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1. ETHOS AND VALUES

Hastings High School is a school where every child really does matter. The school exists to provide all children with a high quality learning experience, within an educationally stimulating, supportive and safe environment. We aim to provide the “best for every child” and to ensure that our pupils leave Hastings well prepared for success in all aspects of their future lives.

We have high expectations of our pupils and seek to develop skills, attitudes and abilities in them which will enable them to achieve their life goals.

Curriculum Vision

Our goal is for all pupils to leave Hastings High School well prepared for future success in all aspects of their lives.

Our school is committed to developing a learning community which is safe, purposeful, challenging and fosters mutual respect between all members.

High quality teaching enables pupils to enjoy their learning, achieve their potential and develop as individuals. This includes stimulating lessons which:

- Improve knowledge, skills and understanding;
- Endeavour to overcome barriers to learning;
- Make clear to pupils the next steps to further improvement;
- And promote behaviour conducive for all to learn.

Opportunities will be provided for all pupils to receive appropriate levels of challenge and support, to broaden their cultural, social, sporting and technological horizons, to develop independence and to be prepared for living and working in a diverse 21st Century society.

* Please note that this document was correct at the time of writing but we may make changes to some of the extracurricular offerings during the year
2. LOWER SCHOOL TIMETABLE

Hastings operates on a two week cycle of 50 periods of 1 hour each. There is a variety of set and mixed ability groupings.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lessons per fortnight</th>
<th>Set/mixed ability</th>
<th>Other information</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>Art/Design Technology</td>
<td>6</td>
<td>Mixed ability smaller sets</td>
<td>Pupils follow a rotation of modules through the year</td>
</tr>
<tr>
<td>French</td>
<td>6</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>3</td>
<td>Mixed ability</td>
<td>Boys and girls are taught separately for most lessons</td>
</tr>
<tr>
<td>Computing</td>
<td>2</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>1</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>RE</td>
<td>2</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>Tutorial</td>
<td>1</td>
<td>Tutor groups</td>
<td></td>
</tr>
</tbody>
</table>
Pupils choose 4 optional subjects for their GCSEs at least one of which must be an ebacc subjects. See next section for a list of the subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lessons per fortnight</th>
<th>Set/mixed ability</th>
<th>Other information</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>Double Science</td>
<td>9</td>
<td>Set</td>
<td>Pupils can choose to take triple science instead of double science</td>
</tr>
<tr>
<td>Core PE</td>
<td>2</td>
<td>Set</td>
<td></td>
</tr>
<tr>
<td>Personal Development including RE</td>
<td>1</td>
<td>Tutor groups</td>
<td></td>
</tr>
<tr>
<td>4 x Optional subjects</td>
<td>5</td>
<td>Mixed ability</td>
<td></td>
</tr>
</tbody>
</table>
4. UPPER SCHOOL SUBJECTS

Compulsory GCSE Subjects Taken by All Pupils
- English Language
- English Literature
- Mathematics
- Science (Double combined science or Triple science)

Compulsory Non Assessed Subjects
- Personal Development including RE
- Core PE

Optional Subjects
Pupils must choose four optional subjects from these lists below, at least one of which must be from the EBacc group.

Optional Ebacc Subjects
- GCSE Computing
- GCSE French
- GCSE Spanish
- GCSE Geography
- GCSE History
- GCSE Triple Science

Other Optional Subjects
- GCSE Art, Craft and Design
- GCSE Art with Photography
- GCSE Business Studies
- GCSE Drama
- GCSE Ethics, Philosophy and Religion
- GCSE Food Preparation and Nutrition
- GCSE Graphics
- GCSE Health and Social Care
- GCSE ICT
- GCSE Media Studies
- GCSE Music
- GCSE Physical Education
- GCSE Resistant Materials
- GCSE Textiles Technology
5. LITERACY

At Hastings High School we recognise that literacy is key to pupils accessing the curriculum and making progress in all subjects. It is also essential for their future lives and careers.

