Welcome to Toot Hill School

Toot Hill School’s success has been based upon securing high achievement by developing high aspirations amongst the students we serve. Year on year Toot Hill School has raised its level of achievement and we anticipate this to be the case over the next five years. Currently students achieve outstanding results but we expect our students to reach for ever higher standards in the future. Allied to this agenda we expect every student to work in a positive manner that reflects our core values of care and commitment.

Learning at Toot Hill will be an exciting experience for students, both in and out of the classroom. Our range of extra-curricular opportunities is vast. The aim is to allow every student to develop to their full potential. To this end we have constructed our ‘Torches of Experience’ programme, which aims to recognise the wide range of achievements our students secure over their time at Toot Hill School.

Simply put, every student will enjoy success at Toot Hill School; failure is not an option for anyone! We care for and recognise each individual student and appreciate the enormous responsibility we carry in helping shape their futures.

John Tomasevic  Headteacher

Family Values

As a family of schools we aim for the following:

- Respect for all
- Equal opportunity for all pupils
- Work to the best of our ability and talents
- Achievements based upon hard work
- Responsibility for our own actions and help for others
- Development of enterprising learners through team work
Educating with Care

“The headteacher’s clear vision has led to a very relevant agenda for improvement, which staff work effectively to achieve.”

“The great team spirit of the staff and their enthusiasm for moving the school forward strengthen its work.”

“The headteacher’s focused vision and direction and the effective support of the senior team have resulted in a clear agenda for improvement, which is being implemented through carefully planned systems and procedures. Good impact is evident in many aspects of the school’s work.”

(Ofsted 2009)

Our Leadership Team

At Toot Hill we are always here to talk to pupils and parents, to discuss any concerns and guide your child through their important years.

Top (left to right):
John Tomasevic, Rob Whiteley, Jonathan Taylor
Ash Rahman, Karen Strachan, Wendy Nelson
Mark Watts, Sandy Paley, Fionna Murphy
Toot Hill provides 38 lessons each week. We follow National Curriculum guidelines and aim to provide a broad, balanced curriculum for all our pupils.

Key Stage 3 (Years 7-8)

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<thead>
<tr>
<th>Subject</th>
<th>Year 7</th>
<th>Year 8</th>
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<tbody>
<tr>
<td>English</td>
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<td>Maths</td>
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<td>Science</td>
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<tr>
<td>Modern Foreign Language</td>
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<td>Enterprise</td>
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<td>Design &amp; Technology</td>
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<td>History</td>
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<td>RE</td>
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<td>PSHE</td>
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<tr>
<td>Art</td>
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<td>Music</td>
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<td>Drama</td>
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<td>Games</td>
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Key Stage 4 (Years 9-11)

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<th>Subject</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
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<td>PSHE</td>
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<td>RE</td>
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<td>ICT</td>
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<td>Option 1</td>
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<td>Option 4</td>
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In Key Stage 3, all pupils are allocated to one of 10 tiers. Progression through the tiers is determined by formal assessments, twice annually. Pupil targets are then set in order to support further progress.

Some students will be accelerated through their GCSE courses in English, Maths and three separate sciences by the end of Year 10. Early entry will depend on progress, but will allow students to be further stretched in Year 11 through the opportunity to embark on selected AS courses.

All students study a core consisting of English, Science, Mathematics, a language, Religious Education, Physical Education, Personal/Social/Health Education and Information Technology.
In addition, students choose 4 option subjects from a wide range of GCSE and vocational courses. Most students will be required to follow either History or Geography as one of their GCSE choices. Along with their core subjects this provides students the opportunity to gain the English Baccalaureate. There are a wide range of work-related courses to choose from, which increases choice and flexibility at Key Stage 4. Students are guided in their option choices to ensure a balanced curriculum which meets individual needs.

Option subjects include Art and Design, Business Studies, Child Development, Drama, Economics, Food Technology, French, Geography, German, History, Music, Media Studies, Physical Education, Product Design, Religious Studies and the Youth Award Scheme. BTEC courses in Art and Design, ICT, Sport, Engineering and Hospitality are also available.

At the end of Year 11 we expect most of our pupils to be entered for ten or more GCSEs and to achieve at least 5 passes at grades A* - C, including English and Mathematics.

“The excellent curriculum, which takes into account individual students’ learning needs increasingly well, is stimulating their interest in learning and contributing to their good personal development.”

