

**“Teachers explain new ideas
and concepts accurately
and precisely. They are
skilled at deepening pupils’
understanding.”**

Ofsted 2023



Hanley Castle

High School and Sixth Form Centre

Prospectus
Intake September 2025



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Welcome to Hanley Castle High School

Whether you are a prospective student, parent, family member, or an interested visitor, I am delighted that you have decided to find out more about our school. Hanley Castle has been a centre of educational excellence since Tudor times; it is now a high-performing academy with a strong reputation for academic achievement. I feel privileged to lead our team of education professionals, each of whom is dedicated to bringing out the best in our students.

At Hanley Castle High School, we believe in nurturing the potential of every individual, fostering a love for learning through our ambitious knowledge-rich curriculum, and preparing our students to thrive in a rapidly changing world. Our students consistently achieve superb examination results in their GCSE and equivalent qualifications. The vast majority of students attain good passes in both English and mathematics, and the number of students achieving the prestigious English Baccalaureate is always well ahead of the national and Worcestershire averages. Excellent academic performance is also true of our A-level candidates, who routinely achieve outstanding results in academic subjects such as mathematics, further mathematics, chemistry, history, economics, and English, and who go on to study at top universities every year.

Our school is not just a place for academic growth but also a centre for personal and character development, where students are encouraged to explore their passions, develop their talents, and embrace new opportunities. We take great pride in our inclusive and supportive environment, where every student is valued for their unique strengths and contributions. By combining academic rigour with a wide range of extra-curricular clubs and trips, we inspire our students to become well-rounded individuals with a broad set of skills and a deep sense of social responsibility.



This is all made possible by our highly skilled and knowledgeable subject teachers, and the incredible support staff whose dedication to providing great pastoral care and guidance to our students is at the heart of everything we do. Both were praised in our 2023 Ofsted inspection report, along with special recognition for our courteous students and proud sixth formers. You can read the report in full on our website.

At Hanley Castle High School, we understand the importance of strong partnerships between school, parents, and the wider community. We value open and transparent communication, and we actively encourage parents to be involved in their child's educational journey. Working together, we know that we can give our students the chance to fulfil their potential and truly flourish.

The pages of the prospectus give only a taste of what our school offers. Please explore our website to discover more about us and the range of opportunities that Hanley Castle High School provides. We are always keen to welcome contact from prospective families, visitors and organisations seeking to collaborate. Please don't hesitate to get in touch to visit either on our formal open days or at another time of the year.

Best wishes,

Mark Stow
Headteacher



General Details

Hanley Castle High School became an academy in August 2011, which means it is a co-educational, 11-18 comprehensive school independent of Local Authority control. The School serves a large catchment area which reaches as far as Worcester in the north, towards Pershore in the east, to Malvern in the west and beyond the boundary with Gloucestershire in the south.

Headteacher	Mark Stow BSc (Hons), MEd
Deputy Headteachers	Rob Johnston BSc (Hons), NPQH Sarah Anderson-Kirby BA (Hons), NPQH
Business and Finance Director	Elaine Wilkins BA (Hons), ACMA
School Address	Hanley Castle High School Church End Hanley Castle Worcester WR8 0BL
Telephone	01684 593241
Email Address	office@hanleycastlehs.org.uk
Website	www.hanleycastle.worcs.sch.uk
Admissions	Contact the school at the above address.
Chair of Governors	Mr Gideon White
Email	chair@hanleycastlehs.org.uk
The 'Friends' PTA	friends@hanleycastle.worcs.sch.uk



School History and Colleges

The school is one of the oldest in the country. The exact date of foundation is not known, but there is evidence that in 1326 a Chantry School was already established near the King John's castle of Hanley. At the time of the Reformation Hanley re-emerged as a grammar school, and we have a charter from 1544 in the reign of Henry VIII. Research into the ancient medieval history of the village has provided clues as to the possible founders of our school, and we have reflected this in the names of our three "colleges": Gilbert, Burley and Horton.

In 1633 a new body of Trustees was appointed and in 1733 the school was re-built; these buildings (much modified) are still in use today. Old boys include the writer P. H. Newby CBE, novelist (the first winner of the Booker Prize for fiction), Managing Director of BBC Radio, and Controller of Radio 3 for 15 years until 1979 and David Mitchell, author.

We now have a population of around 1,100 students, including 200 sixth formers and over 100 staff.

The Colleges of Hanley Castle

The aim of our college system is to strengthen further the feeling of community and identity within the school, and to build on the strong traditions that are an important part of life at Hanley Castle. It creates a sense of mutual support between students of all ages, and provides opportunities for student leadership within every year group. We believe that an ethos that encourages participation and healthy competition leads to a positive school experience and helps to raise students' aspirations towards success both at Hanley Castle and beyond.

The three colleges, Gilbert, Burley and Horton, are named after ancient settlements within the Hanley Castle parish. Each takes their identity from an influential group of Hanley residents from the 14th century: the foresters who managed the Malvern Chase hunting ground, the residents of King John's castle that gave the village its name and the potters whose industry flourished here for 500 years.



Gilbert



Burley



Horton



Two tutor groups in Year 7 are allocated to each of the three colleges. Students remain in these tutor groups, and hence their college, until the end of Year 11. Each college has its own tie, distinguished by a different coloured stripe: green for Gilbert, blue for Burley and gold for Horton. College captains are elected for each college from each year group. They are responsible for devising the annual programme of events and encouraging participation and support from their peers.

