
A welcome from the Principal

This prospectus is designed to give you a brief description of Bexhill High, a Specialist Technology College.

The College maintains its traditional strengths and values, yet is ambitious and forward-looking, seizing as many opportunities as possible to widen and enrich the experience of students. The College has a strong local identity but also recognises the growing need to work within an international context.

Bexhill High is a learning community, committed to high quality provision and excellence in everything that we do; **high** achievement is our aim. We invest our resources in the development of people in order to enable each individual to establish sound foundations for success. We provide a happy, caring environment in which high standards of work and behaviour are the norm and where all students are able to develop their own particular capacities and talents to the full. **Each individual matters.**

We, at the College, pride ourselves on the care we provide for our students. It is the fundamental right of every member of this community to work in a safe, yet challenging, environment. **Violence, of any kind, will not be tolerated.**



Partnership is essential. It is a partnership between staff, parents, students, governors, businesses, and the local community in its widest sense, and our international contacts, which fosters growth and success.

I welcome the opportunity to discuss any aspect of Bexhill High and would encourage you to contact me with any questions you may have. In addition I should be proud to show you our college and look forward to meeting you.

Bexhill High has an outstandingly exciting future. I hope that the information contained in this prospectus encourages you to join us.

M.P. Conn

School Aims

- To ensure the full individual development of each student's knowledge and skills
- To develop each student's sense of moral, cultural, aesthetic and social values
- To provide a caring community in which equal opportunities are available to all
- To prepare students for the opportunities, responsibilities and experiences of adult life
- To encourage enjoyment of school life



Mission Statement

Bexhill High is:

- A successful learning community committed to excellence.
- A supportive, disciplined, well-resourced and stimulating community dedicated to maintaining high quality and to fostering the highest level of achievement.
- A hardworking community which values commitment, care for others, diligence and the intrinsic worth of each individual.
- A vital part of the wider community playing an active role in shaping the future of the town.

The Governing Body

Chair of Governors: Mr B. Kentfield

Vice-Chair of Governors: Mr J. Torbet
LEA

Staff Governor: Mr M. Conn

Clerk to Governors: Mrs M. Wilkinson

LEA Governors: Mr M. Clark
Mr P. Cole
Mrs J. Field

Parent Governors: Mrs E. Berriman
Mrs M. Blackmore
Mr N. Edwards
Mrs J. Harris
Mrs K. Hearn
Mr N. Masterton
Mr M. Saxby

Staff Governors: Mrs B. Higgins
Mrs A. Kempson
Mrs J. Stanley

Community Governors: Mr M. Khan
Mr B. Reeves
Mrs N. Stedman

Sponsor Governor: Mrs A. Barber



The School Year 2008 - 2009

Term 1 (38 days):
3rd September - 24th October 2008

Term 2 (35 days):
3rd November - 19th December 2008

Term 3 (30 days):
5th January - 13th February 2009

Term 4 (30 days):
23th February - 3rd April 2009

Term 5 (24 days):
20th April - 22nd May 2009

Term 6 (38 days):
1st June - 22nd July 2009

BANK HOLIDAYS

May Day Bank Holiday Monday 4th May
Spring Bank Holiday Monday 25th May

dates correct at going to press but may vary

Visit

BEXHILL HIGH

Come with your children and see displays and activities which will form an everyday part of their College life.

The Principal and staff will, in addition to our Open Evening on:

Tuesday 2nd October 2007 at 7.00 p.m.
welcome visitors to see the College at work on:-

Friday 5th October 2007 at Gunters Lane Campus - 9.15 a.m.

Wednesday 10th October 2007 at Down Road Campus - 9.15 a.m.



Technology College Dimension

Bexhill High gained Technology College status in 2001 and was redesignated as a Technology College in its second phase in 2006. As a result a massive extra investment in provision has been made possible in order to raise the levels of attainment of all students in all subjects.

The College is well resourced with information and communication technology facilities, boasting no less than fifteen computer suites in addition to the computers in every teaching room. Teaching rooms also have interactive whiteboards with data projectors, large screen televisions fed by video recorders and DVD players.



Student study is supported by hard copy and on-line study guides which continue to be developed to provide a high standard learning resource. Our students are encouraged to use ICT as an integral part of school work.

The faculties of Mathematics, Science and Design and Technology have benefited from close scrutiny of provision and facilities, resulting in further investment in the students' education. The enrichment of facilities that has taken place provides tremendous opportunity for educational experience relevant to today's world of work. In Design and Technology, for example, our students have the opportunity to scan objects in 3D which may form the basis of a new design; the resulting scan can then be altered on a computer and the new design sent to a 3D router which is used to make a three dimensional model of the design. In Science, our students use state of the art data collection devices, and the use of computers in the analysis of results is the norm. In Mathematics the immediate feedback made possible by on-line lessons presents students with pace, challenge and assistance, allowing a rapid progression in this subject.

The number of extra curricular activities offered as a result of Technology College status has greatly increased and our students now participate in such projects as the Robot Challenge and Greenpower Car projects, the latter being an exciting opportunity to build, drive and race a green powered car. The regional finals of the Greenpower Car project is held at Goodwood Racetrack.

As a founder member of East Sussex Partnership of Specialist schools, a DFES recognised Federation, we participate in cross County activities ranging from mutual staff training, to events for gifted and talented students.

The expertise present in the Federation greatly enhances the provision across all colleges.



Another continuing initiative for this year is the adoption by the Bexhill Consortium of Schools of Ninfield Environmental Centre as a community learning resource for Bexhill and the wider community: courses will be run in Environmental Science and Land Management, Rural Studies and Nature. The College curriculum will also be expanded to make full use of this excellent facility.

Our role in college and community education continues to grow. During the course of the next few years, Bexhill will see this College forming the centre of an educational force penetrating and serving the whole community. This is an exciting time for us all.

The College

Bexhill High is an 11-16 co-educational comprehensive college with a twelve form entry. It operates on two sites, the larger one at Down Road and the smaller one at Gunters Lane adjacent to the college's playing fields. The original building was opened in 1944 and was used as a Secondary School for Boys and for Girls. In 1977 educational re-organisation turned the Down Road site into a comprehensive school, which it remains to this day. The original facilities have been added to and developed, and the college now boasts two halls, one with stage and lighting suitable for



Down Road Campus



Gunters Lane Campus

large productions, 10 Science laboratories, 3 Music rooms plus practice rooms, 4 Design and Technology laboratories, 3 Food Technology rooms, 4 Art rooms, 2 Textiles rooms, 16 Information Technology suites, one included in a specialist Business Suite, and 2 Independent Learning Centres, as well as numerous specialist classrooms. The College has extensive playing fields at Gunters Lane, 2 gymnasias and multi-purpose hard area at Down Road.

The College has a state-of-the-art Information Communications Technology network linking both sites and including Intranet and Internet connections.

Times Of School Day

| | |
|------------|-------------------|
| 08.35 a.m. | Registration Bell |
| 08.40 a.m. | Registration |
| 09.05 a.m. | Period 1 |
| 09.55 a.m. | Period 2 |
| 10.45 a.m. | Breaktime |
| 11.05 a.m. | Period 3 |
| 11.55 a.m. | Period 4 |
| 12:45 p.m. | Lunch |
| 13:30 p.m. | Period 5 |
| 14.20 p.m. | Period 6 |
| 15:10 p.m. | End of School |

School Restaurant

A breakfast service is available at Down Road Campus from 7.45 a.m. - 8.30 a.m. At lunchtime a cafeteria service at both sites offers a wide choice including snack meals and sandwiches for those who have a cooked meal in the evening, and well balanced nourishing meals suitable to be the main meal of the day. We provide a variety of vegetarian meals, a salad bar and a pasta bar.