“The range of partnerships enjoyed by the school, many of which are a result of the school’s specialist status, broaden students’ learning experiences substantially. They are part of their good preparation for employment and further and higher education.”

“Students are happy and responsible members of the school. Most students enjoy coming to school as their above average attendance levels show.” (OFSTED 2009)

Religious Education

Religious Education is taught to all pupils at a variety of levels. At Key Stage 3 aspects of the six major world religions, along with a range of philosophical and ethical issues as specified by Nottinghamshire’s agreed syllabus, are studied. A hands-on approach utilising artefacts, visits and outside speakers enables pupils to learn about, question and debate, religious, philosophical and ethical concerns and relate these to their own experience of life.

Sex and Relationship Education

Sex and relationship education is taught in PSHCE lessons from Years 7 – 11. It progresses from puberty and peer pressure to focus on the key issues such as pregnancy, contraception and STIs. We concentrate on looking at positive relationships and welcome support from parents.

If any parents want to withdraw their child from SRE lessons they should contact the school. Parents are more than welcome to review our materials or discuss the lesson content in more detail.
Careers Education

We offer careers education and guidance to all our pupils in years 7 – 11. This is through tutor set time and PSHCE lessons. Pupils are encouraged to plan for their future and are taught about a wide range of opportunities. We have help from outside agencies and local businesses and offer additional support through careers days and interview days. Our aim is to prepare our pupils for an ever changing world where life-long learning is essential. Pupils in Year 11 and 12 participate in work experience and we have a well stocked careers library.

National Healthy Schools Gold Award

We have been awarded the Gold standard for National Healthy Schools. To achieve this we meet the government criteria in each of the following four areas: Emotional Health and Well-Being, Healthy Eating, Physical Activity and PSHE (Personal, Social and Health Education). Pupils, staff, parents and governors worked together over a number of years on this strategy in order to improve the general health and well being of all who belong to Toot Hill.

PSHCE

The school has a structured programme of Personal, Social, Health and Citizenship Education (PSHCE). It is taught in all years and incorporates all statutory elements.

Discrete units of Citizenship have been built into the programme and are progressive from KS3 to KS4. In Year 7 tutors deliver the PSHCE programme which tackles issues such as bullying, healthy eating, confidence, self-esteem and safety. Pupils are also encouraged to set themselves targets and to participate in sporting activities and quizzes.

In Years 8 to 11 PSHCE is delivered by a specialist team.

There are modules on learning skills, health education (including drugs, alcohol and smoking), the citizen and the law, careers education, democracy in action, personal relationships, disability, global citizenship, financial literacy, refugees and sex and relationship education.

Outside speakers and theatre productions on issues such as fire safety, teenage pregnancy, drug abuse, disability, youth crime and the changing job market are utilised. The school also fund-raises for specified charities through a variety of initiatives such as concerts, cake sales, and non-uniform days.

We have ‘PSHCE days’ throughout the year focussing on health and wellbeing and enterprise. Pupils are also given opportunities to join in community work and volunteer work.
The School Day

We operate an eight lesson day. Monday to Thursday, from 8.30 a.m. to 3.30 p.m and a six lesson day on Fridays from 8.30 a.m. to 2.10 p.m. Pupils have a short break during the morning, with lunch from 12.40 p.m. until 1.25 p.m.

Inclusion

We value the abilities and achievements of all our students and are committed to providing the best possible environment for learning.

We have a strong and successful Learning Support Team, which works to meet needs through:

- Dialogue with parents
- Close links with primary schools
- Strong links with external agencies such as Educational Psychologists
- Individual help in class from experienced teaching assistants
- Withdrawal for individual or small group work, and individual programmes of work.

The school meets the requirements of the DfE Code of Practice for Special Educational Needs.

Teaching and Learning

Homework

Homework is a very important aspect of life at Toot Hill School. We see it as an investment in self. In order that each pupil can realise their full potential they need to use every opportunity to extend their knowledge and skills. The ability to work independently out of school is an important aspect of becoming an adult learner. A homework timetable is issued at the start of the year and pupils are required to record their homework in their own planner. This planner should be signed every week by the tutor and parent/carer. Studies have shown that pupils who regularly do their homework do the best in final examinations – so the incentive is clear! Teachers are always willing to help anyone who is finding a homework task difficult and the LRC is open after school to provide further support. Homework set is also posted on the school website.
“Lesson observations, scrutiny of students’ work and the school’s detailed tracking of their standards demonstrate that all groups of students are making good progress and achieving well through the school.”

