



Dronfield Henry Fanshawe School



"Success with Care"



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Vision Statement

“Success with Care”

Dronfield Henry Fanshawe School strives to provide a high-quality educational experience for all students, through an enriching curriculum that enables them to acquire a deep knowledge of the world in which they live, so that they can develop a love for learning and can thrive personally, economically and academically, in life. The school aims to engage and inspire the students of today, from Y7 to Y13, to grow and develop into rounded citizens that become positive, caring and successful members of society and are equipped to become the leaders of tomorrow.

Core Principles

The following core principles embody the ethos of Dronfield Henry Fanshawe School and the learning environment that we aim to achieve:

- Develop students into happy, caring, healthy, confident, courteous, articulate and independent learners with a strong moral compass, who can succeed in life
- Ensure students demonstrate the DHFS 3Rs by being responsible, resilient and reflective
- Offer a broad and balanced curriculum that is inspiring, motivating, challenging and relevant for all abilities and prepares students for their role as future citizens of the world
- Allow students to experience lessons of the highest quality delivered by dedicated and highly skilled professionals
- Equip students with the necessary skills, knowledge and values to make outstanding progress, in the broadest sense throughout their school journey, irrespective of starting point and celebrate and encourage high aspirations both in and out of the classroom
- Deliver care, guidance and pastoral support for all students so that they are safe within a well ordered and disciplined environment
- Celebrate what makes us unique through embracing diversity and equality of opportunity, promoting the DHFS family through respect and acceptance
- Develop strong relationships with parents and carers so that an active triangle of partnership exists between student, school and home
- Work with students, parents, carers and the community to ensure a sense of pride and care in Dronfield and the wider area.

September 2022

Introduction

Every year, new students and staff joining Dronfield Henry Fanshawe School for the first time begin to play their part in writing the next chapter in the school's long and proud history. The Grammar School of Dronfield was founded under the name of "Free School of Henry Fanshawe" in 1579 according to the will of Henry Fanshawe, Queen's Remembrancer of the Exchequer. The school was founded by Henry's nephew Thomas Fanshawe of Fanshawe Gate, Holmesfield and soon became a pioneering centre of education excellence in Dronfield.

In 1990 Henry Fanshawe School was merged with The Gosforth School and Gladys Buxton School to become one of Derbyshire's largest comprehensive schools. The new Dronfield Henry Fanshawe School was located onto a single site in 2004, with many new and refurbished buildings joining many of the original and listed buildings.

Dronfield Henry Fanshawe School is now a leading school nationally recognised for excellence in all aspects of its provision.



Welcome by the Headteacher



Dronfield Henry Fanshawe School is committed to providing the best possible education for its students through delivering high quality, challenging and inspiring teaching. This commitment is underpinned by a culture and ethos that is built on mutual respect, high aspiration and strong pastoral support. In addition, the school provides a varied enrichment and extra-curricular programme that engages and challenges students to develop their abilities and talents, or support the growth of new skills and experiences.

This framework of education at the school enables students to thrive and realise their full potential within a high achieving, disciplined, safe and healthy environment. Students are treated as individuals, through a personalised approach, that ensures each and every member of the school community can thrive and achieve, thereby delivering strongly on the school's motto of 'Success with Care'.

I hope this document and our website, www.dhfs.uk, will provide you with an insight into our learning community and how we work in close partnership with students and their parents/carers. We look forward to welcoming you to our school and to working with you in the future.

M J Cooper, Headteacher

"Every pupil is known as an individual and relationships between all the people in the school are outstanding."

Ofsted November 2015

The Curriculum

Our vision is that Dronfield Henry Fanshawe School will transform learning for all students leading to the highest levels of achievement, commitment and contribution by all for all. As such, our curriculum is designed to meet statutory requirements, to develop students with skills to become independent learners, to maximise students' attitude to learning, commitment, engagement and achievement and to ensure that students are able to fulfil their aspirations in the future, ensure their employability and to provide them with a holistic educational experience that will enrich their lives.