College Organisation

Structure of the College

The College is divided into four schools of Learning namely:-

The School of Communication

English, Modern Foreign Languages and Expressive Arts

The School of Technology

Science, Technology and ICT

The School of Enterprise

Mathematics and Humanities

The School of Life Skills

PSHE and Citizenship, Careers, Physical Education and Learning Support

Within each school there are three Assistant Principals who are accountable for the quality of provision. Learning Leaders are responsible for schemes of work and resources, and work very closely with Assistant Principals to ensure High quality Teaching in the classroom.

House Structure

Year 7 is divided into tutor groups of between 25 and 30 students. The rest of the school is divided into 4 Houses, each with 12 tutor groups of mixed age. The House names are: Atlantis, Challenger, Discovery and Endeavour. The Houses are managed by a Head who leads a team of Form Tutors who are responsible for the care, guidance and development of the students. The Leadership Team works with the Heads of House to ensure high quality of learning within the Houses.

The Learning Support Faculty supports students in all areas of the curriculum. The Faculty uses a variety of intervention strategies to support those students who require support, both in and outside of the classroom.



Leadership Team

The Leadership Team is responsible for planning and policy, and comprises the Principal, 2 Vice Principals, 12 Assistant Principals.

A large team of support staff is responsible for managing a wide range of areas including finance, personnel, secretarial and administrative duties, student welfare, marketing, site management and the Independent Learning Centre.

Key Stage 3 - Years 7, 8 and 9

The curriculum in Key Stage 3 is shown in the table below:-

Key Stage Three - The Curriculum

| Curriculum Subject | Year 7 | Year 8 | Year 9 |
|--------------------------|--------|--------|--------|
| English | * | * | * |
| Mathematics | * | * | * |
| Science | * | * | * |
| Technology | * | * | * |
| ICT | * | * | * |
| History | * | * | * |
| Geography | * | * | * |
| Modern Foreign Languages | * | * | * |
| Art | * | * | * |
| Music | * | * | * |
| Physical Education | * | * | * |
| RE | * | * | * |
| PSE Citizenship | * | * | * |
| Drama | * | * | * |



Key Stage 4 - Years 10 and 11

The Curriculum encompasses the requirements of Key Stage 4 of the National Curriculum.

All students will have agreed their curriculum during Year 9 with input and advice from Staff.

The Curriculum for Key Stage 4 for all students is made up of two elements:

The 'Common Core' and 'Open Choices'.

The Common Core

- English to GCSE
- Mathematics to GCSE
- Science to GCSE
- Physical Education
- Philosophy and Ethics
- Citizenship
- Technology to GCSE

Open Choices (all to GCSE or its equivalent)

- A diverse range of subjects are on offer which are designed to meet the individual needs of each student.

GENERAL, CREATIVE AND PERFORMING SUBJECTS

- They cover the Arts, Languages, Humanities, Social Sciences and ICT.

VOCATIONAL AND APPLIED SUBJECTS

- Business, Leisure, Construction. PE, Care, Engineering and Catering are also available.
- Other courses are designed to support student learning by helping them with literacy and numeracy key skills. Development of social skills, problem-solving and opportunities for working with others are also provided. Work experience and work related learning are also possible.

All students will experience elements of Information and Communication Technology (ICT) through their normal subject programme, which could lead to a GCSE ICT qualification.



All students will have the opportunity to study subjects to GCSE, BTEC level or OCR Nationals. With the flexibility in the curriculum pattern, this can range from five to twelve subjects. The key element in the final pattern for all students is to match the curriculum to the individual's needs and strengths. Students will be entered for final examinations as soon as they are ready. Early entry is normal in conjunction with opportunities to follow courses provided by Hastings College, Bexhill College and Plumpton College.

Student Development

The student development area of the Life Skills School covers Citizenship, Health Education and Career Education.

The aim of these lessons is to give students the knowledge, skills and understanding to be able to play an effective role in society. Lessons are structured to help each individual to become informed, thoughtful and responsible citizens who are aware of their duties and rights. Students are encouraged to take responsibility for all aspects of their own health and safety.

At all times, students are encouraged to play a helpful part in the life of our College and community.

They learn about the economy and democratic institutions and are guided to respect different national, religious and ethnic identities and values. Throughout the Citizenship programme of study, students are encouraged to develop their ability to reflect on issues and take part in discussions.

Students are taught in mixed ability groups and have one lesson a week. A number of external agencies such as the Fire Brigade, the Police, Crag Rats, Connexions, the local colleges, RSPCA, charity groups and voluntary agencies are used to enhance and deliver the programme.

YEAR 7

AUTUMN TERM

- What is a citizen?
- My beliefs
- Drugs and alcohol

SPRING TERM

- Respecting privacy
- Anti bullying
- Relationships/Sex Education – coping with change

SUMMER TERM

- Creating a campaign
- Holding an election

YEAR 8

AUTUMN TERM

- Rights of young people
- Young people across the globe
- Drugs and alcohol

SPRING TERM

- Refugees
- Public services
- Environmental pressure groups

SUMMER TERM

- Environmental pressure groups/
RSPCA input
- British identity
- Relationships/Sex Education



YEAR 9

AUTUMN TERM

- Criminal justice
- Parliament
- Careers and options

SPRING TERM

- Drugs and alcohol
- Local government
- Global politics

SUMMER TERM

- Resolving conflict
- Prisoners of conscience
- Relationships (SRE)

YEAR 11

AUTUMN TERM

- The Government Cabinet
- Consumer society
- Connexions and 'What Next?'
- Drugs and alcohol

SPRING TERM

- Think global act local
- Relationships
- Equality
- UK and the rest of the world

SUMMER TERM

- Future citizens

YEAR 10

AUTUMN TERM

- What kind of citizen are you?
- Media and RSPCA input
- Drugs and alcohol

SPRING TERM

- Money
- Modern relationships
- Identity

SUMMER TERM

- Identity
- Health and recreation
- Relationships and Sex Education

Careers Education

Bexhil High College views Careers Education as establishing a pattern for lifelong learning where students prepare for a constantly changing world. Adaptable, confident and skilled citizens, able to review and match interests and abilities with needs and opportunities will not merely survive but flourish!

Many aspects are cross curricular; skills of communication, planning and developing clear targets and goals are developed in all areas of academic work.

There is a well stocked, up-to-date Careers Resource Centre where students can use traditional reference materials and current ICT packages, including the Internet, to assist them in gaining the understanding necessary to make informed decisions.

The importance of specialist personal advice is recognised, and the College is fortunate to have a committed Adviser from the Connexions Sussex Careers. The Adviser meets with the students in Form Groups in Year 9, 10 and 11, and assists Year 11 with College and job applications as appropriate. Students with Special Needs can meet with the Adviser earlier, as required. The Adviser is also available for further individual consultation with students, if they so wish. Parents can see a Careers Adviser during Options Evening or may telephone the College for an appointment.