We have a broad team of adults who work with pupils to enable them to improve their literacy led by a literacy coordinator.

We have a designated Literacy Co-ordinator who ensures that literacy is promoted and reinforced throughout the whole school. For example, weekly competitions and ‘word of the week’ are communicated via assemblies and the library.

Pupils reading ages are assessed on arrival at Hastings. Those pupils with reading ages of 9.6 or lower are then further assessed to identify their particular needs. These pupils are then withdrawn either individually or in small groups for some lessons to work on specific areas.

English setting arrangements allow for pupils who would benefit from focussed literacy work to be taught together with extra support available in class. The work in this context supports that done during withdrawal sessions as well as addressing handwriting issues and the broader demands of the English curriculum.

The Additional Needs Team address literacy issues both in terms of targets for pupils as part of their IEPs and on a lesson by lesson basis by supporting pupils in lessons.

Lower ability pupils receive extra timetabled literacy support. This replaces some of their French lessons. During these lessons pupils work on a variety of activities to support their needs in terms of basic literacy in close liaison with the English department.
6. SMSC EDUCATION

We provide a full and thorough curriculum for Spiritual, Moral, Social and Cultural education. The impact of this is a school that is inclusive and aware of others needs and feelings. Pupils are open to new ideas and other cultures. We endeavour to create a school environment where spiritual, moral, social and cultural themes are part of all we do.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Definition</th>
<th>Curriculum Coverage</th>
</tr>
</thead>
</table>
| Spiritual | The spiritual development of pupils is shown by their:  
- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values  
- sense of enjoyment and fascination in learning about themselves, others and the world around them  
- use of imagination and creativity in their learning  
- willingness to reflect on their experiences. | Each Monday we have a spiritually themed assembly from a visiting religious speaker and senior leadership team assemblies often focus on moral or social issues.  
The Gideons lead an annual assembly for the new year 7s.  
This aspect of SMSC is covered extensively in RE, humanities and in the Personal Development unit “SRE” and throughout the tutorial programme.  
There is an annual trip to the Beth Shalom Holocaust Centre which includes guest speakers from a number of different faiths.  
We host the Interfaith road show annually with guest speakers from many different faiths.  
Important religious dates are celebrated in assemblies for events such as Christmas, Divali and Eid. |
| Moral | The moral development of pupils is shown by their:  
- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England  
- understanding of the consequences of their behaviour and actions  
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. | This aspect of SMSC is covered extensively in RE and in our personal development days in units such as “Diversity”, “Personal Development and Wellbeing”, “Smoking/Alcohol/Drugs”, “SRE”, “Justice and Democracy” and “Media”  
Teachers seek opportunities to identify and include aspects of spiritual, moral, social and cultural education in their lesson planning as highlighted in the school’s lesson planning pro-forma.  
Problems and disputes of all kinds handled sensitively and supportively  
eSafety is covered in Computing, in our newsletters and in assemblies in conjunction with National eSafety day. |
<table>
<thead>
<tr>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>The social development of pupils is shown by their:</td>
</tr>
<tr>
<td>• use of a range of social skills in different contexts, including</td>
</tr>
<tr>
<td>working and socialising with pupils from different religious, ethnic</td>
</tr>
<tr>
<td>and socio-economic backgrounds</td>
</tr>
<tr>
