

Debenham High School



Welcome to Debenham High School

Debenham High School was established in 1964 and whilst it has grown in size through the years it has always been committed to providing the highest quality of education in an environment underpinned by Christian moral values. This fundamental purpose remains at the heart of our continued development as we continue to endeavour to create a caring, challenging, supportive and attractive environment in which all members of the community are valued.

Thank you for taking an interest in our school. I look forward to building a relationship with you and your daughter or son, should you choose to join us.

Julia Upton

Headteacher



Pride

We are proud of the students at Debenham High School and we expect them to take a pride in everything that they do. We have high academic standards, a strong pastoral system and clear and fair discipline. Students are expected to work hard, give of their best and become involved in activities beyond the classroom. We aim to maintain a professional and well-equipped environment that sets the tone for learning.

Participation

Students develop their talents within and beyond the classroom. Those soft skills of communication, teamwork, resilience and adaptability are equally as important as academic success. Those who are involved in activities outside the curriculum are often the most successful within their studies. That is why we provide a range of extra-curricular learning opportunities at Debenham High School. Various orchestras and ensembles allow students to hone their musical talents. Through our house system, clubs and school teams there are many chances of participating in sport at a variety of levels. There is a flourishing Duke of Edinburgh award scheme at both bronze and silver level. Our annual school play is a dramatic highlight of the year. These are just a few of the activities that we provide to enrich the educational experience of our students.

Responsibility

All students have the chance to demonstrate responsibility and develop leadership skills during their time at Debenham High School. Year 11 prefects and House Captains are highly valued and take an active role across the school. However, we believe that it is not just Year 11 students who can take the lead: an established system of peer mentors from Year 9 support Year 7 students in their first year at the school; literacy leaders work alongside younger students to support their reading and writing; sports leaders lead activities with primary school students; Student Year Leaders take assemblies and organise charity events. At Debenham we believe that students can learn much from each other, as well as from their teachers.



Excellence

We know that if students are to achieve their best, preparation starts early. We work closely with our feeder primary schools to make the transition to Debenham High School as seamless as possible. A number of our teachers work alongside our primary colleagues to ensure that we know what they have studied and how they learn best. Through a comprehensive liaison programme that includes taster lessons, science challenge days, shared music events and athletics festivals, Year 7 start in September familiar with the school and with each other.

Students and staff alike continuously reflect on what they do and consider how to improve. It is an increasingly competitive world and we are committed to ensuring that students leave us with an excellent academic profile that will enable them to achieve and enjoy success in their future careers.

Our examination results consistently place us amongst the very best schools. For the last two years we have been recognised by the Department for Education as one of the top one hundred performing schools in the country.

Our aims and values

- To provide a happy and caring environment in which to learn and work where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.
- To challenge all pupils to the full realisation of their talents and their potential.
- To enable pupils, through a demanding, broad and balanced curriculum, to achieve as high a level of success as possible in public examinations.
- To help pupils acquire attitudes and skills relevant to their adult and working life especially those related to independent thinking, and be able to adapt confidently to a changing society.
- To develop physical and social skills, an aesthetic appreciation and an understanding of health, hygiene and environmental issues.
- To encourage moral and Christian values consistent with a Church of England School.
- To engender respect for and tolerance of others - regardless of differences of race, disability, sexuality, gender, culture or religion.
- To encourage pupils to work together and participate fully in the life of the school and the wider community.



Debenham High School

A Church of England High Performing Specialist Academy

Additional Information



Admissions procedures

Dear Parent/Carer,

Thank you for showing an interest in Debenham High School. I consider it a privilege to lead this school and am proud of its many achievements. I would welcome the opportunity to meet you in person to share why I think this is such a successful and special place.

At Debenham, we aim to put the children first. We provide them with a secure, friendly and stimulating environment in which to develop. Each pupil is valued as an individual and is challenged to achieve his or her potential. The academic achievement of students is amongst the best in the country. In the last four years we have consistently been in the top 10% of all state schools nationally (and locally) for our academic attainment.

The school has a talented, committed and experienced staff that is strongly supported by our Governors, parents and carers. It is on this firm foundation that the school's success and good reputation is built.

Admissions to our school and precise details of the catchment area are controlled by the Admissions Department, whom you should contact if you wish your child to join us. You can do this by telephone, letter (please see the details below) or, alternatively, by visiting the following website:

www.suffolk.gov.uk/admissionstoschools

(which also allows parents/carers to be notified prior to paper applications)

The address is: School Admissions
Constantine House, 5 Constantine Road
IPSWICH
Suffolk
IP1 2DH

Tel: 0345 600 0981
Email: admissions@suffolk.gov.uk

Thank you again for your interest.

