



DRAYTON MANOR HIGH SCHOOL

PROSPECTUS 2021 – 2022



90 YEARS OF EDUCATION
EXCELLENCE IN EALING

Our Philosophy

SCHOOL AIMS

Drayton Manor offers a wide range of opportunities, academic, practical, cultural and sporting to all students. The school thinks and works in terms of individual students, their personal development, their academic tuition, their interests and their career needs. The school's curriculum aims, as stated by the Governing Body, are

- To promote the maximum possible development of individual students' talents and potential within a tolerant and caring community
- To help students to develop a lively, enquiring mind and the ability to question, to argue rationally and to apply themselves to tasks and physical skills
- To assist students to acquire in all areas of the curriculum the knowledge, understanding and skills relevant to adult life, employment and leisure in a fast-changing world
- To encourage students to use language and number effectively
- To promote equal opportunities for all, to counter racism, sexism and all other forms of discrimination whenever they occur
- To encourage respect for religious and moral values and tolerance of other races, religions and ways of life
- To help students to understand the world in which they live and the interdependence of individuals, groups and nations, including awareness of economic and environmental issues
- To help students to appreciate human achievement and aspirations in all forms of human endeavour
- To support students in the development of their personal and social skills

Head

Lisa Mills MA

Senior Deputy Head

Christopher Killen MA

Deputy Head

Joshua Mc Inerney MA

Assistant Deputy Head

Deborah Yates MA

Assistant Heads

Sam Bracken BSc

Colleen Guitaine MA

Robert Johnston MA

Dipesh Patel BSc

Alexia Polemiodoti MA

From Opportunity through Expectation to Achievement

The Governors' curriculum aims set out opposite are primarily concerned with individual students' development. Many parents, however, will wish to know how these aims are implemented and to find out more about the philosophy, policies and practice of the school which turn ideals into real achievement. The most important of these can be quickly summarised.

- The school's high expectations of students which encourage all to achieve their maximum potential irrespective of race, gender, background or ability
- Its emphasis both on hard work, especially homework, and on a broad balanced education of the whole person in which opportunities in art, music, drama and sport play an important part
- Its effective pastoral system which provides encouragement, care and support for all students including those with learning difficulties
- Its continuing emphasis on the academic side including entry to higher education from its large Sixth Form

Teachers' expectations, like parental support, are known to be crucial to students' success at all levels. Both have always complemented each other at Drayton Manor. We know we can make a big difference in the lives of our students and we gladly accept our responsibility.

Current Admissions Policy

The criteria for admission determined by the Governors are

- 1 Children looked after by a local authority and adopted children who meet certain requirements (IMPORTANT see the full definition in the Notes)
- 2 Children with a brother or sister attending the school at the time of application who could reasonably be expected still to be at the school at the date of entry
- 3 Children for whom Drayton Manor High School is their nearest publicly funded high school
- 4 Other children

Where two or more children have equal priority having applied all criteria, places will be allocated by distance, with those living closest to the School being accorded the highest priority.

Notes

Looked after children are those in the care of a local authority or being provided with accommodation by local authority social services (section 22(1) Children Act 1989)

Adopted children will meet the requirements if they were 'looked after' but then ceased to be because they were adopted or were made subject to a residence order or special guardianship order

Adopted is defined in the Adoption and Children Act 2002 (section 46)

Residence order is defined in the Children Act 1989 (section 8)

Special guardianship order is defined in the Children Act 1989 (section 14A)

The word brother or sister refer to all blood, half, step, adoptive and foster brothers and sisters who live at the same home address.

Distance from home to the school is that determined by the London Borough of Ealing using whatever measuring system it operates in the application year for those schools for which it is the admissions authority. However, for applications to Drayton Manor High School, the borough applies the following arrangements, whether they are applied to its schools or not

- the distance from home to school is measured by the shortest walking route using public highways and lit footpaths only, but excludes common land and public open spaces
- it does not take into account access by public transport or any private vehicle

The measuring policy will also be used when measuring distances to other schools, to establish if Drayton Manor High School is an applicant's nearest Ealing High School.

The child's home will be assumed to be that of the mother unless evidence is provided to prove otherwise. Alternative addresses such as a relative's or child minder's, will not be accepted and should not be given. In the situation where a move is temporary, (eg due to building works) the normal, permanent residence of the child (ie the address at which the child was resident before the period of temporary residence began) will still be used for the calculation of distances.

