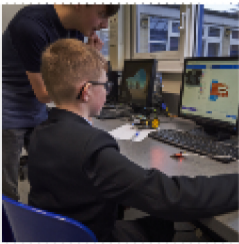


# The Sandon School



Sandon students are



**SUPPORTIVE**



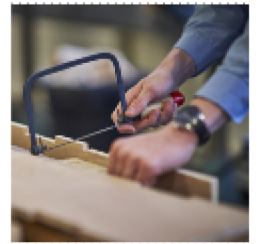
**MOTIVATED**



**AMBITIOUS**



**RESPECTFUL**



**TRUSTWORTHY**

Aiming Higher Together

# HEADTEACHER'S WELCOME

Dear Parents/Carers

I am delighted to welcome all prospective students and their parents/carers to The Sandon School with its successful history of service to local families over many years. I am pleased to have the opportunity of leading dedicated and well qualified staff who seek to create a supportive learning environment where all students can achieve.

We are a popular school whose continued success is founded on a combination of traditional values of respect and courtesy alongside the latest educational developments. We believe firmly that the partnership between student, home and school is the key to future success. By working together, we seek to help our students to aim higher in order to fulfil their potential and develop previously undiscovered talents.

The following pages will give you a flavour of The Sandon School. They contain information that may answer many of your own and your child's questions. Further information can also be found on our website, [www.sandon.essex.sch.uk](http://www.sandon.essex.sch.uk). However, no written source of information can do full justice to the rich diversity of exciting and successful work undertaken at the school and I would encourage you to visit the school to enable you to experience it first-hand.

I look forward to meeting you soon.

A Weaver  
Headteacher

***Aiming Higher Together***

The Sandon School,  
Molrams Lane, Chelmsford, Essex CM2 7AQ  
Email: [info@sandon.essex.sch.uk](mailto:info@sandon.essex.sch.uk)  
Website: [www.sandon.essex.sch.uk](http://www.sandon.essex.sch.uk)  
Telephone: 01245 473611

# THE AIMS OF THE SCHOOL

The Sandon School aims to be:

## **1 A Learning Organisation**

- focussing on aiming higher together
- promoting lifelong learning for students, staff, parents/carers, governors and the community
- setting clear targets for every learner in a spirit of continuous improvement
- maximising results at all levels by enabling good teaching and learning to flourish
- providing a purposeful education in preparation for life
- recognising and celebrating all achievements for all learners

## **2 A Caring and Supportive Community**

- that values and challenges each individual
- that encourages mutual respect and courtesy
- that has high expectations and positive attitudes to learning, behaviour, the school and the environment
- that allows the fullest possible development of everyone's intellectual, social, moral and personal potential
- that ensures our students grow up to lead safe, happy, healthy and successful lives
- with a positive culture and ethos that seeks to promote the wellbeing of staff and students alike

## **3 An Effective Learning Environment**

- with firm, purposeful leadership empowering others to achieve and participate
- that has clear, fair and consistent discipline
- that has a comprehensive and shared development plan
- with sound management and good communications at all levels
- that has high quality sustainable resources and an attractive working environment which promotes ownership and pride
- that uses technology to raise academic achievement and promote a technological, enterprising and vocational culture

## **4 A Popular School**

- where students want to attend and staff want to work
- where parents/carers choose to send their children
- in a community that supports and benefits from the work taking place
- which values working with other schools in the area
- with a confident and supportive Governing Board

***Aiming Higher Together***

## ADMISSIONS AND VISITING THE SCHOOL

If you wish to apply for a Year 7 place for your child at The Sandon School for September 2025 you **must** apply to the Local Authority by 31 October 2024. The school does not have a catchment area; where applications for admission exceed the number to admit, the following criteria will apply in the order set out below, to decide which children to admit in September 2025:

