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“ School leaders have created a calm, well-ordered environment in which pupils can thrive. ”

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CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

INTEGRITY | TEAMWORK | RESPONSIBILITY | EXCELLENCE | RESILIENCE

“ The school is well led. Leaders accurately identify the school's strengths and areas for development. They have drawn up informed and effective plans to achieve these developments. ”

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CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

WELCOME

Cannock Chase High School is a vibrant and ambitious learning community with a relentless focus on the highest standards of academic achievement, personal development and equality of opportunity. In everything we do, we are dedicated to reaching our school goal – 'Achievement for All'.

Our school has a positive ethos, with strong pastoral and academic guidance and a real emphasis on learning. As a school we have a real focus on improving our collective best, team Cannock Chase High School, and our individual best. All students are aware of their potential and that achievement is without limit if they combine effort, hard work and dedication to being the best in everything they do. We believe that it is a happy, safe and enjoyable place to be with a purposeful atmosphere, and that the learning environment we provide allows students to grow and develop academically, socially and personally into responsible, caring and confident young people. We are a traditional school where old fashioned values of discipline, courtesy and good manners support our drive for academic success for every child. We aim to achieve the very best results from every single student academically and prepare them for the world of work.

Everybody involved in our school, from Governors through to Year 7 students, have the highest expectations and work very hard to achieve these outcomes. I am immensely proud to work with so many supportive Governors, outstanding staff and delightful young people. It is a privilege to be Headteacher at Cannock Chase High School.

Iain Turnbull

HEADTEACHER





VISION & VALUES

VISION

Our school is a vibrant and ambitious learning community with a relentless focus on the highest standards of academic achievement, personal development and equality of opportunity.

We achieve this vision through the operation of routines and procedures, an unwavering focus on results, and by offering the very best teaching and support. Students learn, behave and are well mannered. Teachers teach with skill and rigour, showing courtesy. Staff and students enjoy what they do together.

VALUES

Underpinning everything we do at Cannock Chase High School are our values that we expect all members of our community to demonstrate in all they do:

INTEGRITY: Doing the right thing, all the time and respecting each other.

TEAMWORK: Working together to improve our collective best, as well as our individual best.

RESPONSIBILITY: Taking responsibility for our actions.

EXCELLENCE: Being the best we can be in all we do.

RESILIENCE: Overcoming challenges, remaining focused and working hard.

In our achievement-oriented culture, all students work hard and aspire to be the best that they can be. However, we want our students to have a great life, not just a top job and/or a place at a great university. Therefore, we are deeply committed to opening the hearts and minds of our young people in everyway through a commitment to Character Education.

“ Leaders’ key values of integrity, teamwork, responsibility, excellence and resilience underpin all that the school promotes.’ Pupils respond positively to these values and high expectations. They work hard and their behaviour is exemplary. ”

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STANDARDS & SUCCESS

OUTCOMES

KEY STAGE 4

Cannock Chase High School is delighted with the successes of its students. 2023 saw GCSE results nationally fall in line with the pre pandemic results of 2019. Despite this we are pleased to announce an increase in our headline measures including 9-4 in English and maths and 9-5 in English and maths measures compared to our 2019 results. We are particularly proud of the 'Class of 2023' because of all that they have endured during their journey through Secondary School. Staff and students have worked exceptionally hard to achieve these positive results and have risen to the challenges they have faced. Behind these figures lie countless individual student success stories, including Connor Parry, Samuel Moorcroft, Charlie Young, Tia Walker and Daniel Newton who made, on average in every subject, two grades better progress than national. Cannock Chase High School is continuing its upward trend on academic success for all our students.

KEY STAGE 5

2023 saw another year of excellent results in the Sixth Form, to buck the trend of national headlines. We are proud of our student's outstanding achievements in both academic and vocational qualifications, with superb individual successes amongst our excellent overall results. Some highlights include Eleanor Chapman, who is going on to study Medicine at the University of Birmingham having achieved A*A*AA. Thomas Kirby is going on to study Mathematical Economics and Statistics at the University of Birmingham after achieving A*A*B. Riley Luker, who is going on to study Physics at the University of Liverpool after achieving A*AAB. In the face of adversity over the past 2 years, all of our university applicants have achieved a place at a university of their choice, with all other students successful in securing apprenticeships or employment; the true measure of success.



“ Teachers have strong subject knowledge. ”

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LEARNING & TEACHING

The core business at Cannock Chase High School is putting the best teachers in front of our students to ensure the best academic standards.