Additional Educational Needs Policy

The AEN Policy has been developed in line with the Department for Education and Skills **Code of Practice** on the Identification and Assessment of Special Educational Needs and the East Sussex County Council's **Guidelines on Identifying and Meeting SEN in East Sussex**. It shares the college's Aims and Values, which seek to enable all students to participate in the life and work of the College to the best of their abilities, whatever their needs.

The fundamental principle of the Policy recognises that students with additional educational needs are entitled to have their needs identified, whether they arise from learning difficulties, communication or interaction difficulties, physical or sensory difficulties or emotional, behavioural or social difficulties. Students thus identified are entitled to educational provision alongside their peers, which caters for their individual needs and allows them access to a broad, balanced and relevant curriculum, including the National Curriculum.

It is the responsibility of all teachers to help identify and provide for all students with special educational needs through the use of an appropriate range of teaching and learning methods in line with the Assessment for Learning Framework.

Access for Disabled Students

Much has been done to improve access to the ground floor of the various buildings on the Down Road Campus, mainly through the construction of ramps to external doors. Changing and toilet facilities have been built for disabled students. We have access to the second floor at the main school building through an external lift.

The Gunters Lane Campus has been built in line with the requirements of the Disability Discrimination Act and there is unrestricted access to the site for all students.

Sex Education

The aims of the programme are in accordance with Section 1 of the Education Reform Act 1988 and Section 241 of the Education Act 1993. Facts are presented in an objective and balanced way to enable students to comprehend the range of sexual attitudes and behaviour in present day society; to know what is and is not legal; to consider their own attitudes and to make informed, reasoned and responsible decisions about the attitudes they will adopt both while they are at school and in adulthood.

Racial Equality Policy

The school has implemented a Racial Equality Policy as an element of the Equal Opportunities Policy. Copies are available on request from the Clerk to the Governors.

It is recognised that there will be a continuum of need and provision, requiring varying types and degrees of intervention.

Agreement on appropriate provision is reached, as far as possible, with the involvement of the student, the parents or carers, teachers and teaching assistants, external support services and voluntary agencies.

Copies of the full version of the AEN Policy are available from : Mrs P. Jones, Bexhill High College



Independent Study Support

All students are encouraged, and indeed expected, to study independently. The resources available to students are the Independent Learning Centres, study guides on a variety of subjects, books, Internet, videos and computer programmes.

Commitment to home study is an essential part of college life. At the beginning of the college year, homework timetables are drawn up and parents are informed of arrangements made.

Homework forms an essential part of courses at both Key Stage 3 and Key Stage 4. Members of the Learning Support Faculty are available to help students develop

their study skills. Students are able to access learning materials via the 24-hour college (<http://24hrschool@bexhillhigh.e-sussex.sch.uk>).

There is also a programme of *Enrichment* for students at the upper end of the ability range. This is a co-ordinated programme which involves both cross-curricular and subject initiatives.



Religious Education

The aim of teaching Religious Education in our college is to give children and young people opportunities to:

- *develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers.*
- *explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.*

Religious Education does not seek to indoctrinate or to persuade students to take up any one particular belief. The emphasis is upon the development of skills, attitudes and concepts which enable them to recognise the particular importance which a belief has for the individual or group, and reflect on its significance or otherwise for their own developing beliefs and values.

Religious Education also involves the learning of a body of knowledge. This knowledge is about the way people think, believe and behave; it is concerned with learning from that knowledge. Students are

encouraged to reflect on, and think about, the significance of personal beliefs. They also come face to face with other interpretations of human experience which are not religious.

Religious Education seeks to ensure that it promotes respect, understanding and tolerance for those who adhere to different faiths.

If parents/carers do not wish their child to be taught Religious Education or to take part in the short acts of collective worship which are held at the college, they should let us know so that the student can be excused and suitable alternative arrangements made, having regard to the wishes of the parents/carers.

At Key Stage 4 students follow a GCSE Short Course in Religious Studies (Philosophy and Ethics). This course encourages students to investigate key aspects of human experience such as human relationships, wealth and poverty, peace and justice and medical ethics. These issues are explored with reference to the teachings of Christianity and Islam, as well as secular viewpoints.

Collective Worship

Regular acts of Collective Worship are held in College for all students, except those who have been withdrawn at parents' request. The acts of Collective Worship are broadly Christian in content, but recognise the different ethnic and religious backgrounds of students.

The acts of Collective Worship are led by a variety of people from both inside and outside the College. These each have their own particular religious perspective which they share with students, but they do not seek to indoctrinate or persuade students to follow any particular belief. There is a programme of themes, which includes the main religious festivals, particularly those drawn from Christianity, Judaism, Islam and Hinduism.

Extra-Curricular Activities

Children come to college 'not just to lessons' is a statement that we firmly believe in and therefore extra-curricular activities are available at lunchtimes and after college to enrich the students' days.



The Faculty of PE and Health offers an extra-curricular programme. All students have access to a large range of activities, which includes Gymnastics, Dance, Football, Rugby, Cricket, Hockey, Netball, Table Tennis, Badminton and Athletics. As well as all these clubs, The Bexhill High Football Academy offer selected students from Key Stage 3 the chance to improve their skills with the help of qualified coaches from within the P.E. Faculty and from professional clubs such as Chelsea and Charlton Athletic. With the Bexhill High Gymnastic Academy already up, and running the future is looking bright for our talented athletes.

The Arts Faculty involves itself in community events as well as organising in-school activities. Often in co-operation with Rother District Council, our artists, dancers and musicians are an integral part of Bexhill's cultural activity.



Technology College status has seen a growth in extra-curricular activity related to that area and car construction, model-making and robotics are examples of twenty-first century hobbies encouraged by staff.

There certainly is more to Bexhill High College than lessons.



Visits

A full programme of college visits includes the following regular residential visits:

Skiing in Italy
White water rafting in Italy
Adventure Trips in the UK
Language Trips to France and Germany
PE Trips to Lanzarote and Paris
Art Trips in the UK and Paris
Trips to the Czech Republic
Year 7 Trip to France

One day visits include:

Houses of Parliament
Art field trips
Geography field trips
Science visits

Other Activities

An award winning range of other activities is on offer with diverse subjects such as chess, cookery, driver training, music, engineering and web surfing.



Charging Policy For Visits

The Education Reform Act 1988 states in essence that no compulsory charge may be made for any activity which occurs for more than 50% of the time within normal school hours.

In all other cases the school can request voluntary contributions from Parents/Carers for the cost of any visits, materials or any aspects of the work, as long as no student is denied the opportunity to participate. Parents will be asked to cover the costs of any college visit and the activity will be confirmed when, and if, sufficient funds become available.

Vocational Experience

Every student in Key Stage 4 will spend at least one week in industry, in a well planned and well prepared placement. Local companies are very co-operative and provide a range of excellent experiences which can be embedded into the student's education to

Community Links

The college's commitment to community involvement is reflected in a variety of ways. *'Partnership is essential. It is a partnership between staff, parents, students, governors, businesses, and the local community in its widest sense, and our international contacts, which fosters growth and success'*.

The Expressive Arts Faculty has very strong links with the community and students regularly work on projects for the benefit of those living and working around Bexhill.



'Big Spin' has just completed its successful second year with more students eager to join the team building a skate/BMX park for use at an event at the De La Warr Pavilion. The project is run in partnership with De La Warr Pavilion.

