

**Saffron Walden
County High School**

A local school of exceptional quality

PROSPECTUS

September 2021 Intake



Opportunity and Achievement

Saffron Walden County High School is committed to providing a secondary education of exceptional quality for its local community. It does so by delivering outstanding examination results year on year, by producing stunning drama and music performances in Saffron Hall and through achieving impressive sporting success. Perhaps the quality is best demonstrated by the fact that so many of our Sixth Form leavers gain places at the most competitive universities and courses in the country.

Our top priority is to ensure that every single student makes the greatest possible progress in their learning and fulfils their academic potential. We expect and encourage every child to aim high and strive for excellence.

We know that students attain highly when they consistently experience teaching which is stimulating, challenging and enthusiastic. We pride ourselves on an approach to teaching and learning that is both creative and innovative and is combined with high expectations around student conduct. Our behaviour code emphasises a smart appearance, good manners, respect and consideration for others.

We are a big school – on the outside. Our size allows us to offer an exceptional range of opportunities, resources and facilities for your child's benefit. But we are small – on the inside. We do not lose sight of the individual and we work hard to be a school that understands them and allows them to flourish and to be happy. Our skilled and professional staff are dedicated to supporting your child in all that they do so that they can achieve their best and go on to make a positive contribution to society.

“Saffron Walden County High School is an outstanding school providing an outstanding quality of education for all its students.” - OFSTED





Innovation and Challenge

The school has been at the forefront of innovative curriculum design over a number of years. As a result, we have developed a broad and balanced curriculum, with personalised pathways, that gives every student the challenge and the opportunity to achieve their personal best. We understand that every student is different, and we draw on our knowledge of their strengths and weaknesses to provide them with high quality information, advice and guidance to inform their curriculum choices at GCSE and A-Level.

The quality of teaching and learning at the school is outstanding. Our highly qualified teachers seek to ensure that every child is stretched and challenged and that lessons are stimulating and engaging. Our ethos encourages learners to be resilient, independent and reflective with the skills to learn in the many different contexts they will experience in adult life.

We believe in the importance of there being a strong and constructive partnership between home and school. It is vital that parents remain closely involved in their son or daughter's academic progress. For this to work we recognise the importance of the school providing regular and clear information on a student's progress, as well as there being good channels of communication between school and home.

“The school’s outstanding curriculum ensures that there is an appropriate pathway for each student to follow.” - OFSTED

Exciting and Engaging

Examinations are not the only measure of educational success. That is why we place so much emphasis on providing extra-curricular opportunities. Participation in these activities enables our students to develop a wider range of interests and also to acquire essential personal skills which will be of great benefit to them in their future careers. All the evidence shows that employers and universities value the extra dimension which such activities promote.