For any parent who, for whatever reason has more than one property, they should only refer to the property in which the child actually resides. In cases where parents are separated and the child lives for periods with both, then the child's

address will be that property at which, during the school year, the child for the most part resides. Documentation will be required to confirm the arrangement. If this is not available, then the use of the address of the parent who receives the child benefit will be used when prioritising the application.

All offers of a place made by the school, or on behalf of the school, will be conditional upon the receipt of proof of residence. The provision of false or misleading information may lead to the withdrawal of an offer, if two or more children have equal priority under criterion 1 or 2, the distance criterion set out in 3 or 4 above will be applied. If two or more children have equal priority under criterion 3 or 4 places will be randomly allocated.

WAITING LIST

From time to time a small number of places become available during the course of the year.

- **Primary Transfer to High School**

Offers for places to students transferring to High School will be sent out on 1 March each year (or when 1 March occurs on a weekend, the next working day) by the Local Authority under their High Schools Co-ordinated Admissions Scheme. Those who are unsuccessful may choose to go on the waiting list. The waiting list will continue until the end of the 2022/23 academic year. Parents who are still unsuccessful will need to reapply to the Local Authority for subsequent year groups.

- **Other Year Groups**

If you wish your child to be considered for one of these places you will need to apply to the Local Authority each year. Consideration will be given to your application based on the admission criteria.

STUDENTS WITH DISABILITIES

The school's Behaviour Policy and Code of Conduct which promote a caring community ethos based on equality of opportunity, mutual respect, tolerance and support for students with particular difficulties, aims to ensure that students with disabilities are not treated any less favourably than other children within the school.

All children are admitted to the school in accordance with the published admissions criteria – based primarily on sibling relationship and proximity of home to school – and no child is precluded from entry on the grounds of any disability.

Although the school's buildings may not be well suited to children who have severe physical difficulties, the school's Accessibility Policy, in place since April 2003, makes clear the intention to make reasonable and realistic adjustments to the site and relevant school policies where possible.

LOOKED AFTER CHILDREN

Drayton Manor aims to promote the educational achievement and welfare of students in public care. Please contact the school if you would like a copy of the school policy.

SEN ADMISSIONS

If your child has an Educational, Health & Care Plan, the Local Authority will process your application for a high school place as it is their responsibility to arrange SEN provision and consider the school's suitability.

OPEN EVENING

Thursday 30 September 2021

SIXTH FORM OPEN EVENING

Tuesday 19 October 2021

PLACES AVAILABLE AT DRAYTON MANOR

The Standard Admission Number is 240 for Years 7-11. In recent years the school has been substantially over subscribed. There were 1,187 on time applications received for entry into Year 7 in 2021. Six admission appeals were heard by an Independent Appeal Panel, one was successful. There were 1,522 students on roll at the last school census.

SIXTH FORM PLACES

The majority of Year 11 students at Drayton Manor apply for a place in Year 12 at the Sixth Form. A significant number gain admission, as do students from Springhallow School who attend lessons at Drayton Manor during Year 11. We also welcome applications from students from other schools. This year, we received 599 external applications. Further information can be found in our Sixth Form prospectus published annually in October.

HAVING CHOSEN DRAYTON MANOR

Parents and students of the new Year 7 intake are invited to attend a meeting at the school where the school philosophy, expectations, the Home School Agreement and routines are explained.

INTRODUCING STUDENTS TO THE SCHOOL

Before new students start in September they are invited into school. During this time they meet the Head of Year, tutors and other teachers and take part in some lessons. Early in the autumn term parents are invited to the school to meet with the tutor and senior staff to discuss their child's progress. Later there will be a parents' evening and regular progress reports on each student's progress.

The Curriculum

We ask a high standard of our students by creating an atmosphere of encouragement with the emphasis on students developing the habits of hard work, organisation and responsibility for their own work. The school curriculum and its organisation are kept under constant review to enable students to achieve their best.

THE NATIONAL CURRICULUM

There are 25 one-hour lessons each week for all students in Years 7 -11. To ensure that every student can work at a level and pace appropriate to their ability and needs, some subjects are taught in groups arranged according to students' ability in that subject.