“Teaching closely reflects the good practice promoted by the school’s teaching and learning policy, which has resulted in a growing proportion of good and outstanding lessons.”

“The school’s new curriculum in Key Stage 3, which is combined with regular assessment of attainment, progress and attitudes, is accelerating students’ progress.” (OFSTED 2009)

Assessment and Reporting
Regular communication between home and school is fundamental to the active monitoring that takes place.

There is one parents’ evening each year to allow parents, pupils and teachers to discuss progress. Coupled to this are three reports throughout the year – one main report including written comment, and two interim reports to provide data.

There are two review days each year where we arrange individual daytime meetings with parents, pupils and their tutor to discuss subject targets and general progress.

Information and Communication Technology
We want all pupils to develop as independent learners, including flexible and sensible use of new technologies. A continuing programme of investment has now established a number of PC suites in addition to the Learning Resource Centre. Facilities are available in most curriculum areas.

ICT is part of the core curriculum entitlement throughout Years 7 – 11, from which the majority of learners will gain qualification success.
Learning Resource Centre

The Learning Resource Centre provides a range of multi-media resources available for all during the school day and at lunchtime. Facilities include books and audio resources for independent use, and computers with internet access. There is also a separate post 16 study area for college students. We run a series of induction sessions during the Autumn term for new Year 7 pupils and a homework club on Thursdays after school. Year 7 and 8 have weekly reading lessons in the LRC. Regular competitions, trips and the latest in new fiction and non-fiction titles make the LRC a vibrant and welcoming place to be. In line with the school’s commitment to promoting literacy, it is hoped to establish a reading room in the near future.

Every Child Matters

Toot Hill School embraces the ECM agenda and endeavours to make the whole learning experience appropriate to each child.
- Being healthy
- Staying Safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic and social well-being

Toot Hill Values, Principles and Standards

Year Groups/Tutor Sets

At Toot Hill we operate a Year system, supported by a Head of Year, an Achievement Co-Ordinator and a team of tutors. Their role is to attend to the welfare of a group of pupils and to monitor their academic progress.

The Tutor is the key contact for parents and should be the first point of call if you have a query or concern. Pupils are placed in mixed ability tutor groups at the beginning of Year 7. Close links are maintained with primary feeder schools to support smooth transition for every child. This means that we have a thorough knowledge of each child from the very first day.

As pupils move through the school their needs will change. We have a wealth of support staff and outside agencies ranging from mentors and Educational Psychologists to the school Nurse. We pride ourselves on our knowledge of each child as an individual and building close links with parents to meet their needs. Our aim is to promote the success of our pupils in all aspects of school life so that they can make the transition to higher education or the world of work with confidence in themselves as life-long learners.
“The effectiveness of arrangements to care for students and to support and guide them, both pastorally and academically, are excellent.”

“There is a strong commitment to inclusion by ensuring that students receive the support they need. Excellent liaison with a range of external agencies facilitates this, as well as enabling staff, students and their parents to have access to expert advice.”

(OFSTED 2009)

Assembly
Assemblies give an excellent opportunity to bring each Year group together during the week to explore issues and celebrate achievement.

The format is varied and includes visits from outside speakers and active involvement from individual pupils in the form of musical performance and drama. You have the right to withdraw your child from assemblies and from RE lessons and should inform the school if you wish to do so.

Rewards and Sanctions
We aim to create a positive learning environment where pupils feel secure. Positive achievement is rewarded. Students are encouraged to become actively involved in decision making, through year councils and our student ambassador and diplomat scheme.

Pupils can take on a range of responsibilities such as ‘Pupil Receptionist’ in Year 8 and Year 9 which gives them an opportunity to use their own initiative to develop their social skills. Our Achievement Evenings recognise sustained excellence by students in their studies.

There are occasions when pupils need to be sanctioned for inappropriate behaviour. We believe that high expectations lead to greater achievement, not only through academic results but also through pupils achieving their own personal best and demonstrating consideration for each other and the wider community. In order to maintain this high standard we operate a range of sanctions from paying back time to ICE (Isolated Classroom Experience – where pupils are removed from the classroom setting and work with a member of staff) to exclusions. We take firm action against any pupils/students who are in possession of or use illegal drugs. This may lead to permanent exclusion in line with our Code of Conduct. By the time pupils reach College they should be in a position to manage their time independently and to meet deadlines. College mentors will support students in this process.
School Council

The School Council is one of the forums where the pupil body can have a voice and discuss issues which are important to them. Representatives are elected from each Year Group on an annual basis and meet at least monthly.