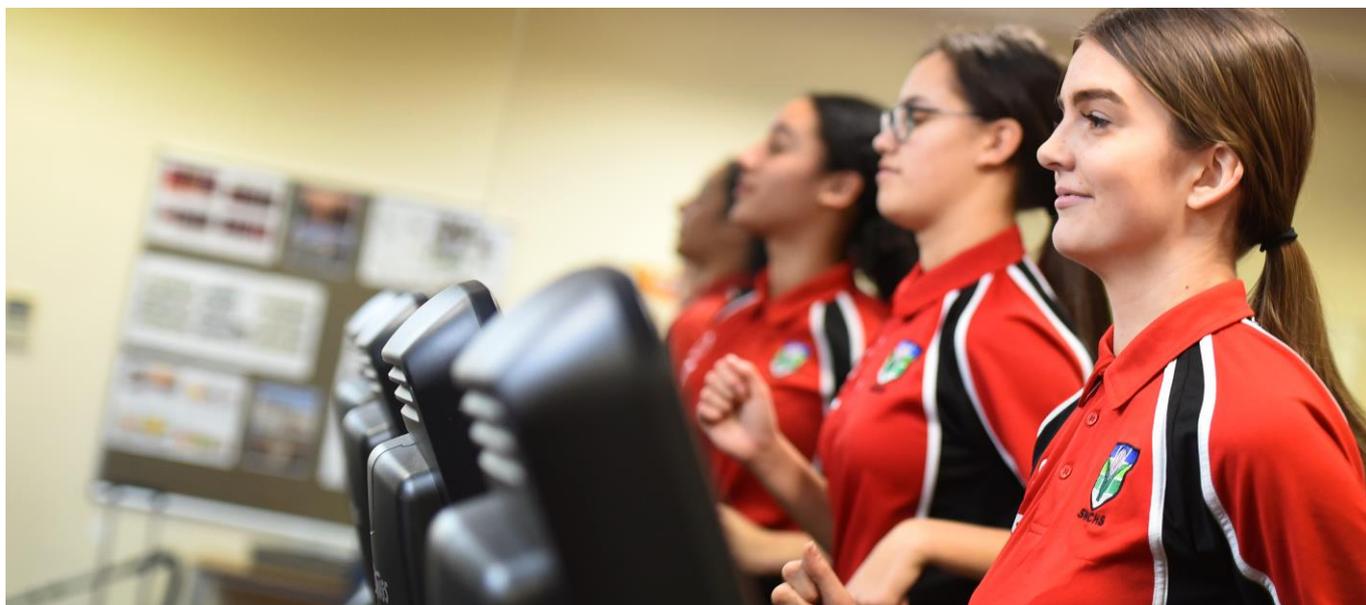
There is something for everyone at County High, from the Duke of Edinburgh Award to Chess Club. Many students learn musical instruments, so we have two orchestras, a Concert Band, a Junior Band, a Jazz Band, numerous choirs and many other ensembles. Regular concerts in the 'state of art' Saffron Hall provide valuable opportunities to practise musical skills before an appreciative audience. The quality of our drama productions is well documented – all students have many opportunities to take part in studio or large-scale productions – an immense range of modern theatre is presented. Art Club, opportunities to perform in dance productions...small wonder that we were amongst the first winners of the Arts Council's Artsmark Gold Award.

Involvement in sport is highly valued at SWCHS. The PE department has a strong commitment to providing both competitive and recreational opportunities in all major sports. Anybody who is keen and wishes to improve their standard is welcome to attend the many sports clubs. Our Sports Centre provides a rich environment to develop sporting skills. As with the Arts, excellence of our provision has been recognised by the Sportsmark Gold Award.

“It was one of the most incredible experiences of my life and such a fantastic and unique opportunity to view another culture from the inside.”

- YEAR 10 STUDENT





Caring and Supportive

Each student is placed in a registration group when they join County High, with a Form Tutor who comes to know them well as individuals during their time together. Under the leadership of an experienced Year Achievement Co-ordinator, each student's academic progress and wellbeing is carefully monitored.

The Form Tutor develops a close insight into the student's social and academic development through a programme of individual tutorials as the student moves up through the school. During tutorials, the Form Tutor and the student review progress in different subjects and identify targets for improvement. This has proved very successful in supporting student progress. Form Tutors help identify obstacles to progress and suggest ways to overcome them. Later on, when examinations and extra-curricular commitments create workload pressures, tutorials can help students plan their time effectively.

At County High emphasis is placed on civilised standards of behaviour towards others. Students and staff together devised a "Community Code" which defines those standards. The main themes are courtesy towards others and pride in ourselves and our school. So, we expect uniform to be worn properly. We expect litter to be picked up. We expect students to address members of staff and each other with courtesy. These fundamental values underpin our community and ensure that all children can develop to their full potential in an environment that is caring and supportive.

"The teachers really know and understand my children and I love the way the school celebrates excellence and is proud of it." - PARENT

Dynamic and Successful

A large majority of our students stay on for post-16 education and are joined by students from other local schools. The Sixth Form at County High offers an exciting and varied curriculum as well as stimulating activities out of the classroom. We seek to ensure that every student achieves their full potential, in whatever field that might be. We firmly believe that the Sixth Form is a stepping stone to higher education or employment and as such we encourage students to develop the skills needed to be successful in a more independent environment.

We offer a diverse range of A-Level courses and our innovative timetabling enables most students to choose their subject combinations freely, whilst limiting our class sizes at an average of 16 at AS and 13 at A2. We are justifiably proud of the academic progress our students make, with most of them achieving better results than would be predicted from their GCSEs. Students are supported in this by teaching and learning that is stimulating and of a consistently high quality, and by the academic and pastoral support of a team of experienced personal tutors.

