

# Okehampton

# College

# Prospectus

# 2019







## A Message from the Principal

### ***“Promoting, valuing and celebrating Achievement”.*** **Ofsted 2014 overall judgement: OUTSTANDING**

*‘The governors, the principal and the staff have created an outstandingly caring and supportive community where students flourish and develop as individuals.*

(Ofsted 2014)

*‘All students make excellent progress from their generally below-average starting points. The proportions gaining at least five GCSE passes at grades A\* to C, including English and Mathematics, are consistently high year on year, and in 2013 well over half of A Level entries were passed at grades A\*, A or B.’*

(Ofsted 2014)

*‘Students are keen to learn and have the skills to do so quickly. They are enthusiastic about coming to the college and feel happy and safe there.’*

(Ofsted 2014)

*‘The sixth form is outstanding. Students benefit from the high quality teaching found across the school and hence their achievement on A Level and other courses is excellent.’*

(Ofsted 2014)

We are very pleased with the findings of the Ofsted Team which judged every area of provision at Okehampton College as being outstanding in our most recent inspection. We have, however, not allowed ourselves to become complacent. We continue to strive to enhance the learning opportunities available to our students and build upon the successes of last year’s examination groups.

2019 was a very successful year for our GCSE and A Level students. 73% of students achieved grade 4 (standard pass) or above in English and 72% in Maths against a national figure of 62% and 60% respectively. While 63% achieve a grade 5 (strong pass) in English and 52% in Maths.

We were also extremely pleased with our A level results. 31% of all A Levels taken gained A\* or A grades with 53% of qualifications achieving A\*, A or B grades. Most of these students are off to their choice of university including Oxford, Durham, St Andrew’s, Cardiff, and Manchester to study courses including Astrophysics, Medicine, PPE and Veterinary Science.

We are very proud of all our students and by the way they approach their qualifications. These successes are matched by achievement in many other areas, including sport, drama, music and in the

highly successful programme of extra-curricular activities. The range of opportunities given to our students is exceptional and we would encourage all of them to involve themselves in as many clubs as possible.

Okehampton College is a happy College where students enjoy attending and feel valued. Over the past few years, we have improved many aspects of our facilities. In addition to this, Parklands Leisure Centre provides excellent facilities for our students to engage in PE lessons and extra-curricular opportunities. We have also developed our campus through the refurbishment of four Science laboratories and by building extra facilities to cater for English, Media Studies, Physical Education, Technology, Learning Support and Vocational Education.

In September 2019 we opened the new Wardhayes Campus to cater for the growing number of Post 16 students here at the college, as well as opening the new canteen for year 11 students.

If you do decide to send your son/daughter to Okehampton College, they will be joining a truly comprehensive College which can and does cater for everyone. We look at each student as an individual and, whilst observing national curriculum requirements, we endeavour to provide them with an education tailored to their needs and aspirations.

We are delighted to be part of The Dartmoor Multi Academy Trust (DMAT) which came into effect on the 1 January 2018. The DMAT consists of 3 secondary schools and 13 primary schools in the Okehampton, Tavistock and Holsworthy areas. The formation of the DMAT has improved links between these schools and has led to greater collaboration and increased opportunity to share our good practice.

Within the DMAT, Okehampton College is part of a federation of schools consisting of ourselves, Boasley Cross, Bridestowe, Lydford, Highampton, Exbourne Church of England and Northlew & Ashbury Parochial Church of England Primary Schools. The College shares a Local Governing Board with the primary schools within the Dartmoor Federation cluster and works closely with them.

I would be delighted to meet with you at any stage to discuss any aspect of your son/daughter's education. If there are any questions you need answering, please contact me at the College.



**Mr D Brett**  
**Principal**

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## Our Values

### **Our Values**

At Okehampton College we strive to provide an environment where mutual **respect, equity**, a sense of **community** and tremendous **opportunity** leads to success for all our members.

### **Community**

At Okehampton College a sense of community is very important to us. We strive to ensure that the college community is supportive of everyone and everyone feels proud to be part of it. We believe that students should thrive in an environment in which they can flourish and where they can pursue their interests. We believe that the college community should celebrate both that which we have in common and that which makes us different.

### **Opportunity**

Okehampton College is a place of opportunity. We have high expectations of our students and our staff. High quality teaching and a broad, balanced and challenging curriculum coupled with an extensive extra-curricular programme, allows our students to develop and excel in their areas of interest both inside and beyond the classroom. We believe that everyone should take advantage of the opportunities put before them and that everyone has the right to succeed and to celebrate their successes.

### **Respect**

At Okehampton College mutual respect and strong relationships are the foundations on which we build our community. Everyone has the right to feel valued, to be treated courteously and receive or deliver high quality learning in an interruption free environment. Everyone has the right to strive to be the best that they can be and be respected for it.

### **Equity**

At Okehampton College we strive for equity. We believe that everyone has the right to succeed, regardless of background and that nobody should be left behind. We believe that it is the College's role to inspire all members of our community to believe that they can fulfil their ambitions and to provide them with the knowledge and skills with which to do so.

As members of the Community of Okehampton College we have a collective understanding of the moral imperative to uphold these values and to champion them in all that we do; to settle for nothing but the highest standards and to provide high quality education, inspiration and opportunities for all.

## Okehampton College

*“Nothing But The Best Is Good Enough”*

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### Admissions

Okehampton College serves a large rural catchment area in West Devon.

Admissions to the College are in line with the Local Authority policy.

Total number of pupils on roll (in Years 7 – 13) September 2019 = 1472  
(Number of students in the 6<sup>th</sup> Form) = 220

### Timing of the College Day

8.35	-	8.45	Briefing
8.45	-	9.10	Registration and Tutorial
9.10	-	10.10	Period 1
10.10	-	11.10	Period 2
11.10	-	11.35	<i>Break</i>
11.35	-	12.35	Period 3
12.35	-	1.35	Period 4
1.35	-	2.15	<i>Lunch</i>
2.15	-	3.20	Period 5

A warning announcement will be given at 8.40am, 11.30am and 2.10pm  
to remind staff and students to attend their next lesson.

The start of lessons will be signaled by a bell at 8.45am, 11.35am and 2.15pm.

# Who's Who?

*Principal of Okehampton College*

Mr D Brett

*Vice Principals*

Mr C Griffiths and Mrs N Offer

*Assistant Principals*

Mrs C Edwards, Mrs B Hachipuka, Mrs T Nethercott, Mr N Sproats, Mrs C Wates

## *Heads of Faculty*

<i>English</i>	~	Mrs R Richards
<i>Mathematics</i>	~	Mrs T Nethercott
<i>Science</i>	~	Miss E Dean
<i>Humanities</i>	~	Mrs J Payne
<i>P.E.</i>	~	Miss K Redstone
<i>Technology</i>	~	Mr C Henderson
<i>Modern Foreign Languages</i>	~	Mrs C Wates
<i>Computer Science &amp; Business Studies</i>	~	Mr D May
<i>Expressive Arts:</i>	~	Mrs V Berry
<i>Head of Art</i>	~	Miss N Le Couilliard
<i>Head of Music</i>	~	Mrs V Berry
<i>Head of Drama</i>	~	Miss L Brimacombe
<i>Special Needs Coordinator</i>	~	Miss K Moore
<i>Director of Inclusion &amp; Safeguarding</i>	~	Mrs C Edwards

The Governor Co-Chair is **Tania Skeaping**

## **The Local Governing Board of The Dartmoor Federation Cluster**

Okehampton College is one of seven schools within The Dartmoor Federation cluster, along with Exbourne Church of England, Boasley Cross, Bridestowe, Highampton, Northlew and Ashbury Parochial Church of England and Lydford primary schools.

The Dartmoor Federation is governed by a Local Governing Board, which meets on a regular basis and consists of:

- a. two parent governors
- b. two staff governors
- c. eight co-opted governors
- d. two foundation governors

The Chair of Governors is Tania Skeaping.

## **The Greater Devon School Co-operative Partnership (GDSCP)**

Okehampton College is also part of the Greater Devon School Co-operative Partnership. The partnership has adopted the internationally agreed values and principles of: self-help, self-responsibility, democracy, equality, equity, solidarity, with particular ethical emphasis on openness, honesty, social responsibility and caring for others. The schools and colleges work together within the co-operative ethos to support one another through student conferences, sporting events and peer review.

## **Primary Transition**

The move from primary to the college can seem a huge step, especially for a student coming from a small village school to a community of over 1400 students. We do much to make this less daunting.

- ❖ The Primary Transition teacher will make an initial visit to Primary Schools.
- ❖ Year 6 students visit Okehampton College for taster days in the term before they arrive.
- ❖ Parents and students meet staff at the College on three designated evenings and at a meet the Tutor evening.
- ❖ Students may already be visiting the College for sports facilities or music.
- ❖ Close contact with parents is maintained, through information evenings spread throughout the year.

*We hope students soon come to feel happy, safe and successful in their new surroundings.*

## **Learning and Achievement**

Students entering Year 7 will be following the National Curriculum for Key Stage 3, which offers three years of broad education across all subject areas. The College provides Cognitive Ability Tests at the beginning of Year 7 to measure each student's individual potential. These results, teacher assessments, plus ongoing assessments in subjects, provide a full academic profile of each student.

In Year 9, option choices for GCSE are made in full consultation with parents. At this point students should begin to consider not only GCSE and vocational courses but also, on a four year scale, their possible choices Post-16.

Before the GCSE exams are taken at the end of Year 11, all students are interviewed about their Post-16 options and plan of action.



## **Assessment and Reporting**

Key Stage 3 students are assessed regularly throughout the year and parents are informed of their progress through termly progress reviews.

Key Stage 4/5 students receive a progress report termly informing them and parents about how they are progressing in their examination subjects.

Home learning is set electronically on the "Class Charts" website. This can be accessed by students and parents to support learning.



## **Examinations Policy**

Students are able to take GCSE or Vocational courses across a wide range of subjects during Key Stage 4. During the two year course, subject teachers or tutors and pastoral heads, monitor individual progress.



## Academic Paths

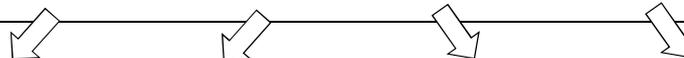
### KEY STAGE 3 – Entry in Year 7

Year	English	Maths	Science	Modern Language	Humanities	Technology (inc Food Technology)
7					History	
8					Geography	
9				<i>plus</i>	Beliefs & Values	
	ICT	Drama	Art & Design	Music	Citizenship, PSHE	PE
					Games	

### KEY STAGE 4 – Examination Years (GCSE and vocational courses)

10			
11	<p><b>Core Subjects</b> <i>(for all students)</i></p> <p>English English Literature Maths Science (2 GCSEs) Beliefs &amp; Values PE/Games PSHE (Personal Social Health Education)</p>	<p>Work preparation and careers in Year 10</p>	<p><b>Options</b></p> <p>Art &amp; Design Art Textiles French History Geography German Business Studies Computer Science ICT Dance Media Studies Spanish Hospitality and Catering Design and Technology Food Preparation Child Development Health &amp; Social Care Travel &amp; Tourism Triple Science PE Music Drama Construction Engineering Studies</p>

POST-16	
12 / 13	<p><i>Courses offered in Post-16 at A Level or equivalent (Level 3)</i></p> <p>Art &amp; Design, Biology, Business Studies, Chemistry, Communication Studies, Health &amp; Social Care, Product Design, Food Technology, Drama, English Language, English Literature, Geography, History, ICT, Mathematics, Media, Modern Languages, Music, Music Technology, PE, Philosophy, Physics, Psychology, Leisure and Recreation, Travel &amp; Tourism</p>
	<p>Vocational opportunities are offered through a range of subjects at various levels in NVQ and BTEC Courses</p>
	<p>Opportunities to Study Life Skills, General Studies and Sport</p>



## The Faculty System

Students are offered courses in ten areas (Faculties) to help them maintain breadth and balance. Each area is able to provide courses which enable in-depth study.