Home School Agreement

Your children are at the centre of all we do in school. We acknowledge the responsibility we have to ensure that they achieve the highest standard possible in all aspects of school life.

We appreciate that we cannot achieve this in isolation and look for your support to ensure the best possible results. The Home School Agreement outlines both our commitment to your child and our expectations of you as a Parent.

Good communication is essential. We encourage parents to contact school if there are any concerns or queries and work to resolve any issues through open dialogue. Your first point of contact should be your child’s tutor.

Aable, Gifted and Talented Provision

Mentoring

Group and one-to-one mentoring by subject teachers, senior leaders and the leading teacher for gifted and talented is a strong feature of Toot Hill School’s support for all students, whatever their level of need. For further information, copies of the information leaflet for parents ‘Supporting your Gifted and Talented Child’ can be obtained from the school office.

Identification

The DfE defines Gifted and Talented learners as ‘children or young people with one or more abilities developed to a level significantly ahead of their year group’ (or with the potential to develop those abilities). Gifted describes learners who have the ability to excel academically in one or more subjects such as English, Technology, Science, Mathematics, Humanities, Languages. Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or an area of vocational skill.
Acceleration
Early entry into GCSE and GCE AS in many subjects provides additional pace and challenge. Close monitoring of all students allows for targeted intervention, ensuring our pupils are accelerated towards reaching their maximum potential.

Enrichment
A popular and extensive programme of after-school ‘Academies’ is provided by the school. Currently these include: Mathematics, Science, Creative Writing, Critical Thinking Skills, Latin, Ancient History, Geography, Philosophy and Ethics, Art, Dance, Drama, Music, Squash and Body Pump. We also stage major dramatic productions. Provision is reviewed on a yearly basis. The extensive summer school Arts programme offers a range of exciting and challenging activities and workshops led by professional artists and practitioners.

Aspirations
‘Aim higher’ is an ethos strongly developed throughout the school. Through business links with a variety of companies all students will undergo a work experience programme, gain interview practice and listen to motivational speakers from a variety of spheres. Opportunities for creativity and enterprise are developed and encouraged in lessons. In 2009 a team of Year 9 students entered and won the inaugural Nottinghamshire ‘Dragon’s Den’ competition. The school has strong links with Oxford and Cambridge Universities with an extensive programme of activities to encourage and support potential Oxbridge students. The annual Year 10 visit to New College, Oxford is an awe-inspiring motivational experience for many aspiring Oxbridge candidates. Individualised learning plans are an increasing area of provision with our exceptionally able students in close partnership with parents.

Challenge
The variety of possible pathways through the Curriculum from Key Stage 3-5 facilitates personalisation in order to meet the needs of the learner. Students are taught in groups which are commensurate with their ability for each subject. Emphasis is on high levels of challenge in teaching and learning.
Toot Hill College

We will be pro-active in seeking out opportunities that will enhance student experiences but equally we will be asking students to shape and determine their own lives through their elected Student Forum.

The College will provide for all student needs, whether they are aspiring to go to University or into the world of work. Our range of courses cover pathways at a range of entry levels. What is important is that each student is placed on the right course, one that matches his or her aspirations, interests and abilities. We value all students, providing they contribute positively to the ethos of the College and have a commitment to their education.

Many college students secure success in their examinations and progress to their first choice in higher education. Applicants are well supported by staff enabling them to progress to, for example, Oxbridge and Medical School.

College mentors are critical for each student. They have received specialist training in order to ensure effective support for College students. The demands of study are substantial and we appreciate that students must have access to first class facilities. We are currently refurbishing the facilities, which are dedicated to our college students. This investment is just the start of an extensive programme that will culminate in a new college building. Furthermore, we aim to ensure that each department is well resourced so that every student has the best possible opportunity for success.

Any college is only as effective as the people working in it. We want students to value their time spent here in our College. This is a very special period in a student’s life and the experiences gained will be remembered for life.