- 1 In accordance with the Department for Education's School Admissions Regulations, priority will be given to a looked-after child or any other child for which there is a statutory liability to give priority.
- 2 Where the child has a sibling at the time of application and offer in any year group excluding the final year unless in that final year there is a reasonable expectation that the sibling will return to the school.
- 3 Where the child attends one of the following primary schools:
  - Danbury Park Community Primary School
  - St John's School, Danbury
  - Priory Primary School, Bicknacre
  - East Hanningfield C of E Primary School
  - St. Peter's C of E VA Primary School, West Hanningfield
  - Woodham Walter C of E VC Primary School
- 4 Children of staff at the school in either or both of the following circumstances: a) where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
- 5 Proximity of home to school by straight line distance, those living nearest being accorded the higher priority. Straight line distances are calculated by the Essex County Council.

Please see our website for the school's full Admissions Policy.

An Open Evening is held annually in the Autumn Term which gives parents and prospective students the opportunity to visit different curriculum areas and to get a feel for the school and to see why we are all so proud to be part of the school community. Presentations by the Headteacher take place at set times during the evening.

Morning tours of the school are also available by appointment during the Summer and Autumn Terms for prospective Year 7 students and their parents/carers. Details are published on our website and all tours are booked through our main reception.

In the Summer Term, those students who have been offered a place at the school for the following September are invited to attend an Induction Day. This day gives them an opportunity to meet staff, experience the routine of a school day and get to meet other new students. An information evening is held for parents of the new Year 7 students so that we can give out important information and address any questions.

## THE SCHOOL SITE

The school is well-equipped with outstanding facilities which enable our students to excel in all aspects of the curriculum and beyond. Specialist sports facilities include two dedicated sports halls, one with an international standard specialist floor, a dance studio and multi-gym, two flood lit 4G Astro Turf pitches, extensive playing fields and hard play areas and a well-equipped gymnasium.

Within the Creative Arts faculty there are other specialist facilities including a fully equipped drama studio with banked seating for an audience of 100 and a separate large performance space which both allow for smaller performances to take place in professional surroundings. Larger performances regularly take place in the main school hall which is well equipped with sound and lighting. In addition, there are several smaller music practice rooms and a dedicated media suite.

As well as nine laboratories, the science department has an outdoor garden for environmental studies. In terms of ICT, the school is extremely well-resourced and the majority of lessons are taught in specialist classrooms.

To complement our facilities we have a strong, experienced and committed staff. This is demonstrated by the fact that the quality of our teaching and learning is recognised by universities and teacher training institutions that regularly seek our assistance in educating the next generation of teachers.

## THE SCHOOL DAY

The school operates a two-week timetable cycle of 50 one-hour lessons divided between Week A and Week B. The timing of school sessions is the same for both weeks:

<i>Day</i>	<i>Morning session start</i>	<i>Morning session finish</i>	<i>Afternoon session start</i>	<i>Afternoon session finish</i>	<i>Range of extra curricular clubs etc</i>
Monday to Thursday	8.25 am	1.20 pm	1.55 pm	2.55 pm	Finish 4 - 4.30 pm
Friday	8.25 am	1.05 pm	1.40 pm	2.40 pm	

Buses depart at the end of afternoon sessions as shown above

***“Students are comfortable being themselves. They embrace the uniqueness of others ... This is a calm and safe school.”***

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## SCHOOL ORGANISATION AND PASTORAL CARE

The school is divided into three phases: Lower School (Years 7 and 8), Middle School (Years 9, 10 and 11) and Sixth Form, each with its own Head of School who leads the Heads of Year. Each year group at The Sandon School is the direct responsibility of a Head of Year whose task it is to ensure the academic and personal wellbeing of each student in the year. The Heads of Year move up each year with the students and so get to know students well during their time at Sandon. Each Head of Year leads a team of tutors and coordinates liaison with parents/carers. Students are allocated to a tutor group and will see their form tutor each day for up to seven years. In this way, every student comes into daily contact with a member of staff who knows them well and can help or advise as necessary. There are also pastoral leaders in School who assist the Heads of Year in supporting student wellbeing.