Sixth Form students retain their college identity and take on overarching leadership roles, working with their respective teams of college captains and fronting college assemblies. This introduces a 'vertical' element to school life without taking away the year group and tutor group systems of pastoral support that work so well.

The college year runs from Easter to Easter finishing with the Hanley Run, an event in which students have competed for as long as our school records show. Throughout the year students (and their tutors!) compete for their college in sports competitions such as the swimming gala, chess, dodgeball, penalty shoot out, indoor rowing, badminton, tennis, football, netball and sports day.

Other events include 'Hanley's Got Talent', Arts festivals, charity events, chef of the year, mascot competitions, activities week, accelerated reader, debating and the college leaders' team building day. Individual subjects also hold specific competitions. Students earn college points for participation as well as success, and rewards from their lessons each term contribute to their college total. The college shield is presented annually to the overall winner.





Our Values, Aims and Objectives

Hanley Castle High School has a beauty and quality of life which is very special and must be preserved. These qualities, linked to academic, sporting and social success, attract many parents and children. As a school we never forget that life should be enjoyed.

The principal aim of the school is to bring out the best in people. This is reflected in our vision statement.

Our aspiration is that:

Every Hanley student feels part of a happy, safe school community where they develop self-belief, are listened to and valued.

Each individual develops their unique gifts, talents and abilities, maximising learning opportunities both within and outside the curriculum.

All young people leaving our care move confidently onto further study or employment having enjoyed our long-standing traditions, achieved their full potential and developed the knowledge, skills and personal qualities that will ensure future success in an ever-changing international society.

We shall achieve this through:

A secure safeguarding policy and practices.

Development of our six virtues of Respect, Resilience, Kindness, Curiosity, Empathy and Service which underpin student's character education.

A stimulating learning environment, supported by consistent expectations.

Care, support and intervention that place the individual at the centre of everything that we do.

Celebration of all forms of success and reward of positive attitude and effort.

Close partnership between parents, school and the student to support progress.

A curriculum that promotes knowledge and understanding for every student.

Opportunities outside the curriculum that ensure a broader development.

A clear understanding of rights and responsibilities in a global community.

All major policies can be found in full on the school website www.hanleycastle.worcs.sch.uk.



Curriculum

Hanley Castle offers a broad, balanced, relevant curriculum to all students in the school. This reflects the National Curriculum and post-16 developments, whilst promoting the development of skills for learning and positive interpersonal relationships. We acknowledge that individuals have different learning needs, and as students go into Year 9 we support them in following the most appropriate learning 'pathway' for their interests and aspirations.

Students in Key Stage 3 (Years 7 and 8) study a core of English, Mathematics, Science, Modern Foreign Language(s), Technology, Computing and PE. They also study Geography, History, Religion and World Views, Art, Music, Drama, Citizenship and Personal, Social and Health Education. The 'core' subjects group students in the most advantageous way for learning in that subject. For Mathematics, Science and Languages this involves academic setting. Most students learn other subjects in mixed ability groups.

All students study one Modern Foreign Language in Year 7, and some start a second Language in Year 8

Students in Key Stage 4 (Years 9, 10 and 11) study a core curriculum comprising English Language, English Literature, Mathematics, Science, PE, Computing, Religion and World Views and Personal and Social Development (Citizenship and PSHE). They then follow one of the following pathways which will be reviewed as a result of any changes to government policy.

Our curriculum purpose statement can be found in the About HCHS / Statutory Information section of the school website.



Pathway GE – 'GCSE with English Baccalaureate'

The 'English Baccalaureate' is not an actual qualification, but is a collection of traditional, academic subjects that demonstrate a broad curriculum and therefore 'opens doors' for students in their future. The government's target is for 90% of students to follow an EBacc pathway, in which they take a language GCSE and a humanities GCSE in addition to their maths, English and science. At HCHS, students then take three other courses of their choice.



Pathway GV – ‘GCSE with vocational courses’

Some students benefit from following vocational courses in the place of one or more of their GCSEs. These have been chosen to be equivalent to GCSEs but are assessed in a different way. They have a more practical ‘workplace’ focus and tend to have 60% of the assessment through coursework rather than exams. We currently offer vocational qualifications in Sport, Business, ICT and Music Technology.

Pathway B – ‘Booster’

A small number of students receive additional support in English and maths, and this will continue for students on this pathway. In addition to their GCSEs in maths, English and science from the core curriculum students on this pathway will leave Year 11 with 3 vocational or GCSE qualifications and a vocational ASDAN qualification in workplace skills.

Academically Gifted Students

Teachers provide appropriate challenge for the full range of students in their classes. In addition to this, we run a programme of sessions, challenges and trips designed specifically to further develop the intellectual curiosity and aspirations of our most able students.

Post 16

Our Sixth Form curriculum comprises a broad range of over twenty A-levels alongside packages that provide progression routes from our Level 2 BTEC subjects in Key Stage 4. We currently offer Level 3 BTECs in Sport, Music, ICT, Business and Travel and Tourism, although this is subject to national review.

Personalising Learning

Every year we design option blocks for KS4 and KS5 around the subjects selected by students, thereby making every effort to meet students’ preferred combinations.

ICT and Computing

All students are given the opportunity to develop IT skills to support their learning in other subjects and in their life beyond school. Each member of the school has access to our high specification computer network, through which they can access the internet and a wide variety of applications. In addition to the computer suites around the school, several departments have their own bank of laptops that are used in lessons. In KS3 all students are given an introduction to computing skills and e-safety through their core curriculum.

