

PROSPECTUS

2009/2010



Great Baddow High School A Specialist Sports College

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HEADMASTER:

Mr R. Hunton M.Sc

CHAIRMAN OF GOVERNORS:

Mr G. Mundy

Status and character:

Community Co-educational School for students aged 11 to 18 years

Number of students as at September 2009:

1380

Number admitted to the school in September 2009:

240

Maximum number the school is able to admit in September 2008:

240

Number of applications to enter year 7 for September 2009 (as at December 2008):

<u>1st pref.</u>	<u>2nd pref.</u>	<u>3rd pref.</u>	<u>4th pref.</u>	<u>TOTAL</u>
177	261	173	123	734

Great Baddow High School was established in 1965. It has first-class facilities, including an indoor heated swimming pool and an excellent sixth form block. The motto around the crest, when translated from Latin, epitomises the philosophy of the school, i.e. always seeking higher things.

ETHOS AND SENSE OF PURPOSE

Great Baddow High School seeks to achieve the very best for its students by sustaining an environment that is conducive to hard work and personal development. Students will follow a set of unwritten rules that will ensure that everyone works hard and is happy and secure at the same time.

From 1st September 2002, the school became a specialist sports college. Being part of the Specialist Schools Programme means that we will receive additional support for planned changes and innovations that will raise standards in all subject areas. Therefore, we are better placed:

- To promote excellence within the school and throughout our community;
- To enable all students, irrespective of their ability, gender or ethnicity to achieve their potential;
- To raise the self-esteem of our students and to promote their personal development;
- To promote the value of an active and healthy lifestyle.

In every way, we continue building upon our strong academic and sporting traditions, for the benefit of both our present students and those who will join us in the coming years.

EXPECTATIONS

Teachers will be expected to:

- a) treat the students with the respect they deserve;
- b) have high expectations of their students and encourage them to have high expectations of themselves, within their own potential;
- c) encourage their tutees to participate in the extra-curricular life of the school.

Students will be expected to:

- a) treat the staff and their fellow students with respect;
- b) behave in a civilised and calm fashion both in lessons and around school.

Teachers will be able to approach their line manager or the headteacher with any concern that they have.

Students will be able to approach any teacher, group tutor or head of year with any concern that they have.

OUTCOMES

As a school, we expect:

- a) students to be happy and to want to come to school;
- b) students to be hardworking, friendly, courteous and smart in appearance;
- c) no bullying, no graffiti and no litter;
- d) the school to maintain its roll because of the high standards set.

As a staff, we expect achievement levels to rise because of the targets that are set and subsequently evaluated.

PHILOSOPHY

Great Baddow High School will maintain the values associated with a successful school and will endeavour to deliver a tailored education in order to enable students to secure their future economic wellbeing.

GOVERNING BODY POLICY STATEMENT ON THE CURRICULUM

In Great Baddow High School, every student is entitled to a curriculum that is rich and varied, challenging and inspiring, enabling every individual to fulfil her or his potential to the highest possible standard.

In order to achieve this goal, we intend for every student to have access to an entitlement curriculum; a curriculum which is broad and balanced and which is differentiated in each area, so that all students feel they are able to cope with the work and achieve attainable targets.

As a school, we will continually keep the curriculum under review. A school development plan will follow a three-year cycle, which will include evaluation in order that the next plan can build upon earlier work. The school will also follow a programme of departmental review, which will generate constructive advice and planning in order that all curriculum areas can develop in a way that will raise standards and achievement.

THE LEA CURRICULUM STATEMENT

A copy of the LEA's Policy Statement on the secular curriculum can be obtained from the school on request.

TEACHING METHODS

In this school, children are taught each subject in sets. These sets are decided by the student's ability in that subject.

THE CURRICULUM ORGANISATION (25 periods per week totalling 25 hours - the number of periods allocated is in brackets)

Year 7

Mathematics (3); English (3); science (3); physical education (2); information communication technology (1); modern foreign languages (4/3); music (1); food technology (1); religious education (1); history (2); geography (2); technology (1); art (1); numeracy (0/1).