Yours sincerely



Julia Upton
Headteacher



Governors 2017-18

The governors at Debenham High School play an active and important role in the life of the school. The governors are as follows:

Chairman	Mr David Carruthers
Vice-chair	Ms Siobhan Goodrich
Headteacher	Miss Julia Upton
Diocesan links	The Rev'd Susan Bates
Foundation governors	Mr David Carruthers Mr Christopher Grover (Safeguarding Governor) Mr Hilary Marlow
Parental governors	Mr Ronald Barker Mr David Ralph Ms Siobhan Goodrich Mr Robert Stevenson Mrs Caroline Driver (Chair of Finance and General Purposes Committee)
Local Authority Governor	Mr Paul Debenham
Co-opted Governors	Mr Timothy Green Dr David Egan (Chair of Health and Safety Committee) Mrs Sheila Janson
Staff Governors	Mr David McMillan Mrs Joanne Newman
Chair of the Academy Trust Members of the trust	The Rt Revd Martin Seeley Mrs Janet Brown Mr Richard Boulter Mr Robert Grimsey Mr Neil Serjeant Mr David Carruthers



Staff team 2017-18

Leadership team	
Name	Role
Miss Julia Upton	Headteacher
Mr Simon Martin	Deputy Headteacher
Mrs Louise Ramsay	Assistant Headteacher
Miss Susan McBurney	Assistant Headteacher
Mrs Tracy Willmott	Business Manager
Teaching staff	
Name	Role
Mr Scott Bange	Mathematics Teacher
Mrs Sharon Bolton	Teacher of Science
Mrs Rachel Cane	2 nd in English
Mrs Lauren Carr	Head of Art
Mrs Nicola Coe	Head of Mathematics
Mr Kevin Cook	PE Teacher
Mr Andrew Dubberley	Head of History
Mrs Louise Farrell	Head of Geography
Mrs Julia Farrow	Head of English
Mr Eric Geronimo	Head of Computing
Mr Christian Hadwen	Teacher of Mathematics
Mrs Sophie Halford-Thompson	Head of Modern Foreign Languages
Mr Paul Hanraads	Teacher of Mathematics
Mr Max Hardcastle	Teacher of Drama/English
Dr Amy Healy	Teacher of Science
Mrs Vanessa Hyland	Teacher of Health and Social Care
Mrs Jess Jude	Teacher of History, Head of Year 7
Mrs Donna King	Teacher of Textiles
Miss Armelle Leost	Teacher of Modern Foreign Languages
Mr David McMillan	Teacher of Science, Head of Year 8
Mr Neil Mitchell	Head of PE
Mr Bob Molton	Teacher of Geography
Miss Bea Moreau	Teacher of Modern Foreign Languages
Miss Jo Newman	Head of Design Technology
Mr Steve Phaup	Teacher of Science
Mr Steve Rinaldi	Head of Music
Mr Simon Rockett	Head of Science
Ms Vic Sandall	Teacher of PE
Miss Kelly Saunders	Teacher of Science, Head of PSHE
Mrs Angie Scott	Special Educational Needs Coordinator
Miss Emily Stebbings	Teacher of English
Miss Louise Stratford	Teacher of Art
Mr Kevin Tapscott	2 nd i/c Mathematics
Mrs Cheryl Thomas	Teacher of PE, Head of Year 9
Mr Stuart Trevorrow	Teacher of English, Head of Year 10
Mrs Janet Turner	Teacher of Food Technology
Mrs Sarah Watson	Teacher of English
Mrs Gaye Wilkinson	Teacher of English
Mrs Jane Wilson	Head of Geography/Business Studies
Mr David Yaroslaw	Head of RE, Head of Year 11



Home-school agreement

These are contained in the log book and must be signed by parent/carer and student at the start of the year.

Debenham High School will:

- provide a safe, well-ordered, caring and stimulating environment for learning regardless of differences of race, disability, sexuality, gender, culture or religion
- provide a broad, balanced curriculum appropriate to the needs of individual students and setting high expectations for all
- provide a range of extra activities and opportunities beyond the classroom and encourage students to take part in these
- provide well-qualified teachers who set and require high standards of work and behaviour
- set, mark and monitor homework in line with the school's homework policy and provide facilities for students to do homework at school
- provide detailed information on pupils' progress through reports and consultations
- keep parents/carers informed about school activities via letters, regular newsletters and our website
- deal with any issues raised by parents/carers or pupils sensitively, thoroughly, fairly and quickly.

As Parent/Carer I will:

- see that my child attends school regularly, on time, properly equipped and in the correct uniform
- support the school rules and staff to ensure that my child behaves appropriately to all members of the school community regardless of differences of race, disability, sexuality, gender, culture or religion
- give encouragement to my child to take a full part in school life
- support my child by reading the school Log Book regularly and signing it weekly
- attend parents'/carers' evenings and discussion about my child's progress
- informing the school, on the first day of absence, if my child is unable to attend school for any reason and avoid taking family holidays during term time
- ensure that the school is aware of any issues affecting my child's education.

