

# WEST HATCH HIGH SCHOOL

## PROSPECTUS FOR SEPTEMBER 2022 ENTRY

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September 2021

Dear Parents/Carers,

Welcome to West Hatch High School. We are delighted that you are considering our school for your child's continuing education.

West Hatch is a thriving, diverse and successful school that has, for a considerable amount of time, held a great standing within the community. There is a tangible sense of community and calmness about the school.

At West Hatch we provide our pupils with the opportunities to expand their horizons, to become what they didn't know they could be and help them to believe in themselves and have exceptionally high aspirations for their future. We will ensure that your child is provided with a wide range of opportunities throughout their time at West Hatch to help them see what is possible for them in the future.

We have a fine track record academically and our staff work very hard to ensure our pupils achieve exceptionally well. Throughout our curriculum we develop the skills, knowledge and understanding to be successful from Year 7 to 13 and beyond, so that pupils are able to forge the best possible careers and futures. We are an innovative, forward thinking school, which believes in the highest possible standards of behaviour so that all pupils are able to thrive.

This year, more than ever before, parents will need to take a leap of faith in choosing the school for their children. Over the last two years schools have shown themselves to be more than a learning environment, they are a pivotal part of society, a safe place where children can learn to interact with an ever changing world around them. We are proud to have developed resilient young people who have been able to cope with uncertainty and we look forward to doing the same for future West Hatchers.

We are excited to welcome families back into our school for Open Evening this year which will be held on Thursday 30<sup>th</sup> September 2021 from 6:30pm. I will be speaking at 6:30pm, 7:15pm and 8pm. We also have a range of information and a virtual tour of the school on our website; we hope this will provide you with a real sense of West Hatch. Please also follow us on Instagram at Westhatchofficial where we regularly post about the school.

If you are unable to attend the Open Evening or would like to see the school on a normal school day, we provide tours of the school. We have limited dates available and tours are taken on a first come first served basis. Please contact our admissions Secretary on 0208 504 8216, Option 2, for more information.

I have been at West Hatch since 2008 and have been Headteacher since 2017. I am exceptionally proud of our school and the students whom we serve. I hope that the information we will be providing you both live and online will enable you to get a real sense of what is special about the school and help you to decide whether we are the right place for your children's continual development and education.

Daniel Leonard  
Headteacher

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### THE SCHOOL'S VISION

We are a family dedicated to all our students excelling academically and personally in our school and beyond by seizing the opportunities we provide.

We unlock potential for all to thrive and open doors for all to achieve.

We expect everyone within our community to strive to be:

“The Best That I Can Be”

And we ask that all staff who work at West Hatch commit to delivering outstanding opportunities for our students to thrive inside and outside of the classroom.

Our student body devised our school motto and the qualities needed to achieve it. To be “The Best That I Can Be” I need to be determined and persevere. Be respectful. Be responsible. Be considerate. Be ready to achieve and Be proud. The school works tirelessly to ensure we instil these values within our pupils.

### ACCOMMODATION

The school, on a single site surrounded by fields and trees, is situated in Chigwell High Road, served by various bus routes to the gates and by Central Line trains at Chigwell Station. It is extremely well equipped with specialist accommodation for each subject.

We are blessed with a range of outstanding specialist accommodation having recently completed a major expansion of the site with additional English, Science, Technology, Music and dining facilities as well as a state of the art Sports Centre with fitness suite and dance studio included.

As well as our new facilities, the school also hosts a designated Sixth Form Centre with purpose built library and extensive study area. We have a Music Block which boasts a performance hall, teaching spaces, recording studio and seven practice rooms, library, significant ICT facilities, drama facilities and a dedicated Business and Enterprise Centre. To help support students during breaks in the day we have two outside eating areas where food can be purchased and consumed.

Our outstanding PE Department have a heated indoor swimming pool, a gymnasium, extensive playing fields and hard court areas to complement their new Sports Centre.

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### THE CURRICULUM

#### Overall Aim For Our Curriculum

Everybody with responsibility for learning at West Hatch believes that our curriculum aims:

To develop **confident, resilient** and **ambitious** learners who are well prepared for their futures **academically** and **personally**.

#### KS3

Students study a very wide range of academic, creative and social subjects throughout KS3 which are designed to give them a comprehensive range of experiences and a broad base of knowledge and skills which they develop with specialist teachers in each subject. In Year 9, students will study a core curriculum of English, Maths and Science in even more depth.

Students are supported in taking ownership over their learning as they mature academically which we believe is key to creating independent, aspirational, engaged learners. We think it's important to sequence our curriculum so that there is flexibility and flow throughout. By the end of Year 8, the vast majority of our students are ready and keen to place some emphasis on the parts of our optional curriculum that they are most engaged with. Therefore, in Year 9, students can establish more depth of learning by electing to study three out of four EBACC subjects. In addition, they also elect to study two out of a very wide range of subject areas they have particular interest in as they move towards their GCSE years.

Apart from EBACC subjects, the optional curriculum we offer in Year 9 lasts for one year, has links to previous learning, but increase in academic rigour and enrichment. For example, students that are enjoying product design can study engineering for a year. We arrange the curriculum this way to help build students confidence in their abilities before beginning GCSE's and provide students with a focus in each year to help build their academic confidence over a three year period.

Students will begin studying their three chosen EBACC subjects from the beginning of Year 9 and continue with two of them until completion in Year 11. Currently they choose from Computer Science, History, Geography and Spanish. This gives them time to mature and develop experience of these very important qualifications over a three year period before taking these qualifications at the end of Year 11. We think it's also vital that students study financial literacy in Year 9; giving them the confidence to go on and succeed with finance and to support the rest of their qualifications.

The whole curriculum in KS3 is arranged so that students are challenged from the moment they enter the school. Our departments deliver A-level subjects and are highly qualified in their fields, giving students the best start to their academic careers.

In Year 7 and 8 the subjects studied include English, Mathematics, Science, Art, Drama, History, Geography, Computer Science, Music, PE, Design & Technology – including Food, Resistant Materials and Textiles, RS & Citizenship. RSE/PSHE is taught to all students during form time.

Early on in Year 7 we assess student's work against a mastery criteria. Where pupils fall below expectations, support will be provided by teachers and the skills and knowledge expected is retested at the end of the year to ensure progress has been made. Accelerated Reader tests are used to assess pupils reading ability, and where pupils need additional support a range of interventions are put in place so that no young person is left behind. Assessment of students is on-going in each subject and they are set a formal assessment at regular intervals, which are recorded and reported to parents in Progress Checks. All year groups sit formal summer examinations. Those pupils who are identified through our testing procedures to require additional English support will be provided with extra lessons where they will receive a bespoke support programme.

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Marking may often be peer and self-assessment, which is to encourage the development of independence. Students will be asked to re-do any work that is not at the expected level. Each Department will complete half termly assessments and will provide detailed feedback at this point to support pupil's progress. Pupils will use this feedback to improve their work and 'close the loop' in their learning.

