I am proud to be the Headteacher of Longdean and I am delighted to welcome you to our school. Our vision is for every member of the school community to be able to say:

‘I am proud of who I am and what I have achieved today’.

It is our view that this can only be achieved if all members of the school community have extremely high aspirations of themselves and of each other. Outstanding achievement and any form of success can only be created through hard work, dedication and aspiration to be the best we can be.

I hope that the remainder of this document gives you a clear understanding of Longdean School, its values and what it wants for the students who attend. If you wish for a more in depth look then please visit us anytime.
At Longdean School the students come first because children only get one chance to receive a world class education.

We expect everybody in the Longdean Community to:

1. Enjoy learning and make outstanding progress.
2. Feel safe and secure in a learning environment of which we are proud.
3. Be inspired, challenged and motivated to learn.
4. Support and value each other and celebrate everyone’s success.
5. Develop the academic and emotional skills needed to utilize our abilities and create a ‘can do’ culture at Longdean.
6. Develop the high levels of literacy and numeracy needed to be independent learners.
7. Exploit the opportunities available at Longdean in order to have control and choice over our futures.
8. Understand the part we play and the contribution we make to the School, Local, National and Global communities.

The world that students will enter into when they leave school is very challenging. The job market is increasingly global with the majority of jobs no longer being provided locally or nationally. By 2020 most employment opportunities will be in Europe or Asia. Young people will no longer remain in a job for life and they are likely to have experienced 10 different employers before the age of 40. Many of these newly created jobs will also require the incumbent to have qualifications to degree level or equivalent.

In this context schools have an obligation to ensure students leave school with the qualifications they need to have control and choice over the next steps in their lives. Equally, schools need to develop in students the skills they will need to learn new things everyday, to tackle and overcome challenges, to survive outside of their comfort zone and be able to contribute to the rapidly changing communities that they are an integral part of. Young people today must be literate, numerate, emotionally intelligent, resilient and creative enough to cope with an ever changing society.

Whilst it is the job of schools to develop these attributes in young people, they will only have limited success if they are working in isolation. Students themselves have a responsibility to engage in the opportunities provided to them both inside and outside of the classroom. Parents need to work alongside the school in reinforcing the importance of key skills and developing them in their children. They can do this by ensuring their children attend school regularly, on time and by attending events linked to their child’s education.

At Longdean we already do lots to instil these core skills and attributes in the students who attend. I look forward to continuing this and ensuring that we continue to strive for excellence in all that we do for the benefit of the students who come here.
Pastoral care

“Students are supported well by the school’s outstanding care, guidance and support. There are high quality systems to identify potential problems early. This `net' has a very fine `mesh' so that students do not slip through, and resultant interventions and subsequent support are highly effective.”  OFSTED

Vertical Tutoring

Form groups are organized into groups of around 20 students with approximately four from each year group in years 7-11.

The form meets for the first 20 minutes of each day and each week is involved in a variety of activities ranging from learning spellings and silent reading through to attending assemblies and completing a weekly House Challenge which pits their wits against other tutor groups within their House. There are also various activities such as team building, problem solving and creative thinking.

Each tutor group has a number of representatives, who feed information, ideas, views and opinions into each House Forum, which in turn supports the work of the Student Voice led by our Head Girl and Head Boy. We feel that this system supports students to develop relationships across year groups, provides excellent opportunities for leadership and social development, promotes understanding of democracy and how the individual can influence the decision making process. In particular we are really impressed with the way in which it has allowed all students to have a really calm and focused start to the day. Our year 7 students settle in very well and their feedback is always extremely positive.

The House System

As part of the vertical tutoring system, all children and staff are placed into one of four Houses: Da Vinci, Franklin, Gates and Pascal. These names are linked to our Mathematics and Computing Specialism and there are information boards around the school detailing their many achievements. There are a host of House challenges throughout the year that include a range of subjects and disciplines including Longdean Masterchef, Speed Chess, University Challenge, Public Speaking and a variety of Sporting competitions. Each year we also enter students for a wide variety of local and national events and competitions to allow Longdean students to compete with their peers from other local schools and around the country. You will notice students wearing their house badges and they will be able to talk to you about the ethos surrounding their House identity.
In safe hands

In addition to our Pastoral System, which provides high standards of support and care for our students, we are encouraging the students themselves to take responsibility for the wellbeing of all members of our community.

We have a team of enthusiastic Transition Ambassadors who work collaboratively to support the new intake of students. They will develop their role to include Primary School visits, running a Transition games club and supporting Year 6 on Taster Day. Some of the ambassadors will take part in our anti-bullying workshops which will provide them with the skills they need in order to support others.