The ten Faculties are:

English and Communications: where English Language, English Literature, Media Studies and Communications are provided.

Mathematics: where students learn a wide range of mathematical skills and develop their numeracy techniques.

Science: where pupils will study courses involving Biology, Chemistry, Physics and Psychology.

Humanities: where History, Geography, Beliefs & Values and Citizenship are taught.

Technology: where a range of courses include Design Realisation, Design Communication, Technology, Food Technology, Textiles, Electronics and Child Development.

Expressive Arts: where Art and Design including Painting and Drawing, Graphics, 3-D, Drama and Music are offered.

Modern Languages: where French, Spanish and German are offered.

PE and Leisure: which offers a range of individual and team sports and opportunities for Outdoor Pursuits.

ICT & Business Studies: Discrete courses are offered as well as support work for all faculties.

Learning Support: Where students with additional needs are supported through a range of intervention, including small class teaching, nurture groups and various skills based groups.

Courses lead to GCSE, Vocational or Certificate of Achievement. Parents and students will be advised during Year 9 of the exact nature of each course and the choices available.

The curriculum also provides each student with a programme of Personal, Social and Health Education, Vocational Guidance, and Vocational preparation.



## **English**

The English Faculty aims to provide a stimulating and supportive environment in which students can develop. Our enthusiastic teachers encourage the enjoyment of reading, and students will study a wide range of topics and texts in order to prepare them fully for their GCSE courses. We will focus upon the skills required for success in the future, such as analytical reading skills and essay writing. Students will also work to improve their skills in using effective written and spoken expression and we aim to help them develop as independent learners. English lessons are enjoyable, varied and encourage a love of literature.

Students will experience a range of activities in the classroom, including individual tasks and group work. They are encouraged to participate actively and to collaborate effectively with others. Teaching rooms in the Faculty are well resourced and we also have four editing suites for use in Media with recording and editing facilities. In addition, students have access to the Learning Resources Centre and ICT areas.

At GCSE, all students will study both English Language and English Literature. Media Studies is also a popular option subject at GCSE.

For Post-16 students we offer four popular courses: English Language, English Literature, Media Studies and Film Studies (dependent upon take up).

We are a forward looking faculty, and we provide continual support through intervention along with additional revision opportunities for our students to ensure success year on year.

## **Mathematics**

The Mathematics Faculty is well resourced and comprises an enthusiastic team of specialist teachers and teaching assistants. Our aim is to help students to develop their confidence and enjoyment of mathematics by delivering engaging lessons in which students can build on their knowledge, skills and understanding in a challenging but supportive environment.

Students have three lessons per week throughout Key Stage 3, where they are taught in ability groupings based on KS2 data and our in house assessments: In Year 7, most students are taught in mixed ability groups, with those attaining the highest scores in the SATs grouped together. This is to ensure that all students have the same opportunity to access our curriculum, irrespective of their experience at Primary School. In Year 8, our in house assessments inform grouping so that students are taught in higher or middle bands, again following the same main scheme of learning but with a smaller range of ability across each group. Year 9 groups are more finely set according to their prior attainment, in preparation for following Higher or Foundation courses at GCSE.

During Key Stage 3 we aim to develop students' mathematical skills in a variety of ways within lessons; additionally, high achievers are encouraged to participate in various enrichment opportunities whilst those finding mathematics more challenging may benefit from the KS3 homework club. In September 2019 we will be introducing Sparx Maths homework to students in years 7, 8 and 9, an online scheme designed to provide weekly individualised homework tasks for every student. There will be lunchtime and after school sessions to support any child who is unable to complete this at home.

In Years 10 and 11 students attend four lessons per week as we continue to develop their skills and prepare them for the Edexcel GCSE exams. The students also have the opportunity to attend additional after school support sessions to help with their revision, particularly during Year 11.

Mathematics is a very popular choice in the 6th Form where we offer A levels in Mathematics and Further Mathematics. We started to teach the new AQA A-level courses in September 2017.

We hope that our students gain an appreciation of the beauty and power of mathematics and share in our enjoyment of the subject, but above all that they gain a capacity to apply their skills confidently throughout the curriculum and beyond.

## **Science**

Science at Okehampton College is taught by an enthusiastic team of subject specialists, who encourage students to be curious and inquisitive of the world around them. We develop the scientific skills of method, investigation, analysis and evaluation through practical, stimulating lessons in well-resourced laboratories that allow students to discover the wonders of science for themselves.

In Years 7, 8 and 9 students cover different topics in the disciplines of Biology, Chemistry and Physics that are rooted in relevant, realistic situations, which provides a foundation for understanding the scientific world. The Key Stage 3 programme of study equips them with the knowledge to understand the applications and implications of science today, as well as developing their practical skills. In Year 9 students are introduced to higher-level topics, which aim to link the key ideas from Key Stage 3 together, promoting higher thinking skills at the beginning of their Key Stage 4 journey. In year 10 students can opt for AQA Separate Science (triple science) or continue with AQA Trilogy Combined Science, both of which are linear courses. Students will study a range of topics in Biology, Chemistry and Physics to give them a broad and balanced science course. Science is a popular subject at post-16 level and we offer traditional A-level courses in Biology, Chemistry, Physics and Psychology as well as a vocational options of BTEC Applied Science.

Practical work is at the heart of science, so we have placed it at the heart of student learning; our curricula are designed to support and consolidate scientific concepts, to develop investigative skills and to build and master practical skills, which are sought after by both employers and universities alike.

Our aim? For our students to be excited, motivated and equipped to use their scientific skills to find solutions to everyday issues they face today, and in the future.

## **Preparing for life outside College**

### **Relationships & Sex Education (RSE)**

Relationships and Sex Education (RSE) is delivered at various stages through the college, in PSHE lessons in year 7&8 as part of the 'Puberty' topics, as well as a unit on Reproduction taught in Year 7 Science.



The PSHE curriculum supports and builds on this information through PSHE, Citizenship and Beliefs and Values lessons, Extended Learning Days and assemblies. The school nurse and relevant outside agencies and organisations play a vital role in assisting us in the delivery of RSE as well as a trained RSE team of teachers.

The aim of RSE is to provide students with accurate information and to help them develop essential life skills and positive attitudes and values to build healthy safe relationships. Feedback and discussion from students is extremely valuable and their thoughts, feelings and views help us plan for an appropriate and necessary RSE programme. Most importantly, students are guided to make good and safe decisions about their sexual health and relationships. Parents have the right to withdraw students from RSE, by contacting the school in advance.

### **Personal Social Health Education (PSHE)**

PSHE is delivered through discrete lessons in Year 7 and year 8, covering topics such as:

- Relationships and Friendships,
- Mental Health,
- First Aid,
- Drugs,
- Diversity,
- Finance,
- Loss and Bereavement and
- Puberty

This programme is complemented by a thematic approach for all years on Extended Learning Days, delivery through subject areas, tutor time activities and assemblies. Visiting speakers, the school nurse, organisations and other relevant bodies join us in delivering PSHE so as to provide expertise, knowledge and contrasting opinions, in order to invite discussion and debate.

Feedback and discussion from students is extremely valuable and therefore very much encouraged throughout, with an overarching aim for students to develop their own personal opinions and beliefs and values when addressing the topics covered by PSHE. Students thoughts, feelings and views help us plan for an appropriate and necessary PSHE programme in order to meet their needs and help us create a happy, responsible and independent student body.

## **Humanities**



Humanities subjects are about how people of different cultures and societies relate to each other and the world in which we live in the past, present and future. This provides the means by which students can apply their direct experience of the world around them and extend their understanding in personal, local, national and global contexts. As a faculty, we aim to develop the skills and understanding needed to equip young people to play an active, well-informed role in the community as well as preparing them for further education and the world of work.

At Okehampton College, we are a team of ten dedicated humanities teachers with a track record of excellent outcomes for our students at GCSE.

## **History**

During Key Stage 3 students are taught a variety of Historical topics, including periods that focus on depth and also thematic breadth studies. Each lesson is based around an enquiry question that students attempt to answer using a range of skills such as knowledge recall, logic, judgement, analysis and explanation. Some examples of the areas we explore are Norman Conquest and Medieval England, the Black Death, religious changes during Tudor England, aspects of Stewart England, the Industrial Revolution and Empire, the First World War era, and culminating in Year 9 with studies of the Second World War era, beginnings of the Cold War, US Civil Rights Movement, the troubles in Northern Ireland and the changing nature of terrorism.

In each population we have mixed ability classes that both support and challenge students. These primarily aim to nurture independent resilient learners, but also to inspire the next generation with a love of History they will hopefully experience during and after their school careers.

At GCSE students study the OCR B (Schools History Project) composed of five modules: The People's Health 1250 – Present, The Norman Conquest 1065-1087, The Making of America 1789-1900, Living under Nazi Rule 1933-1945 and finally a local study of Exeter Cathedral through time. Students are examined in these modules purely in closed exams, of which there will be 3 all at the end of Year 11.

History is a popular subject at Okehampton College at KS4 and retains positive numbers at KS5. The A-Level has changed for the 2019-2020 academic year offering students a breath of study that will further broaden the horizons of students. In Year 12, students study the early Tudors, from Henry VII through to Mary I; Russia 1894-1941; US Civil Rights 1865-1992; and Vietnam 1945-75. Year 13 students continue to study the thematic topic, US Civil Rights; Russia and complete their independent study (coursework) on US involvement in Vietnam.

## **Geography**

Geography stimulates an interest in and a sense of wonder about places and helps make sense of a complex and dynamically changing world. Its enquiry approach develops questioning, investigation and critical thinking about a vast range of issues as well as capitalising on the excellent subject knowledge of our teachers. Geography is a subject with the power to nurture global citizens, people aware of their own place in the world and their responsibility to other people, the environment and the sustainability of the planet.

Our Key Stage 3 curriculum offers a breadth of physical and human geography topics, ranging from the growth of superpowers, to rivers and flooding as well as population and migration. We also study a range of ecosystems across the three years of study, including tropical rainforests, which involves an optional trip to the Eden Project. Each topic embeds a range of geographical skill from reading OS maps to more mathematical skills such as drawing climate graphs.