### THE PASTORAL SYSTEM

From September 2021 the school has reverted to a year system made up of five Year groups. A Head of Year oversees students across particular year groups rather than across a House. This supports our leaders in dealing with specific issues that are associated with children as they go through their stages of development. We also have an extensive non teaching Pastoral Team who support students across the school with their needs, putting in place targeted early intervention and support to ensure our students are safe, healthy and happy. Students are placed in Form groups of students in their own year group.

As well as our Year System, West Hatch has five Houses, with two Forms in each year per House. Through the House System we seek to further foster our sense of school community and loyalty. There are increased opportunities, for leadership, responsibility and competition. Each term we bring together students into mixed age forms, with students from each year group to work collaboratively. Through this structure we hope to create a real sense of belonging, as well as giving our students the skills to work successfully with people of all ages. Our rewards and recognition programme is driven through our House System with significant opportunities throughout the year for students to be recognised for their hard work and annual trips to celebrate those who have bought into our school ethos.

### GRADUATION EVENTS

Each year we hold graduation events for our Year 7, 11 and 13 students. Students in Year 7 who have met our expectations and have bought into our school ethos are invited at the end of the summer to celebrate their first year at the school and are recognised through awards. Families are invited into school on this Saturday to celebrate with us and to enjoy feeling part of our community.

At the end of Year 11 and 13, as well as our annual school Proms, we host leavers' days for our students in which we celebrate their time at the school and wish them the best of luck for their futures. These events are part of what makes West Hatch a family, we care for the wellbeing of our students, celebrate their successes and recognise regularly the impact they have made on those around them and the school as a whole.

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### **HOMEWORK, MONITORING & REPORTING**

The school sets great store by homework although the amount varies according to the age of the student and the type of course. Some homework tasks are set for a specific night but projects lasting a few weeks may also be given. We feel that co-operation between the school and home on this matter is an important part of the home-school relationship and we set homework using an online system called 'Show My Homework' that you can view. Support is available to pupils, together with access to computers in subject areas.

In Year 7, on average two or three subjects of homework are set per night. Each homework subject should take about 30 minutes. Homework increases to about 2 – 2 ½ hours per night in Years 10 & 11.

There may be occasions, such as staff absence, when homework may not be set. We are continually monitoring homework and reviewing its quality. Where a pupil has no homework we recommend reading but contact with the school is a must if you have any concerns.

As we place all homework online both parents and pupils have constant access to the work they are set and the school therefore expects all pupils to hand their homework in on time, and to a high standard.

### **ASSESSMENT AND REPORTING**

Assessment of progress is an integral part of our curriculum and supports pupils' learning. Each year parents have the opportunity to meet their child's teachers at an annual Parents' Evening. Parents receive regular progress checks. Where parents or the school are concerned about a child, interim reports are gathered and meetings arranged.

At West Hatch, teacher assessment plays an increasing part in establishing levels of performance, especially as formal KS3 SATs

have been abolished. Course outlines are available early in the Autumn term outlining how teachers assess in each subject. Formal external assessments are made during and at the end of Years 10 & 11. Several subjects have continual assessments but Years 7, 8 & 9 have assessment windows and summer exams. The school offers a number of different opportunities for children to have their talents and successes rewarded. The school's policy is to enter all pupils for GCSE, unless there are exceptional circumstances.

### **CAREERS EDUCATION AND WORK EXPERIENCE**

The Careers Education programme aims to prepare students first for their decisions regarding option choices and courses at Key Stage 4 and the Sixth Form, and then for the major decisions of higher and further education and the world of work. Key elements are two weeks of Work Experience in Year 10 and work shadowing opportunities for the Sixth Form. We are pleased to have close links with local colleges and businesses.

In November all Year 7 parents are invited into school to meet with a senior member of staff and discuss their child's progress and attitude to learning through our Aspirations Day. At this event, we ask parents to go with their child to meet our careers advisor and plot out possible career paths so that they have the highest possible aspirations and know how hard they need to work to achieve their potential.

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### HEALTHY SCHOOL STATUS

As a school we are fully committed to retaining our National Healthy School Status.

To this end:

- ◆ We have an environment and ethos that supports learning and promotes the health and wellbeing of all.
- ◆ We have a PSEC (Personal & Social Education and Citizenship) and a RSE (Relationships and Sex Education) programme that contribute significantly to the above.
- ◆ We develop in our pupils the confidence, skills and understanding to make healthy food choices, with healthy nutritious food and drink being available across the school day.
- ◆ We provide our pupils with a range of opportunities to be physically active. They understand how physical activity can help them to be healthier and can improve and be a part of their everyday life.
- ◆ Finally, we promote positive emotional health and wellbeing to help pupils to understand and express their feelings and build their confidence, emotional resilience and capacity to learn.

### RELATIONSHIPS AND SEX EDUCATION

The Governors have a clearly stated policy on relationships and Sex Education. The main provision is within the Personal and Social Education and Citizenship programme. The belief and aim is that all pupils should benefit from the programme and through the course prepare for responsible adulthood within a context which values family life.

The programme develops knowledge, understanding, skills and attitudes which will enable pupils to adopt healthy lifestyles, understand emotional and psychological changes in themselves and others and to understand the physical developments in adolescence

and beyond. In following these aims, contentious issues are dealt with such as relationships, personal crises, drug abuse, AIDS, sexually-transmitted diseases, alcohol and tobacco.

The approach taken shows respect for the culturally rich and diverse family backgrounds of the school community. Parents have a right to withdraw their child from sex education and are welcome to contact the school for further details.

### LINKS WITH INDUSTRY

The school has many links with industry. All Year 10 pupils have a two-week work placement. We also have members of the community who come and work alongside pupils on specific projects i.e. chefs, designers, jewellers, entrepreneurs. Recently several pupils have received national and regional recognition in a number of competitions for their work.

### COMPUTING AND INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Computing and ICT are subjects of ever growing importance. Pupils in KS3 study computing and digital literacy covering functional ICT skills, programming, computing fundamentals, digital literacy, E-safety and being a good digital citizen. Students also learn both visual and text based computer programming languages, algorithms, how computers work, the systems development life cycle and flow charts. At KS4 and KS5 (Sixth Form) we offer a range of IT and computing courses including GCSE and A Level computer science and Level 2 and 3 IT vocational options.