Religion and World Views

Religion and World Views is provided as part of a broad and balanced school curriculum which promotes students’ spiritual, moral, social and cultural development. It is based on the Worcestershire agreed syllabus and is inclusive and broad minded. Parents do have the right to withdraw their child from RE and provide an alternative religious education, and must contact the Headteacher if they wish to do so. However, the school does not support selective withdrawal from Religious Education.



Supporting and Monitoring Progress

We work in partnership with students and parents to ensure that students fulfil their own personal potential. AandE (Attitude and Effort) awards (VESPA awards in the sixth form) are an integral part of our monitoring process.

These awards make a regular judgment on students' attitude and effort in every subject.

The purpose of this monitoring is threefold:

- to keep parents informed on a regular basis
- to offer students reward and recognition for hard work in addition to attainment
- to flag up patterns in student progress so that we can implement early intervention where required

Effective learning builds on praise alongside focused next steps for improvement, appropriate for each individual ability. Subject teachers use this framework to

give regular written and verbal feedback, and students are supported in acting upon advice. We believe that by becoming involved with the assessment of their own progress students develop an understanding of their goals for success. Students use their progress data to decide on achievable goals for the term ahead.

Parents are invited to an information evening at the beginning of each academic year to hear about the focus and opportunities available for the year ahead. The school has an assessment plan which makes contact with parents once per half term, either an AandE award, progress data, a report or a parents evening. This is in addition to information evenings for specific times in a child's secondary education.

The 'who to contact' page on the school website clearly outlines the different ways to get in touch with the relevant staff in school.

Attitude and Effort	Description		
Outstanding	Consistently goes the extra mile, dedicated to continual improvement and reaching their full potential.		
Very Good	Always shows a very good attitude to learning, could still take a more pro-active role.		
Positive	Does what is required with enthusiasm, consistency is needed.		
Unacceptable because they are	Coasting	Disruptive	Lacking in Interest
	Does the minimum of what is asked of them either in lessons or at home. Has more to offer.	Has interrupted lessons or stopped others from learning on more than one occasion.	Does not appear to be motivated to learn or achieve. Extra support has been required to keep them on task.



Careers Education, Information and Guidance

An effective careers guidance programme has never been more important. Education, training and employment opportunities can be complex to navigate and are more challenging than ever before. The Hanley Castle careers programme provides our students with the knowledge, inspiration and ability to manage their personal career plans in order for them to succeed in their chosen career pathway.

Our vision for students is to enable them to make aspirational, realistic and informed choices for their future and find the best next step for them. Through our Careers Related Learning Programme all students will be supported to develop the skills, abilities and attitudes to achieve their personal best and are well prepared for post-16/post-18 pathways and the world of work. They will be given opportunities to participate in a range of meaningful careers activities, including introducing them to a wide range of careers, meeting with employers and having experience of the workplace.

By the end of Year 11 all students will have received an individual meeting with our qualified Careers Advisor and further meetings throughout Sixth Form to support them in making the right choice for their next steps.



At each transition stage students will receive additional support and guidance from their tutors and our Careers Leader. They are supported in making choices and decisions by giving access to impartial information and guidance as to the range of options available (including academic, vocational and apprenticeships).

Work Experience

All students are encouraged to engage in experiences in the workplace. We actively engage with local employers to ensure our students have at least one meaningful employer led encounter each year. Our students have opportunities to visit and meet with local employers and in Years 10 and 12 undertake a work placement, for a week, at the end of the academic year. This is an important part of the careers curriculum and provides our students with the opportunity for self-development whilst broadening their understanding of the world of work. Our Year 12 students are encouraged to undertake a placement which has a direct relevance to their current/future studies and career aspirations.



Pastoral Care

The pastoral organisation of the school is helped by the fact that Hanley Castle is a relatively small secondary school with around 180 students in each of Years 7 to 11. It is therefore easier for each student to be regarded as an individual within our community. Our Heads of Year work alongside a team of tutors and two non-teaching Pastoral Leaders, who support all students across all years.

All tutor groups are of mixed prior attainment and are carefully curated using the students' previous schools and comments from their Year 6 class teacher. The Head of Year 7 manages transition from Primary to Secondary school and ensures the move is as smooth as possible. There are a number of opportunities for Year 5 and Year 6 students to visit and participate in activities at Hanley Castle before they join the school. Individual transition plans are also offered for children who need some additional support.

Links with Home

We recognise and value the important link between school and families. We hold one Parents' Evening each year, as well as an Information Evening, and parents are kept informed of their child's progress on a regular basis through Epraise, reports and progress checks. Members of the pastoral team are always on hand to respond to queries, and we always seek to resolve them as soon as we can, usually with a phone call or a face-to-face meeting.

Rewards and sanctions

We know that children benefit from high expectations, and from a safe, orderly learning environment which is free from disruption and we pride ourselves on being a well-disciplined and happy school. By nurturing and celebrating virtues such as curiosity, kindness, respect, and resilience in our classrooms we allow our students to develop the intrinsic motivation to succeed and to truly thrive. Our students love to be recognised for their efforts and achievements, and we offer a wide range of rewards and privileges to encourage them to do their best. We have a clear and consistent approach to poor behaviour, where student conduct falls below our expectations.

Homework

Homework is an important part of the process of learning. Students in Years 7 and 8 will receive up to three homework tasks per night each of approximately twenty to thirty minutes, the length of time increasing to forty five minutes by Years 9, 10 and 11.

Students will be allocated an epraise online login where they can view homework set and monitor their rewards and sanctions. Parents can also use this login code to support their child's learning. Independent study and academic reading over and above class-time is essential in the Sixth Form in addition to set work. Self-motivation is encouraged at this level.