Key Stage 3 (Years 7 – 9 inclusive)



Our KS3 Curriculum is delivered in Years 7, 8 and 9. This includes English, mathematics, science, a modern foreign language, history, geography, technology (including food, textiles, electronics, resistant materials and product design), computing, art, music, drama, religious education, physical education, and PSHE (Personal Social and Health Education).

Students receive additional PSHE, enterprise and citizenship education within the core subjects listed above and through enrichment days. This is supported by House Mentor Group activities and the assembly programme.



Key Stage 4 (Years 10 – 11 inclusive)

Our KS4 curriculum is designed to provide the most appropriate pathway for our students so that they can enjoy their learning and achieve success as they prepare for adult life and their future careers. Parents, carers and students are fully involved in the KS4 options process which begins in Year 9. Our Year 10 students follow one of three curriculum pathways:

- **Blue Pathway** students follow a common core as follows: mathematics, English language and English literature, science, history or geography, one modern foreign language, physical education and a carousel with religious education, citizenship, PHSE, health, employability and careers, and ICT. In addition, students choose two free GCSE options from a wide choice of subjects.
- **Green Pathway** students are given the opportunity to choose an additional free option if they wish to replace a language. The rest of the curriculum is the same as the Blue Pathway.
- **Yellow Pathway** students have the common core and access to options with a more personalised curriculum which is discussed with students, parents/carers, Learning Support and the House Teams. They will have a core curriculum but also the opportunity to choose alternative courses where available.

For more information please refer to the curricular information, available on request or via our website. <https://dhfs.uk/curriculum-information/>

“The curriculum is outstanding and offers a vast range of opportunities for pupils to acquire the necessary knowledge and skills in all aspects of their education.”

Ofsted November 2015

Sixth Form Education

A large and growing number of Dronfield Henry Fanshawe School's Year 11 students choose to continue their education in our Sixth Form. Students from other schools join them. Students can choose from a broad range of advanced level and vocational courses and are able to make a positive contribution to the school as peer mentors, buddy readers or sports leaders. Sixth Form students have dedicated social and work areas in school. Students are advised and supported by a committed Sixth Form Team in addition to their usual House Mentors.



The majority of advanced level and vocational students continue on to higher education with others successfully transferring to further education or employment.

“Learners’ conduct is exemplary. They are punctual, self-motivated and have excellent personal skills. They are outstanding role models in the school. The 16–19 study programmes are contributing to ensuring that learners leave the sixth form as confident, personable young people who can make a significant contribution to their community, wider society and Britain as a whole.”

Ofsted November 2015

Careers Information, Education, Advice and Guidance (CIEAG)

Part of our commitment to “Success with Care” is providing appropriate support to students throughout their school career as they prepare for adult life and the world of work. Dronfield Henry Fanshawe School has developed links with local businesses, industries and employers and involves people from business in our learning programmes.

We are proud to be a ‘Career Mark Gold’ certified school; meeting all of the “Gatsby Benchmarks” for quality careers education.

Students in Years 10 and 12 have a one-week work experience programme where they explore career pathways and employment. Students in Years 7 through to 13 are supported in considering the curriculum choices available to them and the pathway decisions they make. Further guidance is given to Sixth Form students as they plan and prepare for their future pathways and careers after Key Stage 5.

For more information please refer to the careers CIEAG advice section of the website. <https://dhfs.uk/careers-education-information-advice-and-guidance-ceiag/>. Paper copies of all our booklets and newsletters are also available from Reception.



The Mark of Quality
for Careers Education
and Guidance

GOLD AWARD

“The careers guidance that pupils receive is extremely informative and very extensive. It enables pupils to make well-informed choices about their futures so that they all progress into appropriate education, employment or training after they leave school.”

Ofsted November 2015

Assessment and Reporting

Dronfield Henry Fanshawe School has a robust system of assessing student progress against challenging and aspirational targets.

Staff use formative and summative assessment to measure how students perform against their targets and feedback regularly to students. The students respond in DIRT time (Dedicated Improvement Reflection Time). This dialogue and the student's response to it underpin the whole assessment process. Staff project where a student will be at the end of the year if their Attitude to Learning (ATL) and Homework remain at the current level. The ATL and Homework scores range from 1 – 4 (1=Outstanding, 2=Good, 3=Requires Improvement, 4=Inadequate). Students and parents/carers receive this feedback from staff, and it is the responsibility of the students to reflect on it and set targets to improve. This system allows targeted intervention to challenge attitudes which we know will not result in a student achieving their full potential and encourages dialogue between student, teacher and parent/carer.