As student I will:

- be polite and helpful to all members of the school community regardless of differences of race, disability, sexuality, gender, culture or religion, and being a good ambassador on visits out of school
- attend school and lessons regularly, on time and properly dressed in school uniform
- complete work (including homework) to the best of my ability
- behave properly and responsibly at all times
- remember to bring all equipment needed for each day
- use the school Log Book properly and ask my parent/carer to sign it weekly
- be an active and creditable member of the school community.



ESSENTIAL characteristics of the best learners

There are key questions that students who make the most progress ask themselves. Students are expected to reflect upon their learning asking the following questions:

E **vidence of progress**
Am I aware of what I am learning, not just what I am doing?
Have I made progress today?
Do I know how my learning today fits into the bigger picture for this subject?

S **tandards**
Did I arrive on time?
Am I in the correct uniform?
Do I have all the equipment I need for the lesson?

S **ustained pace**
Have I stayed focused on the tasks?
Have I moved quickly between different task?
Have I worked well with others, helping us all to learn?

E **ffective questions**
Have I been able to answer questions about what I am learning today?
Can I ask questions which give me an even deeper understanding?

N **ew learning**
Could I explain to a visitor to the lesson what I have learnt today?
Have I helped others to learn through my involvement today?
Have I worked in different ways and with different people effectively?

T **ake responsibility**
Have I taken responsibility for my behaviour?
Have I been polite and cooperative?
Have I been respectful to the thoughts and opinions of others?

I **ndependence**
Have I worked on my own? Have I collaborated effectively with others?
Have I persevered when I have found the work challenging?
Have I stopped to ask, either my peers or the teacher, when I don't understand?

A **ssessment**
Do I know how well I have done today?
Do I know what has been expected of me?

L **iteracy and numeracy**
Have I considered how I am writing today, not just what I am writing?
Have I used discussion to share my ideas before writing? Have I checked for accuracy in my writing?
Have I developed my numeracy skills?



Uniform

Our uniform is meant to be clear and simple. We are consistent in our enforcement of student dress; by doing so we make clear our high expectations in all aspects of school life.

Female students

- All students must at all times wear a school branded jumper and shirt.
- White reverend blouse with collar (not a T-shirt) or white shirt and House tie. (Blouse/shirt should not be tight fitting, and should be long enough to remain tucked into waistband.)
- House ties are available from our uniform supplier Price and Buckland. They can be bought as a traditional tie or as a clip on tie, either style must be worn with the tie and top button fully done up.
- Plain black skirt – we have a specific school skirt. This is available through our school supplier, Price and Buckland. Please note that this skirt is branded with the school logo. No other skirt is permitted.
- or Full length plain black trousers, as per the Price and Buckland website. Trousers worn that do not conform to this specification will not be permitted. The bottoms of the trousers must not completely cover the shoe, nor should the ankle be visible.
- Plain black belt (optional), plastic or leather with no studs or decoration
- Plain socks or black/natural tights must be worn (not trainer socks)
- Black smart flat shoes (not trainers, boots, sandals, sling backs or canvas).
- Black blazer with the school logo (optional)
- Discreet make-up only, in Upper School, if desired.

Male students

- White shirt (not a T-shirt) and House tie. (Shirt should be long enough to remain tucked into waistband)
- Full length plain black trousers. They should be of a similar style and length to those recommended through Marks and Spencer, or indistinguishable from these. (Not hipsters, denim, corduroy, combat trousers or turn ups)
- Plain black belt (optional), plastic or leather with no studs or decorations
- Black smart shoes (not trainers, sandals or boots)
- Plain socks must be worn (not trainer socks)
- Black blazer with the school logo (optional)

All students

- Plimsolls or light-weight trainers for Drama lessons FOR INDOOR USE ONLY.
- Plain white T-shirts may be worn under the school shirt during the winter months, but should not be visible at the neckline or cuffs.
- Hair styles should not be exaggerated or attract undue attention and colours should be natural.
- Visible tattoos are not permitted
- We discourage the wearing of jewellery, but the following are acceptable:
a single plain stud or small hoop per ear in lower lobe; one fine gold or silver chain necklace, with no pendant or decoration; one narrow, discreet bracelet or charity band. No rings and no other piercings are permitted. Excess jewellery will be confiscated. On the first occasion this will be returned to the student at the end of the school day. After multiple confiscations the items will only be returned to a parent or carer.



PE kit

All PE kit worn (other than shoes) must be school specific items. Compulsory items of PE uniform are:

- polo shirt
- shorts or skort
- reversible long sleeved sports shirt
- DHS socks
- training shoes (preferably white) with non-marking soles

Optional items of PE uniform are:

- tracksuit top and bottoms
- base skins
- Girls leggings must be school supplied version
- Football boots are strongly recommended for use in wet and muddy weather
- For all rugby and hockey lessons, the wearing of a gumshield is strongly recommended.

Named items of uniform must be surname only, no abbreviations or nicknames.

Please note that **NO** jewellery may be worn during PE lessons for health and safety reasons.

ALL items of clothing and belongings **MUST** be clearly labelled with the pupil's name. Any unidentified clothing found in the school will be returned to lost property and held for a term. Parents who have difficulty financing school uniform are invited to contact the Head of Year, in confidence, for assistance.