KEY STAGE 3 (YEARS 7, 8 AND 9)

All students study English, Maths, Science, Design and Technology, History, Geography, Physical Education, Art, Music, Drama, Religious Education (RE), Computing and 'Shine'/CCW (a programme of personal development and RSHE). The vast majority also study a Modern Foreign Language.

- A coordinated Design and Technology course comprises the areas of Graphics, Product Design, Food and Textiles
- Most students study one Modern Foreign Language chosen from French, German or Spanish. Latin can be chosen as an additional language
- A small number of students undertake additional literacy and numeracy lessons instead of a Modern Foreign Language

COMPUTING

Students will follow a discrete Computing course in Years 7, 8 and 9, as well as making use of technology in a range of subjects. We aim to ensure all students reach a high standard of competency regardless of prior knowledge in areas such as presenting and communicating information, data handling, programming and control technology.

CHOOSING KEY STAGE 4 OPTIONS

In Year 9, Students and parents attend a series of meetings outlining and giving advice on what subjects and courses are available in KS4.

KEY STAGE 4 (YEARS 10 AND 11)

Students are asked to select from one of five Learning Programmes. Each is designed to meet the needs of, and provide progression for, an identified group of students.

All students study English Language, Maths, Religious Education, Computing, CCW, Physical Education and a Science course as part of the core curriculum. The majority of students also study English Literature.

STUDENTS MUST CHOOSE

- A Science course – either the three separate Sciences (Biology, Chemistry and Physics) which leads to three separate GCSEs or a Combined Science Award which leads to two GCSEs
- A Humanities subject – History or Geography
- A Modern Foreign Language – either French, German or Spanish (with the exception of those students who follow a learning programme which does not contain an MFL component.)
- Option Choices from a wide variety of subjects including Art & Design, Business Studies, Computing, Design Technology, Drama, Economics, Engineering Design & Product Investigation, Enterprise & Marketing, Food Preparation & Nutrition, Health & Social Care and Sociology, IT, Latin, Media Studies, Music, Philosophy & Ethics, Physical Education and Sports Studies.

All subjects are studied to GCSE or equivalent except for Additional English or Additional Maths. In addition, reduced GCSE programmes are on offer for those students who would benefit from this provision.

SIXTH FORM (YEARS 12 AND 13)

Our aim is to promote breadth and balance in the Sixth Form programme of study and each student's programme is individually negotiated. Students have a tutor and follow a personalised programme to prepare them for university, further study and the world or work. There is a wide range of extracurricular activities offered in the enrichment programme such as subject societies, sports societies, volunteering, community service and work experience as well as many leadership opportunities. The Sixth Form is extremely successful and the standards of excellence are reflected in its examination results and successful applications to leading universities, including Oxbridge.

The school offers 26 A Level courses and the Extended Project Qualification (EPQ). To ensure continuing quality and success existing courses are reviewed annually and new syllabuses introduced as appropriate. Each course comprises five hours of teaching per week.

Retake GCSE Maths is available too.

The school has strong links with local charities, such as WOHA and The Mark Evison Foundation, and students have the opportunity to undertake independent group projects in collaboration with these charities.

The Sixth Form work closely with highly successful schools to offer opportunities such as careers, networking events and interview practice.

A LEVEL

The A Level courses include the following subjects: Art, Biology, Chemistry, Computing, Drama, Economics, English Language & Literature, English Literature, Film Studies, French, Geography, Government & Politics, History, Latin, Mathematics, Further Mathematics, Media, Music, Philosophy & Ethics, Photography, Physical Education, Physics, Product Design, Psychology, Sociology and Spanish. The school may review the courses offered in Year 12 and Year 13 based on the number of applications it receives.

APPLIED GENERAL (VOCATIONAL)

Business, IT, Media and Science.

THE EXTENDED PROJECT QUALIFICATION (EPQ)

The school offers the EPQ to all A Level students. This carries the same number of UCAS points as an AS Level.

ENRICHMENT PROGRAMME

The school provides a wide range of extra-curricular and enrichment activities. On Wednesday afternoons all Sixth Formers are required to opt into a range of activities including a wide range of sports and options such as the Young Enterprise Programme, CREST Award, Law Society, Medicine Society, Debating Society and EPQ.