<td>• willingness to participate in a variety of communities and social</td>
</tr>
<tr>
<td>settings, including by volunteering, cooperating well with others</td>
</tr>
<tr>
<td>and being able to resolve conflicts effectively</td>
</tr>
<tr>
<td>• acceptance and engagement with the fundamental British values of</td>
</tr>
<tr>
<td>democracy, the rule of law, individual liberty and mutual respect</td>
</tr>
<tr>
<td>and tolerance of those with different faiths and beliefs; the pupils</td>
</tr>
<tr>
<td>develop and demonstrate skills and attitudes that will allow them to</td>
</tr>
<tr>
<td>participate fully and contribute positively to life in modern Britain.</td>
</tr>
<tr>
<td>First aid is a unit in Personal Development which prepares pupils for</td>
</tr>
<tr>
<td>helping other people.</td>
</tr>
<tr>
<td>Pupils engage in a variety of charity events every year for national</td>
</tr>
<tr>
<td>charities such as Children in Need &amp; Save the Children and various</td>
</tr>
<tr>
<td>local charities.</td>
</tr>
<tr>
<td>Relationships are covered extensively in the SRE unit for Personal</td>
</tr>
<tr>
<td>Development.</td>
</tr>
<tr>
<td>Team building activities are included in tutor time and in PE.</td>
</tr>
<tr>
<td>In Enrichment week pupils can choose to take part in volunteering in</td>
</tr>
<tr>
<td>the local community in our week long Activity Angels event.</td>
</tr>
<tr>
<td>Staff are positive role models of the pupils and work hard to maintain</td>
</tr>
<tr>
<td>positive and respectful relationships between pupils and adults.</td>
</tr>
<tr>
<td>In English &quot;Stone Cold&quot; is used as a text that addresses homelessness</td>
</tr>
<tr>
<td>and deprivation.</td>
</tr>
<tr>
<td>See next section for our coverage of fundamental British Values.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cultural development of pupils is shown by their:</td>
</tr>
<tr>
<td>• understanding and appreciation of the wide range of cultural</td>
</tr>
<tr>
<td>influences that have shaped their own heritage and that of others.</td>
</tr>
<tr>
<td>• understanding and appreciation of the range of different cultures</td>
</tr>
<tr>
<td>within school and further afield as an essential element of their</td>
</tr>
<tr>
<td>preparation for life in modern Britain</td>
</tr>
<tr>
<td>• knowledge of Britain's democratic parliamentary system and its</td>
</tr>
<tr>
<td>central role in shaping our history and values, and in continuing to</td>
</tr>
<tr>
<td>develop Britain</td>
</tr>
<tr>
<td>• willingness to participate in and respond positively to artistic,</td>
</tr>
<tr>
<td>sporting and cultural opportunities</td>
</tr>
<tr>
<td>• interest in exploring, improving understanding of and showing</td>
</tr>
<tr>
<td>respect for different faiths and cultural diversity, and the extent to</td>
</tr>
<tr>
<td>We cover many aspects of different cultures in our personal development days. This has enabled pupils to understand the changing nature of UK society and explore their own values in a diverse society and understand how values and priorities differ in other countries and cultures. It is covered in units such as “Diversity”, “Justice and Democracy” and “Current Affairs”. Respecting other faiths is covered in RE and in RE based trips such as the annual trip to the Beth Shalom holocaust Centre. We run an annual trip to the Houses of Parliament. We have an annual eTwinning project with a French school. Democracy is covered extensively in Humanities and in the Personal Development days (e.g. Current Affairs unit, SRE unit, Diversity unit).</td>
</tr>
</tbody>
</table>
which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

| Pupils learn about the music of other cultures and religions and therefore understand how music can be used for spiritual and sacred purposes. Important religious dates are celebrated in assemblies for events such as Christmas, Divali and Eid. All pupils were asked to create a poppy for the school poppy trail to commemorate the sacrifice of the armed forces in World War 1. The school has also purchased one of the poppies from the Tower of London exhibit “Blood Swept Lands and Seas of Red”. |
7. BRITISH VALUES