All parents and carers are invited to a Virtual Parent Carer Consultation Evening each year to meet with the student's subject teachers to discuss progress and support. It is also encouraged for parents/carers to have a dialogue with their child's Mentor, individual staff, House Progress Leaders, House Support Managers and House Academic Mentors if there are any concerns.

For more information, please refer to the Assessment Recording and Reporting information, available on request or via our website. <https://dhfs.uk/assessment-recording-reporting/>

“Teachers have very high expectations of the pupils in their classes. They know them extremely well and know how well each of them is doing in their subject and whether or not they are on track to achieve their challenging targets. Teachers plan their lessons so that activities challenge pupils of all abilities to make outstanding progress in a wide range of subjects.”

Ofsted November 2015

Homework

At Dronfield Henry Fanshawe School homework is viewed as an important learning tool which is used strategically to advance learning and thus maximise achievement. Homework is communicated via a Class Charts Homework App which gives parent/carers information about the task set and the deadline for completion.

As part of preparing our students for a career in a competitive working environment, we expect our students to develop the skills to be able to manage a significant workload effectively. We view it as the responsibility of the student, supported by parents, carers and staff, to plan their work so that all tasks are completed on time and to a standard expected for that student's ability. For more information, please refer to the school's Homework Policy, available on request or via our website.

<https://dhfs.uk/wp-content/uploads/policies/homework-policy-1.pdf>

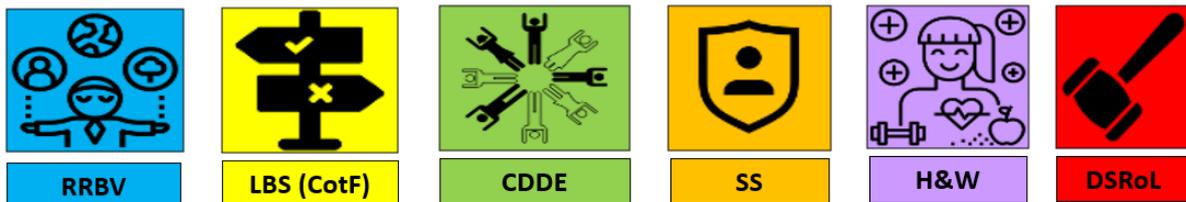
“Pupils love the challenge of learning. They ask searching questions of their teachers and are very keen to deepen their knowledge, skills and understanding so that they make outstanding progress across a range of subjects.”

Ofsted November 2015

The Wider Curriculum - Spiritual, Moral, Social and Cultural Life of the School (SMSC), including British Values

Through our Wider Curriculum, DHFS students have access to a broad range of experiences and knowledge that develop their moral compass, interpersonal skills and social awareness empowering them to build safe, happy and fulfilling lives. We work with students to ensure that they: understand and appreciate the diversity and richness in the world around them; value and take pride in their role as responsible citizens of the future and understand the impact they can have in society. We help students to confidently step out of their comfort zone, embracing individual differences and showing compassion. We support them to make balanced decisions, carefully weighing up evidence before forming an opinion. All of this takes place through our Wider Curriculum, which is delivered in PSHE, assemblies, mentor time and reading weeks, as well as in all subject classrooms at DHFS. Six 'Big Ideas' underpin this work. They are:

- Rights, Responsibilities and British Values
- Life Beyond School
- Celebrating Differences, Diversity and Equality
- Staying Safe
- Health and Wellbeing
- Democracy, Society and the Rule of Law



Dronfield Henry Fanshawe School is an active member of the local community and local organisations. We pride ourselves on the positive contributions our students make in the local area and encourage our students to be upstanding members of their society. Recent examples of this include work with Sheffield's Holocaust Memorial team, and the town council.

In mentor time, our vertical mentor groups allow us to have a more personalised learning and support system, encouraging a family ethos in which students respect one another. Through mentor time students will lead conversations, debate issues and learn about current affairs.