The Art Department has a strong relationship with the De La Warr Pavilion and students are regularly taken there to help with the development of their studies. A recent project, 'Arts & Kids' saw half of the Year 7 group attend artist led workshops at the Pavilion over a number of weeks. Current Year 7 students are working on a project funded by the Arts Council which again involves artist-led gallery visits, and an exhibition

of the students work. This project is linked to the curriculum followed by the Year 7 year group.

The College has, for many years, taken a leading role in the local Education Business Partnership. A number of exciting and recent projects include some related to the town's motoring heritage as the Birthplace of British Motor Racing. Students from our College have been involved in the CITB sponsored project to build a new bandstand for the town and the refurbishment of Bexhill's seafront.

We deliver a local History module in our Humanities syllabus. This module was designed with the support, both academic and financial, of the Old Town Preservation Society and it has been a great success for staff and students.

The Faculty of PE and Health uses a variety of community facilities in order to offer a wide range of activities including mountain biking, BMX, outdoor and adventure activities. Students have the opportunity to join the Bexhill High Football Academy and to work with coaches from professional clubs such as Chelsea and Charlton Athletic. The Bexhill High Gym Academy encourages students from local primary schools to attend.



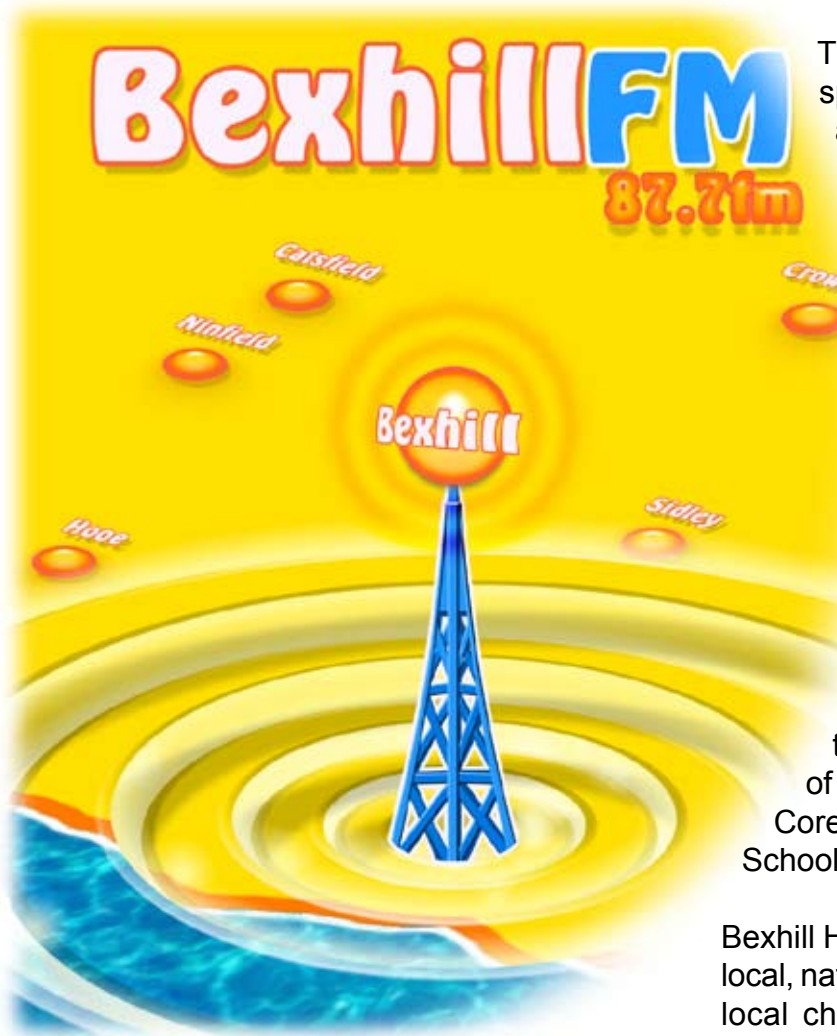
Bexhill FM broadcasts the latest news, tunes and views straight from the heart of the town.

The station is managed by students from Bexhill High, Bexhill College and St Richard's Catholic College, broadcasting contributions from the two secondary schools, Bexhill College and local primary schools.

Station managers present a range of programmes

A number of local businesses show their support through sponsorship and advertising. It is hoped that in coming years there will be greater opportunities for the local community to participate in this thriving radio station.

We invite our community to celebrate our successes and our relationship with the local paper is good. Our Annual Awards Ceremonies are normally held at the De La Warr Pavilion and involve the community in a variety of ways.



The community provides guest speakers, sponsors awards and enjoys our students' achievements. Local companies sponsor each of our Houses and this involves them closely with the College and has helped to strengthen House identity.

We have a system of student consultation based on a College Council, fed by House Councils. The College Council discusses learning issues as well as student facilities and privileges. Members of our College Council sit on the Bexhill Youth Council, which is becoming more and more active in giving youth opinions on such initiatives as the Bexhill seafront. Student views are also represented at the Eastbourne and Hailsham Federation of Schools' Council, the Healthy Schools Core Group and the Full Service Extended School Strategic Board.

and musical genres to cater for all tastes, with live programmes going out between 7am and 7pm each day, followed by a selection of highlights from the day and music throughout the night.

Residents in Bexhill, Sidley, St Leonards, Hooe, Ninfield, Catsfield and Crowhurst can tune their radios to 87.7FM, while those further afield can catch the live stream on the internet! Visitors to the bexhillfm.com website are also able to watch the team at work on the studio webcam.

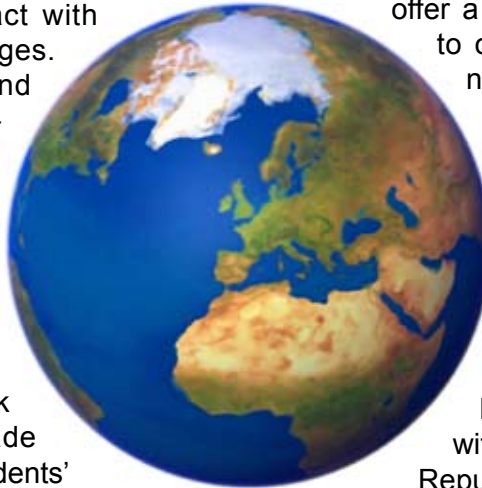
Bexhill High is committed to supporting charities: local, national and international. Houses supports local charities such as St. Jude's Refuge, St. Michael's Hospice and Barbie Keel's Animal Sanctuary and national causes such as Children In Need, McMillan Cancer Nursing and Barnardos. International charities, such as The Red Cross, have also received support.

In summary, Bexhill High is a College at the heart of the community. It is a College involved in local, national and international issues. Visitors from all spheres of life and all cultures are not merely welcomed, they are sought out, and they are invited.

The International Dimension

An International Ethos

The College has a clear commitment to continue developing a strong International ethos and to prepare students for successful careers in the increasing Internationalism of the every growing multi-cultural world. We have established close links with colleagues in Europe and beyond, and our students have frequent opportunities for contact with native speakers of other languages. We welcome multiculturalism and celebrate diversity. Our multi-cultural ethos has been recognised and endorsed by The British Council. Bexhill High was awarded the title 'International School Award' for a further 3 years in 2006 and has been successful in its application for re-accreditation until September 2009. Feedback from the Adjudication Panel made reference to 'good examples of students' work throughout the age groups, interesting activities with good collaborative work.'