COMMUNITY SERVICE PROGRAMME

Sixth Form students are expected to participate in the Community Service Programme. Students give back to the school or local community and develop their employability skills through opportunities such as subject mentoring, Year 7 reading and volunteering at local organisations.

SCHOLARS' PROGRAMME

Our most able students who apply to Oxbridge and Medicine & Dentistry follow an additional programme to support them with their preparation and their application process. This includes mentoring, visiting speakers, a trip to the Oxbridge Conference as well as more subject specific guidance.

INSPIRATIONAL SPEAKERS' PROGRAMME

Every week Sixth Form students have an hour assembly where a range of speakers from all walks of life present to them.

ASSESSMENT AND REPORTING (KS3, KS4 AND SIXTH FORM)

Assessment is seen as a formative part of learning. The school has its own assessment and reporting policy which is reviewed regularly to ensure rigour and maximise achievement. Every effort is made to ensure our students' learning is accurately assessed and that students are prepared for their internal assessments and public examinations. Students' progress and attainment is reported regularly to parents throughout the year. In addition, parents are invited to attend our Parents Consultation Evening.

HOMEWORK AND PRIVATE STUDY

Homework and private study are essential features of students' work. Parents are asked to involve themselves in their child's studies by seeing that homework and private study are done consistently and by checking through the student diary and signing it weekly. The diary is a means of communication between home and school and it is checked regularly by tutors and Heads of Year. Students may complete homework before and after school in the Library. Parents will also receive a Show My Homework login allowing them to see what homework their child has been set and when it is due in.

Other Areas of the Curriculum

WORK EXPERIENCE

All students explore the world of work and there are a range of work-related learning opportunities. Year 12 students will complete a week's work experience.

CAREERS EDUCATION

Students follow a full programme of careers and further education guidance. This is delivered through the 'Shine'/CCW programmes, within other areas of the curriculum and with the help of outside speakers and organisations.

RE AND COLLECTIVE ACTS OF WORSHIP

We are committed to the spiritual and moral development of our students. RE is non-denominational and includes

- the Christian religion and heritage
- other major religions

In Key Stage 4 all students study Religious Education and have the option to choose the Philosophy and Ethics GCSE (Religious Studies).

RELATIONSHIP, SEX AND HEALTH EDUCATION (RSHE)

Relationships, Sex and Health Education (RSHE) is taught within 'Shine'/CCW lessons as an integral part of statutory PSHE Education. RSHE is learning about families, respectful relationships, including friendships, online and media, being safe and intimate and sexual relationships, including sexual health. A detailed RSHE policy is available on the school website. If you have any concerns regarding this please contact the Head in writing.

Parents have the right to withdraw their children from Religious Education, Collective Acts of Worship and RSHE.

EDUCATION FOR ALL

The school is opposed to prejudice and discrimination in all their forms. It is determined to promote equal opportunities for all and to counter all forms of discrimination wherever they occur. It seeks to develop an educational environment in which British values are actively promoted and the positive benefits and opportunities afforded by living in a multi-cultural society are recognised. All staff are aware of the need for the curriculum both to reflect and, where possible, make use of cultural diversity and of the need to prepare students for life in a pluralist society.

SUPPORT FOR LEARNING

We recognise all achievement and are aware of the need for children to progress at their own pace.

The school believes that Special Educational Needs and Disabilities (SEND) provision should identify and address the needs of all students with SEND through a relevant, broad and balanced curriculum delivered by all staff.

The identification and assessment procedure ensures that students who experience any difficulty with learning can be offered a range of provisions. All identified students have baseline assessments. Provision consists of in-class support, group or individual withdrawal and curriculum support.

The school also offers an Educational Psychologist, Clinical Psychologist, Speech and Language Therapist and a counselling service for students.

Our approach focuses on the individual needs of the student. An Education Plan is drawn up through partnership with parents wherever possible. Targets are formulated, which are then regularly monitored and reviewed by the Inclusion Faculty.

The Inclusion Centre supports students with specific social and emotional needs.

SPORT

The PE Faculty provide an extensive programme of extracurricular activities for students at the school. The school aims to maintain the traditional nature of school sport as well as following the diverse interests of the students.