At Cannock Chase High School, our teachers have a real respect for their students as learners with their own ideas. We are passionate about teaching and learning and believe that subject expertise and high expectations are at the heart of effective practice. Our teachers' experience allows them to understand their classroom and be more responsive to learners, ensuring they are challenged. They are flexible and take every opportunity to maximise learning. They are great seekers and users of feedback. Key elements of our teaching strategy include:

- Highly personalised training programmes based on the very best research to ensure teaching practice is evidence-informed, reflective and effective;
- Offering a curriculum that broad, balanced and fully inclusive, with a wide range of appropriate and challenging courses to suit the needs of our students;
- Ensuring students are knowledge-rich by continually revisiting ideas so that learning is long-term;
- Fostering confident, independent learners by providing regular opportunities for students to deliberately practise in lessons;
- Providing effective assessment feedback where students have the opportunity to respond to and engage with the feedback to improve their work;
- Providing intervention and support that is sharply focused, highly responsive and appropriate;
- Ensuring that students can engage with the curriculum outside of lessons by providing them with regular home-learning opportunities.



“There is a well-planned careers programme. This ensures that pupils receive effective support when considering their future. As a result, the vast majority of pupils progress successfully into education, employment or training when they leave school.”

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CURRICULUM

At Cannock Chase High School our students are always at the centre of what we do. Our curriculum is how the aims, values and ethos of the school are met. This includes all lessons, extra-curricular activities and experiences that as a school are planned and delivered to students to promote their academic, emotional, physical, social, moral and spiritual development. We offer a curriculum that is broad and balanced offering a wide range of appropriate and challenging courses to suit the needs of our students.

STRUCTURE

- Twenty five lesson programme comprising of five one-hour lessons per day plus 40 minutes of tutor time;
- Each academic year from Year 7 to Year 11 is divided into two mixed ability bands taking account of individual needs;
- At Key Stage 4 (Years 9, 10 and 11) all students have access to a wide range of exciting academic and vocational courses in school, tailored to their individual needs and abilities and delivered by talented, specialist teachers.

KEY STAGE 3

Key Stage 3: English, Maths, Science, Art, Drama, French, Technology, Geography, History, Computing, Music, Physical Education, PSHE (Personal, Social, Health and Economic Education) and Religious Education.

KEY STAGE 4

ALL STUDENTS: English language, English literature, Maths, Science, and Physical Education (GCSE, Vocational or Core).

OPTIONS: (GCSEs and Vocational): Art, Business Studies, Child Development, Creative iMedia, Computer Science, Drama, Food Technology, French, Geography, Health & Social Care, Music, Psychology and Sociology.



“The curriculum is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND).”

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ASSESSMENT FOR LEARNING

The key to student success is progress over time. The best way to ensure progress is to provide effective marking and feedback, so we make this one of our key focuses every year. We work hard to harness the power of feedback by:

- Having a clear marking policy;
- Conducting regular informal assessment in a variety of different formats;
- Ensuring that students act on feedback;
- Providing feedback to parents through phone calls, data reports and parents' evenings;
- Encouraging students to contact their teachers for support and feedback;
- Using assessment data to provide timely, targeted interventions.

As well as conducting regular informal, low stakes testing to provide valuable feedback we conduct assessments several times a year in every year group to ensure all students are fully prepared for their external examinations in year 11 and 13.

“ The SEND coordinator and their team know pupils with SEND very well. They regularly assess and review pupils' learning needs. They have put a range of targeted interventions in place to help pupils make progress with gaps in knowledge or skills. ”

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PARENTS AS PARTNERS

Cannock Chase High School has a focused approach which supports parents in working with their children to improve their learning. We support parents by:

- Staff contacting home to share any concerns and general information relating to students' progress whenever necessary;
- Parents receiving their child's progress grades three times a year;
- Providing access to our policies and general information on our website, www.cannockchasehigh.com;
- Providing a personalised log-in to our homework recording system. We encourage parents to view their child's work at home and discuss the next steps with them;
- Joining Twitter and Facebook in order to connect with families and share information rapidly;
- Inviting parents to become part of Friends of Cannock Chase High School, our vibrant PTA who work together to support the school and raise money;
- Conducting a parent survey every year, with actions following the feedback shared with parents;
- Encouraging parents to become governors.

“ One parent summed up the views of many when stating 'the commitment and dedication of the staff is fantastic. Our child is happy, able to learn, thrive and succeed'. ”
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PASTORAL CARE

Cannock Chase High School operates a strong and effective pastoral system based upon traditional values of respect, manners and good behaviour. The message at Cannock Chase High School is that all students aspire to be the best that they can be. In our achievement orientated culture all students work hard. The Pastoral Team are there to support each and every student to ensure every student feels valued and supported, academically achieves and holistically grows and develops during their time with us.

Our Pastoral System operates in a number of ways:

- Pastoral Casework - That is individual work with students who are having difficulties, be they of an academic, vocational, social, emotional or behavioural nature;
- Pastoral Curriculum - This includes both the 'hidden curriculum' that is the ethos of the school, the day-to-day relationships between staff and students, the value system of a school, the opportunities for moral, spiritual, social and cultural development as well as the more formal and overt pastoral curriculum, which would include, though not be limited to, the PSHE work whether done by form tutors or by subject specialists;
- Pastoral Systems - That is our rewards and sanctions system in school that ensures a calm and controlled environment where students can learn without distractions whilst being rewarded and acknowledged for their unique contribution and efforts.