At GCSEs, our students study the OCR B syllabus. Students examine a range of issues and concepts, including Natural Hazards, Dynamic Development, Distinctive Landscapes and the UK in the 21st Century in this exciting and dynamic course. There are three exams in Year 11, two of which will include questions on fieldwork. There are two compulsory fieldwork days, one investigating the regeneration of Plymouth and the second exploring coastal management at Dawlish Warren. Our GCSE results are outstanding, aided by the fact that one of the teachers is an author of the textbooks and revision guides used to support the teaching of the course.

A Level Geography is one of the most popular A Level courses at Okehampton College. Students in Year 12 study tectonics, coasts, globalisation and regenerating places. Towards the end of the year, they complete two days of fieldwork in Exeter and Start Bay in order to collect the data for them to complete their Non-Examined Assessment (investigation). Their investigations are worth 20% of their final grade and ensure that they can pursue an area of geographical interest to them. In Year 13, students extend their studies to investigate the water and carbon cycles and the insecurities that these cycles create e.g. water wars and unconventional sources of energy. They also learn about geopolitics and superpowers as well as human rights. Our teachers are also examiners for the A Level specification that we teach, enabling us to support our students to develop the necessary exam skills to succeed.

In addition to the fieldwork experiences offered within the region, we also offer the opportunity for students to join us for a fieldtrip to Iceland – ‘the land of fire and ice’. This trip takes place during the October half term of Year 11 and has run for the past four years. This is an amazing opportunity to see and experience the geography we teach in the lessons, particularly the nature of constructive plate boundaries.

## **Beliefs and Values**

The principal aim of Beliefs and Values at Okehampton College is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. We teach pupils how to think not what to think.

At Key Stage 3, in which we build Citizenship, literacy and thinking skills into the curriculum, we study topics relating to spirituality, rights and responsibilities, global issues and world religions.

At Key Stage 4 all of our students work towards taking a GCSE full Course examination in Religious Studies, studying AQA Syllabus A Paper 1 : The study of religions: beliefs, teachings and practices (Christianity and Buddhism) and Paper 2 :Thematic Studies (Relationships and families, Religion, peace and conflict, Religion, crime and punishment, Religion, human rights and social justice). This course offers the opportunity for students to study a number of topical contemporary issues.

At Key Stage 5 students can choose to take GCE Religious Studies OCR AS and A2 (Philosophy of religion, Ethics and Buddhism).

## **Design and Technology**

Students learn in a purpose-built environment, which includes a fully equipped catering kitchen and a CAD/CAM suite containing a laser cutter, CNC lathe, router and milling machine. Our recently opened engineering workshop allows our engineering students to use a plasma cutter, industrial spot welder and a range of other specialist metalworking equipment. Throughout the key stages, students learn about and use a range of modern and traditional materials, tools/equipment and production methods.

The combination of excellent resources and a dedicated teaching team provides students with the opportunity to fulfil their potential. Ofsted judged the overall effectiveness of the faculty to be outstanding.

Students study a range of courses designed to develop their designing and making skills, subject knowledge and confidence in a practical environment. An emphasis is also placed on equipping students with transferrable skills that will help them with their studies across the college.

<b>Key Stage 3 Modules (all students)</b>	<b>Key Stage 4 Courses (option)</b>	<b>Key Stage 5 Courses (option)</b>
<ul style="list-style-type: none"> <li>• Core Principles</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1/2 Certificate in Engineering Design</li> <li>• Level 1/2 Certificate in Engineering Studies</li> <li>• GCSE Design and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• A-Level Product Design</li> </ul>
<ul style="list-style-type: none"> <li>• Design Communication</li> </ul>		
<ul style="list-style-type: none"> <li>• Electronic Systems and Control</li> </ul>		
<ul style="list-style-type: none"> <li>• Resistant Materials</li> </ul>		
<ul style="list-style-type: none"> <li>• Textiles</li> </ul>		
<ul style="list-style-type: none"> <li>• Food, Cooking and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE Food Preparation and Nutrition (Food Science)</li> <li>• Level 1/2 Hospitality and Catering</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 Food Science and Nutrition</li> </ul>

Notes:

- Key Stage 3 students study all of these modules.
- Key Stage 4 and 5 students may choose to study these courses.

## **Expressive Arts**

The Expressive Arts Faculty is made up of 3 Departments giving students full opportunity for creative activity.

### **Art & Design**

The Art Department is a vibrant, active and dynamic part of the Expressive Arts faculty, often working on joint projects or Whole School events and productions with Music and Drama.

Art is delivered across all Key Stages, and there are also plenty of opportunities to take part in extra-curricular art activities. These include weekly after school Art clubs and specific projects aimed at different groups of students. These can be across Key Stages and include projects working with G&T Art students and students from our feeder Primary schools.

At KS3 the students follow a 'foundation' course, which not only introduces them to the work of other artists and craftspeople from across eras, cultures and genres, but also gives them opportunities to work in a variety of styles and media developing new skills and techniques.

At KS4 we offer both GCSE Fine Art and GCSE Art Textiles. Both courses continue to develop students' awareness of the work of other artists and crafts persons, but also encourages a growing independence and willingness to take creative risks through the projects we present to them.

At KS5, year 12 and 13 students have their own dedicated Art Studio which is available to them on a full time basis – not just for their Art lessons. It also doubles as an exhibition space to show-case their work. We offer A Level Fine Art, Photography and Textiles.

Students are actively encouraged to work independently and develop their own creative and original work. They have the opportunity to work with other artists and to visit galleries in St. Ives, London and Paris.

A large number of our students continue to Art College after leaving us, and we have found that they have been well prepared for this next step.

### **Drama**

Drama isn't just for those students wishing to become actors, it explores key transferrable skills as well as the roles of director, designer and performer in the theatrical world.

The drama department aims to develop language skills, build confidence and stimulate creative and imaginative thinking through practical exploration and discussion. We are passionate about developing student's team working skills and exploring challenging subject matters, which requires students to consider social, moral and cultural aspects of the world they live in. Students explore a variety of topics and plays as well as exploring the technical elements of lighting, sound, costume set and props design. In Years 7, 8 and 9, students study drama one period every week.

There is an opportunity for students to continue Drama, both at GCSE and at A-LEVEL. The department continues to be incredibly successful in terms of results. Students explore published plays and well as devising their own pieces of theatre and reviewing professional live theatre. Students take influence from recognised practitioners, including Stanislavski, Berkoff, Brecht and Frantic Assembly. We take the students to see a variety of live productions locally and in London's West End, which students review as part of the courses; the performances are a great way to inspire students when it comes to devising their own work.

As a department, we continue to develop student's creativity and confidence through extra-curricular activities; running drama clubs, Year 10 performances and whole school productions. In recent years we have staged 'Oliver', 'My Fair Lady', 'Matilda in 20minutes' 'Les Miserables Student Edition', 'We Will Rock You', 'High School Musical' and 'West Side Story'.

## Music

The department is housed in a purpose built area, including an upper floor containing 4 practice rooms. We are extremely well resourced and each room contains a piano/keyboard, drum kit, amps and guitars etc.



In Years 7-9, students receive one lesson per week. Music is also offered at GCSE, and A level; currently following the specification offered by OCR. We also occasionally run A Level Music Technology.

We provide a wide range of ensemble activities, including Orchestra, Big Band, Little Big Band, Junior and Senior choirs, and various other vocal and instrumental groups. We hold two major concerts each year at Christmas and Easter, but students have many other opportunities to perform at events throughout the year, and also often organise themselves into groups – we are a busy department!

The Big Band and musicians have travelled to New York, Hong Kong, Paris, Lisbon and The Netherlands where they have performed to appreciative audiences. They are also frequently asked to perform for local events and fund raising concerts in local churches.

Visiting teachers provide instrumental tuition covering all orchestral instruments, as well as voice, drums, piano and guitar. These lessons are taught weekly and a termly fee payable.

## Modern Foreign Languages

We believe that communicating with someone from another country in their *own* language is such a valuable skill to hold, and can make for some of life's most interesting experiences! Our aim is to equip our students with the skills to become successful and confident in a modern foreign language, be it for holidays, work or academic study. Learning a language opens our minds to different cultures and opens the door to a wealth of opportunities beyond the classroom. At Okehampton College, we offer students the experience of 2 Modern Foreign Languages: French and German.

KS3: Students in Yr7 study French for 2 hours a week, and German for 1 hour a week. As the study of a Modern Foreign Language is compulsory at KS3, students will then opt, at the end of Yr7, to continue with either French or German for Yr8 and Yr9. Should students wish to continue the study of both languages in Yr8 and Yr9, this is also an option. Unlike other establishments, we do not advocate the teaching of a particular, compulsory language to one particular year group or population. We feel strongly that students should be treated as individuals, and wherever possible be given the choice and breadth in their language learning experience.

KS4: Students make their GCSE option choices at the end of Yr9. They can opt to continue their study of French or German and complete a full GCSE, or, they can opt to study both French and German and complete 2 full GCSEs in a Modern Foreign Language.

KS5: Students make their A-Level option choice in Yr11. Where numbers allow, students can opt to continue their study of French or German and complete a full A-Level, or to study both Languages to complete 2 full A-Levels. We are also able to enter students with the knowledge of other languages for GCSE / A-Level examinations. Recent examples include: Polish, Russian, Dutch, Spanish, Portuguese and Italian.

Our students benefit from many extra-curricular activities, and cultural input, with examples ranging from the Yr7 French Play, to the Yr9 Language Leaders qualification, or the French exchange. Students in KS3 have the opportunity to take part in visits to France and Germany during Enrichment Week. We are proud to not only hold the International School Award from the British Council, but to also be awarded the status of Best Practice School. This means that our students benefit from small projects and initiatives organised with our partner schools internationally. We are also keen to show our students how Languages could relate to their future career choices through guest speakers such as Alumni members, Erasmus visitors, or even GCHQ!

## **Physical Education**



We offer two lessons a week in Years 7 to 11 with the opportunity to study GCSE PE and BTEC Sport in Years 10 and 11 and BTEC Sport in Years 12 and 13.

We have excellent facilities with a full astro turf pitch, four flood lit tennis courts, extensive playing fields, a gym and use of 2 sports halls. The town's leisure Centre is attached to our campus enabling us use of their sports hall.

Students have the opportunity to engage in a wide range of physical activities including all of the major games, trampolining, dance, aerobics, athletics, fitness, tennis, volleyball, orienteering and badminton



Students are also given the opportunity to sign up for leadership roles to support sports festivals and competitions with the Primary schools.

Lunchtimes and after College see many different activities being coached and played, and provides many opportunities for competition with an extensive fixtures and inter house programme. Extra-Curricular clubs are at no cost, and students are welcome to turn up on a week to week basis. The club timetable is changed on a termly basis, but throughout the year will include Football, Netball, Hockey, Rounder's, Trampolining, Gymnastics, Rugby, Dodgeball, Badminton, Basketball, Athletics and Fitness.

Students are expected to bring their PE kit for all PE lessons (even if they have a note to explain why they are unable to practically participate). This is because students will be involved in the lesson in some capacity whether that is coaching, umpiring or taking part in a way they are safely able to.

PE kit includes the Navy blue college T-shirt, black shorts/track suit bottoms or leggings (no patterns or excessive colour); Trainers; the navy and gold Rugby shirt and White ankle, trainer, or long navy socks. The Navy Okehampton College Hooded sweatshirt is optional. A gum shield and shin pads will be required for Hockey. Rugby lessons will require studded footwear and a gum shield. Football lessons will require shin pads. These sports will be undertaken for all groups at some point during Key stage 3 (years 7-9).

