Linda Wilcox, Lead Practitioner.

Children are not born naughty, nor do they consciously set out to disrupt their own or others' learning. We believe that each child is a 'work of art in progress' and for this reason we follow a sanction with a learning experience. In other words, every time a child makes a mistake, we encourage that child to reflect and learn from that mistake. We expect children to grow, flourish and overcome the poor decisions they may have made in the past.

This is why detentions are used to help students reflect on their errors and sometimes help them reflect on why they have ended up there in the first place. We don't use pointless sanctions like writing lines or copying out of books because nothing is learned in those moments.

If a student is internally isolated in our Remove Room, they keep up with their studies and they will participate in reflective activities designed to build their courage and confidence to make better decisions next time. In addition, where students' behaviours are regular or escalating, we employ a range of highly trained and specialist staff to work with them on a number of programmes designed to bring out the improvements everyone desires.

Family Support – for more information see Mrs Louise Wilson, Pupil Welfare Manager.

Sometimes, a student's behaviour at school is the same or worse at home. This is why we also have specialist staff employed to work closely and supportively with parents and carers who are struggling and feeling a little lost at times. Bringing up children is an incredibly demanding job and sometimes very, very lonely. By joining forces, the adults can work together, supporting one another, to help bring about a significant and sustained improvement in a child's behaviour.

Homework at Colmers

For more information see Mrs Sarah Finch, Lead Practitioner.

Homework has a different purpose for every child, depending on their age and stage at school. Homework begins as a means to embed reading/literacy and numeracy skills, whilst establishing firm habits at home. By Year 10 and beyond, the purpose becomes much more about revising for tests and examinations. The table below sets out what you can expect your child to be doing, and for how long, in each of their seven years at Colmers.

| Year | How Each Day? | Purpose |
|------|-------------------------------|---|
| 7 | 60-85 Minutes | To establish routines, establish study skills, to develop organisational skills. And to maintain the habit of regular reading-for-pleasure from primary school. |
| 8 | 60-85 Minutes | To embed the routines, study skills, organisation of homework for each subject. And embed the habit of regular reading. |
| 9 | 85-90 Minutes | To practise routines, but develop more independence in organisation, consolidation of learning. And extend the habit of regular reading. |
| 10 | 90-120 Minutes | To apply/ evaluate the skills developed in KS3 for exam preparation. Consolidation of learning, memorising information and to refine study skills. |
| 11 | 90-120 Minutes + Gap | To apply the skills developed in KS3 / Year 10 which work for them to prepare to be successful with exams. |
| 12 | 4+ Hours per week per subject | To apply the skills from KS4 – independent study skills and organisation in preparation for exams and beyond. |



The House System

The Origins of Our House System

In September 2015 we introduced a brand new house system at Colmers. Every student and member of staff joined one of three houses. The names of each house were decided by a popular vote in May 2015 – to coincide with the General Elections. Students and staff chose Wolf, Eagle and Dolphin Houses. Over time these new Houses will become an integral part of our life at Colmers and one of the ways we can achieve excellence by belonging together in new and exciting ways.

Throughout the year each house will compete against the others to collect the most gold medals. Gold medals will be awarded to houses for being the very best in one of the ten house events: attendance, punctuality, Attitudes 2 Learning, Attitudes 2 Homework, eXtra-curricular life, behaviour, uniform and equipment, community contribution, reading and house points.

The Goals of Our House System

As you can see, the house system has three main goals:

1. Giving students the chance to work and belong together with older and younger students.
2. A chance for students to be recognised and rewarded for the things that matter most to this school.
3. For students to focus on the things that will make the biggest difference in their lives.

In time many more layers will be added to the new house system until one day, what was once 'new' will become part of the tradition of the school. We look forward to working with the students to create those traditions in the years ahead.

The Personal Scorecard

Each term, each child will update their personal scorecard. Each scorecard will have ten 'events' and each child will achieve a bronze, silver or gold medal in each of those ten events. Obviously Gold medals will be awarded for the very best achievements! For more information see Mr Craig Boardman, Assistant Head.



WOLF



DOLPHIN



EAGLE



Colmers is not just about the academic learning, it's also about memorable experiences and opportunities.

Extra-Curricular Opportunities

Colmers is not just about the academic learning, it's also about memorable experiences and opportunities that we all remember from our own childhood. We want all pupils to have the chance to visit sights, places and people who help them see the world differently, or inspire them to do more in their life.

Extra-curricular clubs, sports groups, trips, visits and guest talks, are just a small fraction of what we strive to offer each and every year to each and every Year group. When a child's horizons grow, their confidence and aspirations also grow.



Applying For A Place

The number of intended admissions at Colmers for the year commencing September 2016 is 210. All pupils will be admitted without reference to ability or aptitude. Where applications for admissions, received by the closing date, exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit:

1. Looked After Children in public care and children with a statement of Special Needs will take priority.
2. Where the child has a sibling* who will be attending the school in September 2016 and who lives** within three miles of the school:
*The Local Authority's 'Sibling' definition has been adopted.
**The Local Authority's 'Shared Responsibility' definition has been adopted.
3. Where the child lives within three miles of the school;
4. Where the child has a sibling who will be attending the school in September 2016 but lives over three miles from the school;
5. Where the child lives over three miles from the school.

In each category, priority will be given to those living nearest to the school, the distances being measured in a straight line from the school to home. Please note that the Local Authority's 'Distance' definition has been adopted and that appeals regarding Admission may only be made to an independent appeals panel. Colmers School does not have any involvement in the placement of Year 7 students.

Important Note:

1. These arrangements refer to the school year commencing September 2016.
2. Admission to Year 7 in September 2016 will be through completion of the Local Authority form which can be downloaded from the Local Authority website.

The School Day(s)

Each day begins at 8.45am. Students are expected to be in their tutor rooms when the bells rings at 8.45am and therefore students must be on site by 8.42am. Lateness always leads to detention. We begin and end each week with whole school assemblies. This affects the timing of lessons on those days. We also finish slightly early every Wednesday to ensure teachers and associate staff have time for further training and development. The school day times therefore appear below:

Mondays: 8.45am to 3.15pm

8.45am Registration & Assembly
9.10am Period 1
10.10am Period 2
11.10am Morning Break
11.25am Period 3
12.25pm Period 4
1.25pm Lunchtime
2.10pm Tutorial Time
2.15pm Period 5
3.15pm End of School

Wednesdays: 8.45am to 2.30pm

8.45am Morning Registration
8.55am Period 1
9.55am Period 2
10.55am Morning Break
11.10am Period 3
12.10pm Period 4
1.10pm Lunchtime
1.55pm Learning for Life
2.30pm End of School

Tuesdays & Thursdays: 8.45am to 3.15pm

8.45am Registration & Assembly
8.55am Period 1
9.55am Period 2
10.55am Morning Break
11.10am Period 3
12.10pm Period 4
1.10pm Lunchtime
1.55pm Tutorial Time
2.15pm Period 5
3.15pm End of School

Fridays: 8.45am to 3.15pm

8.45am Morning Registration
8.55am Period 1
9.55am Period 2
10.55am Morning Break
11.10am Period 3
12.10pm Period 4
1.10pm Lunchtime
1.55pm Period 5
2.55pm Registration & Assembly
3.15pm End of School

QR Code