Bexhill High is linked to an ever-widening network of international partnerships between colleges and industry. Our continuing sponsorship from HSBC is being used to establish Worldwide links. These are being used to directly support courses and initiatives which underpin the belief that International cooperation for students is a vital part of their future. Up-to-date Information Communication Technology and overseas visits are two key factors in developing our students and preparing them for the knowledge-driven economy in an increasingly competitive global market.

We also like to foster regular visits to Bexhill High from overseas visitors. This year our students have benefited from meeting and sharing experiences with people from around the globe, including France, Germany, China and Czech Republic to name a few. Over the last few years we have had students come to Bexhill High to study from schools in some

of the countries already mentioned. This has been a highly successful venture, which we will continue to develop.

We are also proud of the multicultural dimension provided by our staff, and this year we have Chinese, Ecuadorian, Estonian, Spanish, Japanese, Jamaican, and French nationals teaching at the college. All offer a wealth of experiences and culture to our students, and some offer their native language. The Languages for Fun programme through lunch clubs or after school sessions continues this year with French, Spanish, Chinese, Japanese and Arabic currently being offered.

Overseas Experiences

Bexhill High has maintained links with Zakladni Skola in Slavkov, Czech Republic since 1998, with a number of cultural visits and exchanges taking place between the two colleges. Visits have focused on research of the Battle of the Emperors which took place near Slavkov. Students have also had the opportunity to study culture and language in Germany and France, attend a German Christmas Market, participate in an ecology initiative in France and take part in the Space One project at the Euro Space Centre, Transinne in Belgium, working alongside students from the Czech Republic to undertake astronaut training. During the activity week in the summer term a number of linguistic and cultural visits were available to students such as an Art trip to Paris, a Science trip to Futuroscope France and a PE trip to Lanzarote.

The College acknowledges dates in the International calendar e.g. European Day of Languages, Bastille Day, World Book Day, Europe Day, Chinese New Year, by staging appropriate events within the College community.



Nursery / Windmill Club

Based on the Down Road site are the Bexhill High College Nursery and the Windmill Club. The Nursery caters for children aged 3 months to 5 years, and the Windmill Club provides a service before and after school and during the school holidays for children up to 11 years.

As an integral part Bexhill High, these facilities provide high quality care and education with a strong commitment to treating each child as an individual.

Parental Communication

Parents

We recognise and welcome the role played by parents in supporting their child's education. We like to encourage partnership by holding regular meetings with parents where information about your child can be exchanged.

Information

Parents receive regular information about the attainment and progress of their child. This usually takes the form of an interim report, and once a year there is a full written report on every subject.

The last Friday of each month, during term time, students are given a copy of the latest newsletter for Parents.

Parents are encouraged to contact the College whenever they have concerns about the progress of their child.

Parents Consultations

These take place once a year for students in Year 8 or Year 10. Your child's form tutor will contact you and offer you a 20-25 minute consultation, where the child plays the central role. This is essentially a 'Celebration of Achievement' and your child will be asked to make a presentation to you and the form tutor about their work. During this consultation, there will also be a short time when both parents and form tutor can exchange information about your child's progress.

A more formal parental consultation takes place for students in Years 7, 9 and 11. This is an opportunity for parents to meet with subject tutors. These are brief meetings and focus on attainment, progress, targets and learning.

Information Evenings

Throughout the College year we will notify you of dates when you will be able to come into College and find out more about College life. This could be about lessons, subjects or assessment procedures.

Last year the programme included:

- Faculty Information Evenings where staff answered questions and provided information about courses, assessment and home work procedures.
- Study Skills Workshops for parents of children about to take exams.
- Year 7 Social Evening where parents were invited to meet their child's new form tutor in an informal manner.

Contact

We welcome contact with parents and nobody should allow a small worry to develop into anxiety at any time in their child's schooling.

The first point of contact on minor or routine matters should be the Form Tutor, in writing please, and on major matters the appropriate Manager, who will keep the Leadership Team informed.

Heads of House are very willing to accept telephone calls from parents and, if necessary, appointments for personal contact can be made through the school office.

Complaints Procedure

Bexhill High College has adopted the ESCC complaints procedures, a copy of which is available from reception at both sites. Any parent/carer who wishes to make a complaint about the curriculum or any other aspect of college life should contact the Principal by telephone, or in writing, to make an appointment to discuss

the matter. A parent who remains dissatisfied after such discussion has the right to refer the complaint to the Chair of Governors.

Policy Changes

Parents will be informed of any changes to the information published in this prospectus during the school year.

BH7-11

We are very proud of our BH7-11, the College's termly magazine, which gives details of events and activities in the College.

Governors

The Governing Body was reconstituted on 31 August 2006. It



now comprises; 7 parent governors, 4 staff governors, 4 LEA governors and 5 community governors. The governors play an active part in the life of the college and work closely with the Leadership Team to raise standards and ensure that each individual achieves their full potential.

Code of Conduct

Our Code of Conduct is based on the principle of “**Respect for All**” and underpins the aims of the College. The code is straightforward, easily understood and encompasses three main areas:

- RIGHTS
- RESPECT
- EXPECTATIONS

Classroom expectations for all students are clearly expressed and are designed to establish an atmosphere of courtesy, safety and hard work. It is expected that parents will support the staff



in maintaining high standards so that students can gain the full benefits of a partnership between home and College.

We do prefer to encourage students rather than to punish, but breaches of the College's Code of Conduct can result in various sanctions, such as detention, either during breaks or after college; if the latter detention is for more than ten minutes, advance notice is given to parents/carers. The most drastic sanction is exclusion from college in accordance with the Department for Education and Skills regulations.

Rewarding Achievement

Throughout their College careers, students are given every incentive to perform as well as possible in and out of the classroom. At Key Stage 3 and Key Stage 4, achievement points are awarded for outstanding efforts and certificates are presented to students when they have reached key points e.g. 50, 100 etc.

Achievement Assemblies take place at the end of each term where certificates and prizes are awarded to recognise progress. At the end of the year, special prizes are awarded at Achievement Ceremonies to which parents are also invited.

In the Autumn Term following the GCSE examinations, an annual Awards Ceremony is held to present GCSE certificates to the leavers, plus a number of trophies related to specific areas of work. Students throughout their College career may have their efforts in extra-curricular activities recognised by special certificates.



The Student Voice

At Bexhill High we value the opinions of our students. Through consultation our students are taking a more active role in moulding the future of our college, and the "student voice" is a key element of this development. Over the past few years our students have assisted in producing our new Behaviour Management Policy, developing Parental Consultations and designing the school planners.

Currently, the Student Council is a student-elected body of 17 councillors. The council receive training at the beginning of their term of office, and meet fortnightly throughout the year. They have worked closely with Annette's to advise on menus and restaurant planning. They have also worked closely with the Leadership Team to look at ways of enhancing the College environment. Fundraising is high on the agenda, and by organising a variety of activities they have raised money for the Macmillan Cancer Charity, the Terence Higgins Trust and Child Line.

The Student Council is always looking to develop its role and increase its effectiveness, and as a result will be restructuring this year, in line with the College Leadership structure. Each school will have its own elected student council. The students will meet regularly with members of staff and governors to develop the learning and curriculum opportunities for students. Council representatives will meet with the Principal every term, providing a valuable insight into student opinion. This will also provide the students with the opportunity to become actively involved in developing and updating College policy.