In order to generate this unique time we want our students to take a leading role at Toot Hill College. This may involve them in performing arts, working in the community, outdoor education in its many forms: visits, field trips or simply helping others who are less fortunate than ourselves.
Aims of the College

1. To provide a range of high quality courses that will enable all students to extend their achievements and qualifications.
2. To provide a coherent student support service that enables each student to understand how they will succeed, given the challenges they face.
3. To provide students with a range of opportunities that allows them to demonstrate their full range of abilities.
4. To provide every student with a set of skills and attitudes that will serve them well in adult life.

Level 3 Courses

| AS/A Level | Modern Foreign Language (French/ German/Spanish) |
| Accounts | Art and Design | Music |
| Biology | Philosophy and Ethics |
| Business | Photography |
| Chemistry | Physical Education |
| Design & Technology | Physics |
| Drama and Theatre Studies | Psychology |
| Economics | Sociology |
| English Language and Literature | BTEC National |
| English Literature | BTEC Subsidiary Diploma: Art & Design |
| Food Technology | BTEC Diploma: Art & Design |
| Geography | BTEC Subsidiary Diploma: ICT |
| History | BTEC Diploma: ICT |
| ICT | BTEC Subsidiary Diploma: Sport |
| Law | BTEC Diploma: Sport |
| Mathematics | BTEC Diploma: Science |
| Further Mathematics | CACHE Level 3 Diploma in Childcare and Education |
| Media Studies |

Entry Requirements: 5+ A*-C grades at GCSE or equivalent

Note: Students are expected to choose a minimum of 4 AS Levels in Year 12 and 3 A-Levels in Year 13. BTEC National Awards are equivalent to one A-Level.

Level 2 Courses

| CACHE Level 2 Award/Certificate/Diploma in Childcare and Education |
| BTEC First Diplomas are equivalent to 4 GCSE grade C or higher passes |
| Entry Requirements: 5+ A*-C grades at GCSE |
| Note: |

Level 1 Courses

| Hospitality and Catering, ICT at Work |
| Note: Courses may change to cater for individual needs |
| Entry Requirements: Positive personal reference and evidence of study at GCSE |

College Enrichment Activities

Activities Week
Arts Academy Mentoring
Millennium Volunteers
Sports Leaders Awards
Toe by Toe Reading Scheme Mentoring
Timetabled Games/Sport
Young Enterprise Programme
Peer Mentoring
YASS Open University Scheme

Plus the annual Toot Hill traditions:
• Inner City Children’s Christmas Party
• Pantomime
• Senior Citizen’s Tea Dance

“The college has worked hard to establish strong procedures for tracking and supporting students’ progress.” (OFSTED 2009)

“Teaching is good with some particular strengths. Work is challenging and lessons focus clearly on examination requirements.” (OFSTED 2009)
School and Community

Working with parents and the community is important to us. Each half term we publish our newsletter ‘Contact’ to keep you up to date with school news, information and achievements. As well as parents’ evenings, we organise consultation opportunities each year. The purpose of these is to inform you about the school’s development, to listen to your views and to talk through major educational issues.

A parents forum initiated in the summer term of 2010 meets on a termly basis to discuss relevant issues, and to listen and respond to the concerns of parents. We have many community links through our joint use arrangements for sport, music and voluntary work. Post-16 students organise an annual children’s Christmas party and a Tea Dance for senior citizens and our musicians support many charity events in the area. We also have good links with local businesses. They work with us in mentoring Young Enterprise groups, which have achieved considerable success at local and national level. The school has recently held a series of successful parenting classes; these have been conducted in an informal manner and have been very well attended.

Activities

Outdoor Education

Effective learning does not always take place exclusively in the classroom. As a school we wish to broaden learning horizons so that pupils can connect the outside world to their work in school. Each department/team in school tries to provide these enrichment activities. This may involve field work in Geography, sporting trips (eg Wimbledon), theatre and museum visits, walking in the Peak District, foreign destinations (France/Germany/South Africa) or simply a visit for fun whilst developing social skills and making new friends. Although we usually ask for a voluntary contribution from parents we believe that these opportunities provide memories for life.

Our showcase event each year is our ‘Activities Week’, during which pupils and staff receive a range of experiences which allow for closer bonds to be built within the school community. We aim to vary the focus year on year so the week feels fresh and exciting. We expect all parents/carers to support this week and view it as a worthwhile educational experience.
After School
Traditionally schools start and close at fixed times. Toot Hill School already breaks this mould by the richness of its extra-curricular provision in the area of sports and arts. Over the coming years we aim to extend this provision even further, especially through our recognition as a specialist school in the field of business, enterprise and the visual arts. At a basic level we aim to allow pupils the chance to do their homework and attend extension activities after school. This is an exciting development because pupils can follow and explore areas of learning they have a real passion for, but not be restricted by the traditional classroom environment. A programme of events is published each September.