Aspire: Special Educational Needs and/or Disabilities Department

The purpose of the Aspire Team is to ensure that students who are falling behind receive



the additional support that is needed to enable any learning gaps to be closed.

Furthermore, we want all students with Special Educational Needs and/or Disabilities to thrive in school and access the curriculum.

Initially, support is provided in the classrooms, through quality first teaching, where all teachers ensure that work is accessible to all students.

Should additional support be required, this can be arranged.

Further interventions include:

- liaison with parents
- intervention programmes in Aspire including: reading, typing and social and emotional interventions
- external agency involvement.

Active co-operation and involvement of parents is valued. Parents are invited to contribute to the provision for their children in both its implementation and its review. Our school SEND Information Report and SEND policy can be found on the school website.

Mobile Phones

Hanley Castle has a clear and strict policy on the use of mobile phones and other internet enabled devices in school. Students have never been allowed to use their mobile phones for personal use in

lessons. We have now extended this policy to include the whole of the school day, including lesson changeovers, break time and lunchtime.

This policy is in line with other Worcestershire schools and is a response to rapid advances in technology, the increased prevalence of online or cyber-bullying, and other inappropriate uses.

We do not encourage students to bring mobile phones or other expensive devices into school. However, if students have a phone in their possession it should be switched off and stored in their school bag.



“Pupils at Hanley Castle High School benefit from an ambitious curriculum for all.” *Ofsted 2023*



School Assemblies

Assemblies are valued as meaningful educational experiences. Such events engender a community spirit, offer an opportunity to transmit shared values and promote social cohesion. Assemblies attempt to deliver a message with a moral theme. Parents have the right to withdraw their child from acts of collective worship.

Examinations

Internal school examinations or tests are part of the overall assessment of all students in each subject which they study. Details of these examinations/tests are issued on a School Calendar.

Results

In accordance with Government guidelines, examination results are summarised on our school website. This is the case for all Worcestershire students.

“We are very pleased with the school and feel both our children are receiving a high standard of education and a positive school experience.”

“This is a fantastic organisation; both pastorally and educationally. I am very proud of my association with the school.”

Parent survey 2022

“The spirit that flows through Hanley Castle with the teachers and all the students is like one big family, supporting one another.”

Student survey 2022



Hanley Castle High School is committed to its responsibilities with regard to safeguarding and promoting the welfare of children. The Safeguarding Policy (including Child Protection) is available on the school website.

Student Support and Early Help

In order to achieve the best possible outcomes for our students our pastoral support work is supplemented by a number of in-house and external providers including:

Safeguarding and Attendance Officer

In order to maximise progress and attainment for our more vulnerable students, our Safeguarding and Attendance Officer works closely with a number of families to bring about improved attendance and to support them through more turbulent times.

School Counsellor

Our counsellor is in school for three and a half days per week. She offers guidance and support on a range of issues either in groups or 1 to 1 sessions. Students can self-refer or may be advised to see her.

Anxiety Therapy

Students who may need support to cope with anxiety, including exam anxiety and sleeplessness, may refer to receive support through our involvement with the NHS WEST service who are based in school once per week.

School Nursing Service

The school nurse visits school once per week during term time. She offers both a “drop in” and appointment based service. She can offer support and guidance with diet, anxiety, sleep, friendship issues, smoking cessation, general health and other emotional issues.

Early Help

The school works with groups of students to support them to manage the risks facing young people. We also work with families who may be experiencing difficulties with teenage behaviour, attendance, boundaries, parental ill health etc. The school is able to signpost families towards external agency support in times of trouble. Families can self-refer or the school may refer, with consent, on the family’s behalf.

Police Community Support Officer

PCSOs are able to provide group work in school to support young people to make safe choices and to develop an understanding of healthy relationships.





International Dimension

Having held Specialist Schools Status for Languages, Hanley Castle High School continues to build on its strengths as a school that promotes internationalism, offers students excellent learning opportunities and positions itself at the centre of the local community.

In recognition of our international work, a large number of international events take place every year, including language taster sessions, culture day and a Primary Festival of Languages. We also have exciting links with schools in Europe, Tanzania and China.

International Ethos

We encourage all our students to understand that they are part of an international community and impress on them the need to show respect and tolerance towards other cultures and nationalities. We highlight international themes across the curriculum and all subject areas contribute to creating an

international flavour. We enjoy welcoming international school groups to show them what a typical British school day is like.

Language Learning Provision

At present, the school offers French and German to GCSE level and A-level. As well as up-to-date technology to support our students with their language learning, contact via our many links provides opportunities for students to communicate with native speakers. Our students have the opportunity to become Language Leaders, championing the development of language skills both at Hanley Castle and in our local primary schools.

Working with the Community

We believe that learning should be at the heart of our community. Our work supporting languages in our feeder primary schools has been recognised nationally as a model of good practice, achieving a Leading Aspect Award for educational innovation.



Physical Education

Aims of Physical Education

Physical Education provides an enjoyable, satisfying and balanced programme for all students, with opportunities to develop physically, socially, emotionally and mentally. The curriculum offers a comprehensive range of experiences to meet the needs of individual students and encourages and promotes active involvement of all students as performers, observers and officials, through planning, performing and evaluating performance.

All students in KS3 will have a broad, balanced curriculum, where a personalised learning experience and a wide variety of activities are available to suit the needs of the individual student.

All students learn through the KS3 PE National curriculum. This includes developing techniques and using a range of tactics and strategies to overcome opponents. Taking part in outdoor adventurous activities help to develop team working skills, evaluating performance to bring about further improvement and providing opportunities to take part in competitive sports outside of school.