## **Computer Science and Business Studies**

Prepare pupils for success in a digital world of Computing and Business.

The Computing and Business Faculty has a strong, enthusiastic, innovative team of teachers who aim to engage all pupils in learning the importance of Computing and ICT skills today and for their future. We cover Digital Literacy and Computer Science so that pupils can experience the breadth of Computing and ICT. We believe all pupils should be challenged to reach their potential.

### **Key Stage 3**

We aim to develop the skills that pupils have learnt in their primary education, engaging pupils and providing a rounded and exciting education. Pupils cover the following topics:

- Internet Safety - Learning about the risks of Digital Communication, keeping safe and the dangers of the misuse of technology.
- Computer Science through game creation - Pupils are challenged to use their logical mind and write a computer program.
- The risks of Digital Communication - Extending the learning of keeping safe in the Digital World.
- Animation - Using their creative minds to communicate messages through animation.
- Multimedia - Opportunities to be creative with video, podcasting and website design.
- Information Technology - Learning about the hardware and software behind the latest technologies, and how they impact on our lives.
- Computer modeling - Using a range of models to make predications and find solutions.

### **Year 10 and 11**

- Students have the option of undertaking the OCR iMedia at Level 2. This is a practically assessed qualification with a written exam to be taken at the end of the course.
- A more academic approach is available through GCSE OCR Computer Science. This is regarded as the 4<sup>th</sup> science in the curriculum and is included in the English Baccalaureate suite of subjects.

We offer a BTEC Business Studies course which explores a wide variety of differing business concepts. The course is based upon 3 units. Component 1 Exploring Business Enterprise (coursework). You will examine the characteristics of enterprises. Explore how market research helps enterprises to meet customer needs and understand competitor behaviour. Investigate the factors that contribute to the success of an enterprise. Component 2 (coursework) Planning for and Pitching an Enterprise Activity. Component 3 (exam) Promotion and Finance for Enterprise.

### **Post-16**

- Students have the opportunity to undertake BTEC Business at level 3.
- Also on offer is the Cambridge Technicals in ICT at level 3. This is a practically assessed course which requires students to complete a total of 5 modules relating to a wide range of ICT tasks.
- In addition to these courses is the OCR A Level in Computer Science. This is an extension for the GCSE Computer Science candidates where they can extend their existing knowledge and understanding into an A Level preparing them for degree courses in computing, computer engineering or programming.

## **A-Level Psychology**

### **The Course**

Psychology is the academic study of human mind and behaviour. Psychological research and theory seeks to offer explanations for how human beings think, feel and behave in a variety of contexts. The AQA syllabus is delivered where a range of fascinating modules will be taught. These modules include social influence, attachment, research methods, psychopathology, forensic psychology, schizophrenia, biopsychology and relationships. A-Level Psychology will involve two years of teaching with three examinations taken at the end of the course. Examinations will be a mixture of multiple choice questions, short answer questions and essay questions. Psychology allows students to develop a range of skills and qualities that are transferable to a variety of careers including teaching, management, sport, social work and careers in healthcare.

## **Enterprise Education**

Enterprise Education provides opportunities for students to develop their ability to handle and respond positively to change and work in a team. It helps develop their creativity, ability to manage finance and improve their business and economic understanding.

It is provided through a programme of enterprise content during Extended Learning Days. These are:

Year 7 – The Nat West Challenge – student using teamwork and creativity to produce a tender for catering at a major event.

Year 9 – BP Challenge – students buy and sell oil to make a profit, by learning to take responsible risk.

All tutor groups are also challenged to make as much money as possible from a £20 'start up' loan in the run up to Christmas. They will need to repay their loan with interest and a sustainability tax, but the profits are theirs to share amongst themselves!

## **Key Stage 4 OCR Cambridge National Certificate in Health and Social Care**

Health and Social Care is increasingly becoming popular as a KS4 subject. As populations grow and increasing numbers of people require help and support to live their daily lives Social Care has become a growth area of employment. With improvements to medicine, health has changed considerably and this sector too is set to grow in the coming years with many new and interesting jobs becoming available.

As a subject which deals with 'people' Health and Social Care is also relevant to any individual working within the emergency services as the core 'Communicating and working with individuals' unit has relevance to many employment roles.

For individuals who are interested in working in Health and Social Care settings this qualification provides learners with sound specialist knowledge and skills. The 'hands on' style of the course will suit many learners who enjoy a more practical way of learning and developing.

The course is comprised of four modules. One assessed externally through an exam and the remaining three through internally assessed tasks. Two modules are mandatory and two optional units have been selected by our centre for study, these are listed in the table below.

The external exam is taken in January, providing students with the opportunity to focus on the many other exams they will be required to take in the summer exam period. This early entry is particularly useful for individuals with additional needs and we can really focus on exam skills and revision techniques.

Unit reference	Unit title	Optional or Mandatory
RO21	Essential values of care for use with individuals in care settings.	MANDATORY EXTERNAL EXAM
RO22	Communicating and working with individuals in health, social care and early years settings.	MANDATORY
RO23	Understanding body systems and disorders (Complementary to the GCSE Science syllabus allowing for consolidation of learning)	OPTION
RO27	Creative activities to support individuals in health, social care and early years settings.	OPTION

Any queries about the content of this course contact Julie Luckhurst – [jluckhurst@okehamptoncollege.devon.sch.uk](mailto:jluckhurst@okehamptoncollege.devon.sch.uk)

# **Learning Support Faculty**

## **An Introduction to the Learning Support Faculty:**



The Learning Support Faculty provides support for students who have needs or disabilities that affect their inclusion in mainstream education.

Our faculty consists of: one Special Needs Teacher, three Literacy Tutors, one Numeracy Teaching Assistant, a Team Leader for the Teaching Assistants, a further twelve teaching assistants supporting students in class and delivering interventions and the Special Educational Needs and Disabilities Coordinator (SENDCO), Karen Moore.

## **Our Achievements:**

We are very proud of our students' achievements, both on a personal and social level, and academically. Our students achieve well at Key Stage 4 with statemented/EHCP students, as a group, doing particularly well, often exceeding their predicted grades.

What OFSTED (2014) have to say about us:

**'Students who are disabled, have special educational needs or who qualify for additional government funding, all make excellent progress, with many attaining high grades in GCSE and A Level courses.'**

**'Students who are disabled or who have special educational needs make excellent progress because of the high quality support they receive from additional staff.'**

## **A Whole School Approach to Supporting Students with Special Education Needs:**

The Learning Support Faculty plays a very important role in the whole school. 12% of students at Okehampton College have a recognised additional need. This figure includes students who range from those who are gifted and talented high achievers to those who are not independent readers or writers. The needs we support in this college include students with a specific learning difficulty (such as dyslexia or dyspraxia), students with additional needs in the Sixth Form, students with physical, auditory and visual needs, those with recognised learning needs which affect the way they process or retain information and those with mental health and communication difficulties.

We believe very much in an inclusive education for all students. For the majority of time students will be supported in mainstream classrooms. Different faculties operate different systems with regards to setting pupils by academic attainment. Some set after Christmas of Year 7, whereas some teach mixed ability all the way through the school. This is down to the learning needs within each faculty area. It is very beneficial for students to mix with a wide range of students and be part of mixed ability classes for their self-esteem and for their social skills. Okehampton College students are more than used to seeing our Teaching Assistants in their classes, supporting the learning of individual students and the whole class, as appropriate.

Whole staff training and information is very important within a secondary school. We provide class teachers with a range of information on different needs, not only how to recognise and support those needs, but also what it is like for a student with those needs. This training is not limited to 'training days' and includes working closely with teachers in their class rooms during term time.

## **Support Offered by the Learning Support Faculty:**

We have a staff of highly trained Teaching Assistants in Learning Support. We have experience of a very wide range of difficulties and we feel that we are particularly experienced in supporting students with Autism and Dyslexia.

We tailor all support to meet the needs of the individual student. We judge their need on a variety of different aspects including: End of Key Stage 2 SATs scores, Cognitive Ability Tests completed at the beginning of Year 7, the results of reading and spelling tests conducted by our Literacy Tutor, in the Autumn and Summer term for Years 7, 8 and 9 and conversations with parents/the student and information/data received from the primary schools.

Having said this, no support is set in stone and we constantly monitor progress and adjust support accordingly. For EHCP students we pride ourselves in not just putting in the support of the recommended hours as required by the individual student's EHCP, but in many cases by going beyond this with either additional TA support, or by small class, group, paired or individual teaching as we feel appropriate.

The support that your child needs will be regularly evaluated by the Learning Support Faculty. Currently the range of support we offer includes:

- Small SEN English groups taught by specialist SEN teachers for students who are particularly weak in Literacy
- Extra English (timetabled against mainstream French) to support students who are particularly weak in literacy. These lessons usually have a ratio of less than 1:10 and are used to pre-teach cross curricular literacy.
- Small SEN Maths groups and a dedicated Numeracy Teaching Assistant working in the Maths Faculty.
- IDL computer programme (Indirect Dyslexia Learning) which has had great success supporting students who have difficulties with reading, writing, spelling and speech and language issues and supports people up to degree level.
- After school intervention targeted at those students working below age related expectations to help them improve their GCSE capabilities..
- Social Skills group to support students who have difficulties with language and communication.
- Lunch time and break time 'Duty TA Staff' (both indoors and outside) supporting pupils accessing the canteen, toilets and facilitation of cooperative social intervention/play.
- Buddy system for reading and for social skills. We buddy up some students with an appropriate older student to give them support and encouragement from a peer. Quite often the buddies we use are students who have had difficulties in the past themselves and who can therefore empathise with the student. This system is known as 'Paired Reading'.
- Close teaching assistant support for students with Autism who find coping with school more demanding at times.
- Draw and Talk which supports students who are emotionally vulnerable and students with Autism who benefit from Social Stories.
- Breakfast Club. Open to all students in the canteen from 8am - 8:30. Students are able to buy breakfast and one member of the learning support staff are on hand to help with homework or with any problems or worries that students have, before the start of school, Monday - Friday.
- Break time Club. A social club indoors where students can eat and socialise in a staffed environment.
- Homework Club – daily during tutor time staffed by members of the Learning Support Faculty.
- Homework After School Club - Tuesdays and Thursdays 3.30 – 4.30 p.m. staffed by members of the Learning Support Faculty, to support pupils with issues around Home Learning.
- Crafty Capers – daily indoor craft club supported by Learning Support TA's at break time.

In addition to this we have support through Community Lynx which includes services such as a Parent Support Worker. We also use Tor Support Services who offer counselling for young people.

Our SEN groups are not 'sink groups' and the behavioural expectations are as high as those of a mainstream teacher. Indeed, it might be said that because of the higher staff to student ratio there is even less opportunity for poor behaviour in these groups! Students are selected for the SEN groups purely on their academic and learning need and never just based on their behaviour.