Friends of Toot Hill
Every school relies on its parents and staff to support the work it undertakes. The Friends of Toot Hill provide those much needed ‘extras’ that benefit our pupils in so many ways. Their energies and practical support are inspirational and we urge parents to become involved rather than rely on the goodwill of others. In recent times the Friends of Toot Hill have given tremendous support to the Year 11 leaving prom and provided vital resources for all departments. We are always grateful for their support.

Music and Drama
Music is very much at the heart of the school and we encourage pupils to take up or continue playing instruments at school. Individual music tuition is an entitlement for every child in Year 7, who receive this in addition to their music lesson.

We have regular school concerts incorporating various ensembles, a string group and guitar workshops, concert band, orchestra, dance band and choir.

Toot Hill has its own theatre and drama is taught through the school. In addition, pupils are involved in school and Nottinghamshire productions. Workshops provide a whole range of other opportunities for pupils.

“Toot Hill is one of only a few schools nationally to receive this prestigious award three times.”
Business & Enterprise

We will ensure that pupils gain a thorough, practical understanding of the workings of business and the importance of business in society. This will empower them to pursue their chosen careers with confidence and success. This compliments our aim in education to stimulate pupils’ imagination and resourcefulness so that they are willing and able to acquire the knowledge, skills, concepts and attitudes necessary to flourish in the world of work. We aim for them to gain an understanding of the workings of the economy and the tools of economic analysis, which will provide them with greater understanding of the society they inherit and develop.

Arts with Business

We live in a world of marketing, instant communication and rapidly changing technology. As educators, we aim to raise pupils’ feelings of self-esteem and worth so that they can operate confidently in a modern global economic environment where business and visual arts co-exist naturally.

Specialist Schools

Visual Arts

We aim to empower pupils to enrich their social and working lives through a deeper understanding of the value of the arts in modern society. Through artistic expression we enhance their powers of imagination, creativity and their ability to bring their own ideas to fruition. We assist the development of sincere respect and understanding of cultural diversity which then enhances their ability to be successful in the wider world of learning. Art is an area of learning in which pupils have an almost unique opportunity to explore their own ideas and define their own challenges. Visual arts now make full use of the latest technology whilst still encompassing the skills of the classical artist.

Toot Hill School Academy

Our Academy is unique as it provides extended learning opportunities over a wide range of interests for our gifted and talented students. Equally it is a provision for our Primary Schools and the wider adult community.

As well as timetabled physical education, many pupils enjoy sporting activities including football, hockey, netball, cricket, cross-country, tennis and athletics. Recently, pupils have been given opportunities to engage in non-traditional activities such as boxercise, yoga, fencing and trampolining. Pupils are given extensive opportunities to participate in school competitions and a swimming gala. These are always popular, contested with great enthusiasm and show our commitment to sport for all.

School teams regularly win County Championships and, on an individual level, many pupils have represented South Nottinghamshire, the County and the Midlands. Pupils also regularly compete at national level, with recent representatives in cross-country, athletics, kayaking, horse-riding and swimming.
PE Kit – Dress Code

All pupils are expected to bring appropriate kit to all PE lessons. They should pay careful attention to which activities they will be participating in.

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<tr>
<th>Girls</th>
<th>Boys</th>
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<tr>
<td><strong>Shirt</strong></td>
<td>Plain white with collar and PE logo/</td>
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<tr>
<td><strong>Shorts</strong></td>
<td>Myrtle-green rugby shirt with white collar, red band and PE logo/</td>
</tr>
<tr>
<td><strong>Sweatshirt</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>White football socks/white ankle socks</td>
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<tr>
<td><strong>Footwear</strong></td>
<td>Trainers (no black soles)/Football boots</td>
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<tr>
<td><strong>Other</strong></td>
<td>Swimming costume/Shin pads/Mouth guard*</td>
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<tr>
<td></td>
<td>* Optional, but recommended items</td>
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</tbody>
</table>

Both boys and girls will also need a carrying bag for their PE kit and a supply of plastic bags is recommended for carrying dirty boots. Except in the case of serious illness or injury, all pupils are expected to come to PE lessons prepared to take part in some physical activity. Pupils who fail to bring appropriate PE kit for their lessons will be provided with clean garments to ensure full participation in the lesson.
School Dress Code

We pride ourselves with high standards of dress in school and ask for the co-operation of pupils and parents in maintaining them. A high standard of dress impacts on the working ethos of the school and how the wider community views our pupils. Pupils may be placed in isolation for non co-operation with requests to uphold the dress code.