Facilities:

Inside: A multipurpose hall for gymnastics and dance.

A large sports hall which provides a resistance training gym, badminton, netball and basketball courts, indoor football, volleyball, cricket nets and a tennis court.

Outside: 2 fields (winter), cricket nets, 2 rugby pitches, 4 rounders pitches, 4 football pitches, 1 12-lane 400m athletics track, training grids, 1 artificial wicket, 2 softball pitches, tennis courts and 4 netball courts



The Sixth Form

“Pupils, including students in the sixth form, work hard and achieve well.” *Ofsted 2023*

Hanley Castle High School Sixth Form offers an outstanding experience for all students seeking post-16 excellence.

Our 16-19 study programme details students' individual academic offer, support and guidance, volunteering opportunities and work experience. Whether students are targeting Oxford, Cambridge or other top universities, or seeking a more vocational package as a preparation for work or apprenticeships, Hanley Castle can offer tailor-made provision to ensure that every Sixth Form student makes the most of their abilities.

In recent years, Hanley Castle Sixth Form has achieved tremendous A-level results and admitted its largest, most talented cohorts of students yet. The school has introduced dedicated tutorial support for its many academically gifted students, ensuring that they receive high quality academic mentoring, a fast tracked approach to the university application process, and unmatched super-curricular activities and experiences to ensure that they are the well-rounded high flyers that Oxbridge and Russell Group institutions are seeking.

Over the last six years successful Oxbridge applications from Hanley included – Oxford for Mathematics, History, Biological Sciences, Geography, Economics, Law and MFL and Cambridge for Natural Sciences, Veterinary Science, Architecture, and students reading Law, Dentistry and Medicine.

Our Sixth Form centre provides an outstanding study environment for our Sixth Formers and includes computer rooms, study rooms and a common room. We also have the new Sixth Form fitness

suite available for that much needed down time.

Hanley Castle also offers the broadest range of enrichment and social opportunities, ensuring that students of all abilities are fully engaged in a programme which includes the school's own legendary school productions.

Former schools minister David Laws says the country needs more high performing comprehensives like Hanley Castle High School.

“Super-Curricular” Opportunities

In addition to examination success, the extracurricular opportunities at Hanley are vast and varied including peer support, sport, music, drama, charity work, peer listening, school councillors and college captains. Career specific pathways and societies such as Law, Medicine, Journalism, Physiotherapy and Engineering. All of these opportunities are designed to enrich the student's Sixth Form life and make them a more valuable asset when they leave.

We do hope students approach Hanley Castle Sixth Form with the aim of fully immersing themselves in Sixth Form life – seizing the opportunities and focusing on realising their potential.

We hope to see you at our Sixth Form Open Evening on **Thursday 21 November 2024**. You will also be able to book tours during our Sixth Form open morning on the same date if you would like to see our Sixth Form in action. Further information can be found in our Sixth Form Prospectus on the school website.



Senior Students

The school has a body of senior students, drawn from the Sixth Form, who assist the staff with the day-to-day running of the school and the Sixth Form centre.

Head Student - Isabel Toms

It is an honor to represent the student body of Hanley Castle High School as Head Girl. Nestled in the heart of rural Worcestershire, Hanley Castle offers not only the charm of a close-knit community but also the outstanding facilities you would expect from a modern, forward-thinking school.

As a student who joined Hanley Castle from another school, I can confidently say that the community here is incredibly welcoming, engaging, and inspiring. Our student body is diverse and inclusive, creating an environment where everyone feels at home. The staff at Hanley Castle are equally remarkable, providing immense support and fostering a love of learning. Their enthusiasm and passion for their subjects create unique learning experiences that truly bring education to life.

Beyond academics, Hanley Castle offers a wide array of extracurricular activities, ensuring that every student, regardless of their interests, can find something they are passionate about. This variety helps each of us to feel like a valued member of the school community.

At Hanley Castle, we believe that every student should have a voice. That's why we place such a strong emphasis on student leadership. The many leadership opportunities available allow students to develop essential skills in communication, teamwork, and management, helping them to unlock their full potential.

From my own experience, as well as that of many of my peers, I can assure you that students at Hanley Castle thrive both academically and socially. This school nurtures its students, helping them to

become the best versions of themselves. Joining Hanley Castle means becoming part of a caring, dynamic community where you will be supported every step of the way.

Head Student - Joe Dunnett

I am incredibly proud to serve as Hanley Castle's new Head Boy. In this role, I've had the chance to reflect on my journey since Year 7 and to truly appreciate the incredible opportunities this school offers its students. From the excitement of activities week residentials for Year 7 to the unforgettable experiences for older students including ski trips and geography fieldwork, there is always something just around the corner for every student to look forward to.

Hanley Castle is always looking to improve, and with each passing day, more opportunities are being created for students. Our dedicated teachers are creating more and more amazing and exciting experiences that make our school so special.

Now that I'm in Sixth Form and serving as Head Boy, I've been able to take a step back and see just how much the school has to offer. It has made me understand the school's commitment to providing every student, regardless of age, with the chance to explore their passions or discover new interests. With even more plans in place for the coming school year, I'm confident that Hanley Castle's ability to offer not just outstanding education but also a wealth of opportunities for personal growth is only getting stronger.

This school is a true inspiration, and it is an incredible privilege to be Head Boy of such an extraordinary place.