Our students are actively involved in the wider community and in supporting regional and national charities through a diverse programme of fundraising activities. The opportunities for international travel whilst in the Sixth Form are also considerable and include exchange visits to Romania and Chicago and trips to South Africa and China. Closer to home we have a thriving Duke of Edinburgh cohort involved in UK-based expeditions. The depth of talent amongst our students is truly impressive and Drama, Art, Music and Sport all flourish, both at a competitive and social level. An example of this is our Music Academy which is open to all students in the Sixth Form, who play an instrument, including singing to at least a grade 6 level. This exciting programme is unique to the Sixth Form at County High and gives students access to Masterclasses with world class performers, provides training and opportunities for students to develop their leadership skills and supports them to meet visiting artists as well as providing them with excellent performance opportunities.

“The school has supported me so much. I feel I’ve really been stretched and grown as a character.” – SIXTH FORM STUDENT



SCHOOL INFORMATION

ACADEMIC YEAR 2021 – 2022

Autumn Term:	Non-Pupil Day Wed 1st and Thurs 2nd September 2021 Friday 3 rd September 2021 - Autumn Term Starts <i>Half Term: Monday 25th to Friday 29th October 2021</i> Non-Pupil Day - Friday 3rd December 2021 Friday 17 th December 2021: Last Day of Term
Spring Term:	Non-Pupil Day - Tuesday 4th January 2022 Wednesday 5 th January - Spring Term Starts <i>Half Term: 14th February – 18th February 2022</i> Friday 1 st April 2022: Last Day of Term
Summer Term:	Tuesday 19 th April 2022 - Summer Term Starts <i>Half Term: 31st May – 3rd June 2022</i> Non-Pupil Day - Monday 6th June Friday 22 nd July 2022: Last Day of Term

SUMMARY OF ADMISSIONS POLICY FOR SEPTEMBER 2021

Please refer to the policies section of our website for a full version of our admissions policy

- Saffron Walden County High School has Academy status and provides for the needs of students within the 11 – 18 age range.
- The Saffron Academy Trust (SAT) is the school's Admissions authority.
- Students are admitted at age 11+ without reference to ability or aptitude.
- The school publishes and circulates by October each year a prospectus which relates to admissions at 11+ for the following September. This prospectus incorporates information required by law.
- Applications must be made in accordance with the co-ordinated scheme operated by the child's home Local Authority. For children resident in Essex this is detailed in the Secondary Education in Essex booklet.
- Applications must be made by the national closing date detailed in the Secondary Education in Essex booklet which is available from the Local Authority. Late applications will be dealt with as detailed in this booklet for children resident in Essex. Children resident outside of Essex should refer to the process for handling late applications published by their home Local Authority.
- The Local Authority will write to all parents on the annual national offer date offering a place at the allocated school.
- The published admission number (PAN) is 300 pupils in the Year 7 cohort commencing September 1st 2021, and into the Year 7 cohort in subsequent years. By the end of December 2019, 536 applications had been received for Year 7 entry in September 2020.

In the event of oversubscription, places will be allocated using the following criteria in the order given:

1. Children in the care of a Local Authority (Looked after Child) and previously looked after children (see note 1 in our Admissions Policy on the website).
2. Students with siblings (as defined by the Local Authority in the Secondary Education in Essex booklet) currently attending the school in years 7–12 on the **closing** date published in the Secondary Education in Essex booklet who live in the priority admission area (PAA) for the school (see 5 below for the definition of the school's PAA).
3. Students with siblings (as defined by the LA in the Secondary Education in Essex booklet) currently attending the school in Years 7–12 on the **closing** date published in the Secondary Education in Essex booklet who live outside the priority admission area (PAA) for the school, where the sibling (or siblings) was admitted to the school **on or before** 31/8/2018 (see 5 below, for the definition of the school's PAA)
4. The children of permanent members of the teaching and support staff employed at SWCHS: a) where the member of staff has been employed at the school for two or more years at the time when the application for admission is made to the school; and/or b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
5. Students who live (see note 2 in our Admissions Policy on the website) in the priority admission area for the school, which constitutes the following parishes: Ashdon, Great Chesterford, Great Sampford, Hadstock, Hempstead, Littlebury, Little Chesterford, Little Sampford, Radwinter, Saffron Walden (including Little Walden), Swards End, Strethall, Wendens Ambo.
6. Other students with siblings (as defined by the LA in the Secondary Education in Essex booklet) currently attending the school in Years 7–12 on the **closing** date published in the Secondary Education in Essex booklet who live outside the priority admission area (PAA) for the school (see 5 above, for the definition of the school's PAA) where the sibling (or siblings) was admitted to the school **after** 31/08/2018.
7. Students whose home address (see note 2 in our Admissions Policy on the website) makes Saffron Walden County High School the nearest secondary school, with distance determined by straight line measurement.
8. Students, not qualifying under 1–7 above, attending maintained primary schools situated in any of the parishes listed under (5). A list of the maintained primary schools is available from the school office.
9. Other applicants.