At the beginning of Year 7, all students receive a booklet giving details of all the courses to be studied in Key Stage 3.

Year 8

Mathematics (3); English (3); science (3); physical education (2); information communication technology (1); modern foreign languages (4/3); music (1); food technology (1); religious education (1); history (2); geography (1/2); technology (1); art (1); drama (1).

Year 9

Mathematics (3); English (3); science (3); physical education (2); information communication technology (GCSE) (2); modern foreign languages (3/2); music (1); religious education (1); history (1/2); geography (2); technology (1); art (1); food technology (1); drama (1).

Year 10/11

Mathematics; English; science; physical education; ICT; religious education.

Options

Option A

- - - - BTEC First Diploma in Art & Design - - - -
Art & Design GCSE
Business Studies GCSE
Design Technology: Catering GCSE
Drama GCSE
Geography GCSE
German GCSE
History GCSE
Design Technology: Resistant
Materials GCSE
BTEC First Certificate in Sport

Option B

Art & Design GCSE
BTEC First Certificate in Business
Drama GCSE
Design Technology: Food GCSE
Design Technology: Graphic
Products GCSE
Design Technology: Resistant
Materials GCSE
French GCSE
Music GCSE
Religious Studies GCSE

Option C

Business Studies GCSE
BTEC First Certificate in Business
Design Technology: Food GCSE
Design Technology: Graphic
Products GCSE
Design Technology: Textiles GCSE
Drama GCSE
French GCSE
Geography GCSE
History GCSE
Music GCSE

A booklet giving details of all upper school courses is issued during year nine. Considerable guidance is given to ensure that each student's selection of subjects provides a sound general education that is relevant to the student's personal interests, aptitudes and career aspirations. Additionally, at the start of Year 10, all students receive a second booklet giving details of the content, assessment and homework for all Key Stage 4 courses.

Years 12/13

AS and A level: (2 years) each subject has five hours of teaching per week.

THE SIXTH FORM

The sixth form offers a wide range of courses for students wishing to continue their full-time education beyond the age of 16. Students must: -

- 1) genuinely wish to continue with full-time education;
- 2) have shown signs that remaining at school after 16 would be beneficial;
- 3) agree with the school staff on a suitable course of study;
- 4) have obtained a minimum average of 42 points from eight higher grade GCSE's and at least two passes at grade B or higher. In some subjects, a student will require at least grade B in that subject at GCSE in order to begin A level studies.

The sixth form curriculum meets the needs of all students looking to continue their full-time education. The following subjects are currently available for examination at GCE advanced level (A) and advanced supplementary level (AS):

art, biology, chemistry, information and communication technology, business studies, English literature, French, geography, general studies, German, history, mathematics, further mathematics, media studies, music, philosophy and ethics, physics, psychology, theatre studies, technology, physical education and BTEC Sports and Leisure Level 3.

The sixth form prepares students for careers at 17 and 18 and for entry to universities and other specialised colleges of higher education. In recent years, many students have gained entry to higher education, including the Universities of Oxford and Cambridge and Veterinary Colleges, to read for degrees and diplomas in a wide range of subjects. Most sixth form students are involved in the community service programme, while the sixth form council offers opportunities for involvement in social and cultural activities. A prefect system is in operation in the 6th form. Prefects are elected by students and staff and carry out a variety of duties including interviewing prospective staff, delivering whole school assemblies and many more activities. Full details of the sixth form are provided in the brochure that is presented to year 11 students during the autumn term. A series of parents' meetings, combined with individual interviews, prepares students for entry to the sixth form.

Queries in respect of curriculum matters

The school attaches importance to consultation with parents and takes pride in its readiness to respond to any complaint lodged by a parent. The Head of Department or Head of Year should be contacted in the first instance.

EXTRA-CURRICULAR ACTIVITIES

Activities out of school are encouraged. Concerts and stage productions are regular features of school life and large numbers of students take part in competitive games within and between schools. Tuition in the full range of musical instruments is available through the Education Authority's scheme. Interested parents are encouraged to contact the head of the school's music department. Every opportunity is taken for the school to contribute to the activities of the local community and students are engaged regularly in programmes of community service. A considerable number of educational visits are organised. The students are encouraged to participate in field studies and continental exchange visits. The school has established links with similar schools near Paris and Hamburg.