*"Pupils, including those who are disadvantaged, take part in a wide range of extracurricular clubs".
Ofsted 2023*



Enrichment Activities

These are essential in creating a vibrant experience at Hanley Castle. There are opportunities for everyone and we encourage all students to get involved. If students would like to see a new activity started then they should speak to a member of the School Council.

It is an aim of the school to offer as wide a range of activities as possible. This covers sports clubs, societies, drama, participation in music festivals, competitions and trips, run by departments or individual members of staff.

Some areas already established include:

Music Soirees	Hanley's Got Talent
Chef of the Year	Year 11 Prom
Chess Club	School Show
Sponsored Walk	The Hanley Run
Blues Festival	Jazz Festival
Netball	Rugby
Cricket	Athletics
Tennis	Swimming

Performing Arts

There are numerous opportunities for students to participate in the Performing Arts, which are published on the Performing Arts notice board. Our latest outstanding production "Made in Dagenham" saw over 100 students involved.

Music

The school offers many lunchtime clubs and activities, including two choirs, a swing band and an orchestra which rehearse on a regular basis. There are many musicians on the staff who work to ensure a lively musical life. Music lessons are available for most instruments.

The music rooms are very well equipped with traditional instruments and modern electronic keyboards, synthesisers and computers, running a variety of musical software.

Drama

We offer the chance for our students to extend their enthusiasm for the Arts by offering a broad range of extra-curricular opportunities. Regular lunchtime and after school classes are offered to lower school students.

Extra Curricular Sport

We compete against local schools in rugby, hockey, football (boys and girls), netball, rounders, athletics, cricket, basketball and cross-country. In addition to this, non-competitive opportunities are seen as important for those students wishing to participate in a more aesthetic and non-competitive atmosphere whilst gaining an experience of new and exciting sports. Over the last few years these have included ultimate frisbee, aerobics, American football, Aussie rules football, yoga and body pump.

In addition to this we attend a number of partnership festivals for students of all levels to experience physical activity and competition. These have included Basketball, Dance, Ultimate Frisbee, Gymnastics, Handball, Netball, Orienteering, Rounders, Rugby and Swimming.



The Duke of Edinburgh Award Scheme

At Hanley Castle High School we are pleased to offer the opportunity to participate in this valuable programme to those students who demonstrate the necessary levels of commitment, enthusiasm and willingness to learn.

By doing their DofE, students are in for an amazing adventure and masses of fun as they take part in a range of activities, all leading to the achievement of an award that is recognised by universities and employers alike.

Students are enrolled on the Silver Award during Year 10 and use the summer holidays to begin the skill, physical and volunteering sections of the award. The expedition training occurs before the main GCSE examinations and the final expedition takes place in the summer term after the GCSE exams.

The Gold Award is open to any Year 12 students, whether they have completed the Silver and Bronze Awards or not. Training for the expedition begins in February with the practice expedition taking place in March. The final expedition occurs in the September of the second year in Sixth Form.

More information on the Duke of Edinburgh Award and the requirements of each of the four sections can be found at www.dofe.org.uk



Trips and Visits



The variety of trips offered at Hanley Castle is huge. These range from one day courses and experiences to international residentials.

Examples include:

Year 7 Llanrug, outward bound and Bushcraft

Geography Field Courses

Skiing holidays (North America and Europe)

University visits

Oxford museums

Berlin cultural experience

Iceland

Theatre visits to Stratford, London (National Theatre) and The Globe, Malvern Festival, Swan Theatre, Birmingham.



Students have had the opportunity to benefit from a large number of overseas study visits including trips to France, Germany, China and Tanzania.



Uniform

School uniform is worn with pride, and helps students feel that they belong to a united community. Financially, too, we feel that in the long run it is practical and economical. Health and Safety are additional practical considerations.

Parents are asked to note the following general points:

- 1) All items of clothing and other property **should be appropriately labelled**. We shall then return them if found.
- 2) School uniform must be worn on the journey to and from school, and on all school outings, unless permission is given to the contrary.
- 3) If a student is not in school uniform for any reason, he/she must bring a note from home explaining the temporary circumstances and give it to their tutor or Head of Year.



4) Shirts must be tucked in and jumpers must not replace blazers.

5) We do not accept jewellery, nail varnish/ acrylic nails, make-up or piercings (except for one pair of plain studs or earrings for students with pierced ears, no facial piercings). Jewellery and valuables should be left at home.

6) Hair must be of a traditional style and colour.

Uniform:

- Black blazer with Pelican badge
- School tie – dependent on college – Gilbert, Burley or Horton
- Black tailored trousers **or one of the compulsory style school skirts** – no jeans or stretchy black trousers/skirts
- Black 'V' necked jumper with Pelican Badge
- White shirt with traditional collar and buttoning to neck to wear with tie and to be tucked in
- Suitable traditional style black shoes – no boots, trainer style shoes or other fashion shoes with heels higher than 4cms
- Black socks or tights
- A suitable outdoor coat
- Hair – tidy, clean, of a reasonable length and no extreme styles/colours





PE Uniform:

- Black and red rugby shirt (boys)
- Black and red polo short (with Pelican Logo)
- Black and red shorts (boys – girls optional)
- Black and red skort (girls – compulsory)
- Hanley Sports Hoody
- Black long socks with red trim
- White trainer socks
- Suitable Trainers
- Any black sports leggings (girls)
- Any black suitable tracksuit bottoms (not to be worn during contact rugby)
- Shin Pads
- Gum Shield
- Studded Boots

Optional

- Black and Red Sports Jacket with Pelican Logo
- Black tracksuit bottoms with Pelican Logo
- Black and red sports bag with Pelican Logo

and initials

Students are encouraged to have their own hockey sticks and tennis rackets. All kit must be named so that if lost it can be easily returned and kept in a names sports bag.