For our EHCP students we use a 'student centred review' approach for our annual reviews, which places more emphasis on the student's needs and ensures they are at the centre of conversations about their progress rather than on the periphery being talked about rather than to. All students with SEND have a 'key worker'. Plans for these students are reviewed termly with their key worker, and shared with parents/carers. These plans are known as IP's (Individual Plans) and they form part of the 'Graduated Approach' to SEND.

We support students with English as an Additional Language through a range of strategies depending on the needs of that student. We use IDL to help develop their literacy skills. We also assess our English as an Additional Language students regularly to check on their progress with English.

We liaise regularly with external agencies in the support of all of our students where necessary, including students who are Children in Care and those who need specialist support from one of the Devon advisory services.

Our Educational Psychologists are Sam Houlson and Amanda Tyler. We can refer students to them for assessment if we are concerned that they may have a barrier to learning that we are not aware of. They also advise us how best to support students with different needs and learning styles.

### **Transition from Primary to Secondary School**

We place great importance in the transition between Primary and Secondary School. Transition for all students includes a taster day. We also appreciate that some students will need more support and therefore we can offer a flexible package for more anxious or socially vulnerable students. This includes coming for extra visits with TAs or their friends, meetings between the parents/carers and young persons and the SENDCO and joining in with some current Year 7 classes to get a 'taste' of College life. We also go into Primary schools to meet students during Year 5 and 6 and may attend school based TAF (Team Around the Family) meetings.

Once at college our transition support does not stop. We support Year 7 SEND students very closely during the first two terms at college. We observe students in lessons and support staff in delivering their curriculum to students with SEND. We monitor students as they move from year group to year group and across Key Stages 3, 4, and 5 - we understand that many of our SEND students struggle with changes and are here to help them with this.

Members of the Learning Support Faculty liaise regularly with SENDCOs from local primary schools, reviewing and discussing students' needs.

*I hope that this brief overview of how we might help your child should they come to our school is helpful. Obviously we cannot cover everything here so please feel free to get in touch with us for more information and to discuss your child's needs in detail.*

**We welcome and encourage parents to contact us for information or to make us aware of any problems or issues as soon as possible. It is important that we work as a team to ensure students thrive and achieve at secondary school. Please get in contact if you feel there is anything we need to know or if there is anything we can help with.**

**Miss Karen Moore**  
**SENDCO & Head of Learning Support**  
**01837 650910**  
[kmoore@okehamptoncollege.devon.sch.uk](mailto:kmoore@okehamptoncollege.devon.sch.uk)

## Child Protection and Safeguarding at Okehampton College

The Child Protection Officers, who work within the Faculty of Inclusion and Safeguarding at Okehampton College are:

**Mrs Jane Lake**  
**Mrs C Edwards (Director of Inclusion and Safeguarding)**  
**Mrs Kelly Hoggins**  
**Mr Caleb Stevens**

**Child Protection and our Safeguarding Team also include:**

**Mrs Nichola Offer – Mr Lee Easton – Mrs Sue Simmons**  
**Mrs Jo Teixeira – Mr Sean Freeman – Mrs Tine Casbolt – Mrs Dawn Weir**

They can be contacted via the main school switchboard or on the direct line number: **(01837) 650914**

*“Safeguarding and promoting the welfare of children is **everyone’s** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children...If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action”. (Keeping Children Safe in Education, statutory guidance)*

We consider the safety and wellbeing of students in our care to be paramount. We are robust in our screening and checking of new staff, all staff are identified by the blue college lanyards and photo id that they wear. All visitors to the college site (including parents) are required to report to main reception. They will then be met and accompanied by a member of staff.

All students have assemblies and training around keeping themselves safe, both from Child Protection Officers and through their programme of PSHE.

We have a duty to follow up any concerns raised in regard to the safety and wellbeing of our students. We work within the framework of the Keeping Children Safe in Education statutory guidance and work with Children’s Social Care and liaise with the Police and other agencies where appropriate. The aim of any service, be it school, Police or Social Care, is to support families to achieve a successful environment for children to thrive.

We will always listen to a child and then take action where appropriate. We believe in confidentiality not secrecy. We also work closely with families to support students consistently as a team. We can also recommend support and information for parents around common teenage issues.

For further information about Safeguarding please see our Safeguarding Policy which is published on our website and is reviewed annually. Our governor with special interest for Child Protection is Mrs Jane Lake.

If you have any concerns or queries please contact a member of the Child Protection Team.

## Post-16 Education

Students staying on at College after GCSEs have a wide range of choices (see **curriculum paths**) following either a subject based course of either A-Levels and/or BTEC Nationals in Years 12 and 13, or a vocational based course for one or two years.

Each Post 16 student has a personal tutor who monitors progress and offers support and guidance in making those crucial decisions for the future. Post-16 education is very different; students are expected to take far more responsibility for their learning. Teaching styles are different - more like university seminars.

BTEC National courses are offered in a range of subjects and these offer an alternative to A-Level courses in that they are more coursework based! They are worth the same as A-Levels.

Post-16 has a Senior Student Team led by a Head Boy and Head Girl to represent the college, help drive Post-16 forward and to promote its achievements. In addition they coordinate fund raising events for chosen activities. All students are expected to contribute to College life as well, volunteering to help with younger students in all sorts of ways in different subject areas.

The Post-16 Wardhaves Campus is our new building which contains its own café, common room, study rooms and classrooms.

### Student Perspectives

*"Fewer subjects are studied, there are fewer people in each class and a less formal relationship with staff develops".*

*"A much higher level of maturity is expected of students, and we are given more freedom and expected to respond to this freedom responsibly."*

### Post-16 Ethos

Okehampton College Post-16 aims to offer a wide range of courses while retaining close-knit pastoral care. Students are encouraged to undertake a variety of different extra-curricular activities alongside their academic studies. This includes Work Experience, Volunteering and Extended Learning Days through which the PHSE programme is delivered.

## Learning Resources Centre



Our library houses an extensive range of books and magazines to cater for all year groups. It is organised in sections which cover fiction for all abilities, ranging from simple and quick reads to our red and gold star sections for older and more accomplished readers. For our dyslexic students we also stock a good selection of Barrington Stoke novels and plenty of Graphic novels which sometimes appeal to readers who find processing more complex plots difficult. We also house an emerging poetry wheel and a quick fiction spinner full of the Horrible Histories and Murderous Maths series as well as other quick non-fiction titles.

A new sixth form and staff shelf is now available and more competent younger readers may borrow from this shelf with parents' permission. We are also adding to our general teen fiction regularly and hope to stock all the current trends throughout the year to keep students coming back for more. Our red and gold star books are targeted for the fourteen plus age range because they deal with more adult themes and unless a parent or guardian has signed a consent form only fourteen plus readers can borrow these books.

Suggestions by students for new reads are always welcome and we regularly update our stock with a turnover of new material at least three times a year. We also have a silent study room with access to five computers if students wish to catch up on some homework, there is access to a photocopier.

The Learning Resources Centre is open and staffed throughout the week including being open at break and lunchtimes and after school until 4.30 pm most afternoons. We have invested in the Eclipse.net library software which enables students to search for books in our on line catalogue and reserve books whilst at home. They can also see at a glance what books they have out and when they are due to be returned. Book reviews and book recommendations are also part of the site along with linked websites and resources for a complete research facility. We hope this interactive software will encourage more students to access the library and become part of a whole new reading experience.

Presently, students are allowed to borrow up to three books for a maximum of three weeks, at which time the books need to be returned promptly to allow other students to access the wealth of books we have on offer. If books are overdue an email is sent as well as regular tutor notes to encourage the safe and speedy return of the overdue book. Accidents do happen and if a book has been damaged please encourage your child to return the book so as not to impede their borrowing in the future. Likewise, if a book has been lost please alert us as soon as possible. Books that have been lost can either be replaced by yourselves or please ring for a replacement quote. We hope your child will spend many happy hours in our school library.

## Curriculum Enrichment

### **After College Activities Programme - Transport**

The College is keen to encourage as many students as possible to take part in the wide range of after College activities available on Tuesday, Wednesday and Thursday afternoons after school every week. In support of this aim, the College provides late buses on Tuesdays and Wednesdays **but not Thursdays** which cover the majority of our catchment area in their routes to ensure students can get home safely. Buses leave College at approximately 5.10 pm. Students wishing to use a late bus need to request a late bus pass from the member of staff running the after College activity and hand it to the member of the College's Senior Leadership Team on late bus duty when boarding.

## Enrichment Week

For one week in July, the College collapses the regular timetable to provide students in Years 7, 8 and 9 a week of exciting enrichment activities. The offer ranges from foreign residential trips to College based activities and caters for all tastes, interests and budgets.

Enrichment Week enables students to challenge themselves, learn new skills, develop socially and make new and lasting friendships. It is one of those events that is remembered with affection by former students many years after they have left College.



Activities offered in July 2019 included: Active Out & About, Animal Antics, Chills & Thrills, Jolly Paris, Germany, Jersey, Watersports in the Med, Outdoor Adventure, Days Out In Devon, Crafty Cooks and many, many more. However, we are expecting new activities for July 2020 along with some old favourites.

## Duke of Edinburgh's Award Scheme



The Duke of Edinburgh's Award is offered to students in Year 9 and above. They follow a programme encompassing volunteering, physical recreation, skills and an expedition. We currently run the Bronze award here in the college with students undertaking 3 months of each of the above sections and a 2 day 1 night self-sufficient expedition. Within the expedition, training students complete an additional practice expedition and day training events.

Full details from Mr M Bailey & Miss N Wilcock. Please see [www.DofE.org](http://www.DofE.org) for more information about the award.

## Celebrating Achievement

### Key Stage 4 Graduation

Students in Year 11 have the opportunity to attend the Graduation Celebration Evening and the Year 11 Ball at the end of the academic year in June. They graduate by making a positive contribution to the College Community

A similar graduation happens in Year 10 where students get to experience the Graduation but are rewarded with a Cream Tea social instead.

### The Year 11 Ball

The Year 11 Ball is not linked to graduation but invitation is not automatically granted to all students. Behaviour and attendance throughout the year will be taken into consideration and students will be informed at regular intervals if we are concerned about their invitation, this will be formalised by a warning letter at Christmas and again at Easter with final invitations being sent out during the first half of the Summer Term.

### Awards Evenings

Once a year we hold an awards evening for those students who have shone in a wide variety of ways. Citations are made by teachers who have worked closely with the students and it provides an opportunity to invite back students who have left for Higher Education or those who have taken up careers.

We have a similar event for those students who have excelled in Key Stage 3.

## Careers Education and Guidance

The future success of our students is important to us, as a fully inclusive Secondary College. **'We want every student, no matter what their background to be able to build a rewarding career.'** (Dfe- Careers Strategy: making the most of everyone's skills and talents – December 2017)

Through our Integrated Careers programme, we seek to give young people the academic and soft workplace skills to get on in life. Careers education will seek to challenge the thinking of our students and aim to support students to look beyond their immediate environments to new and exciting possibilities within the changing world of work.

As a country, we are currently in a period of dramatic change in the workplace where technology; changing work patterns, reduced job security and innovation mean we are seeking to prepare our students for jobs which do not yet exist, and for a work landscape very different to the world of work now.