SPORTS COLLEGE

Great Baddow High School, a specialist sports college, was awarded its status in 2002 in recognition of its high academic and sporting achievements. Our vision is further to raise standards by improving all aspects of our teaching and learning, for the benefit of our pupils. We work hard to develop and share best practice within a co-ordinated network of secondary, primary and special school partners. Our School Sports Co-ordinator Programme allows us to work in partnership with a vast number of local schools, the local education authority, the Youth Sport Trust, Sport England and the local sports development unit. Together with additional funding, these initiatives have enabled us to improve facilities, to bring in additional staff with sporting expertise and to provide an increasing number of opportunities for pupils of all abilities to enjoy physical education.

As a result of our status we are able to award up to twenty four places to year 7 students who are gifted and talented in physical education and sport outside of our catchment. Students who wish to gain entry into the school through this method should contact the school and complete the supplementary forms.

Great Baddow High School Sports College is recognised as a centre of excellence for training and West Ham United host their satellite academy of excellence on the Great Baddow site. Currently the sports college is focusing on initiatives relating to healthy living and encouraging more active lifestyles.

As a specialist school we strive for excellence and place ourselves at the cutting edge of best practice in education.

HOMEWORK

Students are issued with a homework-planning journal at the start of the year and parents are asked to sign this each week. Students should expect homework to be set regularly. The time required for each subject will vary according to the student's age and the nature of the work being undertaken. It should be noted that, in addition to writing, homework might involve reading, learning, viewing, observing, interviewing, researching, experimenting or any other learning skill.

EXAMINATION POLICY AND RESULTS

Year 11 students will be working towards the General Certificate of Secondary Education examinations, BTEC (Level 2) or Nationals (Level 2). At advanced level, the school is a Centre for OCR, EDEXCEL, AQA and WJEC. Details of the 2008/2009 public examination results are included in the Appendix. It is the school's policy to enter all pupils for external examinations. A list of syllabuses followed by our students is available on request from the school.

ROUTES TAKEN BY OUR STUDENTS

(a) For pupils aged 15 at the start of the 2008/09 school year, listed below is the percentage in that age group who have since commenced:

i)	a course at any school or any course of further education	82%
ii)	employment	14%
iii)	who fall into any other category	4%

(b) For pupils aged 17 or over at the start of the 2008/09 school year, listed below is the percentage in that age group who have since commenced:

i)	any course of higher education	84%
ii)	employment/year out before university	16%

RELIGIOUS EDUCATION

Religious education at Great Baddow High School reflects the diversity of religious, social, cultural and moral beliefs inherent in Great Britain today and follows closely the Essex agreed syllabus "Religious Education in Essex".

At Key Stage 3, Christianity, Islam, Buddhism and Sikhism are integral parts of the programmes of study and all students in years 7, 8 and 9 receive religious education each week. At Key Stage 4, all students take part in the Core RE programme. In addition, there is an option to take religious studies for the GCSE. In Key Stage 5, religious education forms part of the general studies programme. Parents have the right to withdraw their children from religious education and should consult the headmaster if they wish to exercise this right. Alternative arrangements will be made for those lesson periods.

SPECIAL EDUCATIONAL NEEDS

The school's policy on special educational needs follows the DFES's Code of Practice on the identification and assessment of special educational needs. The governing body's Policy Statement on the Curriculum makes clear that each student shall experience a curriculum that is broad, balanced and differentiated to meet his/her particular needs. It states that "every student is entitled to a curriculum that is rich and varied, challenging and inspiring, enabling every individual to fulfil her or his potential to the highest possible standard". The school has also placed upon itself the responsibility to monitor progress and consider attainment and effort for every student. The Special Educational Needs Department also liaise closely with outside agencies, i.e. Educational Psychology Service, Behaviour Support Service, Social Workers, etc.

The 1993 Education Act requires that the SEN policy in all schools shall have regard to the contents of the Code of Practice. Great Baddow High School has, for many years, made appropriate provision for the education of students with special needs through the learning support department. The faculty has a teaching room and an office for interviews and administration.