Mobile Phones and music players

Students are discouraged from bringing any mobile phones, music players or other electrical equipment to school, this includes smart watches. The school recognises that some parents/carers, for reasons of safety, may wish their daughter or son to bring a phone to school. Any device remains the responsibility of the student and the school cannot be held liable for any loss, breakage or theft.

If students and parents/carers choose to bring any such device into school, the following expectations will be enforced.

All mobile phones, music players or other electrical equipment must be kept switched off and out of sight at all times on the school premises. Any use of phones is prohibited – this includes making or receiving calls / text messages / photographs / videos; listening to music; using as a calculator / conversion software; and checking the time.

In case of emergency, or where there is a particular need, students should ask a senior member of staff for permission to use the phone in an office.

The use of personal musical devices anywhere on the school site is not permitted.

If a student is seen using a device at school it will be confiscated. Multiple offences will result in an after school detention and parents/carers will be asked to come to school to collect the device.



Academic Results 2017

Academic attainment is of course, the main focus of our work. Whilst we are committed to the development of the whole child, students' academic qualifications are the ticket to the next stage of their education. 2017 saw the introduction of new GCSEs in both English and Mathematics, we were delighted that 89% of students achieved a Grade 4 or higher in these core subjects making us the highest achieving state school in Suffolk. The amount of progress made by students from their starting point with us in Year 7 was equally impressive giving the school a progress score of +0.51 which places us in the top 5% of schools nationally.

We think that success in the classroom goes hand-in-hand with an enjoyment and commitment to the whole of school life. For those students who were successful academically, involvement in school life and a balance to their learning went hand in hand.

As a high achieving, academic school, students take a largely traditional curriculum with subjects such as the separate Sciences of Biology, Chemistry and Physics, History and Languages (considered key indicators of success by Universities and many employers) being among the most popular at GCSE. Students select their GCSE options in Year 9 and until this point follow a broad and balanced curriculum. There are some elements of specialisation in these years, for example some students study a second language, Spanish, alongside French where other students have extra literacy.

134 students took 1530 examinations.

Of these, 481 (31.4%) were A* or A grades or equivalent.

GCSE Subject	Entries	A* to A / 9 to 7	A* to C / 9 to 5
Full GCSE Courses			
Art	34	24%	97%
Biology	79	29%	95%
Business	50	58%	94%
Chemistry	79	38%	91%
Computing	19	53%	89%
DT Food	14	29%	86%
DT RM	24	63%	100%
DT Textiles	13	46%	100%
Engineering	19	21%	79%
English Language	134	21%	72%
English Literature	134	27%	75%
French	55	18%	89%
Geography	87	54%	93%
German	1	100%	100%
Health & Social Care (BTEC)	13	62%	100%
History	44	50%	84%
ICT	23	26%	70%
Mathematics	134	37%	72%
Media	24	21%	83%
Music	21	43%	81%

Continued

PE (Full GCSE)	36	14%	69%
Physics	79	41%	95%
RE (Full GCSE)	13	46%	85%
Science (Core)	54	2%	65%
Science (Additional)	53	2%	64%
Spanish	1	0%	100%
Other courses			
Mathematics (A*-G) (taken in 2016)	21	100%	100%
Construction & the Built Env. (Otley)	8	38%	0%
French FCSE (Level 1)	128	0%	99%
RE (Short course)	119	37%	75%
Edexcel Level 2 Project	17	100%	100%

Top GCSE performers

We track the progress of our students relative to the progress they make from their starting points. We acknowledge their achievements relative to these starting points. From our GCSE results in 2017 we are delighted to celebrate the achievement of our highest achieving 10 students.

Anna Brueck Seeley	2 Grade 9s, 6 A* Grades, 1 Grade 8, 1 A Grade
Matthew Carter	1 Grade 9, 5 A* Grades, 2 Grade 8s, 3 A Grades
Ellie Billington	6 A* Grades, 2 Grade 8s, 1 B grade and 1 Grade 6
Josh Bridges	5 A* Grades, 2 A Grades, 1 Grade 8, 2 Grade 7, 1 B Grade
Nathan Austin	4 A* Grades, 3 A Grades, 2 Grade 7s, 1 B Grade
Ewan McMyn	4 A* Grades, 3 Grade 8s, 4 A Grades
Max Pinn	2 A* Grades, 4 A Grades, 2 Grade 7s, 1 B Grade, 1 Grade 6
Freddie Grover	1 A* Grade, 1 Grade 8, 4 A Grades, 2 B Grades
Joseph Sharpe	1 Grade 8, 6 A Grades, 1 Grade 7, 1 B Grade, 1 Grade 5
Henry Lockwood	6 A Grades, 2 Grade 7s, 1 B Grade

We are equally proud of those students who made the most progress relative to their starting point with us in Year 7. The following students deserve particular praise in this regard:

Julie Davy, Emily Tapscott, Emily Bower, Hannah Stephenson, Ellie Fawkner, Anna Brueck Seeley, Connor Goodchild, Lily Turner Smith, Stephanie Rowe, Flo Ludgrove, Nicolle Rodwell, Romilly Hughes, Jack Marsh, Ellie Billington, Max Pinn, Matthew Hardie, Issy Rutherford, Joseph Farrall, Izzy Marsden and Matthew Carter.