The student body have moved towards ensuring they have an active role beyond the college into the wider community. Last year, students turned out in huge numbers to vote in the National Youth Parliament elections, and a representative from the school won a place on the local Youth Parliament. Members from the Student Council and Student Leader Team sit on the active Bexhill Youth Council. They have also had opportunities to consult with Rother Councillors about improvements to their local environment, and will also this year be working with the local MP for Bexhill and Battle.

Students have now been operating as Student Mentors in Bexhill High College for five years. Trained using the CHiPS programme (devised by Child Line), selected students support other students on a range of issues, including homework, organisational skills and social relationships. Last year, the scheme was expanded to give every Year 7 student access to a Peer Mentor via their form.

The Student Mentor Team, alongside a working party from the Student Council, have been central to developing Bexhill High's Anti-Bullying work, and as a result have been awarded the Princess Diana Anti-Bullying Memorial Award for the past three years. Their work has included developing and running a whole-college survey on bullying, maintaining an Anti-Bullying Board at each site, running workshops for KS3 students, planning each Anti-Bullying Week and raising awareness of

Child Line support. Following consultation with the wider school community the Student mentors, with support from the county's Anti-Bullying and PSHE teams have written a new Anti-Bullying Policy, which was launched in November 2006. The Student Mentor Team is now almost entirely student led, with Senior Mentors responsible for the recruitment, selection, training and on-going support for new mentors.

Towards the end of Year 10, students are encouraged to apply to become Student Leaders, replacing the prefect system. Applications consider student's potential leadership skills, and also their history of behaviour, appearance and attendance. A small number of students will also apply to be considered as Senior Student Leaders. The selection process for this is very rigorous, and involves interviews with Students and the Leadership Team, and the completion of a set of individual and group tasks. The Head Boy and Girl are selected on the basis of a whole-college student poll and interviews by the Leadership Team and the Acting Head Boy and Girl. The role of the student leader has changed considerably, and they are now considered as working in partnership with staff to support and set an example to other students in the college.

In order for this to work effectively throughout the school, as small number of students who are able to demonstrate outstanding leadership skills are selected as Student Leaders in Years 7-10. All Student Leaders take an active role in improving their college environment, and have set up an Environment Group and a Healthy Schools Team.

The Environment Group have introduced a recycling scheme throughout the College and the Healthy Colleges Team, working alongside the Student Mentors and Student Council, have become the first student-led group in the county to win their college a Silver Award.

A new initiative for the school in 2006-2007 has been the introduction of Student Researcher teams. Following their participation at a Student voice conference in London, two teams of Year 8 and Year 11 Student Researchers were established. After an intensive training session, Year 11 students focused on the development of a vision for the new Bexhill High, and participated actively in the recent conference on the school. The students are now working closely with other students, governors, parents, architects and County representatives in looking at ideas to create an exciting new curriculum. The Year 8 team have consulted with parents, staff and teachers about how homework and study skills could be used more effectively in student learning. The results of their work will be presented to Learning Leaders in the new academic year, and their recommendations considered in developing the curriculum. The focus for Student Leaders in the new term will be the use of rewards in the College.

Another new initiative has been Student representatives onto the College Governing Body. Governors now have the opportunity to work actively with members of the Student Body, and have also received training from students on aspects of College life, including Community Safety and Peer Mentoring. We will continue to look at how this partnership work can be developed over the forthcoming year.



Behaviour and Discipline Policy

Principles

- The College aims to promote good behaviour and self discipline among its students.
- The promotion of orderly, considerate and tolerant behaviour, will help to establish a mutually supportive, caring community.
- Respect for the individual, for property and the environment are of great importance.
- The promotion of good discipline and the high expectations are a shared responsibility for all students, parents and College staff. Violence of any kind will not be tolerated (see Anti-Bullying Policy).

Broad Guidelines

- The behaviour of students should always be a credit to the College.
- The Code of Conduct must be obeyed at all times. Any breach of the Code will be liable to severe punishment including exclusion from College.
- The Code of Conduct and classroom expectations must be consistently applied by all staff.
- Where problems arise, there is a responsibility on students to report breaches of the Code of Conduct to a member of staff. Where problems are reported to a member of staff, they must act on the information and take appropriate action.

Anti-Bullying Policy

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available in college.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time where it is difficult for those being bullied to defend themselves, or a single act of violence.

The three main types of bully and violence are:

- physical (hitting, hitting back, retaliation, kicking, spitting, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Students who are bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from college.

Students must be encouraged to report bullying.

A full version of the College Anti-Bullying Policy is available on request.



Child Protection

The College has a statutory duty to assist Local Authority Social Services Departments acting on behalf of children in need or enquiring into allegations of child abuse.

Any member of staff who suspects possible child abuse will report this to the designated teacher.

Inter-agency co-operation will help a co-ordinated approach to child protection; the designated teacher will work especially closely with Social Services and the Police.



Vision 2010

Bexhill High is an inclusive, oversubscribed, co-educational 11-16 International Technology College. It has a dynamic, responsive and flexible management structure and is efficiently administered. The curriculum is delivered by forward thinking, highly motivated, well qualified professionals. Links with the Bexhill Schools Consortium, other educational providers and industry mean that it offers a varied curriculum with many different pathways.

High quality pervades every aspect of the College, its culture and environment. The College is rigorous and relentless in its pursuit of excellence. The organisation and all individuals within it are committed to a shared value system, which permeates all activities; is responsive to the wants and needs of all the members of its community, both internal and external; offers consistent, high levels of service and strives for continuous improvement. Equality of opportunity underpins all the College's activity.

Achievement is high, due to a wide and enriched curriculum. Learning is not restricted by the constraints of the college day; it is enriched by opportunities which extend beyond the classroom curriculum, which offers a range of opportunities to all learners, recognising and valuing success at every level and providing access to examinations at an appropriate time for each student. The curriculum has highly developed programmes for ensuring appropriate spiritual and moral growth and celebrates achievement in its widest sense. Attainment is significantly high; success is achievable for all and life-long learning is a principle outcome.

The College is a community of confident, highly motivated and empowered individuals who thrive on success, support and respect one another. Students' behaviour reflects the College's commitment to a safe and caring community. Each member of the college community is equipped with well-developed independent learning skills. Information Communications Technology is a central focus of the College: it pervades all systems and the whole community can access the intranet.

The international dimension of the College is wide and varied; there are strong links with other countries. The College recognises that its members form part of an international community and ensures that everyone is able to participate in an extensive programme of cultural diversity and enrichment.