STUDENTS WITH DISABILITIES

The design of new facilities, e.g. the new PE block, includes access for disabled students as an integral feature. Where possible, the school will make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage.

The Governing Body continues to work to ensure that students with disabilities are not treated less favourably.

HEARING IMPAIRED CHILDREN

The Resource Base for Hearing Impaired Students was established more than 25 years ago and has been an integral part of the school since then. We have places for a maximum of 15 statemented children who, as far as possible, attend mainstream lessons with specialist support where required. We are able to provide signed communication support in the classrooms for students who need sign language to access the curriculum.

The Resource Base has a suite of five rooms which are used to teach students in a one-to-one tutorial or in small groups. Specialist equipment is available for students to use either in the Resource Base or mainstream classrooms.

A speech therapist and sign language instructor work regularly with Resource Base staff to meet the needs of the students.

For more information please contact the school.

CAREERS EDUCATION

Careers education is a part of the common curriculum for all students, more especially from year 9 onwards. This is supplemented by visits from advisers and representatives from a wide range of occupations. Work experience opportunities, arranged through Trident, are offered to all students to enable them to gain a further understanding of our industrial and commercial environment. An extensive careers library is also available. Advice on careers and entry to higher education forms an essential part of our sixth form work.

SPORTING AIMS

This school believes that every child has the right to participate in, and experience a wide range of sports. Enjoyment is a key factor and we hope to give all pupils the opportunity to find activities they enjoy to enhance their health through their adult life. This school has a tradition of competing at a high level, showing success at National, County and District level, but we also strive to ensure that activities are available to all pupils.

Through physical education lessons and extra-curricular activities, we aim to develop:

- A range of physical skills that can be applied to a number of sports
- Health related fitness, i.e. stamina, flexibility, strength
- Good sportsmanship and team work ethics
- Self confidence in taking part, competing and performing

Our extensive extra-curricular timetable allows for pupils to excel at certain sports or just participate for fun depending on your son/daughter's needs. Clubs and competitions are offered in a huge range of sports, including: athletics; badminton; basketball; circuits; cricket; dance; football; golf; gymnastics; hockey; netball; rounders; swimming; table tennis; tennis and trampolining. We pride ourselves on the large number of Year 7's each year who participate regularly in clubs and will run wherever possible A, B or C teams to accommodate pupils.

Coaches are also employed to help support both lessons and clubs, including coaches from Chelsea Football Club, badminton, dance, gymnastics, trampolining, rugby and netball coaches. These often help support the regular PE staff to give as much input as possible to pupils. We have links with a large number of outside clubs and agencies to provide pathways for sport outside of school.

A commitment to top class facilities has also seen the development of the sports hall area, changing rooms, new netball courts and refurbishment of the swimming pool over the last few years. Over the summer this year, a new dance studio has been built as well as the relaying of the outside basketball courts.

We have been exceptionally successful this year, winning 3 National titles in basketball, runners up in a National netball title and finalists at the National athletics. We have dominated a large number of sports at District level and have won County titles in two different sports. A list of all of the sporting success can be seen below:

Athletics

Boys: Inter Boy (Year 9 and 10) National Finalists
Year 7 District Champions
Year 8 District Champions
Year 9 District champions
Year 10/11 District champions
Overall District champions
District relay cup champions

Girls: Year 9 District champions
Year 10/11 District champions
District relay cup champions
Overall District champions
Junior and Inter – Regional qualifiers for National finals

Basketball

Boys: Year 7 district champions
Yr 7 Essex cup semi finalists
Yr 8 Essex cup semi finalists

Girls: U14 National Champions
U15 National Champions
U16 Last 4 in the Country
U19 National Champions
U14 Essex Cup champions
U19 Essex Cup champions

Cross Country

Boys: Junior boys Regional finalists
Year 7 District champions

Cricket

Boys: Year 7 District champions
Year 8, 9, 10 District semi finalists

Football

Boys: Year 7: Runners up in District final
Year 8: Runners up in District final
Year 9: Runners up in District final
Year 10: Winners of District final