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### **LEARNING SUPPORT**

The school's aim to value and develop the potential of all pupils includes recognising and responding to special needs as they occur. These may be physical or emotional as well as learning needs, and range from mild or transitory to longer-term and more complex. Our policy aims to ensure that such needs are identified and a planned programme of support provided. This follows the National Code of Practice, and parents are fully involved as are appropriate support agencies where available. A range of strategies are employed to maximise access to the curriculum. Time is spent adapting teaching materials; some pupils have access to a Learning Support Assistant within lessons. Staff work with individual pupils and their parents. Senior colleagues, working with the SENCo (Special Educational Needs Co-ordinator), have specific responsibility to ensure that provision, whether via an EHCP or otherwise, is made and that teaching and support staff are suitably trained and supported. They also report regularly to the Governing Body who has a member with specific responsibility for monitoring SEN provision. Our philosophy is to recognise the special needs some children have and to ensure that they too gain success from all aspects of school life. We offer literacy support on a withdrawal basis, both in small groups and one to one.

### **INTERVENTION CENTRE**

We have an Intervention Centre staffed throughout the week. Students have individualised programmes and a potential for small group or one-to-one support and specialist help. The Centre is also extremely successful in reintegrating students back into main-stream lessons, offering them targeted help, developing their confidence and self-esteem.

### **Information on arrangements for the admission of pupils with disabilities**

Pupils with disabilities are identified through close liaison with primary schools prior to transfer.

The Primary School should notify us with a detailed pupil profile outlining their strengths, weaknesses and strategies to enable access to the school and the curriculum. This information is disseminated to staff.

### **Details to prevent disabled pupils being treated less favourably than other pupils**

The Learning Support Department has a number of established clubs and programmes aimed specifically towards increasing access to the curriculum and the social life of the school. These include a mentoring programme, well-being support, homework club, and a lunchtime club for vulnerable students.

### **Details of existing facilities to assist access to the school by pupils with disabilities**

The Accessibility Plan as required under the Disability and Discrimination Act covers future policies for increasing access to the school by pupils with disabilities.

This details strategies which increase the extent to which disabled pupils can participate in the school curriculum. Improving the physical environment of the school is always a priority. An environmental audit of pathway routes and access has been completed to improve the physical environment. Tactile paving has been laid around the school and we have shown our commitment to improving access to communal areas by purchasing portable ramps. The incorporation of visually explicit department signage has also been introduced.

In addition to the provision of clubs and programmes outlined above, West Hatch is committed to increasing access to the National Curriculum for all through quality teaching. Our Teaching and Learning policy covers issues such as differentiation, learning styles, inclusion of students with additional educational needs and behaviour management.

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An effective target setting system exists within the whole school, further tracking and monitoring of pupil's progress with additional needs is undertaken by the SENCo and Learning Support Department. The SENCo uses Provision Mapping to ensure there is access to resources across the cohort.

The SENCo also analyses data, tracking progress of students with additional needs across the Key Stages to ensure West Hatch is providing a high quality education to all pupils. Any trends arising are targeted in the following year's SEN Evaluation and Development Plan and Departmental Improvement Plan.

The Governing Body's policy on pupils with SEN focuses on the early identification of pupils with additional needs and the provision we are able to put in place.



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**ACCESSIBILITY PLAN**

**Increase the extent to which SEND (Special Educational Needs & Disabilities) pupils can participate in the school curriculum**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe/ Responsibility</b>	<b>Goal Achieved</b>
Identify disabled pupils at primary schools who will in time transfer to West Hatch	<b>Meetings with key staff in all the primary schools where pupils come to us.</b>  <b>Contact partner special schools.</b>	Pupils identified with timescale of entry. Primary school to identify primary need and possible provision.	SENCo & Transition Manager Summer Term	List of potential pupils with provision requirements.
Ongoing training for teachers to ensure SEND pupils have their needs met.	<b>Ongoing audit skills and competencies of teaching staff.</b> Identify teachers to benefit from a programme covering: <ul style="list-style-type: none"> <li>• Differentiation of the curriculum.</li> <li>• Provision of appropriate teaching resources.</li> <li>• Teaching and learning practices.</li> <li>• Further resources available from LA and other support services. (See local offer on website)</li> </ul>	Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities, in particular to ensure we meet the needs of new entrants in Year 6.	SENCo & Team Throughout the year	Increased access to the National Curriculum for all through quality first teaching.
Ongoing training for teacher(s), and Learning Support Assistant(s) in areas of all needs for example: Hearing impairment Visual impairment Sensory impairment Autistic spectrum disorder Speech and language difficulties Specific learning difficulties	<b>A mixture of internal and external courses attended. Parents invited three times a year to share their strategies.</b>	Teacher(s), Learning Support staff/ Higher Level Teaching Assistants with specialist training/qualifications and liaison with parents	Three times per year as stated in the Code of Practise.	Quality specialist support in the classroom and within the Learning Support Centre.

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### EXTRA CURRICULAR ACTIVITIES

At West Hatch we strive to ensure our students achieve the best exam results possible. Equally important to us are a whole range of opportunities that we offer which will give them the edge, enabling them to compete with the best.

Every term an extra-curricular programme of activities is published. There are opportunities to be involved in Musical Productions, Dance Shows, Concerts, Ski Trips, Sports Tours, Computer Programming and X-Box Club, School Choir, Rock Bands and Paintballing. There are Theatre, Museum and Art Gallery visits, Dance Workshops and University Trips.

A whole range of trips are organised annually, involving different year groups. Trips have included, trekking in Kenya, Tanzania, Ghana, Ecuador and Brazil helping out on a community based project, Geography Field trips, ICT trips to Paris, a trip to Iceland, Sorrento in Italy and many others closer to home.

Students can also take part in local, district and national competitions. Many enjoy the Rotary Young Chefs and Speak Out competitions as well as Maths Challenges.

School trips as such are not compulsory although we do recommend them as we feel the benefits for students are considerable. We are dependent upon the costing being met by voluntary parental contributions. We can support pupil premium students also.

### SPORTS AND GAMES

The school participates in Inter-school, District, Inter-County, as well as some National events. They obviously attract the very able, competent performer.

We believe that competition is healthy at all levels and encourage all pupils to participate in our termly inter-house events.

The school competes in the West Essex and Harlow district competitions and have had district successes in rugby, basketball, football, athletics, netball and cross country. In the recent past, the school has been County Champions in basketball, rugby, football and netball. We have current pupils representing England and the County in a number of sports, which include netball, rugby, football, golf, ice hockey and swimming. We have been awarded national recognition with SPORTS MARK status, which recognises the quality of provision and opportunities available.

Sports Tours are a regular feature of life at West Hatch and have included tours to Scotland, Wales, Netherlands, Portugal, Dubai and Spain.

### OTHER ACTIVITIES

We run The Duke of Edinburgh Awards and have challenge/team building events in the Sixth Form and a number of Awards Evenings where we recognise our many talented and hardworking students.

### PUBLIC SPEAKING

Although pupils are given many opportunities to express their views, the formal skills of public speaking for competitions and performance are encouraged. We have a Public Speaking Club and enter the English Speaking Unions competition each year. We also have students represent the school at Gresham's College and in local competitions. Students also enter the Rotary Speak-Out Competition and are very successful. A team with representatives from West Hatch debated in the House of Commons.