Special cases:

Children with an Education Health and Care Plan will be considered a priority

- In the event of oversubscription within any of the above criteria, priority will be determined by distance from home to school, those living closest being given the highest priority. Distances are calculated by the Local Authority, as defined in the Secondary Education in Essex booklet, by use of a Geographical Information System which accurately measures the distance from the home address to school.
- The Saffron Academy Trust will admit students who are of secondary age becoming resident at a home address in the area defined in (5) above after the closing date mentioned in the Secondary Education in Essex booklet, if the number of students holding or accepting places in the year 7 cohort 2019 is less than 300.
- A waiting list will be kept by Essex County Council until the end of the first week of the autumn term, and thereafter by the school, until at least the end of the first term.

ETHOS, VALUES AND EXPECTATIONS

To help make an informed choice of school, parents will wish to know something of our beliefs and expectations.



Governors and staff believe that academic achievement to the highest level to which each individual can aspire is what most parents will value. This will enable the majority of children to aspire to university entrance standards, including those of the most prestigious universities. Staff will seek to challenge all students regardless of their ability and provide them with opportunities to fulfil their potential and achieve their personal best.

In consequence, the school emphasises the prime importance of teaching and learning. Our staff place great value on academic work and are continually seeking to improve classroom practice.

We are also clear that this central purpose is most likely to be achieved within a framework of clear values such as discipline, respect and acceptance of school procedures. You may wish to read the relevant policies on the school's website, which include our Behaviour, Drugs and Exclusions policies.

In a large school it is necessary for all students, parents and staff to share an understanding that all students will:

- Work hard to achieve their full academic potential
- Respond to the many opportunities present both in and beyond the classroom
- Respect fellow students and staff
- Behave well in and out of class, following the community code
- Take care of property belonging to others and to the school
- Attend regularly, except when ill
- Complete homework and coursework by set deadlines
- Comply with instructions from staff
- When at fault, accept correction without argument
- Wear uniform as intended
- Talk with parents and teachers about any concerns in school
- Seek to make excellent progress
- Accept the fundamental values of our country

Parents who share these values will find their children get the most out of Saffron Walden County High School. Those with different priorities may wish to consider alternatives for their children's secondary education.



THE CURRICULUM 2021-22

The current allocation of time across subjects is shown in the tables below, which illustrate the number of taught periods across each two-week timetable cycle:

Key Stage 3 (Years 7, 8 and 9):

Years 7 and 8:

	<i>Timetable Allocation (Periods per Cycle)</i>
Mathematics	7
English	6
Science	6
PE	4
PSHE (see below)	2 in Year 7 and 1 in Year 8
Computing	3
Geography	3
History	3
RPE	2
MFL (French/German)	6
Technology	3 in Year 7 and 4 in Year 8
Art	2
Drama	2
Music	2

Year 9:

In this year students continue with a broad curriculum to ensure they have a rich and thorough foundation, before starting their GCSE programmes in Year 10. There are also some changes from Years 7 and 8. Students have more time for their language choice(s), can study Latin, can choose from a range of Arts and Technology options and can choose to try a vocational subject prior to making their final GCSE choices for Years 10 and 11.

	<i>Timetable Allocation (Periods per Cycle)</i>
Mathematics*	7
English	7
Science	9
PE	4
RPE (see below)	3
Geography	3
History	3
Language	5
PSHE	1
Option 1	3 (5 periods for a second language)
Option 2	3
Option 3	3

* A unit of core ICT will be taught within time allocated to Maths

Years 10 and 11 (GCSE):

	<i>Timetable Allocation (Periods per Cycle)</i>
Mathematics*	7
English	7
Science	10
PE	4
RPE (see below)	3
Option 1	5
Option 2	5
Option 3	5
Option 4	5

*In Year 10, a unit of core ICT will be taught within time allocated to Maths

Subject courses are now aligned with the revised National Curriculum, and new examination board specification requirements for reformed GCSE and GCE courses. The detailed course information given in this booklet and on the website is accurate at the time of writing.

