



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.

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.



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 through its wider curriculum offer 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, which 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.

Mr M J Cooper
Headteacher

"The school's core value of 'success with care' is at the heart of everything it does."

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The Curriculum

DHFS promotes a broad and balanced curriculum that provides opportunities for children to gain a rounded education. Through experiencing the curriculum, students develop knowledge, understanding and skills that enable them to thrive. Our ambitious curriculum is designed to not only meet statutory requirements but often exceed it. It provides students with skills to become independent learners, to maximise students' attitude to learning, commitment, engagement and achievement and to ensure that students can fulfil their aspirations in the future - ensuring their employability and providing 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). In addition to this, revision techniques and reading strategies are also embedded within the curriculum from the start of Year 7.

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



Key Stage 4 (Years 10 – 11 inclusive)

Our ambitious 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 and 11 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.
- **Green Support 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.

“The school’s curriculum is broad and ambitious for all pupils, including pupils with SEND.”

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A large 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 apprenticeships (including degree level apprenticeships), further education or employment.

“The sixth-form provision is a real strength of the school. Leaders of the sixth form are ambitious for all students.”

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Careers Education, Information, Advice and Guidance (CEIAG)

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, and a lead Hub school for Careers Education in the D2N2 region. We meet all 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 CEIAG advice section of the website. Paper copies of all our booklets and newsletters are also available from Reception.



The Mark of Quality
for Careers Education
and Guidance

GOLD AWARD

“Leaders have implemented a strong careers programme. This includes work experience, employer engagement and appropriate, independent careers advice.”

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Assessment and Reporting

Dronfield Henry Fanshawe School has a robust system of assessing student progress.

Staff use formative and summative assessment to measure how students perform 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 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 result in a student not 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. Parents/Carers are encouraged to have a dialogue with their child's Mentor, individual staff, House Progress Leaders, House Support Managers and House Academic Mentors if any concerns arise during the year. For more information, please refer to the Assessment and Recording section of the website.

Homework

At Dronfield Henry Fanshawe School homework is an integral part of our subject curriculum and 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 parents /carers information about the task set and the deadline for completion. Students also record homework in planners during lessons.

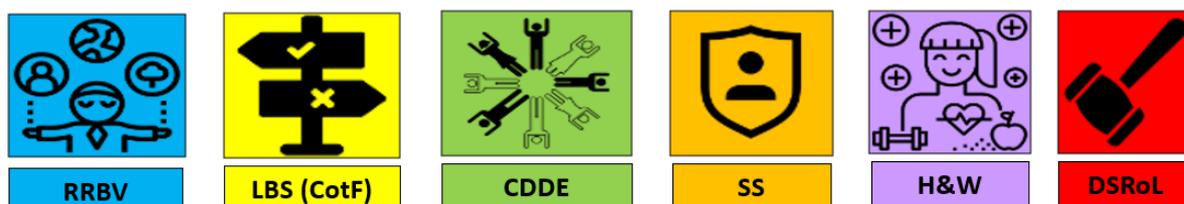
As part of preparing our students for a career in a competitive working environment, we expect our students to develop the skills to be able to manage a significant workload effectively. We view it as the responsibility of the student, supported by parents, carers and staff, to plan their work so that 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.

Personal Development - Spiritual, Moral, Social and Cultural Life of the School (SMSC), including British Values

Through our Personal Development 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 Personal Development Curriculum, which is delivered in PSHE lessons and PSHE days, assemblies, mentor time, extra-curricular and enrichment activities 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 (Citizens of the Future)
- Celebrating Differences, Diversity and Equality
- Staying Safe
- Health and Wellbeing
- Democracy, Society and the Rule of Law



In PSHE only, we also cover Relationships and Sex Education as a Big Idea.

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, The Dronfield Eye, the town-twinning group (Sindelfingen) and a local GP surgery.

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 and get to know one another. Through mentor time students will lead conversations, debate issues and learn about current affairs, as well as exploring SMSC topics and British Values through our 'Reading Together' programme.

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 a local wildlife charity, as well as to charities supporting aid in Ukraine and Gaza.

"The curriculum for pupils' personal development is very impressive. Pupils learn how to be well-rounded and respectful citizens. Leaders have ensured that pupils are very well prepared for life in modern Britain. For example, as part of developing their debating skills, pupils discuss current affairs, such as the gender pay gap."

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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 child's RSE learning with them at home, details of which can be found on the school website. Parents and carers were consulted in policy making and are consulted whenever policy is reviewed or updated.

It is our goal to create a school where our young people feel good about themselves and are likely, as young adults, to be secure, informed and responsible 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 PSHE Days, as well as in science lessons. In addition, RSE is interlinked 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. We follow national and local guidance and guidelines and work closely with the RSE/Wellbeing Advisors at Derbyshire County Council, for example undertaking their BERT Award (Building Effective Relationships Together) in which we are currently at Silver Award status.