The school participates in Borough cups and tournaments throughout the age ranges including football, netball, basketball, cricket, athletics, trampoline, handball and cross country.

NOTABLE ACHIEVEMENTS

Netball

Once participation in group outdoor sport was permitted in March, we started our Year 7 practice and we were inundated with keen netballers. The girls continued to attend club regularly and improved immensely. They were extremely excited to be able to play their first Inter School fixture at home against William Perkin with places in the A & B squads being hotly contested. With the teams selected and final practises finished the day came for the matches. Both teams certainly looked the part and played exceptionally well coming away with convincing victories in both matches - the A team winning 9 goals to 2 and the B team 7 goals to 1.

Rounders

The Year 10 students were also keen to get involved and had the opportunity to play in an Inter School Rounders tournament hosted by Ellen Wilkinson. Again the girls were focussed in practise sessions in their games lessons and when it came to a team selection evening there were plenty of willing and able players to choose from. The squad of twelve performed exceptionally well, outclassing their opposition in both batting and fielding. The final match came down to us having to beat our constant rivals Twyford and the girls again focussed on all the important elements of the game gaining victory with 6.5 rounders to 1.5.

WHOLE SCHOOL ENRICHMENT PROGRAMME

We were incredibly disappointed that due to the pandemic our students have not been able to enjoy the variety of trips and visits which we run under normal circumstances. We are delighted that these will resume again and we have been talking to our students via year and school council meetings on the sort of excursions that they would like to experience. These should see them travelling into London, seeing more of the UK and hopefully visiting other countries in the not too distant future. To start the ball rolling we will be reintroducing our core programme of activities which usually include

- Whole School House Music Festival
- Lunchtime Music Concerts
- School Production
- Careers Talks
- Motivational Speakers in Assemblies
- Sports Fixtures
- Maths Challenge
- Careers Appointments
- The Arts Summer Showcase
- Sports Day at Perivale Track
- Drama Club
- Debate Club
- Coding Club
- Film Club
- Gaelic football
- Sixth Form Enrichment Programme
- Community Service Programme
- Assembly Programme
- Scholars' Programme
- University Open Days
- University Taster Courses
- Not Going to University and Apprenticeship Workshops and a talk as part of the Peers in Schools Programme (organised by the House of Lords)
- Sixth Form students have also participated in WOHA (Wings of Hope Achievement Award) and the Mark Evison Foundation Project as well as the National Citizen Service Challenge.

Students will also enjoy activities specific to their year groups

- Year 7 Hanwell History Trail, Year 7 Music Concert
- Year 8 Kew Gardens, Enterprise Day
- Year 9 Careers Taster Day, School Production, Tring Natural History Museum and Ashridge Estate visit
- Year 10 Next Steps' Careers Day, Healthy Relationships Talk
- Year 11 Farewell Celebration, Holocaust Survivor Talk, English Shakespeare Performance
- Year 12 Induction Day, UCAS Day and UCAS Preparation Days, Work Experience, University Apprenticeship and Careers convention, Study Skills Seminar
- Year 13 Christmas Lunch, Farewell Celebration
- Years 7-10 Christmas Music Concert, Arts Summer Showcase, Sports Day

ADDITIONAL TRIPS AND VISITS

Under usual circumstances we would run an additional range of trips. These are just a sample.

- Year 7-13 Diana Trust Award
- Year 8-9 New Scientist Event
- Year 10 Trip to Lille for the Christmas Markets
- Year 10 STEM Event
- Year 12 Wings of Hope Charity Event
- Year 12 visit to Mental Health Summit
- Year 13 Epping Forest Ecological Study
- Sixth Form Subject Conferences
- Year 10-13 Economics and Business Trip to the Bank of England
- Year 10-13 Art and Photography Gallery visit
- Year 12-13 Imperial College Physics Easter School
- Year 12-13 French Debating Competition
- Year 12-13 Biology Fieldwork Trips