To do this, we need to develop each student's individual responsibility for their personal career journey. As a College, we will seek to deliver a range of career interventions, experiences and opportunities to engage our students with the world of work and employers. We will aim to inspire and illustrate that career success is shaped by individual choices and individual motivation. Support and guidance through the complex multiple choices and options will be available through careers educators and through independent individual careers guidance provided by Becky Harvey Independent Careers.

The path to many traditional careers has tended to be through one route and we must now recognize there are multiple career paths which could lead to the same job or role. Whether students follow the traditional A Level academic pathway; a vocational route; or look to earn and learn through Apprenticeships students must take ownership of their own futures and ultimately their own success. Our integrated careers programme will challenge students to:

- Understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go.
- Be inspired about new opportunities they might not have known about (or that might not yet exist), or thought they could not achieve.
- Understand their own knowledge and skills and how they can be used in the workplace.
- Through our Alumni programme we will aim to use successful past students to talk about their career journeys and how they have achieved their career goals since leaving Okehampton College.

Careers education is a statutory part of the school curriculum for all students in Year 8 and above. At Okehampton College, we recognise the importance of developing the whole student and thus we provide designated career lessons from Year 7 right through to Year 11. In addition to these sessions students in Key Stage 3 receive two enterprise lessons each year to develop their creative and business skills.

For students in Years 12 and 13 faculties take the lead in supporting applications to Russell Group Universities and other leading institutions. Options are personalised to raise aspirations and we support students to actively manage their careers as they strive for excellence.

For our less academic Post-16 students we offer a range of vocational programmes which include employability sessions and support to apply for apprenticeships and full-time employment. Provision is personalised to ensure students develop their independence and confidence.

### **Partnerships with professionals**

Okehampton College is currently involved with the Careers and Enterprise company who are providing challenge and support to improve and develop links between the College and local businesses. In the coming year there are number of projects which will target careers opportunities in Year 9 and year 12. Other initiatives will support target groups across the College as we continue to tap into the expertise and knowledge of external career professionals.

## **Integrated Careers Programme**

To ensure we inspire and challenge our students to achieve their potential, we operate an integrated careers programme working closely with Becky Harvey Independent Careers, local businesses and a range of other Colleges and professional bodies.

As part of our partnerships, we are actively looking to create more career interventions. Career interventions are specifically targeted opportunities where key groups are exposed to targeted career experiences. In Year 10, Health and Social Care students visit the 'Proud to Care' event in Okehampton; in Year 12 Business students are involved with an enterprise project focusing on food.

For students in Years 10 and 11 we now provide a Careers Fair which allows us to showcase the talent of our students locally and for local employers to recruit, engage and inspire future workers. The event also challenges and encourages individuals to consider all their career options and the steps they need to take to achieve their goals.

Opportunities to visit universities participate in competitions and undertake 'taster' sessions in business are actively sought for our students: as we seek to challenge all to achieve their potential. In Post-16, we are now regularly taking groups of students for 'taster' sessions with Cambridge University as we strive to support student applications to the top Russell Group Universities.

The Sutton Trust provide other opportunities for students particularly from more vulnerable backgrounds to experience 'taster days and courses' at universities. Students who may be first in family to access Higher Education are actively targeted to participate in these activities.

Students in Years 11 receive targeted one to one support from Becky Harvey, who provides impartial career guidance on courses, apprenticeships and training programmes. Students who require additional support may be allocated additional sessions and guidance. Career guidance sessions are invaluable opportunities where students can ask questions and engage in shaping their own futures.

## **Supporting Students**

Advice help and support for students and parents is available at every stage of a student's College career in order to maximise achievement and success in whichever field or area a student may choose.

For parents, we offer a range of career surgeries to help parents support their children in making positive informed career choices. For students who are identified with SEND needs or students in authority care systems we allocate additional staff to ask key questions and to challenge individuals to achieve success.

The College prides itself on its strong pastoral support system, based upon vertical tutor groups. A House system operates whereby students are placed in one of five Houses on entry to College. Each House is overseen by a Student Progress Leader who works closely with form tutors to ensure pastoral and curriculum matters are addressed quickly. Vertical tutor groups see students from Years 7, 8 & 9 and Years 10 & 11. Interaction between the ages provides peer to peer support for students and opportunity to talk informally about next steps and career choices.

## **Support for Parents**

Careers support is available for parents with students in KS4 at parent's evenings. This is provided by Becky Harvey from Becky Harvey Independent Careers or from Julie Luckhurst our careers educator who can signpost students to resources. Additionally, one parental workshop is provided each year to support parents with the Work Experience process and the use of Veryan; and a further workshop focusing on the use of Career Pilot which has a 'Parents Zone' guide is also organised to guide and support career development.

**Careers Education** – Scheme of work linked to Career Development Institute framework KS3/4

**Lessons all link to three key areas;**

Developing yourself, through careers, employability and enterprise education

Learning about careers and the world of work

Developing your career management and employability skills.

Year Group	Autumn Term	Spring Term	Summer Term
7	Getting involved in College life	Weird and wonderful jobs – beyond your experience.	What is employability? R2I = R2w
Year 8	My job didn't exist technology and work	STEM Careers – career growth using LMI	Languages – career growth using LMI
Year 9	Asking the right questions - Options	What are my skills? How they match to specific careers. <b>Extended learning day</b> Social Media and employability	Personal branding What employers can find out about me!
Year 10	Networking – Using contacts to secure work experience <b>Extended learning day</b> Letters of application CV's	What Employers want- Apprenticeships	University v Apprenticeships Or Employability R2I= R2w
Year 11	Informed choices – Researching careers courses	Lower sets will receive 3 careers lesson in the year. Lessons differentiated to academic/vocational choices. Lesson 2 – Applications and open days. Am I prepared? Or UCCAS PROGRESS Lesson 3 – Preparation and updating CV's	

Careers Educator contact [jluckhurst@okehamptoncollege.devon.sch.uk](mailto:jluckhurst@okehamptoncollege.devon.sch.uk) or via College switchboard 01837 650910

Career Lead Mr Neil Sproats [nsproats@okehamptoncollege.devon.sch.uk](mailto:nsproats@okehamptoncollege.devon.sch.uk) or via College switchboard, select Post 16, option 3

**Career pilot hyperlink**

Career pilot is a designated careers website and is supported by the National Career Service. The site is used extensively in lessons and parent and students can access its resources directly via this link.

## **Administration of Medicines Information**

In accordance with the College's Administration of Medicines Policy, all parents/carers are required to follow the procedure highlighted below if their child requires prescribed or non-prescribed medicine to be administered by College staff during the school day. Your full co-operation with these requirements is essential if the College is able to ensure the health and safety of your child whilst they are in our care.

1. Contact should be made with the College First Aid Team or Curriculum Support Team to obtain the "Parental Agreement Form" for the administration of medicines. This form needs to be completed and returned to College prior to any medicines being brought into College.
2. Prescribed medicines brought into College can only be accepted if they are in their original packaging with the pharmacist's label clearly stating the child's name and the required dosage.
3. If your child requires long term care, a Health Care Plan should be drawn up, with the College First Aid Team, which clearly states what medicines and care are required and the period of time the plan covers.
4. If your child needs to carry their own prescribed or non-prescribed medicines to self-administer (e.g. Ventolin inhaler, paracetamol, antihistamine etc.) parents/carers must inform the College First Aid Team, by completing the "Parental Agreement Form", of any medication their child is taking.
5. Please ensure that you inform the College First Aid Team in writing of any change to your child's medical condition or needs.

The College has a limited store of non-prescribed medicines for students i.e. paracetamol, in the First Aid medicines cabinet and are happy to store non-prescribed medicines provided by parents as long as they are supplied in the original packaging and clearly labelled with the child's name. The College's First Aid Team are not responsible for administering non-prescribed medicines but will monitor student's self-administering if medicines are stored in the First Aid cabinet. The College require parents/carers to complete the "Parental Agreement Form" in respect of non-prescribed to allow students to self-administer.

## **Student Health**

The College employs two First Aiders who provide support to students who are injured or taken ill during the College day.

The College also receives regular visits from Health Authority school nurses who provide a confidential service to students and their families. Health Authority staff will support with issues such as relationships, family and friendship difficulties and bereavement.

Through our partnership connections with Community Links, College students are also able to access counselling support with Tor Support Services. Counselling support is usually agreed through our College Student Progress Leaders, College Child Protection Officers or Inclusion Staff from the Mill Leat Centre.

**Year 8** - The HPV Vaccine for some types of cervical cancer will be offered.



**Year 10** - The Tetanus, Polio & Diphtheria & Meningitis C vaccines are offered to all students in Year 10.

If immunisations are not completed within College, parents are advised to contact their GP and make alternative arrangements.

## **Education Welfare Officer**

We have an Education Welfare Officer based on site, part-time, whose job it is to liaise with parents and students about a range of matters including attendance, counselling, support, encouragement and transport.

Where necessary the Education Welfare Officer will liaise with other support agencies and work with families to enable children to benefit fully from their education through regular College attendance. It is expected that students attend College every day and in the event of illness parents should inform the College every day of absence.

## **Students with Special Educational Needs and Disabilities**

All students are entitled to a broad and balanced curriculum. We seek to assist all students by taking into account their intellectual, behavioural, emotional and physical needs.

The College aims to integrate students with Special Educational Needs and Disabilities into both the academic and the social life of the College to enable each student to reach his or her full potential.

Our aim is to ensure that all students enjoy their College life and develop positive attitudes to all aspects of education.

Please ask for our information booklet 'A Parent's Guide to Learning Support', for further guidance.

We have due regard and diligence to the Equality Act and are fully committed to providing educational provision for all.

# **High Achievers and Talented (HAT) students**

## **1. Principles**

The College is dedicated to providing an outstanding learning environment where all individuals thrive. This policy explains how we identify our high achievers and talented students in order to nurture and develop such individuals in a personalised way.

We define **High Achievers** as “individuals who have the ability and or potential to excel academically in one or more subjects. We define **Talented** students as “those who have the ability to excel in practical skills such as sport and artistic performance”.

## **2. Identification**

Students are identified as High Achievers using a variety of the following sources:

- CATs score (Mean score of 120 or above).
- A target level of, or currently attaining, 6 or more level 7 grades at KS4.

Students are identified as Talented using individualised subject area criteria and staff recommendation.

Other sources for identification include information from primary schools, parental information, assessment data and staff information.

Information about High Achieving and Talented criteria is made known to students, parents and staff on the progress report and SIMs.

## **3 Curriculum Provision**

The needs of High Achievers and Talented students are met as part of standard differentiated classroom provision. This may include:

- Encouragement of higher order thinking skills.
- Challenging learning situations where resilience is encouraged following failure.
- Exploring unusual topics.
- Use of more demanding material.
- Encouragement of independent learning.
- Targeted questioning.
- Encouragement of creative and imaginative thinking.

## **4 Enrichment provision beyond the curriculum**

The Okehampton College **Enrichment Calendar** contains:

- Faculty specific trips and additional qualification opportunities.
- Workshop days
- Extracurricular clubs
- Guest speakers
- Open days
- University trips and application support

## **College Life**

### **The Canteen**

Day to day life at Okehampton College is busy. The College has a large campus that requires plenty of walking in the course of the day. In order for students to refuel, the Canteen is open at both break and lunch time, providing a selection of hot and cold food. We also serve food at the Octagon Theatre service hatch. The Canteen is keen to promote healthy eating which is reflected in the type of food available. The Canteen also opens before College in order to provide a breakfast club for students.