Gymnastics

Junior team – 3rd at Regional championships

Netball

Girls: U14 – Runners up of National Netball
U19 – Regional semi finalists of National Netball
U14 – Essex Cup champions
Yr 9: District cup and league champions
Yr 10: District cup and league champions

Rugby

Boys: Year 9: Quarter finalists of Essex Cup
Year 11: Rugby 7's district champions
Year 11: Rugby 15-a-side district champions

Swimming

Boys: Yr 9 District league and relay cup winners

Our links with outside agencies include:

Chelsea Football Club
Essex Swifts Basketball Club
Great Baddow Cricket Club
Essex Indoor Athletics Association
Essex County Cricket Club
Saracens Rugby Club
Baddow Eagles Basketball Club
Duffield Badminton Club
Chelmsford City Football Club
Springfield Cricket Club

Mid Essex C.C. for netball, basketball and tennis
Chelmsford and District Junior Netball league
Gallow United Football Club
Great Baddow Tennis Club
Chelmsford Rugby Club
Conquerors Netball Club
Chelmsford Hockey Club
Chelmsford Swimming Club
Warren Golf Club

DAILY COLLECTIVE ACT OF WORSHIP

In accordance with the Education Reform Act 1988, all students in Great Baddow High School will take part in a collective act of worship each day. Parents wishing to exercise the right to withdraw their children from the collective act of worship should write to the headmaster, who will make alternative arrangements.

One day each week every student will take part in an assembly led by a member of the senior management team of the school. On another day each week, every student will take part in an assembly co-ordinated by the head of year or the group tutor. On the three remaining days students will take part in a collective act of worship based in their own tutor rooms. This will take the form of a short passage, which will be displayed on the interactive whiteboard. The tutor group will then either discuss the passage in a class forum or, alternatively, be given a short period of time to reflect silently upon the passage.

Collective acts of worship led by senior staff

Typical themes will include:

- | | | | |
|----|----------------------------------|-------|---|
| a) | What do you say to others about: | i) | breaking the bad news? |
| | | ii) | the death of Thomas à Beckett? |
| b) | How you appear to others: | i) | being fair - the life of George Thomas |
| | | ii) | a story relating this through photography |
| | | iii) | saying you are sorry |
| | | iv) | tact. |
| c) | Bringing people together: | i) | the story of Ironbridge. |
| d) | The horror of war: | i) | quotes from the First World War. |
| e) | Caring about other people: | i) | 'save of the season' |
| | | ii) | the story of Terry Waite |
| | | iii) | Martin Luther King |
| | | iv) | helping others |
| | | v) | Trevor Huddleston |
| | | vi) | the Salvation Army |
| | | vii) | Wilberforce and slavery |
| | | viii) | Elizabeth Fry |
| | | ix) | the prince's charming watch |
| | | x) | Greg Mortenon 'Three cups of Tea' |
| f) | Thinking for yourself: | i) | the media |

CONSULTATION WITH PARENTS

The school consults with parents at least twice in each year: through meetings with tutors, with subject teachers and through the report booklet. Full reports are issued on all students once per year, with interim reports twice per year.

THE TEACHING OF SEX EDUCATION

Aspects of health education are an essential part of our provision for students aged 11 to 18. This is intended to develop the individual's responsibility for him or herself and others, and to promote mutual and self respect. This area of the curriculum includes hygiene, good sexual health practices, body awareness and the physical, emotional and moral aspects of sex education. This school recognises that parents bear the primary responsibility for ensuring that their children have an understanding of all physical, emotional and moral aspects of sexual maturity. The approach adopted is, therefore, sensitive to the wide range of views held by parents on these issues. Sex education is included in the curriculum as a planned element during the Pastoral Days. This course is designed to ensure that moral, social and legal issues, appropriate to the age of the student, are addressed in the context of caring relationships, family life and religious beliefs. This approach ensures coherency, continuity and progression, essential to the students' physical, mental and spiritual development. We hope that, on leaving the school, the students will be well-informed, so as to develop their own moral stance on a sound basis with an awareness of the consequences of behaviour. Moral and spiritual discussion on many aspects of health education also takes place in religious education, when appropriate opportunities arise. Biological aspects, and many other health-related issues, are also addressed in other areas of the curriculum, such as National Curriculum Science and Childcare, as laid down in the schemes of work for these subjects.