OTHER ACHIEVEMENTS

- Students have not taken validated exams since 2019. Over the years the school has been recognised for its academic success by a number of external agencies. The Schools Students and Teacher Network (SSAT) showed the school performed in the top 20% of non selective schools nationally in the summer of 2018 and 2019. The school was also recognised by ALPS (A Level Performance System) for achieving in the top 25% of schools nationally for three consecutive years. Following the results of 2019, the school received a letter from the Minister of State for School Standards, the Rt Hon Nick Gibb MP congratulating the school on entering 85% of students for the English Baccalaureate suite of subjects
- In 2019 the Music Department underwent a complete refurbishment to provide our students with brand new state-of-the-art classrooms and musical equipment
- In April 2016 the Dr Evans Building opened. As well as being home to the Humanities Faculty and the Inclusion Centre, it also includes an outstanding new library containing excellent resources including laptops to assist students with their studies
- The Sir Montagu Sharpe Building was completed in January 2014 and accomodates excellent facilities for the Arts Faculty and Design & Technology
- In 2014, the demolition of B Block allowed for an all-weather, multi-sports floodlit surface to be created to further enhance the sporting facilities available to our students
- The newly extended Diamond Jubilee Dining Hall was completed in 2012
- The school currently features in the Good Schools Guide and the Parliamentary Review 2014
- In May 2012, Ofsted rated the school as Outstanding
- Many millions have been spent on building developments including the Frances Moore Building and improvements to playgrounds. Science laboratories have also been updated and refurbished
- The school became an Academy on 1 August 2011

School Organisation

FACULTY	SUBJECTS
English	English, Drama, Media
Humanities	History, Government & Politics, Geography, Business Studies & Economics
Inclusion	EAL, Alternative Curriculum, Asdan, Inclusion
Mathematics & Computing	Mathematics, Further Mathematics, Computing, IT
Modern Foreign Languages (MFL)	French, German, Latin and Spanish
Physical Education	PE, Sports Science
Science	Applied Science, Biology, Chemistry and Physics
Social Sciences	Philosophy & Ethics, Psychology, Religious Education (RE) and Sociology, Health & Social Care, 'Shine'/CCW
The Arts & Design Technology	Art, Dance, Food, Graphics, Music, Photography & Creative Media, Product Design and Textiles

THE YEAR SYSTEM

The tutorial system is the backbone of the school and the tutor is a vital link with parents. There are up to 240 students in each year, organised into tutor groups. All students are members of a tutor group. This remains the students' base until they leave. The tutor sees the tutor group once a day. As they maintain close contact with subject teachers, tutors have an overall picture of the progress of each child in their group.

Each year group has a Head of Year and a member of the Senior Leadership Group assigned to support them.

Pastoral Support Workers also support the work of the year team.

THE HOUSE SYSTEM

The four Houses of Drayton Manor are named after mythical creatures; Caladrius, Phoenix, Pegasus, Griffin. These figureheads, along with the House mottos, were established through our school council. The House system gives students a sense of belonging and is used by the school to instil our values; Ambition, Character and Civic Virtue. All areas of the school from student voice through to tutor time numeracy competitions are tied into the House system to encourage our students to take part and raise within them a sense of competitive spirit.



HOME SCHOOL AGREEMENT (HSA)

The HSA is central to the school ethos partnership – the partnership that exists between the school, parents and students. The HSA sets out clearly why and how we expect students to behave. It provides students with a clear framework for establishing acceptable behaviour within the school in both social and learning situations as well as in the wider local community.

There is a whole school behaviour policy linked to a system of rewards and sanctions. Central to this is our expectation that students show consideration and respect for others and that they work together and help each other.

TUTOR, YEAR AND SCHOOL COUNCILS

The school has Tutor and Year Councils made up of representatives from each tutor group and a very active School Council. They are involved in policy and decision making within the school. For example, they helped to draw up the student statement of our Home School Agreement, the bullying policy and premises development plan.

SCHOOL DAY

School begins at 8.55am and ends at 3.30pm

Break is from 11.10 - 11.30am

There are two lunch breaks

- the first for the lower school from 12.30 - 1.30pm
- the second for the upper school from 1.30 - 2.30pm

There are five one-hour lessons a day.

Students can arrive from 8.00am each morning and should leave no later than 4.15pm unless they are participating in an activity supervised by a member of staff.

ATTENDANCE AND PUNCTUALITY

We expect every student to attend regularly and on time. Students must be at school by 8.50am ready to start at 8.55am. If for any reason a student is unable to attend, the school should be told by 9.30am on the first day of absence. For further information on the school's attendance procedures and policy please go to the 'information' tab on the school website. Student absence should be reported via the school app (MyEd) or by emailing studentabsence@draytonmanorhighschool.co.uk including photos/attachments of any medical evidence. Leave for holiday will not be authorised.