“ Leaders have established a strong safeguarding culture. They ensure that staff receive appropriate training to recognise pupils who are potentially at risk of harm. Staff are vigilant. They report any concerns in a timely fashion. ”

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THE YEAR SYSTEM

Cannock Chase High School operates a 'horizontal' based system. Students are placed together in Year Groups under the care and guidance of a form tutor. The form tutor is the first point of contact for each student, providing advice and guidance on a daily basis. Each Year Group is led by a Director of Year who has an overview of the Year Group both from an academic and social perspective. Directors of Year set the tone for each Year Group and are a visible daily presence around school.

Directors of Year are supported by a Director of Student Services who provides additional support and guidance to students and to parents. Pastoral Managers provide support to students in specific year groups throughout the day.

The Pastoral System is overseen by members of the Leadership Team responsible for all aspects of pastoral care and safeguarding.



“ Pupils feel well supported and bullying is rare. ”

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“ Leaders offer pupils a wide range of extra-curricular opportunities. ”

Year 7 Transition Questionnaire 2017



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TRANSITION

The transition from primary to secondary school is important in the lives of children and their families. We have planned extensive KS2 to KS3 transition arrangements to ensure a smooth start at Cannock Chase High School.

- A new intake evening that includes presentations by key staff and students.
- Visits to and from feeder primary schools throughout April, May and June.
- Two exciting transition days where students experience typical days at Cannock Chase and start to learn some of our key routines.
- A one week summer school in the summer holiday.
- A structured induction at the start in September to help all our students begin to develop good learning habits.

Our Learning Support Team organises further visits for our more vulnerable students. We also gather comprehensive information about every child in order for us to set targets, plan intervention and develop a curriculum with some sense of continuity to give all students the best possible start. We strive to meet the learning needs of all students, including those with special educational needs.

PERSONAL DEVELOPMENT

We are committed to developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. This is achieved through:

- Fundamental British Values: students understand the importance of democracy, individual liberty, the rule of law, mutual respect and tolerance. This is delivered and embedded across all areas of the curriculum including tutor time.
- Character Education: students develop the 5 school values as their character traits via a sense of belonging to the school community and what we stand for, having a clear understanding of the importance of discipline, good behaviour, good manners and courtesy, following an organised and sequenced curriculum that is ambitious and stretches them, participating in a range of extra-curricular activities both in and outside of school and taking part in volunteering opportunities such as school council, prefects and peer mentoring.
- Relationships, Sex and Health Education: students understand how to keep themselves physically healthy and have age-appropriate understanding of healthy relationships.
- Online and offline risks to well-being: awareness of risks from exploitation, abuse and making students aware of support that is available to them and the dangers of inappropriate use of mobile technology and social media.
- Spiritual, Moral, Social and Cultural Development: students gain a knowledge of their own and others faiths and beliefs, understand the difference between right and wrong whilst recognising legal boundaries, use a range of social skills in different contexts.
- Careers, Information, Advice and Guidance: we are proud to have our own dedicated careers advisor who works to provide unbiased careers advice, opportunities for experience of work and contact with employers to encourage students to aspire to make good choices and to understand what they need to do to reach and succeed in their chosen career/pathway.

We aim to develop confident, resilient and well-rounded students who contribute positively to the local community and society.



“Through PSHE, pupils learn about a wide range of issues, such as healthy relationships, keeping safe and British values.”

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“ Sixth form students have access to a wide range of A-level and level 3 BTEC qualifications. Enrichment activities supplement their academic studies.

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SIXTH FORM

Our Sixth Form is dedicated to providing the highest standard of education and experience for 16-18 year olds, preparing all students to be 'future-ready'.

The vision of our Sixth Form is a place where every student, regardless of background, thrives and achieves personal excellence. Our Sixth Form seeks to ensure all students have the opportunity to excel on their chosen pathway.

Our Sixth Form students take a leading role in the school. They are encouraged to become members of the Student Leadership Team, and support younger students within the school with reading and multiplication tables. Our Sixth Form students represent the school at a variety of different events.

Our Sixth Form students are supported to access a variety of different destinations, including university, apprenticeships and employment. 100% of our most recent cohort were successful in obtaining their destination of choice when leaving the Sixth Form.

Most notably, over 75% of our students as a whole were successful in gaining a place at university.

FURTHER INFORMATION

If you believe that Cannock Chase High School is the right choice for your child and if you require any further information or assistance please feel free to contact us.

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“Governors show a high level of commitment to the school and local community. The support and challenge they bring helps to drive improvement in the school.”

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