Members of the Sixth Form are role models for all students and they are instrumental in supporting the school’s ‘keep safe at Longdean’ programme. Recent initiatives have included; the sale of anti-bullying wrist bands, keep safe boxes and Student Support lunchtime drop in sessions. All of our staff show their commitment by wearing ‘Keep Safe at Longdean’ lanyards.

We are working closely together with outside agencies to train students in the development of skills and strategies which will enable them to support others. They will build upon the skills which they have learnt in the Resilience Programme which is taught to all members of Year 7.

We pride ourselves in the quality of support for students who find aspects of education challenging. The Inclusion Department supports students with a variety of learning needs and disabilities. We are one of two Hertfordshire secondary schools that have resourced provision for students with Speech, Language and Communication Needs. Our Learning Support Centre offers a supportive learning environment for students who need short term respite for medical or emotional reasons.
“Specialist status has made a significant contribution to school improvement during recent years.” OFSTED

The impact of Longdean’s Mathematics & Computing status can be seen across and beyond the school.

Many whole-class ICT suites are available across the school for use by all departments. Study centres are available for all key stages. This is acknowledged by Ofsted, where “The use of ICT is a cross-curricular strength” and “ICT is used well.” A rich experience of ICT and Maths across the school has helped every department to raise attainment and support progress. This is supported by an enlightened policy on the use of personal technologies such as smartphones to support e-learning with audio, video, images, web based resources and calendars.

The school delivers a variety of ICT courses. The impact of the Mathematics department is felt across the school through numeracy work, financial literacy, and a variety of mathematics qualifications. Ofsted recognised that “The specialist subjects within mathematics and ICT have performed very well at all levels.”

Longdean staff and students work with a number of primary and secondary partner schools as well as businesses, sharing the whole school’s expertise, as well as Mathematics and Computing. This includes primary master classes through to community classes, as well as training for teachers across the globe. Ofsted shared how Longdean “provides family learning programmes and community access, including information and communication technology (ICT) classes” and how “The specialism has also contributed to the personal development of the students and by supporting adults in adult learning classes.”

With Mathematics and Computing as our specialism, sixth form students have developed specific learning resources for students with special needs in other schools. This supports these students in their development as community leaders.
The climate for learning is strong and students are constantly challenged and supported.”  OFSTED

Independent Learning and Homework

The difference between a ‘good’ and securing a ‘great’ grade comes down to how much effort and the range of activities that students undertake independently at home.

The Longdean model offers students and parents flexibility, responsibility and accountability of study outside of lesson time. In recognition of the different pathways and the nature of the subjects studied, we provide a portfolio of electronic and paper-based study tools for students. This allows for different volumes of extension work and styles of study.

Robust homework is set in increasing quantities as students progress through the school. Homework is set according to a timetable in the core subjects in Key Stage 3 (Years 7 and 8), alongside non-core homework and e-learning projects available on the Longdean Learning Platform.

In Key Stage 4 (Years 9-11), students study for a GCSE option in each year along with their other subjects over the period of three years. The nature of homework in these years varies according to the pathway of the student and the subjects chosen.

In Key stage 5 (Years 12 and 13), homework varies according to the level of study and the options chosen.

Homework support and coursework clinics are offered by different subjects. The Information Services Centre also supports students by offering after school homework clubs as well as access to ICT and paper-based resources outside of lesson times. Sessions are additionally offered on a Saturday morning to attend school in order to complete coursework or to study.

“Students behave well in lessons and are motivated to work hard and

“Students are particularly good at self-management and checking their own behaviour. As a result, almost all understand how their behaviour affects others. As a consequence, students really enjoy working together and show respect for one another’s views and opinions.”  OFSTED
Enrichment

“We teachers are making a difference to the life chances of students.” OFSTED

We believe strongly that learning does not just take place in the classroom in school hours. Enrichment comes in many forms ranging from successful local trips to places like Chesham, Ivinghoe Beacon and London, to France and Spain and further afield in Iceland and Costa Rica. These successful and popular trips, run by a number of departments, serve to support the work completed in the classroom, enhance the social development and independence of students, and to provide memorable experiences.

As a school we run a large number of popular clubs and after school activities. The lunchtime computer club is well attended, as are sports based activities such as basketball every lunchtime. Longdean School holds the Sports Mark award that acknowledges our commitment to sport, fitness and healthy lifestyles for students. The homework club is popular with students of all ages with students working collaboratively to support one another.