There is a House system within school and every member of the school community is a member of one of the four Houses: Blake, Glennie, Russell and Thompson. The Houses compete for the House Cup, along with the Charity Shield, the Active Shield, the Creative Shield and the Genius Shield. Points are awarded for almost every school activity, allowing every student to contribute to their House in some way.

At the end of Year 9 students can apply to become a Peer Supporter. There are around 150 Peer Supporters whose training includes child protection, confidentiality, mental health awareness, safe relationships and cyber safety. They provide a service to fellow students, ensuring they always have someone to talk to, and are in addition to staff and other visiting professionals. Visiting professionals include the School Nurse and Young Persons Advocate.

Great importance is attached throughout the school to high standards of conduct and the formation of good character. We set high standards in dress, work and behaviour and expect students to maintain these standards at all times. Expectations are based on the need for consideration for others and the needs of a learning community. Students are expected to treat staff and each other with respect and courtesy.

Students are expected to be prepared for lessons by bringing the correct books and equipment and are expected to work conscientiously and consistently throughout their time at The Sandon School. They are expected to be punctual and to attend school regularly.

Parent/carer support is essential to enable high standards to be maintained and the school works in partnership with parents/carers to ensure school discipline is maintained at all times. Discipline is based on the fact that children will respond to the positive approach of encouragement, praise and reward. When sanctions are deemed necessary, they may involve routine impositions, reprimand, detention or referral to senior staff. Parents/carers and students may be invited in or may wish to meet senior staff to discuss particular problems.

Parents/carers are kept informed of their rights and responsibilities via information evenings, newsletters and other correspondence shared via EduLink.

### **Special Educational Needs & Disability**

We work closely with SEND Operations at the local authority to meet our statutory requirements with regards to children with EHCPs. The SEND Code of Practice states that most special educational needs can be met with high quality teaching in the classroom. There are lifts and ramps to allow wheelchair access. Heads of Year, Heads of School and the SEN department work closely with primaries at transition.

## TAKING RESPONSIBILITY

As well as the peer supporters, there are many opportunities for students to take on responsibility within school. Each curriculum area has its own opportunities and these include Subject Ambassadors, Academic Mentors and Language Leaders, as well as a range of opportunities within the Creative Arts faculty including Technical Support Crew, Young Singing Leaders and Dance Captains.

At the end of Year 9 students are able to apply to become prefects for the next two years. This is a sought-after role and successful applicants work with designated departments to help support extra-curricular activities with younger students.

In Year 11 students can apply to become Subject Ambassadors to represent departments at information evenings for younger years in order to help those students with their option choices.

### **The Student Voice**

The Student Voice is very important to us and we continually strive to increase this aspect of school life.

Each form has two elected representatives (Form Captains) who, along with the other Form Captains from the year group, attend regular meetings led by a member of the Head Student Team. One Form Captain from each year group is elected to represent their year at School Council meetings which are chaired by the Student Voice representatives from the Head Student Team and are also attended by the Headteacher, the Chair of Governors and other senior staff. The Head Student Team come to a Governing Board meeting each year to share a summary of their work across all their areas of responsibility: Student Voice, Student Diversity, Environment, Mentoring, Social & Communication, Charity & Global Issues.

The School Council introduced the classroom code of conduct, based on the five 'Ps':

- **Be Punctual**  
Arrive on time and meet work deadlines
- **Be Prepared**  
Bring the correct equipment and organise yourself
- **Be Positive**  
Try your hardest and contribute when you can
- **Be Polite**  
Have respect and consideration for others
- **Be Proud**  
Wear the correct uniform and respect your school

The purpose of the code is to ensure a safe and secure learning environment. These principles are essential if all students are to be successful at The Sandon School.