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### COMPETITIONS

With the development of the House System, the frequency of competitions has increased dramatically in school. Students are now able to access a competition from every department every year and gain points for their House which ultimately results in one of the Houses winning the House Cup at the end of the summer term.

Past successes outside of school include pupils winning a Mental Health competition out of 17 schools, performing a piece of work they had devised at Essex University.

Our students also reached the Chemistry Challenge Final, held at Imperial College London out of 250 schools across the Country and were proud winners of the Anglia Ruskin Stock Market Challenge out of 20 schools.

### DRAMA

Drama and Performing Arts are a real strength at West Hatch. We have a well-equipped, purpose built Drama studio where lessons take place, allowing students to learn in an industry standard theatre space. As well as a series of high standard performances by the GCSE and A level students, the Performing Arts Department also produces regular whole school musicals. In recent years, we have performed "Elf", "Oliver" and "Hairspray" to sell out audiences. The productions have echoed the professional standards of the department and have allowed the talented students of West Hatch to really shine. Drama allows students to learn essential skills for life, such as communication, collaboration and confidence. Through the carefully planned curriculum West Hatch Drama allows all to flourish and enjoy the power and merits of this exciting subject.

### DANCE

Dance Club is very popular leading to three very successful dance evenings staged by pupils.

### MUSIC

The Music Department offer one to one instrument lessons in voice, drums, piano and guitar. We have a fantastic choir who regularly perform in Care Homes, Rotary events and numerous fayres at local primary schools. We have students who have performed at Her Majesty's Theatre, The Royal Festival Hall, The Guildhall and other high profile London venues

### PREFECTS

We have Prefect status awarded to pupils in Year 11 and Year 9 who have shown themselves worthy of this important role. They work very closely with the Sixth Form Prefects representing their Houses and the school at a number of events, as well as fund raising and involving themselves in the wider work and life of West Hatch.

### PEER MENTORING

Each year around twenty-five Sixth Form students are trained as Peer Mentors and are available daily at lunchtimes to assist younger pupils who may be experiencing friendship difficulties or problems in settling in.

### STUDENT VOICE

West Hatch places a great deal of importance on students being fully involved in their education and the running of their school. The Student Voice have worked tirelessly to implement change within the school and the local community. The students have taken the lead on issues such as behaviour, learning and site facilities. The students have also taken part in community projects with Epping Forest Council and the local Parish. Student engagement is key to successful learning and an outstanding school. We are proud to say that our students are listened to and valued as the heartbeat of our community.

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### **INTERNATIONAL SCHOOLS STATUS (GOLD AWARD)**

We are very proud to have received this award in recognition of the many trips and activities which staff run for our students. We have had expeditions to South America and Africa, where students were involved in the World Challenge or Camps International. We have had trips to Sri-Lanka, where students worked for a month in an orphanage we support and we had groups that visited China and India. We are indebted to our many staff who organise such events to provide such wonderful opportunities to our students.

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### THE SIXTH FORM AT WEST HATCH

West Hatch is an 11-18 institution and has a long established Sixth Form at the heart of the school. The Sixth Form continues to go from strength to strength in both numbers of students and results. The Sixth Form offers a full range of A Level courses alongside a number of vocational programmes and is the only school in the area to offer students a mixed A Level Vocational pathway to suit the student's individual needs. The Sixth Form retains all the strengths of the main school whilst having a distinctive identity.

Our Sixth Form has been endorsed by OFSTED for its excellent teaching with a proven track record of academic success with students progressing onto top universities and achieving higher apprenticeships. The curriculum is outstanding, challenging and flexible with targeted intervention and support.

We pride ourselves in developing outstanding young people, with our excellent pastoral care and enrichment opportunities. We take very seriously our role in ensuring students are able to market themselves to universities and employers. We also encourage students to become involved in the school community with opportunities to become Peer Mentors, Subject Mentors and assist with the production of dramatic, musical or sporting events. These opportunities allow the students to develop initiative and leadership skills. Other opportunities to develop school-wide leadership skills is with our Prefect and Senior Student Ambassador team. Students that have shown a commitment to both their work and West Hatch over a period of time are given the opportunity to apply for Prefect status which can then lead to them making an application for the roles of School Ambassadors in Year 13. These roles bring a remit to represent the school working in conjunction with the School Leadership Team.

We have a careers advisor to guide students on taking the next step in their careers and all students complete a work shadowing programme in Year 12 to introduce them to the world of industry before commencing their university and apprenticeship applications in Year 13. We have visiting speakers and university admission tutors to offer students further support in the university application process. The vast majority of our students are successful at gaining places at their first choice university

The Sixth Form have their own centre, housing a communal area, cafeteria and private learning space.

A separate Sixth Form prospectus giving full details is available online and we welcome all applications through our online application process [Applicaa](#).

**Please check our website for further information:**

[www.westhatch.net](http://www.westhatch.net)

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### **PUPIL CARE & SUPPORT**

The aim is to provide a caring, tolerant and respectful community where the emphasis is on consideration for others and high standards of behaviour.

All full-time staff undertake a pastoral and tutorial role as a Form Tutor, and this is seen as providing the key link between home and school. Form Tutors are led by a Head of Year of which there are five in total. The Form Tutors remain with the pupils to provide continuity of care. An Assistant Headteacher, leads the Heads of House and has overall responsibility for behaviour, pupil welfare and inclusion. We also have our own in house Counsellor to support the students.

Great importance throughout the school is attached to high standards of conduct and the formation of good character. There are general expectations to ensure the smooth running of the school community and these are set out in the booklet entitled 'Guide to Entrance', which is issued to all students when they join the school. Parents will also be asked to support the work of the school. Indeed, the school sees close home-school links as a winning formula for success. We have a well-established Student Council.

Discipline is firm but fair. We work on the basis that children will respond to the positive approach of trust and encouragement, praise and reward. Achievement is recognised and celebrated in many ways - at Assemblies and through Reward points, School Achievement Awards and at the Upper and Lower School Achievement Evenings, etc. When punishment is necessary, it usually consists of reprimand, detention, referral through the Referral Procedure, parental involvement, School Community Support or referral to senior pastoral staff.

In order that an individual does not disrupt the work of the rest of the class, an on call room is available each period, in each department, where pupils are sent to.

Pupils are then seen by the relevant Head of Department or a senior member of staff. On some occasions, parents may be invited to the school to discuss particular problems. In serious cases of indiscipline, the Headteacher may exclude a pupil from the school and the case may be referred to the Governing Body. Parents have a right of appeal in such circumstances. There is a complaints procedure if parents are concerned about any aspect of school life and in the first instance they should contact the Headteacher.

### **THE SCHOOL AND THE LOCAL COMMUNITY**

The school works very closely with local Rotary groups and pupils perform at various events, i.e. Youth Makes Music, Rotary Village Fete and at public speaking events. Students have also assisted the local Chigwell Parish Council with litter picks in the local area.