Additional Information for Key Stage 4 Curriculum

- Setting by ability occurs when appropriate in English, Mathematics and Science. Some broad setting occurs in some options subjects.
- In English, all students follow a course leading to GCSE in English Literature as well as English.
- All science courses cover the three main disciplines and can lead to either two or three GCSEs.
- For a small number of students, study support is provided in place of one GCSE course in Years 9, 10 and 11.

RELIGION, PHILOSOPHY & ETHICS (RPE)

Religion, Philosophy and Ethics is part of the Humanities curriculum at Key Stage 3.

At Key Stage 4 all students follow a Religious Studies GCSE, which includes study of Christianity and Islam as well as the thematic study of some central questions and ethical issues in human life and experience.

At Key Stage 5 Advanced Level Religious Studies is part of the school's option programme.

These courses aim to provide students with a critical understanding of a range of contemporary issues, engaging with current debate and focusing on the role that religion plays in the world and the effect it has on believers' actions. Our aim is to promote tolerance and respect, leading to informed and thoughtful personal responses.

It works in tandem with other Humanities. Parents may apply to withdraw their children from RE lessons if they wish.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

PSHEE is taught through lessons in Year 7 (2 per timetable cycle), Year 8 (1 per timetable cycle) and Year 9 (1 per timetable cycle). Other inputs in Years 7 to 9 are made through timetable collapses and inputs during form time; these are the main form of input in Years 10 and 11. A spiral approach to the curriculum is used whereby students revisit key elements of health, drugs and sex education throughout their time at SWCHS, in an age-appropriate way. There is planned provision for activities such as circle time, role-plays, class discussion and co-operative group activities in PSHEE sessions. Wherever possible external agencies are invited into school to allow our students to work with experts in particular PSHEE themes. Participation and progress is monitored closely so that all students gain their entitlement to PSHEE provision.

The School's PSHEE Policy can be viewed on the school website.

SEX AND RELATIONSHIPS EDUCATION (SRE) PROGRAMME

The PSHEE programme incorporates the new statutory Relationships and Sex Education content introduced from September 2019 in Department for Education guidance. We aim to provide a balanced sex and relationships education programme which combines the emotional, physical, moral, legal and social aspects of sex and relationships.

The School's Sex and Relationships Education Policy can be viewed on the school website.

CEIAG (CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE)

Students experience CEIAG interventions throughout their time at SWCHS, to ensure that they are informed to make the best possible progression choices at the end of Years 11 and 13.

The government published in January 2018 revised guidance for schools on delivering careers education. The school has implemented this guidance, and particularly has worked towards achieving the eight 'Gatsby Benchmarks' now used to define good careers-related provision. There is a fully equipped and resourced Careers Area in the Hartley Centre for Learning, where students can gain access to detailed information about the wide range of careers available. Additional, more targeted, displays, talks and visits are provided for students throughout the school year. All students and parents have access to the 'Unifrog' on-line careers site.

For further information, the School's CEIAG policy is published in the Policies section of the school website. The CEIAG programme is developing all the time and is summarised in more detail in the CEIAG section of the school website.

THE SIXTH FORM CURRICULUM

A-Levels

We provide a wide range of A-Levels at SWCHS Sixth Form. Applicants have a unique opportunity to start their studies on four A-Levels, dropping down to three A-Levels, if preferable, during Year 12. Assessment for A-Levels can be examination and/or coursework based. Students sit an internal exam at the end of Year 12, and their A-Level assessment in Year 13 determines the entire overall result.

Level 3 BTEC, CTEC, C&G, WJEC Diplomas

The Level 3 Diplomas we offer qualify for points on the 'UCAS Tariff' for entry into higher education, in the same way that A-Levels qualifications do. A wealth of Diploma subjects can be taken alongside A-Level courses; these Diploma subjects usually consist of around 50% coursework. Work is assessed throughout the Diploma course, which means students can keep improving and do not need to rely solely on exam results.