***“The school’s approach to pupils’ personal development is a strength. They ensure pupils learn about the range of choices of career available to them and what qualifications they would need to secure them.”***

## STATEMENT OF CURRICULUM INTENT

In pursuit of excellence the school has established a learning community that prepares students for the 21<sup>st</sup> Century. The curriculum supports the school aim of 'Aiming Higher Together'. We deliver this aim by ensuring our taught curriculum is broad. Throughout Years 7-9 all students follow the same programme of study, experiencing a full range of subjects, including all those outlined in the national curriculum. The curriculum is both content and mastery based; this ensures students learn a range of concepts and themes in each subject whilst being supported in applying what they know to a range of problems and scenarios. All lessons are carefully planned with tasks designed to help students to learn to think for themselves and to solve problems. There are opportunities to stretch and challenge the most able and to provide additional support for those who might experience barriers to learning.

We offer across the age and ability range a flexible and accessible curriculum which will open up a range of learning pathways for the future – to university, college, apprenticeships, the world of work and towards personal achievement goals. Our committed and talented staff work together with parents/carers and students to provide a stimulating environment which benefits and motivates each individual, preparing them to contribute confidently to, and take their place in, the modern world.

The majority of students in Years 10 and 11 study a curriculum leading to qualifications in nine subjects. A full programme of careers education and guidance supports students to make informed choices when selecting options to study. To cater for the needs of all our students we also offer an increased flexibility programme which provides enrichment activities to support the development of linguistic, mathematical and life skills, ensuring all students have the opportunity and support to flourish. We have a thriving Sixth Form offering a range of Level 3 courses.

We believe learning should be fun. Enjoyment fosters a love for learning where students feel safe to explore new ideas, grow in self-confidence and develop resilience and perseverance. Alongside the academic, we place equal value on the development of the whole child, promoting positive behaviour and mutual respect, developing qualities of self-reliance and confidence in our students, alongside an understanding, care and tolerance of others.

Our taught curriculum is balanced. Across Years 7 – 13 each subject has time to deliver its distinctive contribution. No one subject dominates a student's timetable, ensuring equal status is given to the learning within all disciplines.

There is a shared determination amongst staff for all students to attain the highest standards of academic achievement; we expect our students to have similar high aspirations. However, our teaching goes well beyond the requirements of the academic curriculum in terms of the experiences we provide. Enrichment activities take place both within and outside the curriculum, enhancing personal growth and development. An extensive range of extracurricular activities is provided and students also have many opportunities to participate in a variety of trips and visits, charity work and work within the local community.

We believe it is important that students learn to be independent, to think for themselves and have the necessary ambitions and skills to aim high and make the most of their time at our school. This is key preparation for the next stage of their education and a successful and fulfilling life.



## RELIGIOUS EDUCATION

Religious education is taught throughout the school and forms part of the common core in all years. A multi-faith, non-denominational approach is taken to the subject which emphasises the acquisition of knowledge and the development of skills such as understanding, care and tolerance of others. Parents/carers have the right to withdraw their children from religious education and should consult the Headteacher if they wish to exercise this right. Students who have been withdrawn for all or part of the programme of religious education may undertake private supervised study.

## CAREERS EDUCATION

The Sandon School holds the Quality in Careers Standard (QICS), one of the nationally recognised quality awards for delivering excellence in careers education, information, advice and guidance (CEIAG). The school fully met all the accreditation criteria, incorporating the Gatsby Benchmarks. We are very proud of this excellent achievement which recognises the quality and breadth of our careers provision. Our qualified independent careers adviser, from Directions IAG Ltd, is available in school each week to meet with students from all year groups and can advise on the following:

- Option Choices
- Progression routes, particularly at the key transition points of Years 11 and 13
- Explore career ideas
- Employment and training opportunities to meet the individual needs of students
- Job hunting, interview skills and CV writing

It is important that students can access support and guidance on the wide range of choices, be well prepared and make informed decisions to support their long-term career goals.