The School Council, headed by our Sixth Form Leadership Team, House representatives and members of the International Group, Charity Committee and Student Voice Committee meet to discuss the wide range of activities and leadership roles that students undertake across the school. The School Council and our regular School Parliament enable students to develop their confidence and debating skills.

Every year we produce an array of drama and musical events including the annual school musical and concert. Over 100 students regularly take part in each of these events as performers, backstage support or front of house. Students also pay regular visits to shows and plays in London. The high standard of these performances and the extra curricular activities in the Arts has been recognised through the Arts Mark Silver Award. Enrichment also instils in students a sense of personal and community responsibility. Our Sixth Form Leadership Team regularly organizes charity events supported via the House System. The A level Geography group sponsors a child in Pakistan and supports Water-aid through their community charity work. whilst a student Charity Committee selects causes to support through whole school and individual events such as the ‘charity walk’.

Our “Sixth formers are confident, articulate students who value their education and opportunities provided by the school. The high quality of the curriculum and the care, guidance and support they receive result in students’ outstanding personal development. Students take on a wide range of responsibilities within the Sixth form and the whole school, including making responsible and well-informed decisions relating to their learning and well-being.” OFSTED
“Students respect and relate well to others, actively fostered by the all-age tutor groups, and this is reflected in the cohesive nature of the school community.”  OFSTED
Vertical tutoring and the House system both broaden and open up the opportunities available for every student at Longdean School. There is a wide range of topical and diverse House events held each year ranging from House Cricket and Netball through to Speed Chess, Longdean Mastermind, University Challenge and House Games Day. In addition to competing in local competitions against other Dacorum schools, Longdean students regularly participate in regional and national events with great success. Our amazing success in junior and senior, individual and team mathematics challenges is a good example of this.

Longdean School offers every student the chance to work towards the Duke of Edinburgh award scheme at both Bronze level (Year 10 upwards) and the Silver award (usually completed in the 6th form). This is a nationally recognised scheme which is widely respected and favoured by employers, schools, colleges and universities alike. It allows students to show and demonstrate further aspects of their character which can and does make all the difference in interview situations.

The Duke of Edinburgh award scheme consists of four elements: volunteering; physical; skill and an expedition.

Once each section has been completed in the specific period of time, the young person is rewarded with a certificate to reflect the hard work and effort required to complete the award. The most eagerly awaited and enjoyable aspect of the award is the Expedition phase, which takes place at Phasels Wood (near Kings Langley) each year. Within this section students must complete a planned walk, team project and camp together.
Public Speaking is a great strength within the school. A termly school parliament is held, where students debate and discuss relevant issues and current affairs of the day. In addition we also enter several teams into the Rotary Club Youth Speaks competition each year. The school has an outstanding track record of achievement in this field reaching both the County and Regional finals in the past 3 years, as well as claiming several first positions along the way.

Other events involving Longdean students are those related to Magistrates and Crown Court competitions, held each year at Stevenage Magistrates and Snaresbrook Crown Court in London. This is a team event where students assume different roles in a mock court trial.

Another opportunity available to students involves the preparation, cooking and assembly of food. Food Technology GCSE is a popular course taken by our Year 9, 10 and 11 students. This paves the way for entry into two local competitions - The St. Albans Young Chef of the Year (held at Oaklands College) and the Rotary Club Young Chef of the Year. These events are held in the autumn term of each academic year and we have an excellent record in both.
“The school effectively promotes community cohesion. It knows its local community extremely well.” OFSTED

We foster a positive ethos in appreciating and celebrating the cultural diversity of our community. Our commitment to our local, national and global communities is recognised by our International Schools Award and being part of the Global Learning Partnership. These enable us to support school and community projects in Ghana, Costa Rica, Turkey and other countries, which serve to give our students and those on the other side of the world an insight into how other communities thrive.

As part of our commitment to encourage all our students to become ‘citizens for the future’ we support the development of a significant range of activities in our local primary schools. These enhance staff expertise, resources and student confidence in many areas as well as supporting transition.

Developing global citizens is integral to our work both within and external to the curriculum as recognized by our work with the British Council and International Schools status. Events during the school year such as our annual ‘Who Do We Think We Are Week’ develop the students’ understanding of themselves and others within their community setting.
Older students are very aware of their responsibilities as role models and students make a good contribution to the running of the school. The result is that the school is a very cohesive and very inclusive community.” — OFSTED
“There are very real strengths in the curriculum, particularly in the way it is tailored to students’ individual needs, drawing on the outstanding links with other providers to extend the range of learning experiences.” OFSTED

In order for each student to achieve his/her potential and to enjoy learning, we aim to personalize the curriculum as far as possible. The curriculum that year 7 follows is designed to build on the skills and knowledge gained during primary school and to develop the learning skills that will enable all students to cope with the challenge of examination courses later on in their educational journey.