SCHOOL UNIFORM

Uniform is an important part of the school culture and ethos and is worn by all students up to and including Year 11. Full uniform is expected to be correctly worn to and from school, in school and on official school occasions. Full details of the uniform are available from the school.

SIXTH FORM DRESS CODE

Sixth Form students should follow the smart and casual dress code. It is important that Sixth Form students should be sensitive to our school community and set a good example to our younger students. Our standards of dress are an important part of the culture at Drayton Manor and it demonstrates students' status as senior members of the school community.

SCHOOL MEALS

Students have two options for lunch-time arrangements

- Restaurant meals from the Dining Hall
- Packed lunch eaten in the Dining Hall

A wide selection of healthy lunches are available daily from the restaurant service in the school dining hall. Snacks and drinks are available from the restaurant before school from 8.00am, at break and lunch times. The school operates a cashless catering system. Details about menus, allergens etc can be found on the school website.

Students (Years 7-11) are not allowed to leave the school site at lunchtime.

Information about entitlement to free school meals can be obtained from Ealing Council based at

Perceval House, 14-16 Uxbridge Road, Ealing W5 2HL
Tel: 020 8825 5566

School Facilities

We are always looking to improve our facilities and our environment for learning and we encourage our students to help us in this through their active involvement in caring for the buildings.

In recent years the school has been extended and developed with major building programmes. The school has a number of fully equipped computer rooms which are upgraded on a rolling programme and specialist design and technology classrooms and a newly refurbished Music suite, including five state-of-the-art rehearsals rooms. The school has teaching accommodation arranged in five teaching buildings.

BUILDING	FACULTIES
Allenby	Computing, Dining Hall, Gymnasiums, Maths, Music, Physical Education, Science, Sixth Form Centre
C Building	Modern Foreign Language, Social Sciences
Dr Evans	Humanities, Inclusion, Library
Frances Moore	Business & Economics, English
Sir Montagu Sharpe	Art, Design & Technology, Drama, Food, Media, Textiles

OUTDOOR SPORTS FACILITIES

There are seven tennis/netball courts and a playing field on-site. We also have an astroturf area which is marked out for a number of sports. This is floodlit allowing it to be used for longer periods of time. The school playing fields are in Greenford Avenue with two sports pavilions and an excellent range of high quality, well-tended pitches.

MEDICAL ROOM

The school has a medical room and first aid equipment is available in each area of the school.

The Pastoral Support Team deals with minor ailments and, when needed, provides comfort and support to students.

If your child has a medical need you must inform the school on admission.

IT FACILITIES

The school is constantly improving and developing all IT facilities to keep pace with technological advances. All classrooms are equipped with interactive whiteboards across the school. We have fully equipped computer rooms and terminals in many departments and in the school library. The school administration system is also fully computerised. As far as possible, students are given access to IT out of school hours. Rooms are open before school and specific after school sessions are run for students to do work-related activities. Every opportunity is given to students to complete coursework using IT. All students and parents must read and sign the school's E-Safety Rules and Student Acceptable Use Agreement.

PUPIL PREMIUM

The school's Pupil Premium allocation will be £383,740 for 2021/22, compared to £375,315 in 2020/21. The school will continue to use this funding to provide a number of services to include Learning Support, Master Classes, Intervention, Mentoring, Easter Revision, Homework Club and also subsidising residential trips.

Other Information

CONCERNS AND COMPLAINTS

Initial concerns should be resolved with individual members of staff. There is a Procedure for Complaints Against the School that is available on request.

GRANTS

Parents who wish to apply for free school meals or who wish to enquire about discretionary awards and travel passes should contact Ealing Council at Perceval House, 14 -16 Uxbridge Road, Ealing W5 2HL Tel: 020 8825 5566.

CHARGING POLICY

Under the Governors' charging policy, charges are made in the following areas

clubs, trips, activities outside school hours, board and lodging on trips during school hours, materials for practical lessons where the finished product is taken home. Charges for board and lodging will be remitted for families on universal credit or other related benefits. Full details of the Governors' policy are available at the school.