### **ASSEMBLY AND COLLECTIVE WORSHIP**

West Hatch High School has always valued the opportunity to draw the school community together to share and celebrate the spiritual, moral and cultural dimensions of life. There is an annual programme drawn up which allows for recognition of some of the important religious festivals and other national moments of remembrance and reflection. The school prides itself on the fact that the diversity of religious and home backgrounds has been united at these collective moments and that no parent has felt the need to exercise their right of withdrawal.

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### RELIGIOUS EDUCATION

- The Aims of Religion, Philosophy & Ethics is to enable our students to grow in their spiritual, moral and cultural awareness, to develop a deeper understanding of, and respect for, people of different faiths and cultures. We aim to encourage students to reflect upon their own beliefs and values as well as those of others. To enable pupils to think, reflect and evaluate on those fundamental questions of life, meaning, faith, belief. To develop students who can think for themselves, reflect, evaluate, analyse. Students who are rounded in their outlook, aware of their own worldview and those of others. To contribute to the vision expressed in the Essex Curriculum Statement.... 'that all, for the benefit of all, are able to shape their destinies and create a better world'

*“The Unexamined life is a life not worth living”* Socrates

- Religion Philosophy & Ethics is more than simply acquiring knowledge, more than simply learning **about** – it is learning **from** – it is about the pursuit of wisdom & understanding. We aim to explore, reflect, question, debate, examine, wonder, to stop, to think, to discover.
- Students will have the opportunity to contemplate the phenomena of religious belief & faith, to explore philosophical concepts and arguments and to develop their own understanding and responses to life's ultimate questions, of meaning, purpose, destiny, morality. To that end we are continually reviewing our learning phases – reflecting, evolving & creating schemes which we believe will enable our students to become equipped to live in a constantly changing, dynamic, diverse world in which we live. We don't want to tell our students what to think, but help them to think for themselves.

*“Blessed are those who find wisdom, those who gain understanding”* Proverbs 3:13

### TUTORIAL, PSEC PROGRAMMES AND CITIZENSHIP

In Years 7 - 13, pastoral time is provided to follow a programme aimed at developing social and personal skills as appropriate to pupils' age and needs. Through topics and discussion, skills and understanding are developed. Areas covered include careers advice, citizenship, health and environmental education and personal and social development.

### CHARITIES

West Hatch High School pupils are actively encouraged to use their talents and energies to help others, particularly those who are less fortunate than ourselves. A number of events take place throughout the year, ensuring that pupils find something in which to participate. The school responds positively to students who are keen to organise help for charities that they particularly wish to support. A whole range of local and national charities have been supported over the years with significant sums raised.

### PARENTS' VOICE

At West Hatch the triangulation of Pupil, School and Parent is of upmost importance. Parents meet with the Headteacher once a term in the school library at 7pm. There is an agenda that is sent out prior to the meeting, and minutes from the meeting are circulated to all attendees. Parents can also request items to be added to the agenda. It is a chance to discuss changes that are being made, and to keep parents aware of what is going on during the school day. The Headteacher often asks for Parent's opinions on certain proposed changes, and on a number of occasions suggestions that have been made during meetings have then been actioned by the School. Parent Voice were winners of a National Award recognising Outstanding Partnerships with parents and the wider community, and the members have children in Year 7 all the way through to Year 13.

# **WEST HATCH HIGH SCHOOL**

## **PROSPECTUS FOR SEPTEMBER 2022 ENTRY**

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### **SCHOOL TRANSPORT**

Transport arrangements to and from school can be made in a variety of ways. The options for public transport include, walking from Chigwell London Underground Station to school, taking a range of buses, some operating under a contract to the local authority which travel in a variety of directions. Some parents drive their children to school and we ask that parents do not drive onto the school site to drop off or pick up children.



# WEST HATCH HIGH SCHOOL

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### SOME PRACTICAL DETAILS

#### SCHOOL HOURS

**Our school day is subject to changes and variations during the pandemic, however our usual school day is as follows:**

School begins at 8.30am and finishes at 3.05pm for Years 9-11 and 3.15pm for Years 7 & 8. There is a 20 minute morning break and 30 minutes for lunch. Pupils should be in school by 8.30am to ensure they are not late to Form. If they enter the school after 8:30am they will receive an afterschool detention the following day.

Pupils have 25 one-hour lessons per week. Registration, assemblies, break and lunch add a further 90 minutes per day. All students, except Sixth Form, are expected to stay in school throughout the day.

Homework is in addition to the normal school day.

#### THE SCHOOL DAY

School day starts	08:30
Form / Assembly	08.35 – 08.45
Period 1	08.45 – 09.45
Period 2	09.45 – 10.45
Morning Break	10.45 – 11.05
Period 3	11.05 - 12.05
Period 4	12.05 – 13.05
Lunch	13.05 – 13.35
Form	13.35 - 14.05
Period 5 (Year 7 & 8)	14.05 – 15.15
Period 5 (Year 9-11)	14.05 – 15.05

# WEST HATCH HIGH SCHOOL

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### UNIFORM

Our distinctive school uniform is an outward sign of belonging to West Hatch and we believe in its importance. Acceptance of a place commits parents to ensuring that their sons and daughters come to school in the correct uniform and are of smart appearance. On their journey to and from school, pupils are seen by the general public as ambassadors for the school and their behaviour and dress must reflect this at all times.

A full list of uniform and PE kit is sent to parents allocated a place; price lists are available from the recognised school outfitters, from whom the items of specific uniform must be obtained. They are: -

**Carolina's**, 708 Chigwell Road, Woodford Bridge (0208 504 6420)

**Forest Casual Wear**, 144 High Road, Loughton (0208 508 2848)

**GIRLS** Black blazer with school badge, black knife pleat skirt or black trousers and pink striped blouse\*

**BOYS** Black blazer with school badge, black tailored trousers, white shirt and tie\*

**PE Kit\*** (Girls & Boys)

All boys in Years 7 – 11 are expected to wear the 'clip-on' school tie. Years 7-10 are expected to wear a school blazer.

All outdoor coats must be plain black, grey or navy with no logos or stripes.

**Jumpers** Years 7 –10 'v' neck grey jumper.  
No cardigans are allowed.

**Year 11 -** 'v' neck black jumper.  
No cardigans are allowed.  
School Blazer are not permitted.

\* These items must be purchased from one of our uniform suppliers.

All students must have their House badge on their blazer or if Year 11 on their black jumper. The first House badge is provided by the school.

All pupils wear plain inexpensive black shoes with no accessories or colour. These must not be trainers, converse trainer like shoes or Prada shoes with a red tongue, ankle boots or canvas shoes/plimsolls are also not acceptable.

We have a 'nearly new' uniform shop. Please contact the School Office for further information.

### TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

Pupils come to West Hatch from many different primary schools, but our aim is to make the transition as smooth as possible, with our senior staff having regular contact with primary colleagues. In the Autumn, we have our Open Evening. Then in May/June, those families allocated a place for September come to the school for an Information Evening and there is an introductory day for pupils to gain a taste of West Hatch life. The first day of term in September is only for the new intake so that they become familiar with the school before the full timetable gets under way.

# WEST HATCH HIGH SCHOOL

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### APPLICATION PROCEDURE

An online Common Application Form must be completed on your Local Authority's website (Essex or Redbridge) by **31<sup>st</sup> October 2021**. A completed Evidence of Address Form, obtained from the School, accompanied by an original recent Council Tax bill, two original recent utility bills and your child's original Birth Certificate, must be received at the school by **5<sup>th</sup> November 2021**. They are then considered by the Admissions Committee of the Governing Body in strict relation to the published admission criteria.

Full details are given in the *Admission Prospectus* enclosed. In broad terms, the criteria is 'siblings' followed by 'nearness within the Priority Admissions Area' followed by 'nearness outside the Priority Admissions Area'. Every year the school is heavily oversubscribed so strict adherence to the detailed admissions arrangements has to be made.

### OVERALL PROSPECTUS DETAILS

Please note that the information given in this prospectus and its various supplements were correct at September 2021 as far as planning for September 2022 is concerned. It is possible that there will be subsequent changes affecting the relevant arrangements before the start of the 2022/2023 academic year and changes may well arise thereafter. Please contact the school if you wish to seek more recent information.

### STAFFING

There are 90 full time equivalent teaching staff with specialist qualifications, many of whom have been at West Hatch for a number of years; they constitute a most committed and highly qualified team. Our policy is to recruit and retain the best possible staff. The teaching is supported by a team of 52 non-teaching staff – Administrative and Finance staff, Technicians, Librarian, Support Assistants, and Catering staff.

### BREAK AND LUNCHTIME PROVISION

There is an impressive range of hot, cold and snack items, both at lunchtime and morning break. We also operate a breakfast service every morning.

Almost all pupils stay at school for lunch; those leaving the site must obtain a pass and have a parent at home if they are not eating at school. Just recently the Catering Manager and her team received one of the highest awards on inspection ever given to a school kitchen.

### SUPPORT SERVICES

Attendance is closely monitored and parents are required to call in on each day of absence by 9.00am and to provide notes explaining any absences. Regular and punctual attendance is an essential ingredient for success at school; parents need to understand that the Governing Body's policy is totally opposed to family holidays being taken in term time and permission is not granted.

### SCHOOL'S WEBSITE

Further information is available at [www.westhatch.net](http://www.westhatch.net). Prospective parents are invited to visit the site which contains information about the school.

# WEST HATCH HIGH SCHOOL

## PROSPECTUS FOR SEPTEMBER 2022 ENTRY

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### SCHOOL EXAMINATION RESULTS YEAR 11 and Year 13

As a result of the processes by which students have been awarded grades in Summer 2021, we have not released overall school figures this year. However we wish to celebrate and recognise the achievements of all our students in Year 11 and Year 13 during what was a difficult time for them.

### SCHOOL ATTENDANCE

Government regulations require publication of all attendance figures, these also form part of the School Performance data within the Parents' Charter. They are available online for parents to view.

Due to the current Covid-19 pandemic we will not be publishing whole school attendance figures for 2020-2021.

- 1) Length of taught week = 25 hours
- 2) Number of pupils on roll (September 2021) with Educational, Health and Care Plans = 34
- 3) Routes taken by pupils/leavers (as available for 2020/21):

At 16+	a)	Continuing in Education	173
	b)	Apprenticeship / Work Based Training	3
	c)	Other	2

# WEST HATCH HIGH SCHOOL

## PROSPECTUS FOR SEPTEMBER 2022 ENTRY

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### MEMBERS OF THE GOVERNING BODY

*Correct as at September 2021*

**Mr John Haley, Chair, Member Appointed Governor**

Parent with two sons through the school. Appointed Chair of the Governing Body in November 2008. Chair of Finance and Premises Committee and the Admissions Committee. John is a retired Chartered Surveyor.

**Mr Adrian Harris, Co-opted Governor**

Two sons through the school. Worked as an Assistant Director, Financial Management, at the University of East London. Chair of Staffing & Salaries Committee and a member of the Finance & Premises Committee.

**Miss Nancy Lycett, Co-opted Governor**

Local Company Director. Former teacher and Chartered Surveyor. Interested in the interface between education and business. Chair of Finance and Premises Committee.

**Mr Stephen Phillips, Member Appointed Governor**

Past parent of the school. Has served as a Governor of West Hatch for over 25 years. Recently retired as a director of a menswear company. Chair of Redbridge and Havering Independent Custody Visitors Panel (part of The Mayor's Office for Policing and Crime). Member of Admissions Committee and Finance & Premises Committee.

**Mr Justin van Wijngaarden, Parent Governor**

Became a Governor in June 2014 and has a son at the school with a further two daughters through the school. A Chartered Accountant working as a Chief Operating Officer in the City at a financial services company and serves as a non-executive chair of the board of AQA examinations board.

**Mr Matt Lopez-Dias, Parent Governor**

A former pupil from 1981 to 1987 and father of two. He has a son at the school and a further two daughters through the school. He is a Website Developer & Engineer and a Film & TV Grip. Appointed as a Governor in February 2015 and is our Link Governor for Curriculum & Data KS3. Member of the Strategic Board.

**Mrs Julie Pearce, Parent Governor**

Born and bred in the area and has a daughter in the school. Is the Clerk of a City Livery Company. After 3 years as an active member of the Parent Voice, was appointed as a Governor in January 2019

# WEST HATCH HIGH SCHOOL

## PROSPECTUS FOR SEPTEMBER 2022 ENTRY

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### **Ms Marcella Lord, Staff Governor**

Joined West Hatch as a music teacher in 2016 and has a son at the school. Runs a Soft Skills and IT Training Company, is also a Teacher of Performing Arts, and a professional singer.

### **Mrs Leanne Smith, Staff Governor**

Joined West Hatch as Catering & Hospitality Manager in charge of all catering at West Hatch with a team of 12 staff. Has a professional background of hotels and restaurants for the past 30 years. Has had two sons through the school.

### **Mrs Harpreet Kahlon, Staff Governor**

Joined West Hatch in 2013 as a cover teacher. My role has been to teach many subjects and have been a part of the English Department. I have over 10 years of experience teaching in inner London schools. Has daughter at the school.

### **Mr D Leonard, Headteacher**

Headteacher since September 2017. Had been Associate Head for the previous three years, having been on the Senior Leadership Team at the school since 2008.