All students follow a core programme of English, Mathematics, Science, ICT, Technology, Geography, History, PE and Social Sciences, as well as a Competency programme.

The Competency programme consists of four elements:

1. Opening Minds, combining English, Geography, History and Religious Education, with an emphasis on developing literacy, independent learning and emotional intelligence.

2. Future Skills, combining Mathematics, Science, ICT and Technology, with an emphasis on developing Personal, Learning and Thinking Skills (PLTs) – creative thinking, team working, self-managing, effective participating and reflective learning.

3. Creative Arts, combining Art, Dance, Drama and Music, where PLTs are also developed.

4. Resilience Programme – learning about yourself and developing the skills necessary to cope with real-life problems and situations.
In year 7, students are placed in one of four pathways (W, X, Y, Z), depending on their performance in Key Stage 2 SATs and their teacher’s assessments from primary schools. The number of learning hours devoted to each subject varies in each pathway, to match the learning needs of the students. Students in pathways W, X and Y will study a Modern Foreign Language (French or German), while students in pathway Z will have discrete lessons in Literacy and Numeracy.

All students will complete their Key Stage 3 programme at the end of year 8 and start their Key Stage 4 programme in year 9, taking their GCSE and/or BTEC qualifications in years 9, 10 and 11. We offer a wide range of GCSE options as well as BTEC and college vocational courses. Triple Science GCSE is available to students in the W pathway, and many students follow a GCSE programme which leads to the English Baccalaureate accreditation (GCSE English, Mathematics, Science, Modern Foreign Language and Geography or History).

A thorough Careers programme follows the students throughout their years at the school, in order for students to make informed choices at all stages. There is also an Enterprise programme, as well as various forms of intervention to support students who fall behind.

Longdean School works in close partnership with the other secondary schools in Hemel Hempstead, particularly in the sixth form where there is close collaboration, as well as West Herts. College and Oaklands College, in order to provide a wide selection of examination courses at Key Stages 4 and 5, including academic and vocational programmes.
“Students achieve well in the sixth form because teaching is consistently good and the wide range of courses offered meet students’ needs and interests well.” OFSTED

There are currently approximately 200 students in the Sixth Form, nearly 90 in Year 13. The retention rate from October to the end of the year is over 95% in Y12 and usually 100% in Y13. About 10% of students each year stay a third (or even a fourth) year in order to complete their qualifications. Longdean has an inclusive and varied Sixth Form. There are slightly more boys than girls, 20% are from ethnic minority backgrounds with about 20% having a first language other than English. This makes the Sixth Form community a vibrant one!

The majority of students take AS and A Levels with approximately half taking three subjects and half four. A few students take five. The EPQ – a research-based independent study – is available for all. About 30 students take a L2 programme, covering English, Maths and a Higher project qualification with either Humanities and Psychology or Public Services.

Over twenty A Level courses are taught at Longdean and many other A-Levels and other applied and vocational qualifications are available through Consortium arrangements. Longdean is part of the East Dacorum Consortium. This allows students to choose from a wider range of subjects offered by different schools. Consortium arrangements are very effective; communication and transport are well-established, with Heads of Sixth Form meeting fortnightly. Quality Assurance is undertaken via a formal programme of lesson observations of Consortium Subjects each half term. There is a common dress code, reporting and monitoring system across the consortium although each school retains its particular pastoral system.

The Post-16 curriculum is designed to offer access to a wide range of students. The minimum level of attainment at GCSE is around Grade E level. Students who achieve below this threshold are directed to Connexions for further guidance, and helped with applications to suitable Level 1 courses at College.
“Sixth formers are confident, articulate students who value their education and the opportunities provided by the school. The high quality of the curriculum and the care, guidance and support they receive result in students’ outstanding personal development. Students take on a wide range of responsibilities within the sixth form and whole school, including making responsible and well-informed decisions relating to their learning and well-being. The effective leadership and management focus strongly on improving student outcomes.” OFSTED

The curriculum is very flexible – students can sometimes mix Levels of courses if appropriate, take AS and A2 in one year, may take almost any combination offered by the East and West Dacorum consortia, may occasionally self-study (recently students have taken A Levels in Sociology and Accounting) and may take specialized Modern Languages (Urdu, Chinese, Arabic and Portuguese in recent years). Students are NOT required to take a minimum of three A2 subjects in Year 13, although minimum threshold grades are required to progress to A2 (generally a ‘mid Grade D’ at AS).