PARENTS

The school believes in a partnership between parents and the school. Staff are available to see parents by appointment. There is an annual parents' evening for each year group when parents can see members of staff about their child's progress. A very active and helpful Parent Teacher Association (PTA) arranges information and social events and is consistently generous to the school. Details of latest and upcoming events can be found on the PTA section of the website.

FORMER STUDENTS

All students are invited to join The Draytonians at the end of their school career. A great school is often measured by the achievements of its alumni, and they serve as both inspiration and support for subsequent generations of Draytonians. More information can be found at www.draytonmanorhighschool.co.uk/alumni

COMMUNITY LINKS

The school has developed successful curricular links and has well established contacts with local, national and international firms and organisations. We have expanded our work experience and community service placements for students. The school site is extensively used by a diverse range of outside organisations. The school actively supports community cohesion in all areas of its work.

FOR FURTHER INFORMATION

Prospective parents should refer to the school website www.draytonmanorhighschool.co.uk for further details on the policies referred to in this prospectus, Ofsted reports and additional sources of information.

POLICY FOR ENTERING STUDENTS FOR PUBLIC EXAMINATIONS

Students are entered by the School for public examinations in the courses they study. In determining entries, full consideration is given to students' and parents' wishes. Students studying Latin are likely to be entered for GCSE Latin at the end of Year 10. In the case of languages spoken at home, it may be possible for the School to enter students to take examinations here. Parents should contact the Head of Modern Foreign Languages to discuss this.

From time to time, parents may wish their child to take an examination in a subject either not taught at Drayton Manor and prior to when they would normally take it in Year 11. If parents are thinking of making a private entry, such as this, we would ask them to discuss the matter with the School before taking any action. As a School, we want to ensure that students achieve the highest possible grades by sitting examinations at the appropriate time.

Term Dates

AUTUMN TERM 2021

Thursday 2 September – Friday 17 December

HALF TERM

Monday 25 October – Friday 29 October

CHRISTMAS HOLIDAYS

SPRING TERM 2022

Wednesday 5 January – Friday 1 April

HALF TERM

Monday 14 February – Friday 18 February

SPRING HOLIDAYS

SUMMER TERM 2022

Tuesday 19 April – Tuesday 19 July

MAY DAY

Monday 2 May

HALF TERM

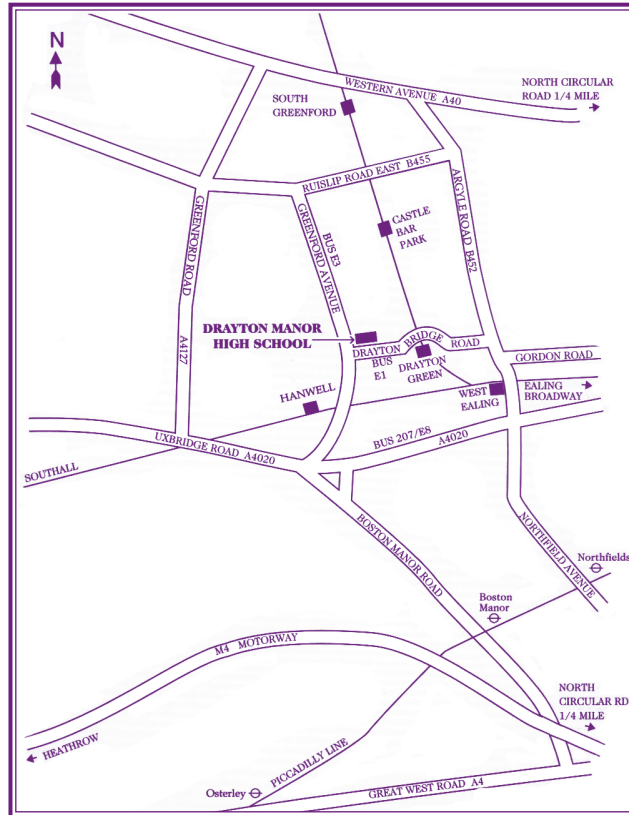
Monday 30 May – Friday 3 June

SUMMER HOLIDAYS

*Friday 26 November Staff Training Day



DRAYTON MANOR HIGH SCHOOL



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