Pastoral support

Many aspects of school life involve attending to the emotional, mental and physical welfare of pupils. Here at Debenham High School, we are proud of the care offered to pupils, and consider it as an essential part of the school's ethos. Visitors to the School frequently comment on the friendliness of our community. Pupils are encouraged to fulfil their potential and helped to overcome any problems they may face.

The school has access to external agencies when the need arises; for example, Social Care, Behaviour Support, Mental Health teams and a School Nurse. A counselling support worker visits the school weekly and individual appointments are available.

Form Tutor and Head of Year Responsibilities

Form Tutors are responsible for the overall progress of their Form, and for the individual pupils' pastoral progress. A daily full staff meeting along with weekly pastoral meetings to ensure that staff are aware of any issues and that they are dealt with appropriately. We encourage parents/carers in the first instance to contact their child's form tutor.

Heads of Year are on hand to deal with any pastoral issues that come to light. They are then fed to relevant members of staff to be dealt with.

Student Leaders

As well as Year 11 prefects and Head Girl and Boy and their deputies, each year group has four student leaders. These students are chosen each year to lead their year group. They take assemblies, organise their year group charity week and act as role models for their peers. We believe that students don't need to just be in Year 11 to take on responsibility and encourage them to take the lead in a range of activities.

Peer Mentoring

Peer mentoring has become an integral part of the school. Pupils from Years 9 and 10 act as mentors to other pupils in the School. Peer Mentors are selected, trained and accredited. Every week, mentors visit each form room of Years 7 to get to know pupils and make themselves available to help where needed. An "out and about" service operates during lunch time and there is also a weekly drop in facility. Any pupil in need of individual help can be specifically matched with a mentor that can guide them through their problem.

House system

As well as being a member of a year and form group, students also belong to one of five houses. These are Austen, Owen, Nelson, Da Vinci and Curie. Each house is made up of one form group from each of Year 7 to 11. Our houses create further opportunities for students to work collaboratively across the year groups. This includes inter-house sport throughout the year and the competitive fortnightly inter-house quiz (written by a core student team).

Supporting all pupils

“Our mission is to provide a top quality education for pupils of all abilities in a caring, challenging, supportive and attractive environment in which all members of the community are valued and where Christian moral values are encouraged.”

Equal Opportunities

Debenham High School has an Equalities Policy. We uphold equal opportunities for both staff and pupils.

Committed to Inclusion

All pupils are important within the school, having the opportunity for small group or individual mentoring with their Tutor termly.

Facilities are provided to allow assimilation into school life, including the Safe Place to Be resource in the Learning Resources Centre, which runs from 8.30am – 9.00am. This is a place where pupils can go to play games – both electronic and traditional, make craft items, read or talk together with a member of staff supervising closely.

In order to support those that find it difficult to get into a good routine, a Homework Club is run every evening for one hour after school from Monday to Thursday.

We are committed to ensuring that all pupils achieve:

More Able students

Pupils are identified and lessons are planned to challenge the more able. There are various enrichment activities throughout the year, including Science conferences, University visits and Summer Schools. In Key Stage 4 we run the Extended Project – an independent learning course in which students complete a personal dissertation on an area of their choosing beyond the curriculum. This course models university and sixth form learning and prepares students for the rigours of academic study beyond GCSE.

Special Educational Needs and Disabled

Pupils are identified and their progress is monitored carefully by all teaching staff, overseen by the SENCo. For those pupils who are on the Special Needs Register, Individual Education Plans are reviewed and updated termly. Parents/Carers are regularly invited into school to meet with the SENCo.

Pupils are supported in many ways: through the planning of lessons; the aid of a Teaching Assistant; literacy and numeracy support through small group teaching and specific intervention programmes. Along with academic intervention, there are Social Skills groups and additional one to one mentoring from the SENCo. Further support is sought from agencies such as the County Inclusive Resource and the Behaviour Outreach Team are used as required.

What OFSTED said.....

"This is an outstanding school."

"It does this very well indeed by placing a high value on every individual pupil and providing the right environment in which pupils respect each other, learn good manners and show an eagerness to succeed."

"Parents are overwhelmingly supportive of the school; many consider it "fantastic"."

"The essence of its success is its small size and the people in it, one parent commenting that "the school is small enough to have a family feel about it and all the pupils and staff have a genuine concern for the school and each other"."

"In this caring and supportive environment, pupils make outstanding progress and attain standards that are consistently well above the national average."

"The school's record of academic excellence has led to local and national recognition as one of the highest performing state schools in the country."