Students are invited to attend special Christmas Carol Services at St. John the Baptist Church in Dronfield and are encouraged to learn about other religions and faiths in our programme of assemblies and Religious Education lessons. Other faiths include Islam, Judaism, Hinduism, Sikhism and Buddhism.

Every year students from across the school raise thousands of pounds for charities and other good causes, for example recent contributions were made to UNICEF's Ukraine appeal.

"The school's provision for pupils' spiritual, moral, social and cultural development is outstanding and is a strength of the school."

Ofsted November 2015

Relationships and Sex Education (RSE)

As a school that values the role that parents and carers play, we encourage parents/carers to share and discuss their values and beliefs about sex and relationships. Parents and carers were consulted in policy making and there is a parent/carer RSE group that can feedback to PSHE leaders.

It is our goal to create a school where our young people feel good about themselves and are likely, as young adults, to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling, respectful relationships. We want our students to be responsible, happy and feel safe, to be caring, respectful and polite.

RSE is delivered within taught, age appropriate lessons in PSHE and on dedicated “Enrichment Days”, as well as in Science lessons. In addition, RSE is taught discretely through other curriculum aspects, for example English Literature and drama. It is also a key element of pastoral support for individual students experiencing difficulties, in assemblies and in response to incidents.

Parents have a legal right to withdraw their child from dedicated “sex education” lessons. They do not have the right to withdraw their child from those aspects of RSE that are taught in National Curriculum science or where RSE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about RSE provision. For more information, please refer to the school’s Sex and Relationship Policy, available on request or via our website.

<https://dhfs.uk/wp-content/uploads/policies/relationships-sex--health-policy--guidance.pdf>

Student Progress and Wellbeing

We know that the emotional and physical health and wellbeing of our students is just as important as their academic progress.

The school has a vertical mentor system based around six Houses:

Baggaley



Buxton



Fanshawe



Gosforth



Millican



Spaven



All students are allocated to a House which is led by a House Progress Leader, House Support Manager and House Academic Mentor. Students are placed into a House Mentor Group which is made up of students from all year groups (Y7-Y13) and is led by two Mentors.

Every morning students register with their Mentors and take part in a range of activities that will help them with their progress in school. Mentors should be a parent’s or carer’s first point of contact if they have concerns over the progress or welfare of their child. House Support Managers specifically deal with attendance and behaviour issues. House Progress Leaders identify student underperformance and co-ordinate appropriate intervention including parental or carer contact when required.

House competitions and the House Mentor Group families help foster our 3Rs which are Responsibility, Resilience, and Reflection.

“Pupils have outstanding attitudes to learning. The school is calm and pupils concentrate at length and work purposefully in their lessons. They are keen and eager to make progress, actively engage with all learning activities and show great resilience when they make mistakes. Pupils are universally supportive of each other in their lessons and around the school and co-operate fully with adults at all times.”

Ofsted November 2015

Safeguarding

Dronfield Henry Fanshawe School fully recognises its responsibilities for child protection and safeguarding. Our policy and procedures are reviewed and approved annually by the Governing Body and apply to all staff, governors and volunteers working in the school. This is our key priority in school – to make sure all our students are safe and cared for.

For more information please refer to the Safeguarding Information section of the website.

<https://dhfs.uk/dhfs-safeguarding-information/>

“The school’s work to keep pupils safe is outstanding. The school is a very caring and respectful community.”

Ofsted November 2015

Attendance and Behaviour

Exceptional attendance and behaviour are essential for progress in learning and high achievement. As a result, the school has clear attendance and behaviour policies and procedures that support our students to attend well, to be punctual, to have a positive attitude towards learning and to respect others.

The school celebrates and rewards excellent attendance and has a range of intervention strategies, including the legal process, to support students when attendance is low. There is no automatic entitlement in law to time off in term time for holidays.



At Dronfield Henry Fanshawe School the Headteacher will only authorise absence for students taking holidays in term time in the most exceptional circumstances.

“Pupils say that they feel very safe at school. They are punctual to lessons and attendance is higher than the national average.”