### **Mr David Solomons, Co-opted Governor**

Formerly a Parent Governor with one son through the school. A retired Deputy Headteacher of a secondary school in Redbridge. Previously a primary school governor. Member of the Pupil Discipline Committee.

### **Mrs Stephanie Field, Member Appointed Governor**

A former French teacher at the school for thirty years and was a Head of Year for seventeen years. Recently retired she currently assists the MFL Department with Year 11 intervention. She is also our Training Link Governor and has past experience as a school governor at her own children's school.

### **Mr Kulvarn Atwal, Parent Governor**

Has worked in education for 20 years and is currently Head Teacher at Highlands Primary School. Completed his Doctorate in Education in 2016 with a thesis that considered factors which impact on teacher engagement in professional learning activities in schools, with a particular focus on action research. Has a son at West Hatch.

# WEST HATCH HIGH SCHOOL

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### **Miss Rochelle De Friend, Member Appointed Governor**

Joined as a Governor in November 2019 and serves on the Finance & Premises Committee. She has over 30 years experience in financial services, currently serving as a Chief Operating Officer for a Market Infrastructure firm in the City. Rochelle is also on the Board of Directors for Women in Listed Derivatives (WILD)

### **Mr Suhail Lodhi, Parent Governor**

Joined as a Governor in January 2021. He has a son in the school. He has 20 years experience in Corporate IT, and has recently moved into education as the IT Manager at a local Prep school.

### **Mrs Lisa Barker, School Business Manager**

Appointed in April 2014. Lisa's professional background includes twelve years working in the Adult Education sector for Redbridge. Previously, she worked with Tower Hamlets for a large 6th Form Consortium.

- All Governors are appointed for a four-year term of office.
- Parents are notified of the election procedures when a vacancy arises for Parent Governors.
- The Clerk to the Governors is appointed by the Governors.
- Letters to the Chair and the Clerk can be sent via the School

# WEST HATCH HIGH SCHOOL

## PROSPECTUS FOR SEPTEMBER 2022 ENTRY

### ADMISSION CRITERIA

#### Year 7, Mid-Year & Sixth Form For September 2022

West Hatch High School is an Academy school situated on the boundary between Essex and the London Borough of Redbridge.

Applications are accepted from residents in both Essex and Redbridge.

The Governing Body is the Admissions Authority of the school and has appointed the Admissions Committee to consider all applications to the school on its behalf.

#### Arrangements for Admission to Year 7 – September 2022

1. The agreed admission number for entry into Year 7 is 249.
2. Places will be allocated strictly in accordance with the School's Admissions Policy which is consistent with admissions law and the School Admissions Code issued by the Department for Education.
3. You must complete **two** forms if you would like your child to be considered for entry into Year 7 at West Hatch High School in September 2022.
  - (1) Your Local Authority **Common Application Form**, which should be completed online by **31<sup>st</sup> October 2021**; and
  - (2) An **Evidence of Address Form**, which can be obtained from the school's Admissions Secretary or website at [www.westhatch.net](http://www.westhatch.net), and should be returned to the school once completed.

*This form is required even if West Hatch is not your first preference.*

The Evidence of Address Form and supporting documentation should be sent to the Admissions Secretary, by post or brought into the school in person. The deadline for this is Friday 5th November 2021. The School's address is High Road, Chigwell, Essex IG7 5BT.

Evidence of Address should include original documents. These will be photocopied and returned to you. A council tax bill, the child's Full Birth Certificate or Passport, two utility bills (e.g. gas, electric, water or landline phone) and, if applicable, your tenancy agreement and a tenancy statement must be provided. All bills should be recent or dated within the six months May to November 2021.

4. Essex will advise the School of applications made to it, including those from Redbridge. At this point, the Admissions Committee will consider all the Evidence of Address Forms for those offered a place. However, the Admissions Committee will not consider Evidence of Address Forms if a Common Application Form naming the school has not been received by Essex or Redbridge.
5. Applications will be processed on the basis of the home address of the child at the time of application and determination. The home address is considered to be the address at which the child resides on a permanent basis and is generally the address of the parent/legal guardian.
6. Allocation will be based on the information that is given on the Common Application Form and Evidence of Address Form, prevailing at the deadline of 5th November 2021.



# WEST HATCH HIGH SCHOOL

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7. Subsequent changes of address cannot be used to enhance the 'nearness' to the school.

If you know you are moving house at any time during October 2021 to the start of term in September 2022 you **must** notify the School and your local authority.

The Admissions Committee may consider an application invalid and withdraw the offer of a place at any time, if any of the information given on the Common Application Form or Evidence of Address Form proves to be inaccurate. The Admissions Committee also reserves the right at any stage to carry out any enquiries it deems necessary to check information given by the applicant.

A parent/legal guardian who obtains a school place by deception, but does not have the place removed due to the Admissions Committee considering the best interests of the child, will not be able to gain priority over other applicants by using the Sibling link for subsequent children in future years.

8. National Offer Day - Your Local Authority, Essex or Redbridge, will write to you on the 1st March 2022, to tell you if your application has been successful or not.
8. Late Applications - if the Evidence of Address Form is not received on time, it may not be considered for 1st March 2022 offer purposes. Instead, it will be ranked according to the School's admissions criteria and put on the Waiting List held by the Local Authority School until the first week of the Autumn term.

**Where the number of applications for admission is greater than 249, applications will be considered against the criteria set out below: -**

### **1. Looked after children (LAC), Previously looked after Children (PLAC) and Children Previously Looked after from outside England (IPLAC)**

A Looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (as defined in Section 22(1) of the Children Act 1989).

A previously looked after child is a child that immediately after being looked after became subject to an adoption, residence or special guardianship order will be given first priority in oversubscription criteria, in accordance with the School Admissions Code (Dec 2014).

### **2. Siblings**

A relevant sibling is a child who has a brother, sister, adopted brother or sister or stepbrother or stepsister, living in the same family unit in the same family household and address, who attends West Hatch High School in any year group and where the brother or sister completed their statutory education at this school, irrespective of place of residence. A sibling link to a child in Year 11, or Year 12, will only be taken to exist at the time of application and determination where the brother or sister has completed their statutory education at West Hatch High School and where there is an intention that the Year 11 child will be returning to the school for a post 16 course of study.

Children residing in the same household as part of an extended family, such as cousins, will not be treated as siblings.

In the case of twins, we will ensure that both will be offered places. In the case of triplets or other multiple births, if the majority of children can initially be offered a place, we will offer places to the remaining children.

# WEST HATCH HIGH SCHOOL

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### 3. Children of Staff

Children of members of staff who have been employed at the school for two or more years at the time at which application for admission is made, or who are recruited to fill vacant posts for which there is a demonstrable skill shortage. This applies to all staff.

### 4. Children living in the Priority Admissions Area

Map available on the school's website at [www.westhatch.net](http://www.westhatch.net)

West Hatch operates a Priority Admissions Area. Within this criterion, children will be ranked in distance order for admission by straight line distance within the Priority Admissions Area. Those living nearer will have a higher priority, starting with the nearest first. However, there is no guarantee of a place for children living in the Priority Admissions Area.