All uniform can be purchased either in store or online from Monkhouse Schoolware
01905 679 938,
www.monkhouse.com

Kidz and Kitz

01684 892 439,

hanleycastlehighschool.deco.uniforms.com



General Information

Attendance

If students are to achieve the most from school their absence should be kept to a minimum. We ask that parents contact us on the morning of each day of absence. Continuing absence without contact from home may result in a home visit by one of the pastoral team.

Charging for School Activities

No compulsory charge can be made for any curriculum-based activity which occurs for more than fifty per cent of the time within normal school hours nor for any essential materials or equipment used during school hours, but parents may be asked for **voluntary** payments for visits or materials.

No student can be excluded from an activity on the grounds that the parents are unable to pay. For an activity to take place, sufficient funds will, of course, have to be available and this could well depend on the willingness of parents to contribute. Financial support may be available for students in receipt of Free School Meals. We do charge for additional music tuition.

Enquiries, Communications and Concerns

The first point of contact is usually the student's Head of Year. The earlier that a parent can make contact, the sooner and more effectively the student can receive support and the school can look to bring about resolution. The Pastoral Team will keep lines of communication open with families at times such as these.

If the outcome continues to cause families concern, then contact should be made with a member of the Senior Leadership Team.

Breaktimes and Lunchtimes

Students may not leave the school during their breaks, but instead we hope they will be involved in one of the many activities which are available. Any student who lives close enough to go home will require written authorisation from parents.

School Meals

Cooked meals, salads, and snacks are available from the dining area during break and lunchtime. We provide nutritious food and 'good' drinks and encourage students to make healthy choices.

For parents who wish to prepare a packed lunch for their child, supervised dining facilities will be provided.

We encourage the drinking of water and we do not provide fizzy drinks or drinks high in sugar.

Illness and Accidents

The school possesses a small medical room to deal with low level injuries, but we do not have a school nurse on site. Should a student feel unwell during the day they must go to the medical room who will contact parents. Students must not contact parents directly, otherwise the school is unaware of the problem and cannot exercise its duty of care. In the event of either illness or accident during the day the school will contact parents/carers.



School Governance

In April 2017 Hanley Castle High School's articles of association as an academy were amended to form the Hanley and Upton Educational Trust, a multi-academy trust (MAT). This formalised existing close links with Hanley Swan, Kempsey and Welland primary schools.

The MAT is overseen by a board of trustees, who delegate powers to the Academy Standards Committee (ASC) of Hanley Castle High School.

The Chair of the HUET is Mr Tim Sinden and the Chair of HCHS ASC is Mr Gideon White, both can be contacted through Hanley Castle High School.

All schools within the HUET are committed to prioritising sustainability in every aspect of our operation and setting an example for positive change. Recognising the urgency of the environmental crisis, our goal is not only to make a tangible impact on our

carbon footprint, but also to nurture a cohort of students who will carry our core sustainability principles forward for the betterment of future generations.

Transport Arrangements

All students who live over three miles from school and within the catchment area are entitled to free transport from the Local Authority. A bus pass will be provided on completion of the relevant form, which is available from the school.

Consideration will be given to other students to travel on the buses under the Vacant Seats Scheme. Application is made in the same way and a termly payment has to be made to the Local Authority. There are public service buses from/to Malvern and Worcester – details on request and posted on the school website.

Students may ride a bicycle to school, but we ask that it is securely locked when here as we cannot accept responsibility for theft. We also require a cycle helmet to be worn.



School Terms and Holidays 2025/26

Autumn Term 2025

Staff Professional Development Days (PDD) - SCHOOL CLOSED	Monday 1 September 2025 and Tuesday 2 September 2025
Term commences	Wednesday 3 September 2025 (Y7 and Y12 only) Thursday 4 September 2025 (Y8,9,10,11,13)
Staff PDD - SCHOOL CLOSED	Friday 24 October 2025
Half term holiday	Monday 27 October – Friday 31 October 2025
SCHOOL CLOSED	Monday 17 November 2025
Term ends	Thursday 18 December 2025
Staff PDD Disaggregated* - SCHOOL CLOSED	Friday 19 December 2025

Spring Term 2026

Staff PDD - SCHOOL CLOSED	Monday 5 January 2026
Term commences	Tuesday 6 January 2026
Half term holiday	Monday 16 – Friday 20 February 2026
Staff PDD - SCHOOL CLOSED	Monday 23 February 2026
Term ends	Friday 27 March 2026

Summer Term 2026

Term commences	Monday 13 April 2026
Bank Holiday	Monday 4 May 2026
Half term holiday	Monday 25 May – Friday 29 May 2026
Staff PDD - SCHOOL CLOSED	Friday 3 July 2026
Term ends	Friday 17 July 2026
Staff PDD Disaggregated* - SCHOOL CLOSED	Monday 20 July 2026

* Disaggregated days are split into 1- or 2-hour sessions in the evening spread across the year.



Examination results – 2024 headlines

Hanley Castle High School students in the summer of 2024 produced a stunning set of results at both GCSE and A Level yet again. Some of the best ever results for the school are testament to the incredible efforts of the students, and the superb teaching and support delivered by the school staff.

Year 13

Year 13 students at Hanley Castle High School have produced a magnificent set of A Level and Level 3 results this summer. 100% of students entered in an A Level subject passed their qualification, and the proportion of top A*-A grades awarded was over 28%. The proportion of students achieving A*-B grades and A*-C grades were 60% and 85% respectively; both well above the results achieved locally and nationally.