In planning all courses, due regard is paid to guidance given in the Educational Reform Act, 1988, the National Curriculum Council's 'Curriculum Guidance No. 5 1990', the Learning and Skills Act 2000, which amended The Education Act 1993, Sex and Relationship Education Guidance, 2000 and advice given by the local education authority in 'A Framework for the Curriculum in Essex'. Parents are informed beforehand of modules of work in this area of the curriculum and are invited to view materials and discuss teaching activities involved. Visiting speakers from external agencies are invited to give specialised input under the control of the teachers responsible for the tutorial/PSHE programme. In connection with the sex and relationship education programme, teachers should not guarantee confidentiality. However, they are not legally obliged to inform parents about subjects discussed with students if they believe it is not in the best interests of the students to do so. In these situations, teachers must follow the instructions of the Headteacher. A policy document on the teaching of sex and relationship education is available on request.

ACCOMMODATION

The school possesses first-class educational and recreational facilities, including extensive playing fields, an indoor swimming pool, a dance studio, a sports hall and gymnasium, a drama studio and a well-stocked library. In addition to the eleven laboratories, four workshops, one electronics laboratory, three food technology rooms, four art studios and two rooms for business studies, there are specialist rooms for all other subjects. Departments are resourced for computer-assisted learning and students have further access to computers in the rooms networked with computers and used for business studies and information technology. The curriculum is well-supported by a centralised reprographic and audio-visual service.

A Student Support Centre is available for students who have difficulty accessing their current curriculum.

THE SCHOOL DAY

School starts at 8.45 am and ends at 3.15 pm. Times of the lessons are as follows:

Monday - Friday

All years:

Registration/assembly/tutor time:	08.45 - 09.00
Period 1	09.00 - 10.00
Period 2	10.05 - 11.05
Break	11.05 - 11.25
Period 3	11.25 - 12.25

Years 7/8:

Lunch break	12.25 - 13.05
Period 4	13.10 - 14.10
Period 5	14.15 - 15.15

Years 9/10/11/6th form:

Period 4	12.30 - 13.30
Lunch break	13.30 - 14.10
Period 5	14.15 - 15.15

DATES OF TERMS 2009 -2010 (inclusive dates)

Autumn term

Term begins	Thursday 3 rd September 2009
Half term holiday	Monday 26 th to Friday 30 th October 2009
Term ends	Friday 18 th December 2009

Spring term

Term begins	Monday 4 th January 2010
Half term holiday	Monday 15 th to Friday 19 th February 2010
Term ends	Thursday 1 st April 2010

Summer term

Term begins	Monday 19 th April 2010
Bank Holiday	Monday 3 rd May 2010
Half term holiday	Monday 31 st May to Friday 4 th June 2010
Term ends	Tuesday 20 th July 2010

INSET days:	Wednesday 2 nd September 2009
	Tuesday 6 th October 2009
	Friday 25 th June 2010
	Wednesday 21 st July 2010
	Thursday 22 nd July 2010

PASTORAL CARE AND DISCIPLINE

For organisational purposes, the school is divided into year groups. Within each group the head of year, assistant year head and a team of tutors monitor the progress of children and respond to their varying intellectual, social and emotional needs. Parents should regard the tutor as the first point of contact between home and school.

The school's social, sporting and other competitive activities are organised on an inter-House basis. There are four Houses: North, blue; South, yellow; East, red and West, green. Throughout the year, there is a full programme of House competitions.

The school attaches great importance to high standards of personal conduct and the development of good character. Discipline is firm, but fair, with considerable importance attached to encouragement and praise. There is a system of rewards, whereby teaching staff can issue credits to students. These credits will be linked to progressive awards throughout the year. School, faculty and year team awards will be presented in assemblies, listed in Magnus and displayed in key areas of the school.

The school reserves the right to issue after-school detentions, with 24 hours' notice to parents, as a disciplinary measure, if necessary.