<table>
<thead>
<tr>
<th>Girls (Years 7-11)</th>
<th>Boys (Years 7-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Blazer</strong></td>
<td>School regulation green blazer with badge</td>
</tr>
<tr>
<td><strong>School Tie</strong></td>
<td>Clip-on tie</td>
</tr>
<tr>
<td><strong>Skirt/Trousers</strong></td>
<td>Plain black formal full-length trousers</td>
</tr>
<tr>
<td><strong>Shirt</strong></td>
<td>Formal regulation white shirt with long sleeves and stiff collar</td>
</tr>
<tr>
<td><strong>Pullover</strong></td>
<td>School green V-neck pullover with gold stripe</td>
</tr>
<tr>
<td><strong>Socks/Tights</strong></td>
<td>Plain black ankle socks or tights</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>Plain black lace-up or slip-on shoes, formal</td>
</tr>
<tr>
<td><strong>Coat</strong></td>
<td>Plain dark raincoat, duffel coat or anorak. A discreet logo is permissible (coats are generally not to be worn in or around school during the working day) Denim jackets are not permitted</td>
</tr>
<tr>
<td><strong>Hat</strong></td>
<td>Regulation school hats may be worn. These are: summer hat: pupils may wear suitable hats for protection against the sun in the summer months. These may be agreed with the pupils’ head of year. winter hat: school regulation plain dark green woollen hat without logo. (baseball caps are not permitted under any circumstances, including journeys to and from school) *these items are optional</td>
</tr>
</tbody>
</table>

*These items are optional*
Summer Uniform
At times of extreme heat pupils will be informed by the Headteacher when blazers may be taken off in school. However, it is expected they will be worn on journeys to and from school and on school trips.

Jewellery
Pupils may wear a watch, but no other jewellery is permitted owing to issues of health and safety and liability in case of loss. Therefore, if a pupil wishes to have any part of their body pierced they must arrange this at the beginning of the summer holidays so that the wound has sufficient time to heal. Plasters may not be worn to cover the body jewellery. If pupils disregard this they will be isolated from other pupils until they co-operate with requests to comply with the regulation.

Hair Styles
Hair styles should not be extreme. Parents should consult in advance with the Head of Year if they are unsure as to the suitability of a change of style. The school shall be the arbiter of the term ‘extreme’.

Make-up
For Health and Safety reasons make-up and nail polish are not permitted. In exceptional circumstances light foundation will be permitted to disguise skin complaints.

Financial Support
In cases of financial hardship parents can appeal to the Headteacher or the Governors for financial support. Such cases will be treated with due sensitivity and in confidence.

Special Considerations
Parents can apply in writing to the Governing Body if they wish their child to wear different items for religious, cultural or health reasons.

Lockers
Lockers will be provided for pupils to store coats during the School Day.

Mobile Phones
Mobile phones are not permitted in school unless special permission has been granted by Head of Year for reasons of safety.
Admissions

We admit children from a wide range of feeder schools. These have traditionally included:

- Archbishop Cranmer C of E Primary, Aslockton
- Carnarvon Primary
- Cropwell Bishop Primary
- Elston All Saints Anglican/Methodist Primary
- Flintham Primary
- Gunthorpe C of E Primary
- Langar C of E Primary
- Orston Primary
- Robert Miles Junior
- St Peter’s C of E Primary, East Bridgford

If your child attends one of these schools, we will make all the necessary arrangements for induction. These will include:

- A meeting with parents at their current Primary School
- An Open Evening for prospective pupils and parents to view the school
- Pre-visits for children to experience lessons at Toot Hill during the Summer term before transfer.
- A Welcome Evening to provide an introduction to Tutors and bases, also during the Summer term.
- A Year 7 Parents’ Meeting in the term after admission to strengthen links with the school.

If you are moving into the area

If you expect to move house, please make contact well in advance. You are welcome to look around the school. We in turn will need to request records and meet with you.

We organise Primary School and College Open Evenings, where prospective parents and students have an opportunity to visit. We are also always pleased to show parents and prospective parents around the school during the working day, and to answer any questions they may have. For an appointment, please contact our admissions team.