"Pupils' personal development and well-being, including their social, moral, spiritual and cultural education are outstanding."

"Pupils are encouraged to think for themselves, share their views, explore ideas and explain what they have found out."

"Experienced and knowledgeable staff know individual pupils well; relationships are nurtured and expectations are very high."

John Mitcheson
Her Majesty's Inspector
February 2008

What our Statutory Inspection of Anglican Schools said.....

“The Christian character of the school is clearly advocated by all members of the community.”

The values of compassion, generosity and respect lie at the heart of this Christian school.

Parents say that this ‘is a school which lives its Christian ethos’, whilst, pupils believe that ‘Christian ethics shine through’.

The provision for spiritual, moral, social and cultural development is outstanding. Pupils articulate their understanding of spirituality and are confident to talk openly about faith and belief.

Pupils are actively prepared for adult life. This is evident through the exceptional pastoral care provided by a dedicated and compassionate team. The pastoral care provided by the school sits within a Christian framework of compassion and restoration.

All aspects of school life are rooted in the Christian ethos.

Religious Education plays an import part in contributing to the Christian character of the school.

All staff are engaged in the outworking of Christian values, and this is seen in policies relating, for example, to behaviour and to sex and relationships education

SIAS Report

December 2012

Highlights of the school year 2016-17

The school is always full of activity beyond the classroom. The following give a flavour of some of the most memorable moments that we enjoyed last year.

Academic Success

Summer 2017 saw the first examination of the new GCSE syllabi in Mathematics and English. Our results, using the new grading of 9 to 1 were the highest in Suffolk. 89% of students reached Grade 4 or above in English and Mathematics (this is the equivalent of the old Grade C) and 68% reached the new Grade 5 in both subjects. Early indications are that this will put us in the top 5% in the Country for both Attainment and for the progress that students make. This was an absolute endorsement of a year group who achieved beyond their own expectations. We celebrate the results of this year group in our Commemorative Awards Evening in November 2017. This is a special evening, held annually to celebrate the academic success and effort of students from our departing Year 11. Last November, Jack Abbott, former student and local councillor, kindly presented the awards.

Summer Celebration evening

This is a special evening, held annually to celebrate the academic success and effort of students across Year 7 to 10. Members of staff select students in the school based on this criterion over the academic year. The Senior Leadership Team select the top boys and girls in both the Upper and Lower School to receive awards. Recipients for named prizes and subject prizes are also selected. Students who have acted as Year Leaders during the course of the year, are also recognised. This year, the awards were presented by local business leaders Scott Russell, co-founder of Paddy and Scott's,

School Clubs

The wide range of extracurricular clubs is a distinctive part of life at Debenham High School; the offer is changed termly to allow students to experience a variety of experiences. Sports clubs such as Archery, Fencing and Dance are offered, as well as the more traditional sports, such as Football, Rugby and Hockey. The school achieved county and regional success in the past year with a number of teams: this included the Senior Boys football team, the Downhill Ski Team, the Table-tennis Team, the Super 8 Athletics Team, the Badminton Team, the Junior Mathematics Team, Book Mastermind and much more. Other clubs have included: Raspberry Pi computer club, drama club, chess club, textiles, art speed stacking, Warhammer and Spanish. There really is something for everyone.

Music

We have been treated to three concerts this last year. With many of our students who are members of a variety of Suffolk Youth music groups and Aldeburgh Young Musicians we have had the pleasure of listening to some very talented musicians. Close to a third of our students study a musical instrument and take individual lessons with peripatetic teachers within school. Along with Mr Rinaldi, our Head of Music, these staff form a valuable part of our extra-curricular music provision. With concerts every term it is hard to pick a favourite but mine had to be the music with a picnic in the grounds of Crow's Hall.

Performing Arts

Last year we staged our biggest musical yet. Despite some students saying that they had never seen the film Grease – a shocking revelation – they were soon humming all the songs and they put on an energetic performance. With some stunning vocals, technical pit performances and some comically timed acting, it was a wonderful show. We especially also liked the sparkling red car – it was an actual car! In the summer term we were treated to a Shakespearean play with a twist with an enchanting performance of The Tempest. Staged in the Tudor barn at Crow's Hall, Debenham, the creative genius of Mr Hardcastle brought us a thrilling performance.

Sports day

From start to finish students gave their all for their house on Sports Day. Nelson House were the eventual winners, for only the second time in the school's history, but every student contributed to the success of the day. On the track, in the field or with moral support for their team-mates, it truly was a whole school event. Parents are encouraged to attend and along with the barbeque at lunchtime we created a day to remember. Lauren Apps won the award for the most courageous and committed performance on the day in honour of the memory of Simon Crofts, a former student.

Duke of Edinburgh

Our Silver expeditions experienced a variety of weather this year as they braved the elements for their practice and qualifying expeditions. This award has great value to students during their time with us and beyond.