ICT and Mathematics are offered at several levels, reflecting the school specialism: ICT at AS and A2, Single and Double Award; Mathematics is available at GCSE, AS and A2, with the addition of Further Mathematics at AS and A2, and AEA Mathematics.

In July 2009 Longdean adopted Vertical Tutoring; The Sixth Form has internal Vertical Tutoring, with eight forms of mixed Year 12 and 13 students, two in each of four Houses. The Director of Learning, Sixth Form manages a specialist Pastoral team of Form Tutors who prepare initial drafts of UCAS references. The Head of Sixth Form is supported by a team of specialist Pastoral and administrative staff.

The Director of Learning Sixth Form also manages the Sixth Form Leadership Team, comprising the Head Boy and Girl and their Deputies. These students are part of the Student Forum and oversee the Prefect System. All Sixth Form students undertake Prefect duty one lunchtime per week and all students in Year 12 participate in Community Service within the school and local area. Year 12 students must be in school at all times other than at break or lunch; some Year 13 students may be allowed Home Study at times agreed by Head of Sixth Form.

PE/Enrichment is timetabled for all students and RE/Citizenship is delivered through PHSCE and Assemblies. In addition, there are many other opportunities such as Duke of Edinburgh Award, World Challenge Expedition, field trips to Berlin and Iceland, cultural visits to New York and more locally to theatres and sporting events. Students are encouraged to become involved in charity work, debating and public speaking and Young Enterprise Award.

The majority of Y13 students progress to university. In August 2014, every student who applied secured a place, in almost all cases a preferred choice, other than those who decided to take a gap year and who will apply through the school in 2014. Many are ‘first generation’ university entrants. Former Longdean School students are currently studying a wide range of courses including many at Russell group universities including Cambridge and Medical School.
`Rejoice in thy youth’

`I am proud of who I am and what I have achieved today’
Why Longdean should be your number 1 choice

# 1 We’re good and getting even better!
Longdean is one of the few ‘good’ schools in Dacorum (Ofsted 2013), with ‘examples of outstanding teaching in the majority of subjects.’ Sixth form teaching is ‘consistently good’ (Ofsted 2013), resulting in 100% of students and their parents praising the sixth form experience (questionnaire Nov 2013). 91% of parents praise leadership and management (questionnaire Nov 2013). The Senior Leadership Team have ‘high expectations and strong ambition’ and are ‘well placed to continue to drive the school forward’ (Ofsted 2013).

# 2 Students are well prepared for the future
Our KS3 Competency Curriculum teaches resilience and how to learn. Core GCSEs studied over three years and a GCSE option sat in each of Years 9, 10 and 11 challenge passivity and so students ‘achieve well in these subjects.’ Membership of a consortium ‘provides sixth form students with greater choice... access to a wide range of courses, both academic and applied’ (Ofsted 2013). Our Mathematics & Computing specialism supports whole-school numeracy, success in maths qualifications, well-resourced study areas and numerous ICT suites in subject areas.

# 3 Happy children
Longdean students ‘really enjoy working together and show respect for one another’s views’ (Ofsted 2013). Students tell us that they enjoy school, feel safe and would recommend the school to a friend and 93% of parents say that there is no bullying or that it is well dealt with (questionnaire Nov 2013). Mixed-age form groups enable older students to support younger ones with transition to secondary school and selection of GCSE options, and the four Houses effectively promote ‘spiritual, moral, social and cultural development through collaborative work, healthy competition and challenge’ (Ofsted 2013).

# 4 A very exciting time to become a Longdean student!
Our students are divided into small supportive form groups and in 2016 we will move into a new single building with state-of-the-art facilities, our site enabling us to build it without disruption to teaching and learning in the current one. At the same time, we’re large enough to offer a wide range of courses and experiences and our new East Dacorum Cooperative Learning Trust will give students exciting links to other institutions, businesses and employers. Longdean has always been full of unique opportunities: We’re a thriving International School; offer numerous student leadership roles; run School Parliament with Headteacher’s Question Time and debate; and a “Who Do We Think We Are?” week. Events such as the annual whole-school Charity Walk have raised £22,000 for good causes.
Rumballs Road, Hemel Hempstead, Herts HP3 8JB
Registered in England and Wales: 07695624

Tel: 01442 217277
Fax: 01442 233098

admin@longdean.herts.sch.uk
www.longdean.herts.sch.uk
https://moodle.longdean.herts.sch.uk

Headteacher: G Cunningham BA, MBA.