Ofsted November 2015

Good discipline is at the heart of effective teaching and learning. We expect our teachers to create safe learning environments for successful learning to take place. We expect young people to behave responsibly around the school. We expect students and staff to treat each other with respect. We have a set of clear policies and intervention procedures to put in place when things go wrong. When necessary, the school will exercise its right to detain students at lunchtime or after school, even without the consent of parents (Section 5 of the Education Act 1997).



Students gain achievement points (adding to House Points) when they consistently meet school expectations. Students will get a behaviour point (losing a House Point) if they fail to meet school expectations. Achievement and behaviour points are recorded by staff on “Class Charts”, an online student database which can be accessed by parents and carers through the Class Charts Parent App, using a secure username and password that the school will issue.

“Pupils’ behaviour in lessons and around the school is exemplary at all times. They show consideration for others and co-operate exceptionally well with each other and with staff, showing great respect, good manners and self-discipline. They are unfailingly helpful and polite.”

Ofsted November 2015

Special Educational Needs and Disabilities (SEND)

We ensure that all our students have access to the full range of curricular opportunities. Students will be identified as having a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or a disability which prevents or hinders them from making use of the educational facilities.

The identification and assessment of and the provision for students with SEND is shared amongst all staff at Dronfield Henry Fanshawe School, but is led by our Assistant Head (Safeguarding and Inclusion) and our SENCO (Special Educational Needs Co-ordinator). Our identification procedures are thorough and we foster and value a close working relationship with our partner primary schools. Additional and different provision for students with SEND is graduated to include differentiated learning activities at one end to an adjusted curriculum and dedicated teaching or support staff at the other end.



Parents or carers are invited to contact our SENCO at the earliest opportunity if they have any questions or concerns regarding their child. Students also have access to Max, who is a trained therapy dog.

For more information, please refer to the school's SEND Policy available on request or via our website.
<https://dhfs.uk/wp-content/uploads/policies/send-policy-1.pdf>
<https://dhfs.uk/sen-information-report/>

“Pupils with disabilities and those with special educational needs make outstanding progress from their individual starting points because of the excellent support that they receive, the rigorous tracking of their progress and the timely, highly personalised interventions to help them catch their peers up.”

Ofsted November 2015

Uniform

We enforce a uniform and appearance policy from Years 7 to 11. We are committed to high standards of uniform and appearance from all members of our community. We believe smart uniform and appearance are very important; providing our students with a corporate identity, encouraging pride in appearance and allowing for positive community recognition. It also reflects the highest standards and expectations we set throughout the school. All our staff are asked to ensure student uniform and appearance are monitored at all times and we ask parents/carers to support and enforce our uniform and appearance policy:



Uniform:

- Black formal blazer with the school crest
- House lapel badge, year group lapel badge
- Plain white short or long-sleeved collared shirt; tucked in at all times with sleeves rolled down
- Dronfield Henry Fanshawe School clip-on tie
- Plain black tailored, formal trousers which reach the shoe or a knee-length formal skirt
- Plain black low-heeled shoes, which cover the full foot. Trainers are not allowed
- Black or tan coloured tights or black socks
- Optional: Formal black cardigan or V neck sweater with or without school crest
- Lanyard showing photo ID for Sixth Form students

Appearance:

- Jewellery and piercings: one simple ring and one pair of plain, earlobe stud earrings
- No make-up is allowed except light mascara. No coloured nail varnish or false nails
- Hair should not be extreme in terms of style, cuts or colour

For more information, please refer to the school's Uniform Expectations Booklet, available on request or via our website.

<https://dhfs.uk/wp-content/uploads/policies/uniform-expectations-booklet-2021-22-1.pdf>

“Pupils respond well to the school's high expectations and value all that is provided for them. They respect their surroundings and there is no litter around the school or grounds. Pupils are eager to talk about their school and wear their uniform with immense pride.”

Ofsted November 2015

Extra-Curricular and Out of School Activities

Dronfield Henry Fanshawe School values the role that extra-curricular and enrichment activities have on developing the confidence and skills of young people and the widening of students' experiences and ambitions.

Students can participate in a wide range of extra-curricular activities and clubs including music and drama productions, art club, film club, Young Enterprise, choir, DHFS Pride group, science club, pet club, buddy reading and the Duke of Edinburgh Awards Scheme.