Sports awards evening

An uplifting (though no press ups were required) evening where we celebrate the determination and commitment of students in a wide range of sports, from the traditional sports such as football, rugby, athletics and hockey to the more unusual sports of judo and equestrian competition.

Diversity week

In February 2017 we held our third bi-annual Diversity week. This year the theme was "Understanding me and you" and gave opportunity for students to learn about their own mental health and build their self-esteem as well as learning to be tolerant of all those around us.

Art and Design Exhibition

Our Art and Design exhibition showcased the work of our Year 11 students in the disciplines of Art, Textiles, Resistant Materials, Graphic Products and Food Technology. Creative ideas were explored through design development and realised in high quality finished products. It certainly gave our Year 7 to 10 students who visited the exhibition something to aspire to.

Activities week

A chance for students to try something different in the summer term, as a reward for their hard work within the classroom throughout the school year. Students can choose from activities such as horse riding, skiing, high ropes challenge, sailing, art workshops, French residential and London theatre trips to name just a few.

Curriculum trips

We look to make learning relevant outside the classroom whenever possible and provide a number of trips during the school year for different year groups and subjects to see their knowledge “in the real world”. Students last year enjoyed trips to Colchester Zoo, Sizewell Hall, Colchester Castle, Southwold, The River Gipping, French Exchange, Tate Gallery and the Clothes Show Live. Further afield Year 10 and 11 students saw a volcanic landscape for real on their trip to Iceland and History, Art and RE students saw their subject come alive in Berlin.

Charity work

Each year group supports a chosen charity. This work helps students to give something back to others and in doing so helps them to raise their own self-esteem and purpose. They also learn skills of organisation and communication, working with others to manage events around the school. During the last year students chose to support McMillan Cancer, Water Aid, Samaritans Purse and World Book Support. A range of activities took place, organised by the student year leaders, including the following: a Year 7 disco, staff and students stocks, a sponsored run, various cake sales at break-time and much more.

Enterprise day

In Year 9 all students take part in the Debenham High School Enterprise Day. In this annual event students form their own company to export apple juice to a French supermarket. Local business mentors who form a judging panel for the presentations in the afternoon support the teams throughout the day. As well as working cohesively as part of a team the activity allows the students to use a wide range of skills that they have developed at school including presentational, design, linguistic, mathematical and geographical skills. Whatever their expertise they all find that they have something that they can bring to the team.

Primary links

We run a number of events throughout the year to link with our primary feeder schools. Our feeder primary schools are: Sir Robert Hitcham CEVAP, Debenham; Stonham Aspal CEVAP; Wetheringsett CEVCP; Bedfield CEVCP, Earl Soham CP; Helmingham CP; and Creeting St Mary CEVAP.

Events throughout the year help to ease the transition between primary and high school for the students and create opportunities for students from Debenham High School to demonstrate leadership and responsibility for others.

This year we welcomed Year 5 students to our Science Enrichment Day. Year 5 spent half of the morning in an inflatable planetarium where visiting astronomer Mr Peter Bassett gave a fascinating talk on our Solar System. After a break students moved on to the Science labs where they took part in a competition to make a rocket. This sounds simple but the rocket had to hit a target whilst the rocketeer was being spun on a chair.

Year 6 students get to experience taster lessons in subjects that they will study on arrival in Year 7. There are three days throughout the year, starting in October. Through this experience they meet students from other schools, get used to the size and layout of the school site and have an opportunity to taste the fabulous fresh food served in our school canteen.

School facilities

Debenham High School is a rural school based on the outskirts of the village of Debenham. All of our buildings are permanent structures and over the last few years we have secured a number of government grants (totalling major over £3 million) which have further enhanced the fabric of the school site. In the last two years we have completed a £1.2 million overhaul of our heating system, replaced roofs and completely refurbished our changing rooms and student washroom facilities. In the year ahead we are embarking on an exciting project to improve facilities for Drama with a new drama studio and further music instrumental practice rooms.

ICT suites are fully networked and renovated with state of the art equipment. All classrooms have an interactive whiteboard. We have five rooms with fixed computers (two with Apple Mac computers) and four mobile trolleys of laptops. The latter connect through Wi-Fi to the school network from anywhere in the school. Our ICT suites are updated on a three year cycle and we currently have a pupil to computer ratio of approximately 4 to 1.

All pupils and staff are able to access the school network and use a Virtual Learning Environment with school software from home.

As part of Design Technology, the school has specially designed classrooms for each of the subjects, including Resistant Materials, Food Technology, Textiles and Art.

Six well equipped Science Laboratories, with separate specialisms.

A well-equipped Music Department with four individual acoustically designed peripatetic teaching rooms.

Our dining room provides a civilized environment in which students eat healthy, locally sourced food made by our own catering team.

To the rear of the school, we have a large, well-maintained playing field for rugby, football, cricket, hockey and athletics along with a floodlit Multi-Use Games Area with open views to countryside.

The school also has sole access to Debenham Leisure Centre during the day, which is adjacent to the school. The Leisure Centre offers a large indoor multi-use sports hall, 2 squash courts, dance and fitness studio.