Destination of Year 11 Students

The majority of students who completed Year 11 in the Summer of 2007 and left school at that time went on to some form of Further Education as the statistics below indicate:-

| | NUMBER OF STUDENTS | PERCENTAGE |
|---|--------------------|------------|
| Bexhill College, Hastings College and other FE Colleges | 279 | 90.8% |
| Employment | 6 | 1.9% |
| Job Skills/Apprenticeship | 4 | 5.2% |
| Unemployed | 9 | 2.9% |
| Moved to new area - no information | 9 | 2.9% |

ATTENDANCE

| | |
|---|--------|
| Total number of students on roll for at least one session last year | 1553 |
| Total number of sessions available | 573085 |
| Percentage of half-day sessions missed through authorised absence | 9.5% |
| Percentage of half-day sessions missed through unauthorised absence | 1.4% |



School Uniform

BOYS

Sweatshirt dark navy, v-neck*
Clip on school tie*
Plain black formal trousers (no jeans)
Plain black belt with small plain buckle (no other colour acceptable)
Formal white shirt with traditional collar (no polo shirt)
Plain socks in neutral colour
Suitable dark-coloured shoes or black trainers with no other colour marking whatsoever (skateboarding/bmx shoes or boots are not allowed)
White laboratory coat*

BOYS & GIRLS PE/GAMES KIT

Black shorts
Plain white round necked T-shirt
Football or rugby or sweatshirt in royal blue*
Sport specific trainers (not fashion shoes)
Football boots (for all green field sports)
Shinpads
Royal blue football socks

BOOKS & STATIONERY

KS3 art sketchbook
French and English dictionaries
1 GB memory stick
Scientific calculator
Personal headphone set
Stationery comprising: pen, pencil, ruler, eraser, pencil sharpener

All clothing to be labelled with student's name

JEWELLERY

A watch (no other jewellery is acceptable in college).
One small round/square stud in each ear lobe. No flesh hole earrings, body piercing or tongue studs are allowed.

HAIRSTYLES, MAKE-UP, NAILS

The school reserves the right to decide what is an acceptable hairstyle for college. In general, extremes will not be permitted. Discreet makeup only, the school reserves the right to ask students to remove excessive makeup. False nails are not permitted in school.

GIRLS

Sweatshirt dark navy, v-neck*
Clip on school tie*
Plain A-line black skirt (2" above or below the knee with no slits or stretchy fabrics)
Formal plain black trousers (skin tight, hipsters or bootleg are not acceptable)
Plain black belt with small plain buckle (no other colour acceptable)

Formal white blouse with traditional collar (no polo shirt)

Plain socks or tights in neutral or black colour

Suitable dark-coloured shoes or black trainers with no other colour marking whatsoever (skateboarding/bmx shoes, boots, sling-backed shoes, backless sandals, clogs or heels higher than 2" are not allowed in school)

OPTIONAL EXTRAS

School fleece
Sports trousers, black or navy i.e. Adidas, Nike, Puma or similar (not designer fashion)
School coat, preferably navy blue (hoodies, denim or leather/leather-look-alike jackets are not permitted).



SCHOOL BAG

Must be able to take A4 sheet unfolded.

**logo embroidered product available only from the school shop*

SCHOOL SHOP

BEXHILL HIGH IMPACT
Down Road Campus - 01424 216292
Opening Times - TERM TIME ONLY Summer holiday opening times available in TERM 6

Breaktime and Lunchtime and after College until 4.00 p.m.

Credit cards, cheques with valid bankers card or cash accepted

SCHOOL RESULTS

These tables show the percentage of pupils at the end of Key Stage 3 achieving each level in 2007. The number of pupils at the end of Key Stage 3 is 304. Figures may not total 100 percent because of rounding.

| TEACHER ASSESSMENT | | | | | | | | | | | | | |
|--------------------|--------------------------|---|---|---|----|----|----|---|---|----|------------------|---------------|--|
| | Percentage at each level | | | | | | | | | | | | |
| | W | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | EP | Pupils disappled | Pupils absent | |
| English | 0 | 0 | 0 | 5 | 25 | 56 | 11 | 0 | 0 | 0 | 0 | 2 | |
| Mathematics | 0 | 0 | 1 | 9 | 18 | 34 | 27 | 8 | 0 | 0 | 0 | 2 | |
| Science | 0 | 0 | 1 | 9 | 17 | 37 | 26 | 8 | 0 | 0 | 0 | 2 | |

| TEST RESULTS | | | | | | | | | | | | |
|--------------|--------------------------|---|----|----|----|----|---|---------------------|---------------|--|--|--|
| | Percentage at each level | | | | | | | | | | | |
| | Below level 3/4* | 3 | 4 | 5 | 6 | 7 | 8 | Pupils not entered# | Pupils absent | | | |
| English | 15 | | 16 | 52 | 12 | 0 | | 0 | 4 | | | |
| Reading | 21 | | 24 | 41 | 9 | 0 | | 0 | 3 | | | |
| Writing | 13 | | 12 | 50 | 18 | 2 | | 0 | 3 | | | |
| Mathematics | 2 | 4 | 20 | 23 | 28 | 13 | 3 | 0 | 6 | | | |
| Science | 3 | 6 | 22 | 38 | 20 | 6 | | 0 | 3 | | | |

| TEACHER ASSESSMENT | | | | | | | | | | | | | |
|--------------------------|--------------------------|---|---|----|----|----|----|---|---|----|------------------|---------------|--|
| | Percentage at each level | | | | | | | | | | | | |
| | W | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | EP | Pupils disappled | Pupils absent | |
| Modern foreign languages | 0 | 0 | 3 | 19 | 27 | 25 | 12 | 2 | 0 | 0 | 0 | 13 | |
| Design and technology | 0 | 0 | 0 | 3 | 32 | 54 | 10 | 0 | 0 | 0 | 0 | 2 | |
| Geography | 0 | 0 | 0 | 5 | 25 | 56 | 13 | 0 | 0 | 0 | 0 | 2 | |
| History | 0 | 0 | 0 | 3 | 23 | 62 | 11 | 0 | 0 | 0 | 0 | 2 | |
| ICT ⁺ | 0 | 0 | 0 | 4 | 29 | 44 | 22 | 0 | 0 | 0 | 0 | 2 | |
| Art and Design | 0 | 0 | 1 | 8 | 34 | 46 | 10 | 0 | 0 | 0 | 0 | 2 | |
| Music | 0 | 0 | 1 | 7 | 38 | 41 | 11 | 0 | 0 | 0 | 0 | 2 | |
| Physical education | 0 | 0 | 0 | 3 | 12 | 52 | 29 | 2 | 0 | 0 | 0 | 2 | |

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.
EP represents exceptional performance.

+ Information and communication technology.

* represents pupils who were not entered for the tests because they were working below level 3 in mathematics or science or below level 4 in English; pupils awarded a compensatory level from the tests (level 3 English; level 2 mathematics/science); and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them, formally referred to as disappled.

TARGETS AND RESULTS AT KS3

| 2005 | Target %5+ | Result |
|-------------|---------------|--------|
| English | 81 | 68 |
| Mathematics | 85 | 61 |
| Science | 76 | 67 |

| 2006 | Target %5+ | Result |
|-------------|---------------|--------|
| English | 75 | 62 |
| Mathematics | 78 | 72 |
| Science | 69 | 63 |

| 2007 | Target %5+ | Result |
|-------------|---------------|--------|
| English | 73 | 67 |
| Mathematics | 71 | 69 |
| Science | 71 | 71 |
| ICT | 75 | 66 |

| 2008 | Target %5+ | Result |
|-------------|---------------|--------|
| English | 76 | |
| Mathematics | 76 | |
| Science | 72 | |
| ICT | 75 | |