CHARGING AND REMISSIONS POLICY

In order to fund optional visits parents are, from time to time, asked to make voluntary contributions towards the cost. If insufficient contributions are made, it is possible that the particular visit may be cancelled, although this has, to date, never happened. Parents are also asked to make voluntary contributions towards the cost of disposable items (eg ingredients for cooking in food technology). No child would ever be excluded from an activity that is part of the curriculum because a contribution had not been made.

SCHOOL UNIFORM

It is our aim that students should develop a sense of pride in their work, behaviour and dress. Therefore, a high standard of personal appearance is expected of all students:

Blazer	black with school badge
Trousers	black, plain, smart, formal
Shirt	white, in a style that allows a tie to be worn (the top button should be fastened)
School tie	clip on tie
Socks	black or white
Footwear	formal black shoes – backless, high heels and trainers are not permitted
Tights	plain, flesh-coloured or black
Skirt	plain black, straight and approximately knee length
Pullover	black, v-neck with school crest – only available from school
Outdoor coats	dark coloured without logos and long enough to cover the blazer Non front-opening top coats with or without a hood, whereby the school tie cannot be seen, are not acceptable, neither are denim nor leather.
Jewellery	if it has to be worn should be limited to one ring and a maximum of one plain stud earring per ear . For safety reasons, other jewellery and facial piercings are not permitted . Girls in years 7 to 9 should not wear make-up. Nail varnish must not be worn to school.

GAMES AND P. E. KIT

Boys

Sports College black shorts
Sports College white polo shirt
Sports College rugby shirt
(with reversible band and badge)
Trainers
White ankle socks
Plain black swimming trunks/shorts
Plain black football socks
Football boots
Shin pads/mouth guard *
Plain black tracksuit bottoms (school team players only)
Towel

Girls

Sports College black shorts
Sports College white polo shirt
Sports College black sweatshirt

Trainers
White ankle socks
Plain black swimming costume (one piece)
Plain black football socks
Football or hockey boots
Shin pads/mouth guard *
Plain black tracksuit bottoms
Towel

Optional items

Sports College jacket (wet top)
Sports College bag

Sports College jacket (wet top)
Sports College bag
Plain black pleated games kilt + PE knickers

* We advise parents to purchase shin pads and mouth guards for both boys and girls. For safety reasons, students who do not wear shin pads will not be able to take part in certain activities. There may be additional items should the student make school team selection.

All students carry a 'uniform card'. If the uniform is incorrect, a member of staff will mark the card. Six marks or a missing card will result in a whole school detention.

DESIGN AND TECHNOLOGY/FOOD TECHNOLOGY

Aprons must be worn.

ADMISSION ARRANGEMENTS (AGE 11 – 16)

If there are not enough places for all those who have expressed preference for Great Baddow High School, those who have brothers and sisters at the school will have first priority. The entry priority for the school as governed by the L.E.A. is as follows:

1. Siblings in catchment area
2. Catchment area
3. Siblings out of catchment area
4. Selection by sporting ability (see Sports College)
5. Distance from school in a straight line

Other factors taken into consideration are exceptional medical reasons as to why your child should attend the school. Last year we admitted 240 students who applied here as first preference.

ADMISSION ARRANGEMENTS (AGE 16 – 18)

In order to enter the sixth form to study an A level course, students must have achieved at least 42 points from their best eight results where A* = 8, down to G = 1.

ARRANGEMENTS FOR PARENTS TO VISIT THE SCHOOL

A meeting is held at the school in October for parents of students in year six at primary school and a further meeting is held in June for the parents of September entrants. The headmaster welcomes enquiries from interested parents and school visits are arranged by appointment. Teachers and students are accustomed to receiving classroom visitors during the school day. A parent wishing to inspect or acquire documents relating to the school and its organisation should contact the headmaster.

ARRANGEMENTS FOR BUS TRAVEL TO SCHOOL

Currently, the school organises buses to and from school from the following areas: Chelmer Village, Danbury and Little Baddow. Payment for this is made directly to the school via a standing order arrangement. The costs for this transport can be obtained by telephoning the finance office.