Level 2 CTEC, C&G Diplomas

We offer Level 2 courses in Business and Animal Care. These are one-year courses which are similar in level to GCSEs. They can be taken alongside Maths and/or English GCSE resits.

CHARGING POLICY

For activities totally or mainly outside school hours: no charges will be made for activities which are an essential part of the National Curriculum, a specified requirement of a public examination course, or legally required Religious Education, although a voluntary contribution will be sought to defray inevitable costs. For all other activities outside school hours actual costs will be charged. Students wishing to take part in SWCHS extra-curricular activities after school hours will be asked to purchase an **extra-curricular card** to help meet the costs of this activity. A bursary fund supports students who meet the criteria.



A CURRICULUM TO ENABLE ALL STUDENTS TO ACHIEVE

We believe that it is of paramount importance that all students, including the most able, are stretched and challenged at SWCHS. We ensure that all students are suitably engaged, stretched and challenged by providing a differentiated and personalised curriculum, by differentiating effectively in lessons and by having an extra-curricular enrichment programme.

We provide all students with personalised, aspirational targets and support them in meeting them so that they are inspired and motivated to fulfil their potential.

We have found that the best way to stretch and challenge students is by differentiation within class. Teachers make effective use of all the data they have for students and tailor the learning to match individuals' needs. In addition, curriculum areas provide numerous opportunities for students to enrich their experience of a subject and to develop skills for which they have a passion or aptitude.

Students are encouraged to take part in school-based extra-curricular activities, including national and regional competitions, master classes and coaching sessions.

CHILD PROTECTION

Our first concern is your child's welfare, and therefore there may be occasions when our concern about your child means that we have to consult other agencies before we contact you.

The procedures we follow have been laid down by the Essex Safeguarding Children Board (ESCB) in the Southend, Essex and Thurrock (SET) Safeguarding and Child Protection Procedures. If you want to know more about this procedure, please speak to the school's Safeguarding Lead.

Our school works in accordance with the latest legislation and guidance:

- Children Act 1989
- Children Act 2004
- Keeping Children Safe in Education (DfE, 2019)
- Working Together (HMG, 2015)
- Effective Support for Children and Families in Essex (ESCB)
- Counter-Terrorism and Security Act (HMG, 2015)
- Serious Crime Act 2015 (Home Office, 2015)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- Information sharing advice for safeguarding practitioners (HMG, 2015)
- Data Protection Act 1998
- What to do if you're worried a child is being abused (HMG, 2015)
- Searching, screen and confiscation (DfE, 2014)

Our Safeguarding and Child Protection Policy and Procedures can be viewed on the school's website

SPECIAL EDUCATIONAL NEEDS

Saffron Walden County High School follows the graduated approach detailed in the SEND Code of Practice 0–25 years (2014) to meet the needs of students identified as having special needs. Students on the Inclusion List are those identified as requiring provision "additional to or different from" the normal differentiated curriculum. **The SEND categories used are as follows:**

Education Health Care Plan:

Students have severe or complex needs. The LEA monitors and details provision.

School Support:

Students require differentiation beyond the normal provision.

The SEND Policy is reviewed annually and there are now only two categories of SEN as outlined in the new Code of Practice and highlighted above. A team of 21 Learning Support Assistants, 4 Lead LSAs, a Deputy SENCO plus the SENCO plan carefully with teachers to meet individual needs. Relevant staff will also liaise with external agencies where required to support our learners.

Resources are allocated to meet the needs of the SEND students through in-class support, student mentoring and individual and small group sessions.

Students' progress is reviewed termly, weeks 12, 24 and 36. Parents' evenings are attended by the SENCO with extended time for review meetings. A continuing focus this year has been to improve planning with teachers to further personalise the curriculum for SEN students.

STUDENTS WITH DISABILITIES

SWCHS welcomes all young people, and seeks not to discriminate against any particular groups. Students with disabilities are admitted in accordance with the same admission criteria as all others. Within the school, every effort is made to ensure that appropriate support is provided and the particular needs of individual students with disabilities are met.

Governors take care to consider the needs of students with disabilities in relation to the school's premises and facilities, and seek to maximise accessibility in new and refurbished buildings. The school's sports centre and Saffron Hall have been designed to be fully wheelchair accessible. In addition, there are six platform lifts in various parts of the premises to facilitate access for the disabled.