At Hastings the curriculum provides many opportunities for our pupils to explore the concept of Britishness. This is achieved specifically within subject areas and Personal Development days as well as through our school ethos which celebrates every child and marks significant events.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Coverage in the curriculum</th>
</tr>
</thead>
</table>
| Democracy                                   | • Democracy in Britain is explored from different viewpoints throughout the history curriculum at Key Stage 3.  
• Democracy and Parliament are studied in detail as one of our stand-alone Personal Development Days.  
• We run an annual trip to the Houses of Parliament  
• In 2015 pupils ran their own General Election in Personal Development |
| The rule of law                              | • Units of learning in humanities examine what it means to be British in the 21st century.  
• The important of abiding by the law is covered in several of our Personal Development units such as “Substance Abuse” and “Justice and Democracy” |
| Individual liberty                          | • In 2014-15 a Remembrance Committee was established to participate in local events to commemorate the start of world war one and liaise with the Burbage Heritage group. All pupils in the school made a poppy to form a poppy trail that includes one of the poppies from the Tower of London. |
| Mutual respect                              | • As a school we encourage pupils to show mutual respect to each other constantly.  
• This is a regular theme in assemblies. |
| Tolerance of those with different faiths and beliefs | • This aspect of British values is covered extensively in our RE schemes of learning and is a fundamental value of the school.  
• The Personal Development Unit “Diversity” deals with many issues to do with tolerance and respect for peoples differences.  
• There is an annual trip to the Beth Shalom Holocaust Centre which includes guest speakers from a number of different faiths.  
• We host the Interfaith road show annually. |
8. CAREERS

Effective and independent careers guidance is an important part of the broad and balanced education which we provide.

Careers advice begins in year 8 with units in the personal development days. In year 9 we have a full programme of events to support the pupils as they make their option choices.

When we expand to 11-16 we will build on these foundations to ensure that pupils are very well prepared for the next phase of their life.

General careers advice provision

- Job explorer database (Fast Tomato) available from the school website
- We are a member of Speakers for Schools – a national charity which provides talks in schools from successful business people. In 2014 we had a visit from a director of the BBC for example.
- We have a number of curriculum links in subjects such as DT with local companies such as Triumph, The National Grid and other local businesses
- The DT department also lead annual workshops working in conjunction with Tomorrow’s Engineers to promote engineering as a career.

Year 8

- Enterprise personal development programme
- Careers personal development programme introducing the pupils to the world of work. The programme includes regular guest speakers from local companies.

Year 9

The careers programme in year 9 begins with a self-review session using the JED job explorer database. The young people are asked to answer a series of questions. The answers eliminate careers in response to these answers, leaving a selection of ideas that may be explored in detail. The year 9 programme also includes:

- All pupils are offered a careers interview by an independent trained careers advisors
- All pupils are also given the option of individual options advice from senior members of staff
- Options evening for parents
- Visit to the Leicestershire careers fair
- Optional visit to the National skills show at the NEC
- Detailed options booklet which includes guidance on future options
- Parents are provided with the most recent Leicestershire labour market report

Year 10

- We have a work experience week in year 10 for pupils to sample a real working environment.
9. ADDITIONAL NEEDS

We aim to provide a broad, balanced and differentiated curriculum to ensure that every child receives their full educational entitlement. We recognise that for this to happen, some pupils will need additional support from time to time. With this in mind we have a well-staffed and fully resourced additional needs team.

This team includes a number of learning support assistants who offer support across all areas of the curriculum. They facilitate learning and give personalised mentoring opportunities alongside close liaison with the pupil’s teacher, form tutor and beyond to the pastoral team and home.

In addition, extra support for Literacy and Numeracy is available throughout the week as 1-1 tuition or in a small withdrawal groups. We also liaise with a number of outside agencies to offer specialist support and counselling when required.

Every effort and opportunity is taken to provide the most appropriate and challenging education for every pupil, whatever their disability, which is monitored and assessed with sensitivity.
10. HIGH ACHIEVING PUPILS

We aim to create opportunities for all pupils to achieve their full potential – “Care and Excellence for All”. There are setting arrangements in place for English, history, geography, RE, French, maths and science in order to provide our most able pupils with the chance to achieve even more highly.

We also have two members of staff with responsibility for providing extra-curricular activities which stretch and challenge our most able pupils.