If you attend a school outside the Toot Hill family

Parents from a wide range of other schools now opt to send their children to Toot Hill School and into the College. Please contact our admissions team so that we can arrange a visit for you and discuss transition arrangements with you.

Transfer Arrangements

Primary to Secondary

The relationship between Toot Hill school and our family of Primary Schools is based upon what we call our ‘family values’. Wherever a child is in their education they need stability to be successful. The expectations each school has of them as learners are particularly important. Our transfer process is designed to support every pupil through the transition from Primary to Secondary in a seamless manner. It is designed to give parents the reassurance they are seeking as to their child’s future well-being.
Step 1 (Summer term – Year 5)
The Headteacher and a member of the Leadership team meet prospective parents at their child’s current Primary School. A short talk will be followed by a question and answer session.

Step 2 (September)
Pupils and parents are invited to an ‘Open Evening’ to look around the school and meet members of staff in all of the teaching departments.

Step 3 (January-February)
Data will be collected from our Primary feeder schools for our potential Year 6 admissions. This data includes:
- Key Stage 2 Teacher Assessments
- Cognitive ability – measured by a simple test administered by the school, but taken in each primary school.
- Learning/Attitude Profile

Step 4 (May/June)
The incoming Head of Year 7 and Special Needs Co-ordinator visit the Primary Schools to talk to the Year 6 staff and pupils.

Step 5 (June/July)
Firstly pupils visit Toot Hill School with staff from their Primary School for an ‘Orientation Morning’ to help them get to know the School site. Pupils then have a ‘Taster Day’ in order to allow them to understand what a typical school day looks and feels like, including school meals. Pupils with Special Educational Needs may have several additional visits to ease their transition.

Step 6 (July)
Parents and pupils are invited back one evening to meet their new Tutor.

Child Protection Concerns
We work in partnership with a range of agencies to ensure that students are safe.

Whilst we will seek, in general, to discuss these concerns with the family and, where possible, seek agreement to making the referral, this will only be done where such discussions and agreement seeking will not place a child at increased risk of significant harm. This procedure is intended to protect children from abuse.

Our underlying principle is always to support and work in the best interests of the child.

School Buses
Many Toot Hill School students travel to school by bus. We have a large bus park which is closely supervised by school staff on duty at both the start and end of the school day. We pride ourselves in taking the safety and well-being of our students very seriously and we encourage them to inform us of any matter they feel needs addressing. Toot Hill students understand the level of behaviour that is expected from them whilst travelling to and from school.

We have pupils attending from all areas surrounding our family of feeder schools as well as from much further afield, such as Newark, Bottesford, Harby etc. The provision of these buses is organised by the Nottinghamshire and Leicestershire County Council Transport Services Departments. Our staff liaise very closely with Transport Services staff in order to ensure the operation runs effectively.
Nottinghamshire Bus Pass applications are dealt with via the Transport Services Department and you can contact them on 0115 977 2369. Our school staff will be happy to offer advice on any queries you might have.

Further Information

Admissions
Toot Hill’s published admissions number for 2012 is 270. Parents who wish to apply for a place for their child to join Year 7 are strongly advised to follow local authority guidelines on admission and to meet deadlines for application.

The approved criteria for admission to the school are the same as those for Nottinghamshire County Council Maintained Schools. Further information about admission and policies are available from the Local Education Officer (Rushcliffe):

Parent & Pupil Services Team, Meadow House, Littleworth Road, Mansfield. Nottinghamshire NG18 2TA
Telephone: 01623 433499

Complaints Procedure
If you have any complaint about any aspect of the school, please contact your child’s Head of Year in the first instance. The school will endeavour to resolve the issue with you. The school has a formal complaints procedure in accordance with current DfE guidance, which is available on application.

Charges
Education is free, though parents will be asked to contribute to optional trips and visits. We will also on occasions provide opportunities for parents to purchase specific resources through the school. A charge is made for instrumental music teaching.

We are committed to providing a full education for all. Pupils will not be disadvantaged on the basis of hardship and the school operates full remission of charges to parents in receipt of income support, family credit, clothing and footwear vouchers, maintenance grants or free school meals. Further remissions may also be made on a discretionary basis.
This prospectus has been prepared to provide information to parents, pupils and students in making their choice of school. It describes the school and incorporates planned changes. Details may be altered if circumstances require. For further information please contact the school.