Careers, further education and work experience

Careers

At Debenham we have a member of staff dedicated to providing information and opportunities to make informed choices for future career pathways.

We also use a range of external agencies to extend our provision.

Our advisor attends pathways, options and parents evenings and is available to speak to Parents/Carers at key transitional stages, i.e. Years 9 and 11.

The school has a dedicated and fully equipped Careers Information Room. Our Resource Centre is also available for both pupils and parents.

Also, as part of the PSHE Curriculum, there are modules in Years 7-9 on financial capability and economic wellbeing which include sections on Careers Education.

Further Education

At the start of each academic year, the school holds a Pathways Evening for Year 11 pupils and their parents/carers. Representatives from local Sixth Forms and colleges attend the evening, providing personal information and prospectuses showing their wide range of courses at different levels. A presentation is made by the Senior Leadership Team.

Work Experience

Every pupil has the benefit of two weeks work experience at the end of Year 10. A work placement offers an opportunity to spend a period of time outside the classroom, learning about a particular job or area of work; placements are made after careful consultation with each pupil.

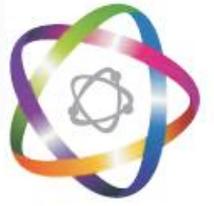
During the placement, pupils will be able to find out what skills employers look for when they're hiring someone to fill a job vacancy. This enables pupils the chance to develop self-confidence and communication skills; and will help them to work better with other people in further or higher education, as well as in their chosen future career.

"It has been a pleasure having him here to do his Work Experience. He has had an outstanding attitude to his placement and is a credit to his school."

"A really great student – she was interactive and communicated well with vets and nurses. Because of her general enthusiasm and desire to learn I felt she gained much from this placement. Everyone enjoyed her involvement and we would look forward to her coming back."

"I see a young man with enormous potential, who is calm, likeable, level headed and I felt compelled to write this letter of recommendation on his behalf."

"He performed all tasks exceptionally well and has been a very good ambassador for Debenham High School. Please send other pupils of this standard."



Debenham High School

A Church of England High Performing Specialist Academy





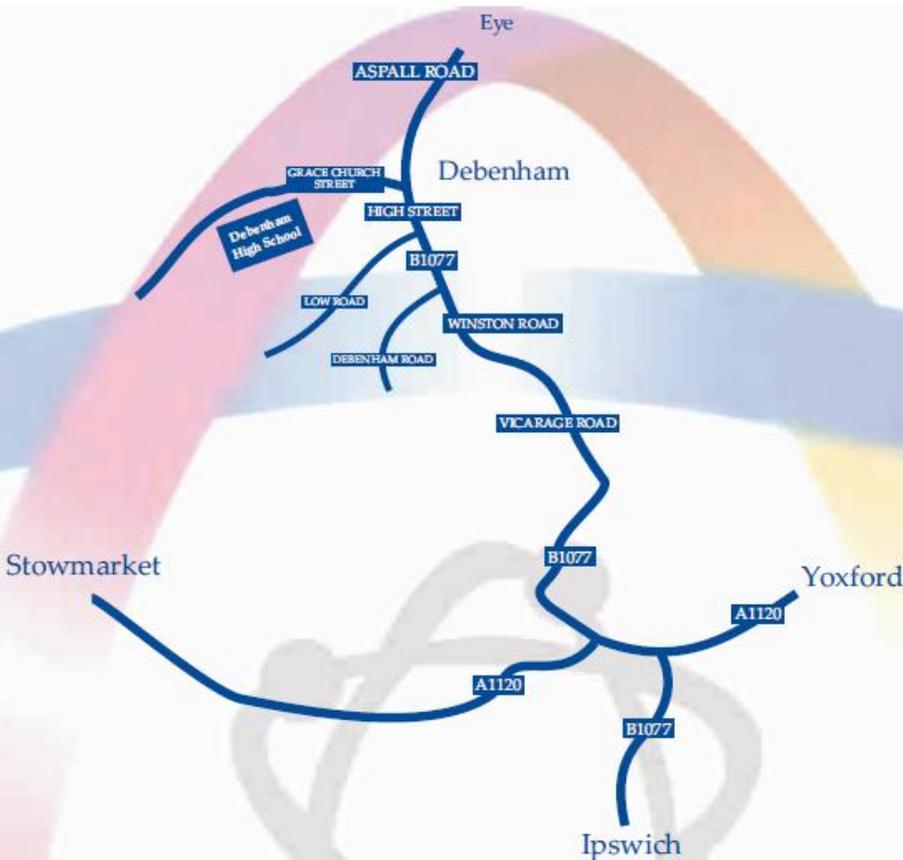
Debenham High School

Gracechurch Street | Debenham | Stowmarket
Suffolk | IP14 6BL

Tel: 01728 860213 | Fax: 01728 860998

office@debenhamhigh.co.uk

www.debenhamhigh.co.uk



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