RESULTS

In 2020, in the absence of exams, students were awarded grades determined by the exam boards that were based on Centre Assessment Grades provided by the school and the exam boards' algorithm. Although students performed well, it is not appropriate to publish detailed comparisons with previous years.

A Level

Saffron Walden County High consistently achieves outstanding 'A' Level results. In 2019, 53 students gained A* or A grades in all of their subjects, with 97 A* grades being awarded in total. These results are even better than the high performance in 2018, which placed our sixth form in the top 2% of sixth forms nationally.

The table below shows the main attainment measures over the 3 years since 2017 when some subjects moved to the reformed A levels. Since 2018, students have sat the more challenging linear A levels in the majority of subjects.

	2017	2018	2019
%A*-A	40	40	40
%A*-B	74	67	68
%A*-C	93	89	90
%A*-E	100	100	100

GCSE

In 2019, results continued to be outstanding with 36% of grades being 9-7 (the equivalent of A or A*). 289 grade 9s were awarded, which equates to 10% of all entries achieving this highest possible grade. This, together with the higher Attainment 8 score, means that results have continued to improve and ensures that we remain the highest attaining comprehensive school in the county.

	2017	2018	2019
Progress 8 score	+0.18	+0.43	+0.40
Attainment 8 score	5.5	5.8	5.9
Grade 5+ in English & Maths	54%	62%	61%
Grade 4+ in English & Maths	79%	82%	83%
EBacc: %achieved (at grade 5+)	40%	40%	40%
EBacc: Average point score	N/A	5.38	5.43

CONCERNS AND FEEDBACK ABOUT THE SCHOOL CURRICULUM AND RELATED MATTERS

The Governors have established procedures for dealing with complaints about the school curriculum, including requirements relating to Religious Education and collective worship. In the first instance, parents should contact their child's Form Tutor or Year Office. Copies of the complaints procedure are available on the school website.

The school welcomes feedback from parents and students about the quality of education that it provides, including parental enquiries relating to the school curriculum. The usual channels of communication are via Form Tutors and Year Achievement Co-Ordinator's.

Students have the opportunity to feed back through a range of "Student Voice" structures. The school always welcomes constructive comments but asks parents to think carefully before raising issues which might divert staff teaching time unnecessarily.



SAFFRON WALDEN COUNTY HIGH SCHOOL TRUST

One of the school's aims is to ensure that staff and students can work in the very best educational environment where all can flourish and achieve the highest standards. The SWCHS Trust exists to raise additional funds to ensure that we continue to improve the quality of our buildings and equipment so that our students and staff have access to the best possible resources. There is plenty of evidence to show that students' educational progress is enhanced by having access to excellent resources. The Trust therefore has an especially important role in maintaining the highest quality of provision at a time when national funding arrangements are becoming less favourable. As a registered charity, the Trust can reclaim tax on donations.

Since its launch in 2005, the Trust has contributed substantially to the refurbishment of the dining hall, the construction of a sports pavilion and supported the provision of two outdoor covered seating areas to ensure all students can get a good meal in a reasonable time at lunchtime. The dining hall and the outdoor cafes are all very high-quality facilities which not only provide a very pleasant place for students to eat but also help address the healthy eating agenda. The pavilion has provided much needed additional changing accommodation and a teaching space for the PE department and it has also enhanced the students' experience when playing a range of school sports, especially cricket, hockey and rugby. The pavilion is also used extensively by Saffron Walden Cricket Club.

An additional minibus has been purchased which provides invaluable cost-effective transport for extra-curricular activities, including sports teams and the Duke of Edinburgh programme. The Trust also supports the work of departments. It has supported the creation of a new conservation area for the Science department, the purchase of an online encyclopaedia for the library, the purchase of a lighting desk for Drama, light pads for the Technology department, algebra tiles for the Maths department and further cameras for Film and Media. The Trust has also supported the development of an outdoor classroom space in the Agricultural Science Unit.

None of these initiatives would have been possible without the support of the Trust. The trustees and the governors are continuing to explore different fundraising opportunities. The support of parents is however vital if the Trust is to meet its objectives of providing the very best facilities for SWCHS students. The trustees and governors would therefore encourage parents to make a donation, either as a single gift or a regular monthly contribution.



Saffron Walden County High School

Saffron Academy Trust

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