In addition to independent one-to-one careers guidance, we work with local employers to provide the following careers activities throughout all key stages:

- Careers activities as part of the PSHE programme
- Sixth Form and college taster day for all Year 11 students
- Vocational presentations and workshops to targeted groups
- External speakers from local colleges, training providers and universities
- Outreach events at local colleges and universities
- Interview experience opportunities
- Apprenticeship Roadshow
- Employment engagement opportunities

### **Essex County Council – Children and Young People with Disabilities Service**

Students with an Education, Health and Care Plan receive support from the Preparing for Adulthood (PfA) Service who help them get ready for adult life.

PfA advisors give these young people information, advice and guidance about their options. They ensure they have the information they need to make decisions about their future.

## EXTRA CURRICULAR ACTIVITIES

Extra-curricular activities provide an essential element of the school's life and many are funded or subsidised by the school. They involve students in all years and enhance greatly the work undertaken in the classroom. The programme covers a wide range of social, cultural and sporting events which take place either during lunchtime, after school or during the school holidays.

Sporting excellence is encouraged. There is opportunity to participate in a wide range of activities including athletics, badminton, basketball, cross-country, football, gymnastics, netball, rounders, rugby, table tennis, tennis and volleyball. We are proud of our teams' achievements and the regular successes they enjoy at county level and also proud of individual students who represent Essex in a variety of sports.

The school also has a strong tradition in music, with its ensembles and choirs regularly playing in various local events. Musical ability is encouraged through individual tuition provided by visiting specialist tutors and is available for a wide variety of instruments. There are regular school concerts and recital evenings that provide a showcase for our musicians' talents.

School productions provide a similar showcase for talent in drama and dance and these vary from smaller, more intimate productions to lavish musicals with multiple performances to cater for demand. The school has twice been awarded the prestigious Gold Artsmark award and constantly strives to raise standards even higher. At the heart of this work lies collaboration and imagination.

Also on offer is a wide range of clubs and activities including Art, Computers, Creative Writing, Dance, Poetry, Robotics, Scalextric, Science, Technology and Young Engineers. There is a well-established tradition of school journeys and field studies, which are organised to extend and enrich the learning experiences gained in school. In addition, there are curriculum visits to the theatre, exhibitions, museums and higher education institutions. These visits stem from, and support, the curriculum. In addition, a series of reward trips takes place each summer.

At The Sandon School, students can participate in the highly regarded Duke of Edinburgh's Award scheme. The Duke of Edinburgh's Award scheme is a voluntary and non-competitive programme of practical, cultural and adventurous activities. It is designed to support the personal and social development of young people, regardless of their gender, background or ability. It offers an individual challenge and encourages young people to undertake exciting, constructive, challenging and enjoyable activities in their free time. What's more, many organisations including employers and universities take an extremely positive view of the award and what it says about the person who has achieved it.

We currently offer the Bronze and Silver Awards and have plans to extend this offer to include the Duke of Edinburgh's Gold Award.

***“Pupils are keen to participate in school life beyond the academic curriculum. They like to earn house points and get awarded shields for different activities, such as charity work.”***

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## SIXTH FORM

The Sandon Sixth Form offers three pathways of study and a wide range of Level 3 courses to suit individual needs. Students receive clear guidance and support to ensure they choose the right pathway.

All courses offered are Level 3 courses and are considered by employers and universities to be of equal merit and hold equivalent UCAS point values. The majority of our students progress to universities, with most gaining their first choice place. Others secure higher level apprenticeships, sponsored degrees or move on successfully into the world of work.

Sixth Form students benefit from two dedicated study rooms and their own common room alongside a private garden area.

The Sandon Sixth Form provides excellent role models for the rest of the school. They epitomise the Sandon ethos in their work ethic and conduct, and also by following the Sixth Form dress code.

Each Sixth Form student has a personal tutor who they will meet daily. Small form groups ensure that students receive tailored support from staff who know them well. Tutors will guide students through the university and apprenticeship options available. Lessons are taught by highly qualified specialist staff and these skilled teachers are also on hand to provide academic guidance. A dedicated pastoral team offers personalised support and our independent careers advisor provides support for the next steps into university, apprenticeships or the world of work.