All students need to manage their money and can do this by adding up what they are buying and checking their account on the Reval Machine situated at the bottom of the dining room. This machine does not accept cash, but money can be added to students' accounts using the School Gateway App. If you do not have access to the internet, you can request a voucher from the Curriculum Support Office, which can then be topped up at any local Pay Point facility.

Free School Meal and Pupil Premium students have a £1.00 allowance for breakfast, which is available until 8.45 am only. Any balance is then removed from the account and the Free School Meal Allowance entitlement is then added. The Free School Meal Allowance can be spent over break and lunch time service, but if you spend it all at break, there will not be any left over for lunchtime. If either the Free School Meal or the Pupil Premium allowance is not used it is removed at the end of the day. (Please note, no allowance is carried over to the next day).

If your child goes into minus on their account, the Free School Meal and Pupil Premium will not upload for the following day

Tutor rooms are open at both break and lunch times but students are requested not to eat in science laboratories.

### **Year 11 Service Area**

This service area is for Year 11 students only. Situated across the courtyard from reception it is open at break and lunchtimes and will provide a choice of food and drinks.

### **Café Six – situated at the new Wardhayes Campus**

The café is for Post-16 use only and is open from 8.30 am – 2.30 pm daily (Cooking stops at 2.15 pm). There is a variety of hot and cold food available, some of which can be made to order. Staff are happy to cater for all dietary needs, please feel free to talk to them.

### **Cashless System**

At the beginning of the school year, each student will be registered for on-line payments to enable them to access the canteen and the payment system for events and activities. There is a £5 daily spend limit. If you wish your child to have a greater allowance per day please send a request in writing to Mrs J McAnelly – Canteen Manager.

## **College Student Council**

Okehampton College has recently changed its system of Student Councils to ensure representation for all Year groups.

There are now two Student Councils; one for Key Stage 3, including students from Years 7, 8 and 9, and one for Key Stage 4, representing Years 10 and 11.

The Councils meet monthly to discuss issues that have been raised by the student body. We have discussed changes to the College's canteen and menus, improvements in student toilets and we have achieved real improvements for those students waiting for buses when it is wet.

The Student Council has given feedback on new initiatives in College, for example on uniform, the Canteen, Ready To Learn and the organisation of homework. Students from the Council have helped to improve menu options for vegetarian and vegan students. They have also helped to interview candidates for senior positions on the College's staff.

In addition we have had an input into the environmental projects in the College and represented the College at Student Voice events run by Devon County Council and by Co-operative schools in Devon. We have helped to pick the charities that the College's Sponsored Walk supports and also organised non-uniform days that have raised money for Children in Need and other charities.

## **Assemblies**

Regular assemblies take place in the morning pastoral slot and are seen as important in maintaining not only the ethos of the College, but also the communication between staff and students.

At ends of term, whole College assemblies take place either outside or in the Sports Hall to allow a general celebration of achievement and togetherness.

## **Prefects**

At the end of Year 10, College prefects are selected in order to start their responsibilities in Year 11. Prefects apply and are then individually interviewed where they are able to express their vision, skill-base and previous contributions to the College.

Prefects are the face of Okehampton College, upholding the highest of standards and expectations. The prefect system is another avenue for Okehampton College to be actively involved in their College environment. To be a prefect is an incredible opportunity, providing them with leadership and team building skills, preparing them for a successful future.

## College Year Dates 2019/2020

### Autumn Term 2019



Monday 2 <sup>nd</sup> September	Non-Pupil Day
Tuesday 3 <sup>rd</sup> September	Non-Pupil Day
Wednesday 4 <sup>th</sup> September	All Pupils Return

**HALF TERM** Monday 21<sup>st</sup> October to Friday 25<sup>th</sup> October 2019 (*Inclusive*)

Monday 28 <sup>th</sup> October	All pupils return to College
Friday 20 <sup>th</sup> December	Last Day of Term

### **CHRISTMAS HOLIDAYS**

Monday 23<sup>rd</sup> December 2019 to Friday 3<sup>rd</sup> January 2020 (*Inclusive*)

### Spring Term 2020

Monday 6 <sup>th</sup> January	Non-Pupil Day
Tuesday 7 <sup>th</sup> January	All pupils return to College

**HALF TERM** Monday 17<sup>th</sup> February to Friday 21<sup>st</sup> February 2020 (*Inclusive*)

Monday 24 <sup>th</sup> February	All pupils return to College
Friday 27 <sup>th</sup> March	Last Day of Term

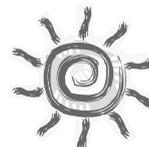


### **EASTER HOLIDAYS**

Monday 30<sup>th</sup> March to Tuesday 13<sup>th</sup> April 2020 (*Inclusive*)

### Summer Term 2020

Tuesday 14 <sup>th</sup> April	All pupils return to College
Friday 8 <sup>th</sup> May	May Day Bank Holiday



**HALF TERM** Monday 25<sup>th</sup> May to Friday 29<sup>th</sup> May 2020 (*Inclusive*)

Monday 1 <sup>st</sup> June	All pupils return to College
Friday 17 <sup>th</sup> July	Last day of term
Monday 20 <sup>th</sup> July	Non-Pupil Day
Tuesday 21 <sup>st</sup> July	Non-Pupil Day

## Facilities and Resources



Okehampton College has many excellent facilities including the Octagon Theatre (200 seat capacity), IT suites and various sized rooms for hire evenings and weekends.

All are available at reasonable rates with discounts for local voluntary community groups especially youth groups.

For more information, contact Miss Brannan in the Premises Office.

## **OCRA (Okehampton Community & Recreation Association) 'A Lifetime of Activity'**



OCRA is a charity that maintains and improves sporting/recreational and arts opportunities and facilities for Okehampton and the surrounding areas.

In 2018 we delivered activities to 5,000 people and through our work at improving facilities and support of clubs, groups and individuals had a positive impact on 1,000s more.

OCRA runs a diverse programme for children, young people and adults. Its current programme offers a wide range of activities and initiatives: Badminton, Basketball, Volleyball, Fencing, Top Up Swimming, Multiskills, Walking Football, Trampolining, Gymnastics, Music, Special Needs Activity Club, Seated Exercise and Pilates.

OCRA has been key in raising the funds for the fantastic sporting and social facilities. You can hire these facilities for groups, teams, individuals, parties, meetings and events: Tennis, Squash, Pavilion in the Park, All Weather Pitch, Sports Hall, Grass Pitches and Gymnasium.

OCRA can put you in touch with over 60 local sports clubs and a wide range of community events and offers, so like OCRA on Facebook and find out what's going on locally

During the holidays OCRA runs a varied activity programme for children aged from 6-18 years. Activities on offer include: Sport, Art, Outdoor Pursuits, Dance, Forest School, Extreme Sports and an outreach programme to outlying villages.

The annual Sports & Fitness Festival has over 50 events and is a great way to try new activities and also get together with friends and have some fun.

Contact Ian Blythe on 01837 318010 or email [ian@ocrasport.org.uk](mailto:ian@ocrasport.org.uk) for more information.

Contact Vicki Pritchard at [vicki@ocrasport.org.uk](mailto:vicki@ocrasport.org.uk) for term-time and holiday activities.

All information on our clubs, activities and events can be found on the OCRA website [www.ocrasport.org.uk](http://www.ocrasport.org.uk) along with other local sporting information and contacts.

Like us on Facebook and keep up to date with the latest information.

## Okehampton College Performance statistics 2015-2019

2015 2016 2017 2018 2019\*

	Oke	National	Devon	Oke	National	Devon	Oke	National	Devon	Oke	National	Devon	Oke	National	Devon
<b>GCSE Progress 8 score</b>	—	-0.03	—	<b>0.06</b>	-0.03	-0.02	<b>0.26</b>	-0.03	-0.11	<b>0.10</b>	-0.02	-0.13	—	—	—
<b>GCSE Attainment 8 score</b>	—	48.4	—	<b>50.5</b>	49.9	50.5	<b>50.4</b>	46.3	46.5	<b>47.7</b>	46.5	45.8	<b>47.6</b>	—	—
<b>GCSE Students achieving at least grade 5 in English and mathematics<sup>(1)</sup></b>	—	—	—	—	—	—	<b>53%</b>	40%	43%	<b>42%</b>	43%	41%	<b>48%</b>	—	—
GCSE Students achieving at least grade 4 in English and mathematics <sup>(1)</sup>	<b>68%</b>	59%	61%	<b>67%</b>	62%	64%	<b>74%</b>	64%	65%	<b>68%</b>	64%	64%	<b>65%</b>	—	—
GCSE Students achieving the English Baccalaureate <sup>(2)</sup>	<b>36%</b>	2.4%	2.4%	<b>29%</b>	2.4%	2.3%	<b>26%</b>	2.1%	1.9%	—	—	—	—	—	—
<b>GCSE English Baccalaureate Average Point Score</b>	—	—	—	—	—	—	—	—	—	<b>4.04</b>	4.04	3.98	<b>4.12</b>	—	—
GCSE Students achieving at least grade 4 in English <sup>(1)</sup>	<b>76%</b>	69%	70%	<b>75%</b>	74%	76%	<b>83%</b>	75%	77%	<b>78%</b>	75%	75%	<b>73%</b>	62%	—
GCSE Students achieving at least grade 4 in Mathematics <sup>(1)</sup>	<b>80%</b>	68%	71%	<b>71%</b>	68%	71%	<b>79%</b>	69%	70%	<b>75%</b>	69%	70%	<b>74%</b>	60%	—
GCSE Students achieving at least a grade 7 in English <sup>(3)</sup>	<b>23%</b>	17%	—	<b>19%</b>	20%	—	<b>21%</b>	18%	17%	<b>14%</b>	14%	17%	<b>19%</b>	14%	—
GCSE Students achieving at least a grade 7 in Mathematics <sup>(3)</sup>	<b>29%</b>	19%	—	<b>30%</b>	21%	—	<b>25%</b>	20%	20%	<b>22%</b>	16%	20%	<b>22%</b>	16%	—
<b>GCSE Students staying in education or employment after KS4</b>	<b>94%</b>	90%	—	<b>94%</b>	94%	95%	<b>97%</b>	94%	95%	<b>96%</b>	94%	95%	—	—	—

<b>Post-16 Progress Score</b>	<b>-0.06</b>	0.00	—	<b>-0.03</b>	0.00	—	<b>0.07</b>	0.00	—	<b>0.16</b>	0.00	—	—	—	—
<b>Post-16 Average grade</b>	<b>C+</b>	C	C+	<b>C+</b>	C	C	<b>C+</b>	C	C	<b>C+</b>	C+	C+	<b>C+</b>	—	—
Post-16 Students achieving at least grades AAB	<b>18%</b>	1.2%	1.3%	<b>17%</b>	1.4%	1.5%	<b>26%</b>	1.4%	1.6%	<b>23%</b>	1.4%	1.4%	<b>26%</b>	—	—
<b>Post-16 Students retained for 2nd year in main study programme</b>	—	—	—	<b>98%</b>	96%	95%	<b>93%</b>	82%	82%	<b>84%</b>	81%	75%	—	—	—
<b>Post-16 English progress</b> (GCSE resits)	—	—	—	<b>0.00</b>	-0.10	0.05	—	-0.02	0.08	<b>0.65</b>	0.06	0.15	—	—	—
<b>Post-16 Mathematics progress</b> (GCSE resits)	—	—	—	<b>-0.11</b>	-0.13	-0.11	<b>-0.63</b>	-0.01	0.02	<b>0.05</b>	0.05	0.05	—	—	—
<b>Post-16 Students staying in education or employment after 16 to 18</b>	—	—	—	<b>90%</b>	88%	87%	<b>86%</b>	89%	89%	<b>89%</b>	89%	89%	—	—	—

This table summarises the school's 'headline' performance, as defined by DfE 'Secondary and 16 to 18' accountability measures ([bit.ly/2X1imYk](https://bit.ly/2X1imYk), [bit.ly/2MjBv0b](https://bit.ly/2MjBv0b)) as they stood and as they stand (in bold), along with some additional measures.