All straight line distances are calculated electronically by the local authority using data provided jointly by the Post Office and Ordnance Survey. The data is used to plot the co-ordinates of each individual property and the school. Distances are reported in miles to three decimal places.

In the unlikely event of applicants with an identical distance competing for a single place at the school, the place will be offered to one applicant on the basis of lots drawn by a member of school staff not involved in admissions, with the exception of twins, triplets etc.

### 5. Remaining Applications

In the event of oversubscription within any of the above criteria, priority will be determined by straight line distance from the home to school, with those living nearest having highest priority.

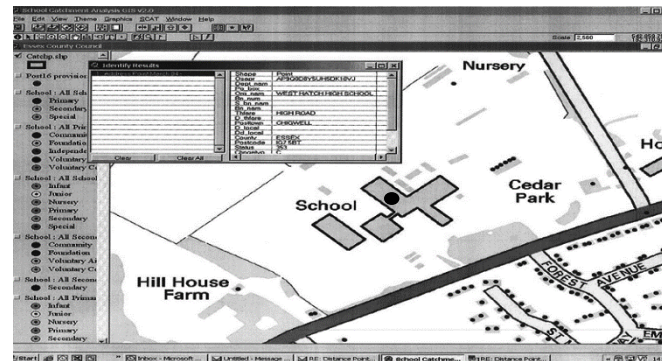
If undersubscription should occur priority will be determined without regard to the Priority Admission Area. Those living nearest to the school will be given the highest priority using straight line distance.

### 6. Waiting List

A waiting list will be kept by the Local Authority for the first week of the Autumn Term only and the school will maintain this waiting list for the remainder of the year.

Children with an Education, Health & Care Plan and where West Hatch has been named on the plan will normally be admitted to the school providing the school can meet the child's needs.

The diagram below shows the point of measurement used by the Local Authority.



- Centre of School Hall

To get an approximate straight line distance measurement go to [www.freemaptools.com](http://www.freemaptools.com) and select "Distance between UK Postcodes". Enter your postcode and the School's postcode which is IG7 5BT and note the distance "as the crow flies". Please be aware that Essex will provide the School with more accurate measurements for the purpose of admissions. The "Freemaptools" website is given for guidance only.

# WEST HATCH HIGH SCHOOL

## PROSPECTUS FOR SEPTEMBER 2022 ENTRY

### **Continued Interest / Waiting List**

Following National Offer Day, West Hatch High School will maintain its continued interest/waiting list until the end of the academic year. If you would like your child's name to remain on the waiting list thereafter, please contact the School's Admissions Secretary in writing either by post or via email to confirm this. The email address is [admissions@westhatch.net](mailto:admissions@westhatch.net). Please note that a child's waiting list position can change as a result of an offer of a place being made or as new applications for the School are received. If you would like to know your child's position on the list, please contact the School's Admissions Secretary on 0208 504-8216.

### **Making an appeal**

Unsuccessful applicants can exercise their statutory right to appeal to an independent appeal panel. Please refer to the School Admissions pages on the Essex County Council website [www.essex.gov.uk/ education-schools](http://www.essex.gov.uk/education-schools) for further information about appeals.

### **Application Statistics**

In order to offer a guide to the likely allocation of places, the following statistics are taken from last year's applications. Please note that figures do vary from year to year.

By the closing date (October 2020) a total of 625 applications (all preferences) from both Essex and Redbridge had been received for the 249 places for 2021 entry.

### Breakdown of Successful Applicants

	September 2021 Entry	September 2020 Entry	September 2019 Entry
Looked After Children	0	3	0
Children with an EHCP	5	5	11
Siblings	85	61	60
Staff Children	0	2	1
In PAA	108	161	132
Outside of PAA	51	20	43
Distance Reached within the PAA on National Offer Day	2.596 miles (Straight line)	2.636 miles (Straight line)	2.635 miles (Straight line)

# WEST HATCH HIGH SCHOOL

## PROSPECTUS FOR SEPTEMBER 2022 ENTRY

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### **MID-YEAR APPLICATION ARRANGEMENTS**

If you would like to make a mid-year application, please contact the School's Admissions Secretary on 0208 504-8216 to obtain an Application Form or please refer to our website, [www.westhatch.net](http://www.westhatch.net)

The School has a currently Published Admissions Number of 249 in years 7 - 10 (as at Sept 2021) and 189 in Year 11.

All mid-year applications will be considered against the following criteria:

- a) The size of the Year Group at time of application.
- b) West Hatch operates a Priority Admissions Area. Within this criterion, applicants will be ranked by straight line distance order within the Priority Admissions Area. Those living nearer will have a higher priority, starting with the nearest first.
- c) If undersubscription should occur priority will be determined without regard to the Priority Admission Area. Those living nearest to the school will be given the highest priority using straight line distance.

1. For all mid-year applications, the Admissions Committee reserves the right to pursue supporting school documentation and professional advice to verify the information given on the application form.
2. In considering the application against the above stated criteria, the Admissions Committee will also consider any possible prejudice to existing pupils at the school as well as to applicants already declined admission to the relevant Year Group.
3. If requested in writing, by phone or email, unsuccessful applicants will be placed on the School's Waiting List in the relevant Year Group and in accordance with our Admissions Criteria as detailed in our Admissions Policy. The List will be examined whenever a place or places have become available.
4. Repeat applications will not be considered in the same academic year unless it can be demonstrated to the Admissions Committee that there has been a major change of circumstance relevant to the previous application.

### **Making an Appeal**

Unsuccessful applicants can exercise their statutory right to appeal to an independent appeal panel. Please, go online to [www.essex.gov.uk/education-schools](http://www.essex.gov.uk/education-schools) or contact the School's Admissions Secretary on 0208 504-8216, or via email, [admissions@westhatch.net](mailto:admissions@westhatch.net), to request an appeal form.

# WEST HATCH HIGH SCHOOL

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### ADMISSION TO THE SIXTH FORM

We welcome applications from all students but they will need to meet our admissions criteria for Advanced and Vocational study.

The school will admit students to the Sixth Form where it is able to offer a programme from which they will benefit and for which they are qualified. The school carefully considers the most suitable courses for each individual student.

In the event of over subscription, those students who are in the care of the Local Authority (looked after children) will be given the highest priority, followed by those living nearest the school.

We will consider late applications from both internal and external students in August after the GCSE results are published and if spaces are available on respective courses.

The closing date for applications is **31<sup>st</sup> January 2022**.

For more information and guidance on all courses offered please refer to our Sixth Form Prospectus which can be found on our Website [www.westhatch.net](http://www.westhatch.net) or contact the Sixth Form Admissions Secretary on 0208 504 8216.

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