TARGETS AND RESULTS AT KS4

| 2005 | TARGETS | RESULT |
|---------------------|---------|--------|
| 5 A* - C | 63.8% | 70% |
| 5 A* - G | 100% | 91% |
| Average Point Score | 43.6 | 47 |

| 2006 | TARGETS | RESULT |
|---------------------|---------|--------|
| 5 A* - C | 70% | 62% |
| 5 A* - G | 94% | 86% |
| Average Point Score | 348 | 337 |

| 2007 | TARGETS | RESULT |
|---------------------|---------|--------|
| 5 A* - C | 73% | 72% |
| 5 A* - G | 93% | 88% |
| Average Point Score | 368 | 311 |

| 2008 | TARGETS | RESULT |
|---------------------|---------|--------|
| 5 A* - C | 78% | |
| 5 A* - G | 94.5% | |
| Average Point Score | 365 | |

GCSE EXAMINATION SUBJECT SUMMARY 2007

Age group 15 – GCSE level subject performance

Number of students in school aged 15 307
 Number of students not entered for GCSE 1

Subject results for GCSE (2007), showing the number of students achieving each grade.

| SUBJECT | A* | A | B | C | D | E | F | G | U |
|----------------------------------|-----------|------------|------------|------------|------------|------------|-----------|-----------|------------|
| Applied Business | 0 | 0 | 16 | 14 | 4 | 2 | 2 | 0 | 0 |
| Art | 7 | 6 | 18 | 15 | 6 | 3 | 0 | 0 | 0 |
| Biology | 0 | 4 | 15 | 36 | 17 | 2 | 0 | 0 | 1 |
| Chemistry | 0 | 5 | 17 | 31 | 14 | 2 | 0 | 0 | 1 |
| Citizenship | 0 | 4 | 21 | 14 | 6 | 5 | 3 | 0 | 0 |
| Engineering | 0 | 0 | 2 | 2 | 2 | 6 | 4 | 4 | 0 |
| English Literature | 0 | 0 | 2 | 18 | 33 | 23 | 4 | 5 | 3 |
| ICT | 0 | 0 | 0 | 51 | 0 | 1 | 0 | 0 | 112 |
| English | 16 | 33 | 41 | 60 | 54 | 38 | 14 | 11 | 9 |
| French | 1 | 4 | 4 | 10 | 12 | 7 | 5 | 1 | 0 |
| Geography | 0 | 8 | 7 | 4 | 6 | 3 | 2 | 0 | 0 |
| German | 1 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 |
| History | 0 | 6 | 9 | 10 | 9 | 4 | 9 | 4 | 0 |
| Japanese | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 |
| Leisure and Tourism | 0 | 0 | 0 | 4 | 4 | 2 | 0 | 0 | 0 |
| Mathematics | 0 | 7 | 34 | 67 | 60 | 47 | 33 | 12 | 17 |
| Media, Film and TV | 2 | 1 | 12 | 3 | 3 | 3 | 2 | 1 | 0 |
| Music | 0 | 0 | 1 | 2 | 1 | 1 | 1 | 0 | 0 |
| Performing Arts / Expressive | 0 | 2 | 7 | 14 | 14 | 7 | 4 | 0 | 0 |
| Physical Education | 2 | 3 | 12 | 7 | 16 | 3 | 0 | 1 | 0 |
| Physics | 0 | 7 | 19 | 31 | 13 | 3 | 0 | 0 | 0 |
| Portuguese | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Psychology | 2 | 0 | 3 | 8 | 5 | 4 | 0 | 1 | 0 |
| Religious Studies | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Science – Double Award | 0 | 0 | 2 | 0 | 8 | 2 | 0 | 0 | 0 |
| Sociology | 0 | 1 | 3 | 5 | 1 | 1 | 0 | 0 | 0 |
| Spanish | 1 | 0 | 8 | 7 | 2 | 1 | 0 | 0 | 0 |
| Statistics | 0 | 0 | 1 | 3 | 3 | 1 | 0 | 0 | 0 |
| Technology – Food | 0 | 9 | 12 | 23 | 15 | 4 | 0 | 1 | 0 |
| Technology – Product Design | 0 | 8 | 8 | 44 | 30 | 20 | 11 | 5 | 0 |
| Technology – Resistant Materials | 0 | 0 | 0 | 2 | 6 | 6 | 2 | 1 | 0 |
| TOTALS | 33 | 110 | 274 | 489 | 346 | 200 | 97 | 47 | 143 |

**SUBJECT RESULTS FOR GNVQ (2007) SHOWING THE
NUMBER OF STUDENTS ACHIEVING EACH GRADE**

| SUBJECT | INTERMEDIATE | INTERMEDIATE | INTERMEDIATE |
|---------|--------------|--------------|--------------|
| | PASS | MERIT | DISTINCTION |
| Science | 173 | 0 | 0 |

**SUBJECT RESULTS FOR BTEC (2006) SHOWING THE
NUMBER OF STUDENTS ACHIEVING EACH GRADE**

| SUBJECT | PASS | MERIT | DISTINCTION |
|--------------------------------------|------|-------|-------------|
| Sport First National Diploma | 8 | 7 | 0 |
| Construction Introductory Diploma | 7 | 4 | 10 |

EQUIVALENCIES

| QUALIFICATION | EQUIVALENT TO: No: of GCSEs | GCSE GRADES |
|---------------------------------------|--------------------------------|-------------|
| GCSE SHORT Course | ½ | Same grade |
| GNVQ Intermediate FULL | 4 | A* - C |
| BTEC Introductory Diploma | 4 | D – G |
| BTEC First National Diploma | 4 | A* - C |

Number of students aged 15 on 14/9/06, on roll at 18/1/07 307

Number of students in National Curriculum Year 11, on roll at 18/1/07 307

Percentage of these achieving five or more GCSE's at grade A* - C 72%

| STUDENTS % | ENTERED 5+ GCSE | ACHIEVING 5+ A*-C | ACHIEVING 5+ A*-G | ENTERED 1+ GCSEs | ACHIEVING 1+ A*-G | ACHIEVING NO PASSES |
|--|--------------------|----------------------|----------------------|---------------------|----------------------|---------------------------|
| MALE Bexhill High School 2007 | 93% | 67% | 81% | 99% | 97% | 2% |
| FEMALE Bexhill High School 2007 | 99% | 80% | 91% | 100% | 99% | 1% |
| ALL STUDENTS Bexhill High School 2007 | 96% | 72% | 88% | 99% | 98% | 2% |

Useful Contacts

Down Road Campus - Tel: 01424-730722

**Principal: Mr M. P. Conn
Vice Principal: Miss D. Hawksby
Vice Principal: Mrs C. Grant**

Assistant Principals:

School of Enterprise

**Miss M. Brain
Mrs K. Purcell
Mrs A. Kempson**

School of Communication

**Ms C. Mortlock
Mrs M. Cooper
Mrs K. Debraux**

School of Technology

**Mr S. Cross
Mr P. Gordon
Mr M. Lake**

School of Life Skills

**Mrs J. Pollitt
Miss A. Hutcheson
Mrs E. Gordon**

Director of IT: Mr G. Newport

Gunters Lane Campus - Tel: 01424-730100

**Head of Year 7 Campus: Mrs J. Pollitt
Head of Year 7: Mrs B. Phillips
Year 7 Administration: Mrs D. Bradbury**

Bexhill High Impact (College Shop) - Tel: 01424-216292

Mrs M. Thain

Learning Support

Mrs P. Jones

Chairman of Governors

Mr B. Kentfield

Parent Governors

**Mrs E. Berriman
Mrs M. Blackmore
Mr N. Edwards
Mrs J. Harris
Mrs K. Hearn
Mr N. Masterton
Mr M. Saxby**

County Hall - Lewes 01273-481000

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