Sports clubs and teams that students can get involved in include: football, basketball, hockey, benchball, rugby, netball, cross-country running, tennis, dance, table tennis, badminton, rounders, cricket and athletics. These change seasonally and are always updated on our website.



In addition, students can stand for election and take on responsibilities as Student Leaders, working on various committees to improve life at the school. Our eco-committee recently received a Green Flag Eco Award for their work on improving our recycling facilities. Sixth Form students can also apply to be Head Student, alongside their other leadership roles such as Peer Mentors and Buddy Readers. We believe that students should be involved in the running of the school and contribute to discussion and next steps.

As well as our vast array of clubs and leadership opportunities, faculties will be running various trips including languages residentials to France, German Exchanges, ski trips to Italy, theatre visits, art galleries, and many more. The Y7-Y9 Sports Day is held at the English Institute of Sport in professional athletics facilities. All students will also be offered the opportunity to complete the DHFS Sponsored Walk several times during their years here at DHFS. Please note if your child receives free school meals, we can support with the funding of enrichment opportunities.

Finally, there are numerous competitions for DHFS students to enter, including baking, arts and crafts, creative writing, public speaking and talent shows.

For more information, please see the school website <https://dhfs.uk/clubs-extra-curricular/>

“Pupils have the opportunity to study a very extensive range of subjects. The school provides excellent additional opportunities for pupils to take part in trips, visits and clubs.”

Ofsted November 2015

Transport to School

The majority of students walk to school and enter the school site either via the Pelican crossing pedestrian gate on Green Lane or the Zebra crossing pedestrian entrance on Chesterfield Road (Dronfield bottom).

We encourage our students to walk or cycle to school as the healthiest and most environmentally sustainable way to travel to school. We ask parents/carers to support this where possible.

Parents and carers are not allowed to drive their children onto the school premises, even in bad weather, because of the risk to safety it causes to pedestrians. Only parents and carers with prior agreement due to a child's additional needs are allowed to drop off their child on site.

Parents and carers who drive their children to school are asked to park either at the Greendale Shopping Precinct on Green Lane/Stonelow Road or park in the Dronfield Station car park on Chesterfield Road (Dronfield bottom). It is then just a short walk from these car parks to the school's main pedestrian entrances.



A number of service buses and Derbyshire County Council contract buses transport students from catchment areas and Derbyshire non-catchment areas to school.

It is the parents'/carers' responsibility to organise the transport to enable their child to attend a before or after-school detention.

"Pupils are always punctual to school and to lessons."

Ofsted November 2015

Charging and Remissions Policy

Education provided during school hours (except break and lunch times) is free. The one exception is musical instrument tuition, where parents/carers have the opportunity to pay for private tutors visiting school.

The governing body reserves the right to request voluntary contributions towards the cost of an activity taking place during school hours, for school equipment or for general school funds. An example of this may be a curriculum-based school trip. Such contributions are genuinely voluntary and students of parents/carers who are unable or unwilling to contribute will not be discriminated against. However, if insufficient voluntary contributions are raised and the school is unable to fund it from another source, then it may be cancelled.

In some curriculum areas, e.g. Technology, voluntary contributions will be requested to support the cost of raw materials.

Examination fees will only be charged in certain circumstances, for example, re-sits or when a student fails to turn up for an exam they have been entered for without good reason.

Revision guides are a supplement to the curriculum and will be charged for in full.

Charges will be levied in respect of wilful damage/vandalism, neglect or loss of school property.

Students who are entitled to Free School Meals or Pupil Premium funding should contact the school to discuss any financial issues relating to the DHFS Charging Policy.

For more information, please refer to the school's Charging and Remissions Policy, available on request or via our website.

<https://dhfs.uk/wp-content/uploads/policies/charging--remissions-policy.pdf>



“Teaching, learning and assessment are outstanding. Expectations are high and the personal attention that every pupil gets ensures that they achieve exceptionally well.”

Ofsted November 2015



Dronfield Henry Fanshawe School

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www.dhfs.uk

 @DHFSUpdate

Headteacher: Mr M J Cooper