The following are examples of specific activities outside of normal lessons in which higher achievers have participated in past years:

- French e-twinning activities
- Science Club
- Three-weekly Level 8 Science intervention lesson
- Chemistry ‘Top of the Bench’ competition
- Pupil delivery of science sessions at local primary school
- National Science Week Event at upper school
- Salters’ Festival of Chemistry at Birmingham University
- Maths, English or Science Higher Achievers events with feeder primary schools
- Visit to Oxford University
- Think Big event
11. PERSONAL DEVELOPMENT

We recognise the value and importance of PSHE, Citizenship and Skills in educating and developing the whole child. Although some aspects of these areas are addressed in subject lessons (e.g. drugs in Science, healthy lifestyle in PE and Design Technology etc.), our provision includes six separate days during the course of the year which are given over exclusively to the delivery of PSHE, Citizenship and Skills.

The rationale for this model is to develop over time an increasingly innovative and effective way of delivering these important elements. We aim to further develop skills, knowledge and attitudes in areas of importance to our particular pupils. We also intend to do this in a way that helps pupils develop personal, learning and thinking skills by using a variety of teaching and learning styles and using outside expertise where available.

Each group follows a programme on each day addressing a key area. As there are no other subjects being taught on these days, all staff are available to become involved in lessons and activities. All staff have areas in which they have or will develop expertise.

The programme for PD days in 2015-16 is as follows:

**Year 7**
- A Understanding the Media
- B Personal Development and Wellbeing
- C Diversity
- D Drugs and Alcohol Awareness 1
- E Learning to Learn
- F Sex and Relationships Education 1

**Year 8**
- A Sex and Relationships Education 2
- B Money Matters
- C Drugs and Alcohol Awareness 2
- D Careers
- E Global Goals
- F Enterprise

**Year 9**
- A Justice and Democracy
- B Drugs and Alcohol Awareness 3
- C Healthy Lifestyle – Physical fitness
- D Healthy Eating
- E Sex and Relationships Education 3
- F First Aid (taught by St Johns Ambulance)
The year 10 days are organised slightly differently with the whole year group working on the same topic on the same day rather than rotating round.

**Year 10**

<table>
<thead>
<tr>
<th>DAY</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Controlled Assessment (Science)</td>
</tr>
<tr>
<td>2</td>
<td>Aim Higher (exam success)</td>
</tr>
<tr>
<td>3</td>
<td>Healthy Relationships</td>
</tr>
<tr>
<td>4</td>
<td>Enterprise, Careers and Economy</td>
</tr>
<tr>
<td>5</td>
<td>Health and Well Being</td>
</tr>
<tr>
<td>6</td>
<td>Religious Studies</td>
</tr>
</tbody>
</table>

Elements of the tutorial programme also contribute to PSHE/Citizenship and Skills. These include friendship, healthy relationships, religious education, dealing with change, peer pressure, bullying, target setting and learning goals, form competitions, internet safety raising awareness, form challenges, additional careers input and revision skills.
12. SPORTS

Hastings High School has a proud tradition of sporting participation and excellence. We offer the chance for pupils to take part in a wide variety of sports and see significant value in pupils taking part in after school physical education.

The following is a list of the sports for which we typically enter teams into competitions:

- Football
- Rugby
- Basketball
- Netball
- Hockey
- Badminton
- Table Tennis
- Tennis
- Cross country
- Athletics (Sports hall Games, Westfield Sports, Area sports)
- Rounders
- Cricket
- Rowing
- Swimming
- Equestrian dressage

There is also a range of lunchtime and after school sporting activities available to boys and girls in each year group. These include: football, netball, badminton, rugby, basketball, cricket, table tennis, handball, hockey, rounders, athletics, tennis, volleyball and dance.
13. TRIPS AND VISITS

Hastings has a strong tradition of organising trips and visits for pupils. These events act as a motivation and inspiration for pupils as well enhancing and enriching the curriculum. The following is a list of some of the trips and visits which typically take place annually:

- Shopping survey in Hinckley town centre
- Y9 visit to Holocaust Centre
- Ski lessons at Tamworth Snowdome
- Chemistry competition at Loughborough University
- Y9 visit to Triumph Motorcycle Factory
- Rugby Super Bowl
- Chemistry Competition at Derby University
- Y8 and 9 HAP visit to Oxford University
- National Stone and Fossil Centre
- Warhorse theatre trip
- Houses of Parliament
- National Space Centre
- Arts Award trip to the Curve Theatre
- Big Bang Fair at The NEC
- Alchemist Show at de Montfort Hall
- Ski Trip
- Y9 HAP trip to Think Big event
- Bakery trip
- Salter Festival of Chemistry at Birmingham University
- River Study in Shropshire
- Normandy Landing Beaches and Paris
- Visiting speakers representing a variety of faiths (Muslim, Sikh, Christian)
14. ENRICHMENT WEEK

Each year in July, we hold an Enrichment Week. During this week the normal timetable is suspended and all pupils choose to take part in one of a range of activities. Pupils work in mixed age groups and have the opportunity to gain new skills and knowledge.

The week acts as a chance to develop their personal, learning and thinking skills and to develop their spiritual, moral, social and cultural education.

This is a typical list of activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football Coaching</td>
<td></td>
</tr>
<tr>
<td>Wet, Wild and Wicked</td>
<td>Bowling, Coventry; Sailing, Bosworth Water Park; Skiing, Tamworth Snowdome; Canoeing, Bosworth Water Park; Drayton Manor</td>
</tr>
<tr>
<td>Beaded Jewellery</td>
<td></td>
</tr>
<tr>
<td>Skyfall</td>
<td>Hinckley fire Station; Bear Rock, Warwick University; Planet Ice, Coventry; Swimming – Hinckley LC; Skiing, Swadlincote Sno-Centre; Spy Camp, Milton Keynes</td>
</tr>
<tr>
<td>Media Magic</td>
<td>Film production activities and a visit to a film studio</td>
</tr>
<tr>
<td>Horse Riding</td>
<td></td>
</tr>
<tr>
<td>Creative Craze</td>
<td>Textiles related projects</td>
</tr>
<tr>
<td>Fizz, Bang, Boom</td>
<td>Think Tank, Birmingham; National Space Centre, Leicester; Conkers, Swadlincote</td>
</tr>
<tr>
<td>Life on Earth</td>
<td>Natural History Museum, London; Twycross Zoo; Cotswolds Falconry Centre and Birdland, Gloucs; West Midlands Safari Park</td>
</tr>
<tr>
<td>Timewarp</td>
<td>Residential art and theatre activities based in London</td>
</tr>
<tr>
<td>France Watersports</td>
<td>Residential activity in South-West France</td>
</tr>
<tr>
<td>London at War</td>
<td>Residential activity based in London</td>
</tr>
<tr>
<td>Activities Angels</td>
<td>Community based activities in Burbage and Hinckley</td>
</tr>
</tbody>
</table>
15. ENRICHMENT CLUBS

We want pupils to enjoy school and to learn skills for life. With this in mind we offer a number of enrichment clubs at lunchtime and after school which are beyond the confines, or in addition to, the normal curriculum. The list changes each year but these are clubs we have offered in the past:

- Warhammer Club
- Spanish Film Club
- A range of Design Technology clubs throughout the year
- Arts Award club
- Radio Club
- Library (open every lunchtime and breaktime) for private study and reading
- Drama Club
- Dance club
- Book Club
- Scrabble club
16. LINKS WITH KEY STAGE 2 SCHOOLS

We have built strong, mutually respectful and beneficial links with our feeder primary schools, enabling Year 6 and 5 pupils and teachers to take part in ‘taster’ and Gifted and Talented sessions of the curriculum at Hastings.

Year 6 and year 5 pupils have not only experienced ‘daily life’ at Hastings but also developed new skills and extended their learning in various curriculum areas. These links and activities have greatly improved the understanding of the experiences of our pupils in each Key Stage.

The family of schools also have 3 standing working parties focussing on strengthening curriculum links in Maths, English and assessment methods.