For more / other measures of performance, and contextual information, visit the **School Performance Tables** and our most recent **Ofsted report** (click on or scan the QR codes provided).



**\* Please note that 2019 figures are provisional, and are subject to change.**

— Data is not yet available, or not published.

(1) Grades A\*-C in 2015 and 2016.

(2) In 2015 and 2016, students who achieved grades A\*-C in English, maths, the sciences, humanities and languages. In 2017, students who achieved a grade 5 in English and maths, and a grade C or above in the sciences, humanities and languages.

(3) Grades A\*-A in 2015 and 2016.

**Progress 8** was introduced in 2016. It is a measure that aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. A score of 0 means pupils on average do about as well at KS4 as those with similar prior attainment nationally. A positive score means pupils on average do better at KS4 as those with similar prior attainment nationally. A negative score means pupils on average do worse at KS4 as those with similar prior attainment nationally. For example, our 2017 Progress 8 score of -0.26 means that, on average, our students achieved just over one grade better in every four exams than other pupils nationally with similar starting points.

**Attainment 8** measures the achievement of a pupil across 8 qualifications including mathematics, English, 3 further qualifications that count in the English Baccalaureate measure (from the sciences, humanities and languages) and 3 further qualifications that can be GCSE qualifications or any other non-GCSE qualifications on the DfE approved list.



# Okehampton College Uniform Guide



Our uniform policy is set to create a sense of belonging and pride in our College.

The standards set in a school and in particular the standard of a smart uniform, does much to improve and raise expectations for the students. The standard created through the consistency of the uniform will do much to set the tone of the school and will greatly help to encourage a good work ethic for all students.



## Uniform Expectations

Navy Blue Blazer with logo	Compulsory	Available from Thomas Moore, Exeter & Donalds Menswear, Okehampton
Knee length grey/blue check pleated skirt or grey formal pressed trousers or shorts.  Must be approved style from suppliers or endorsed by the College and issued with the approved stamp.  (NOT jeans/chinos/leggings or sports wear)	Compulsory	All items available from Thomas Moore, Exeter & Trousers from Donalds Menswear, Okehampton
Plain white collared shirt (NOT polo shirt)	Compulsory	Widely available
Navy blue V- neck jumper with logo	Optional	Available from Thomas Moore, Exeter & Donalds Menswear, Okehampton
Navy tie with yellow stripes	Compulsory	Available from Thomas Moore, Exeter & Donalds Menswear, Okehampton
Black smart shoes. Must be polishable. Any laces must be black. (NOT trainers or boots)	Compulsory	Widely available
Plain black tights or socks	Compulsory	Widely available

Please make sure you order any uniform with enough time for it to be with you before the start of the new academic year.

NB: The College reserves the right to define what styles of clothing are acceptable in addition to those stated. If you are unsure please contact us for guidance before making purchases.

# Uniform Expectations

All students are expected to wear their uniform correctly. Ties must be worn correctly, with the top shirt button done up and the shirt tucked in. All items of clothing must be clearly marked with the owner's name - please check regularly that the name is still visible.

The college cannot accept any responsibility for loss of property or injury incurred by students having inappropriate dress, footwear or jewellery.

Students will be met by staff on arrival to the College and will be challenged if expectations are not met. However, immediate support will also be offered at the start of the day to ensure all students are meeting uniform expectations.

Tutors will carry out uniform checks during morning registration. Students who have not met the uniform expectations will be sent to their Head of House and/or a member of the Senior Leadership Team for support with uniform issues.

Spare uniform will be lent to students who are not wearing the correct uniform. Students will be expected to wear this uniform if they arrive to College having not met the uniform expectations. Where there are genuine reasons why students are not in the correct uniform students will be supported by our staff and we will contact families to explore a positive way forward.

- **Blazers** - Blazers must be worn to all lessons, as well as on the way to and from College, except when students have been given permission otherwise i.e. outdoors at lunchtimes or by teachers in lessons.
- **Skirts** - Skirts must be between five centimetres above or below the wearer's knee. Please ensure that your child's skirt falls within these boundaries before you purchase it.
- **Trousers** - Trousers must be dark grey (traditional, formal style) tailored school trousers. Other colours or styles such as jeans, leggings, chinos or sports-wear are not permitted. Please ensure that trousers conform to the style required before purchasing. Only approved and endorsed trousers are acceptable. Please bring any uniform that you would like checked and approved into College and we will add a small 'tag' to the waistband of the trousers. This can be done via the Curriculum Support Office near reception and we will offer this service at parents evenings and specific dates in the summer term. Please look out for additional dates on the school website for this service throughout the year.
- **Collared Shirt and Ties** - Shirts must be worn tucked in with all the buttons done up up to the neck underneath the College tie which must be tied appropriately.
- **Jumpers** - The College uniform jumper is an optional item that may be worn in addition to the blazer. No other jumpers or cardigans, etc. are permitted.
- **Shoes** - Shoes must be wholly black with no white or coloured markings whatsoever. Any laces must also be black. They must be leather look/polishable and of a style that is compliant with the acceptable styles on the shoe guide on the following page. Please note that any style of boots, trainers, plimsolls, converse/vans or similar, sandals, flip-flops, high heeled, canvas or suede shoes are NOT permitted in any weather.
- **Jewellery** - A watch, plain silver/gold stud earrings – one per ear. No other jewellery is permitted in the interest of safety for all students. No other piercing is to be worn in College. (This includes facial piercings regardless of whether it is clear or not). All jewellery/piercings must be removed in PE for Health and Safety reasons (including new piercings). No extreme fashions are permitted.

**The College does not take responsibility for the loss of clothing or jewellery.**

➤ **Hair** - Hair should be of a normal/natural colour. Students not adhering to this rule will be asked to change it ASAP and may be taken out of circulation during free time until it is back to normal. No extreme fashions are permitted. If longer than collar length, hair must be tied back in situations where it could cause danger to the individual or others, such as in PE and other practical lessons.

➤ **Make up / Nail Varnish** - Any make up worn should be very discrete. Neither nail varnish or false nails of any kind are permitted.

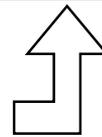
➤ **Post 16** - Whilst our Post 16 students have no prescribed uniform they are expected to dress in a manner which is conducive to a College and work environment as laid out in the the Post 16 Contract. We do expect our Post 16 students to set a good example of dress to our younger students. The head of Post 16 Education will advise where necessary and will be the final arbitrator.

# Shoe Guide

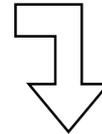
Please use this guide when purchasing school shoes.



Examples of acceptable styles  
(not an exhaustive list)



Examples of unacceptable styles  
(not an exhaustive list)



Please note that any style of boots, trainers, plimsolls, Converse/Vans or similar, sandals, high heeled, canvas or suede shoes are not acceptable

# P.E. Kit

All items of kit must be clearly marked with the owner's name and students must take responsibility for ensuring that they leave the changing rooms with all of their belongings. Training shoes must not have black soles and must be a change from college wear.

PE kit is available from Thomas Moore, Exeter and The Toy Shop, Okehampton.

<b>Compulsory</b>	Navy Okehampton College polo shirt (Everyone)	Black or Navy bottoms. Shorts, Leggings, Tracksuit bottoms or a skort	Change of socks. These may be white ankle socks or any colour trainer socks.  Navy long football socks for football, rugby and hockey	Trainers
<b>Preferable</b>	Okehampton College Navy and Gold Rugby Shirt (Everyone)	Gum Shield for contact Hockey and Rugby	Studded footwear, these could be moulds, blades or studs. For use with rugby, tag rugby and football on the field.	Shin Pads for use with hockey and football.
<b>Optional</b>	Navy Okehampton College Hoodie (Everyone)	Long Sleeve warm top to go under the polo in winter months		



**Address:** 5 Fore Street,  
Okehampton, EX20 1AN  
**Phone:** 01837 52596  
**Website:**  
[www.donaldsmenswear.co.uk](http://www.donaldsmenswear.co.uk)

Okehampton College

[www.okehamptoncollege.devon.sch.uk](http://www.okehamptoncollege.devon.sch.uk)

Tel: 01837 650910

Email: [admin@okehamptoncollege.devon.sch.uk](mailto:admin@okehamptoncollege.devon.sch.uk)

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Tel: 01837 650910

Email: [admin@okehamptoncollege.devon.sch.uk](mailto:admin@okehamptoncollege.devon.sch.uk)



**Address:** 102/104 Fore St, Exeter  
EX4 3JB

**Phone:** 01392 255711

**Website:**  
[www.thomasmooretoymaster.com](http://www.thomasmooretoymaster.com)

THE TOY SHOP

**Address:** 18 Red Lion Yd,  
Okehampton EX20 1AW

**Phone:** 01837 52368

**Website:**  
[www.thetoyshopoke.co.uk](http://www.thetoyshopoke.co.uk)



# RESPECT

## **Responsibility** *(Self and Social)*

I take ownership for my actions and act to benefit society at large.

## **Equality**

We all have the right to be treated fairly and be given opportunities.

## **Sincerity**

We are decent and honest.

## **Participation**

We see the value in taking part in activities, learning and do our best.

## **Expectations**

We have high expectations of ourselves and others.

## **Caring**

We are compassionate and kind to everyone.

## **Tolerance**

We are open-minded and don't prejudge others.



# Ready to Learn Expectations

- Treat everyone with RESPECT
- Arrive on time, before the bell
- Sit where you are asked – raise any concerns politely with staff
- Be ready to learn with the correct equipment and sit up straight
- Listen well and no swearing or abusive language
- Allow others to learn – do not disrupt or distract others
- Work in silence when an adult asks you to
- Work to the best of your ability and try all tasks set
- Stay in your seat, unless you have permission to leave
- Don't eat or drink in lessons – only water is allowed - when you have permission
- Phones and headphones should be out of sight and silent
- No graffiti or damage to property
- No phones or headphones between lessons

## **At Okehampton College we also expect:**

- Kindness
- Politeness
- Walking on the left
- No tampering with light switches
- No littering
- No shouting
- No running
- No physical contact with others

For your own notes .....

For your own notes .....