As always, there were a number of star performers with fifteen students achieving at least three A or A* grades. Results were particularly strong in the facilitating subjects, with 18% of students achieving at least 'AAB' in three of these subjects. The percentage of students achieving the top A Level grades was particularly high this year in chemistry, English literature, history, mathematics and further mathematics. Success was not limited to purely academic qualifications, with Hanley Castle students achieving outstanding Level 3 results in the more vocational qualifications in subjects including computer architecture and systems, and business studies, and more

students than ever embarking on degree or higher-level apprenticeships with some of our very best local and national employers.

The vast majority of students secured their first-choice for further study, and Hanley Castle students are now taking up their place this autumn at a range of top universities, including Bristol, Bath, Cambridge, Durham, UCL, Warwick, and York.

Year 11

Hanley Castle's Year 11 students also demonstrated their talent, determination and resilience to produce brilliant GCSE results this year with well over a fifth of all passes awarded at the top grades 7, 8 or 9.

In English and English literature over four fifths of students achieved grade four or higher, with 75% of students gaining passes in both English and mathematics and two or more good GCSEs in science. Nearly 40% of students achieved a pass in the rigorous English Baccalaureate.

Of course, there were many individual success stories including thirty-five students achieving at least five GCSEs at grade 7 or above, and almost half of all students gaining a top grade (7-9) in at least one subject. Results were strong across a number of subjects, but the performance in English language, music and the sciences were particularly impressive this year.



Celebrating the Success of Our Outstanding students



Lechmere medal winners Erin Price and Izak Dingley with Hanley Castle's headteacher, Mark Stow.

Lechmere Medal

Hanley Castle High School has a long and proud history of recognising exceptional talent and commitment to education. One of the most prestigious honors awarded annually is the Lechmere Medal, an

acolade that celebrates the students who best exemplify the scholarly attributes and character virtues that we all aspire to in our school community.

This year, for the first time in the history of the Lechmere Medal, we have chosen to



honour two extraordinary students who have truly made their mark on our school. These two individuals have demonstrated remarkable dedication not only to their studies but also to their fellow students, their school, and their community. In selecting the recipients of this year's award, we faced an incredibly difficult decision. It became clear that both of these students deserved recognition, and it simply would not have been fair to choose one over the other.

These two students embody the spirit of generosity, leadership, and resilience. They have consistently put others before themselves and have made the most of every moment at our school, securing bright futures for themselves. Both have displayed an impressive blend of humour, hard work, grace, and kindness. For those who observed them from a distance, it might have seemed as though everything came easily to them. However, those who know them well understand the grit and determination they exhibited when faced with challenges. They are human, after all, and it is this humanity that has helped them make our school a better place.

Our Joint Recipient: Erin Price

The first recipient of this year's Lechmere Medal is Erin Price. Erin has secured a place at Exeter university, where she is certain to continue her passion for netball at the highest level, representing Wales with pride. Her enthusiasm for sports has been evident throughout her time at Hanley, and as Head Girl, she made a lasting impact by securing not one, but two complete sports kits for our football and netball teams, ensuring a legacy that will benefit future students.

Erin is a young lady whose warmth and kindness have touched everyone who knows her, and we are all incredibly proud of her achievements.

Our Joint Recipient: Izak Dingley

Our joint recipient of the Lechmere Medal is Izak Dingley. Izak is about to embark on the next exciting chapter of his academic journey as he heads to Cambridge to study Medicine. Throughout his time at our school, Izak has been a pillar of support for other students, helping those who were struggling academically while maintaining an extensive workload of his own.

He always approached his responsibilities with a smile and a sharp sense of humour. Izak's determination to succeed is unmatched, and his willingness to go above and beyond in his role as Head Student was evident in everything he did. His humility, talent, and exceptional work ethic have set him apart, and we feel privileged to have had him in our school community for the past seven years.

We extend our heartfelt congratulations to Erin Price and Izak Dingley, two truly outstanding young people who have left an indelible mark on our school. Their futures are bright, and we look forward to seeing all that they will achieve in the years to come.

Ron Hutchinson Cup

Secondly, at our school, we celebrate not only academic achievement but also the qualities of resilience, determination, and quiet persistence. This year, we are delighted to present the Ron Hutchinson Cup for Endeavour to a student who embodies all of these qualities and more:





“We are very pleased with the school and feel both our children are receiving a high standard of education and a positive school experience.”

Parent Survey 2022

George Forsyth

From the moment we first met George, back in his primary school days, it was clear that he possessed an exceptional character. George chose to quietly get on with things, navigating his educational journey with a calm determination and remarkable spirit. His success today is a testament to his incredible drive and perseverance.

George’s teachers describe him as wonderfully relaxed and laid-back, often deeply absorbed in his music. But don’t be fooled by his easy-going demeanor – underneath it lies an incredible work ethic. George thinks deeply about everything he does, and when he asks a question, you know it’s going to be a good one. George’s curiosity and thoughtfulness set him apart.

His relaxed exterior belies the sheer amount of effort he puts into his work. George is constantly pushing himself, going above and beyond in everything he does. His teachers know that for every piece of work they see, there is even more happening behind the scenes – a true example of dedication that goes unnoticed by many.

What makes George’s success even more remarkable is that he has achieved all of this while facing incredibly challenging personal circumstances. Despite these difficulties, George has always focused on what matters most, maintaining a positive attitude and a smiling face even in the face of adversity.



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