### ***Sixth Form opportunities:***

Many opportunities are available to our Sixth Form students which can help to develop personal skills. Students are encouraged to seize all the opportunities available to help them to develop into well rounded, independent young adults. These include volunteering with:

*Charity team*

*Curriculum teams*

*Environment team*

*Social & communications team*

*Mentoring team*

*Peer mentoring*

*Diversity team*

*Enrichment opportunities*

*SEN team*

### ***Range of extra-curricular activities***

Students are also encouraged to support school activities such as showing visitors around the school, taking assemblies and helping out in curriculum areas.

Students are actively encouraged to develop independent learning skills and to manage their time effectively. Students allocate curriculum study periods (CSPs) into their own timetable, facilitating a personalised study pattern to suit their needs.

Furthermore, a comprehensive leadership, mentoring and enrichment programme is offered to ensure students have access to a wide range of extra-curricular activities that prepare them for their next steps.

Sixth Formers studying subjects that require access to specific equipment, resources or spaces are actively encouraged to use their CSPs in the correct environment. Our students can often be seen working away independently in art rooms and technology workshops, and practising performance pieces in music and performing arts. Staff are always around to offer their support and guidance.

## HIGHER EDUCATION DESTINATIONS 2024

Many of our students moved on to higher education this summer with a variety of destinations and courses as follows:

***Anglia Ruskin University***

- Accounting and Finance
- Policing and Criminal Justice
- Business with Finance
- Biomedical Science

***Bangor University***

***Bishop Grosseteste University***

***Bristol, University of the West of England***

- Marine Biology and Zoology
- Education Studies and English
- Law

***Buckinghamshire New University***

***Health Sciences University***

***(formerly AECC University College)***

- Acting for Stage and Screen
- Master of Chiropractic

***Leeds Arts University***

***LMA***

***Loughborough University***

***Oxford Brookes University***

***Queen Mary University of London***

***Royal Veterinary College,  
University of London***

- Fine Art
- Acting and Performance
- Computer Science
- Occupational Therapy
- Film Studies
- Veterinary Nursing

***Swansea University***

***University of Birmingham***

***University of Brighton***

***University of Derby***

***University of East Anglia UEA***

- Computer Science (with a year in Industry)
- Politics and International Relations
- Psychology
- Motorsport Engineering
- Biological Sciences
- Physical Education, Sport and Health (with a year abroad)
- Biomedicine
- Business Management (with a year in Industry)
- Psychology
- History
- Law
- Marketing and Management (with a year in Industry)
- Economics with a placement year

*Higher Education Destinations 2024 (continued)*

<b>University of East London</b>	- Law
	- Sports Journalism
<b>University of Essex</b>	- Computer Science (including placement year)
	- Computer Science
	- Sports Therapy
	- Occupational Therapy
	- Sports and Exercise Science
	- Financial Economics
<b>University of Exeter</b>	- Economics
<b>University of Gloucestershire</b>	- Sports Journalism
<b>University of Greenwich</b>	- Business with Marketing
	- Law
<b>University of Kent</b>	- Psychology
	- Classical and Archaeological Studies
	- Criminology and Sociology
<b>University of Northampton</b>	- Criminology
<b>University of Portsmouth</b>	- Post-Production for Film and Television
	- International Business
<b>University of Southampton</b>	- Archaeology
<b>University of Suffolk</b>	- Mental Health Nursing
<b>University of Surrey</b>	- Mathematics and Physics with Foundation Year
	- Modern Languages (French and Spanish)

*Several students have gone abroad to pursue their medical studies.*

***“Head Students are exemplary role models. They take responsibility for improving the culture across the school. They are proud of being in a leadership position and know they have a real voice in how the school is led.”***

Ofsted 2024



The Sandon School,  
Molrams Lane, Chelmsford,  
Essex CM2 7AQ