Parents have a legal right to withdraw their child from dedicated sex education lessons only. 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.

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, a House Support Manager and a 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 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.

"Dronfield Henry Fanshawe School is a calm and pleasant school. Pupils are responsible, resilient and reflective learners. Behaviour at the school is exceptional. Relationships between staff and pupils are extremely positive. Pupils are respectful."

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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.

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.

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.



For more information, please refer to the school's Attendance and Punctuality Policy or the summary booklet, available on request or via our website.

"Bullying is rare and is dealt with swiftly by leaders. As a result, pupils say that they feel safe and happy here. Pupils have a positive attitude to their education. As a result, attendance is high."

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Special Educational Needs and Disabilities (SEND)

At Dronfield Henry Fanshawe School we are committed to ensuring that every student can access the full breadth of the curriculum and thrive in their learning journey. If a student has a learning difficulty – meaning the experience significantly greater challenges than their peers, or a disability that affects their ability to access education, we provide tailored support to meet individual needs.

Our approach to identifying and supporting students with Special Educational Needs and disabilities (SEND) is collaborative and thorough. While all staff play a role in supporting our students with SEND, the process is led by our Assistant Headteacher for Safeguarding and Inclusion, alongside our dedicated Special Educational Needs Co-ordinator. We work closely with partner primary schools to ensure a smooth transition and early identification of need.

Support is personal and graduated, ranging from high quality adaptive teaching to bespoke curriculum adjustments and targeted support from specialist staff. We aim to provide the right level of help at the right time to ensure every student can succeed.

If you have any questions or concerns about your child's needs, we encourage you to contact our SENDCo as early as possible. For further details please refer to our SEND Policy, available on our website or on request.

"Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND)."

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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 always monitored and we ask

UNIFORM



BLACK FORMAL BLAZER WITH SCHOOL CREST AND HOUSE AND YEAR LAPEL BADGE

DHFS CLIP-ON TIE

PLAIN WHITE SHORT OR LONG-SLEEVED COLLARED SHIRT; TUCKED IN AT ALL TIMES

OPTIONAL: FORMAL BLACK CARDIGAN OR V NECK SWEATER

PLAIN BLACK TAILORED FORMAL TROUSERS, FORMAL SHORTS OR SKIRT (AROUND KNEE LENGTH)

BLACK OR FLESH TIGHTS (OPTIONAL)

BLACK SOCKS

PLAIN BLACK LEATHER OR LEATHER-LOOK LOW-HEELED SHOES



COAT/GILET (OPTIONAL): MUST BE WORN OVER THE BLAZER
NO HOODIES OR TRACKSUIT TOPS

MINIMAL JEWELLERY; A WATCH, ONE SINGLE FLAT RING, ONE PAIR OF PLAIN EARLOBE STUD EARRINGS

NO NAIL VARNISH, FALSE NAILS, HENNA OR FALSE EYELASHES

UNNATURAL HAIR COLOURING, FACIAL PIERCINGS, TONGUE PIERCINGS AND OTHER VISIBLE PIERCINGS ARE PROHIBITED

parents/carers to support and enforce our uniform and appearance policy:

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

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, geography trips to Iceland, theatre visits, art galleries, and many more. The Interhouse Y7-Y9 Sports Day is a popular event in the Summer term and 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

Pupils enjoy an array of opportunities to learn about the wider world. For example, some pupils have visited France and Iceland to learn about diverse cultures. Pupils value the many positive cultural experiences that the school provides

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Transport to School

The majority of students walk to school and access the school site via one of four entrances. To the east there is the Pelican crossing pedestrian gate on Green Lane, to the south the Zebra crossing pedestrian crossing on Chesterfield Road (Dronfield bottom), to the west Princess Road and to the north the footpath entrance off Green Cross/Alexandra Road.

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. Please note Stone the Crows car park is for customer use only and should not be used for collecting your child at the end of the day.

The number 16 Stagecoach service bus to Holmesfield, Barlow and Chesterfield departs the Green Lane entrance at approximately 3.35pm each day. Other public services are available from Chesterfield Road, The Civic Centre and Cemetery Road.

Derbyshire County Council organise a bus Pass scheme. Please contact them via <https://www.derbyshire.gov.uk/transport-roads/public-transport/school-buses/school-buses.aspx> to check entitlement.

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

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 can 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.

DHFS actively supports Pupil Premium (PP) students wishing to partake in our programme of trip and visits. A minimum 20% of all places are reserved for PP students where trips are oversubscribed. In addition, DHFS utilises an element of its PP funding to support 50% of the cost of each trip.

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

"Teachers' subject knowledge is strong. Leaders provide subject-specific professional development opportunities to staff. As a result, teachers explain key concepts clearly. They ask questions that help pupils to develop their understanding. Pupils achieve well."

Ofsted July 2023



Dronfield Henry Fanshawe School



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www.dhfs.uk



@DHFSUpdate

Headteacher: Mr M J Cooper