



Highcliffe School



RESPECTFUL, PURPOSEFUL, RESPONSIBLE



Highcliffe has let me fulfil my

POTENTIAL

and dreams, knowing there is always a huge support network of teachers and staff helping me along the way.

A Highcliffe Student

CONTENTS

Welcome	3
Our Ethos	5
Caring, Supporting and Encouraging	7
Promoting the Importance of Learning: Learning in the Classroom	9
Promoting the Importance of Learning: Learning beyond the Classroom	11
The Sixth Form	19
Special Educational Needs and Disability (SEND) at Highcliffe School	21
How to join us: Applying to Highcliffe School	23



OUR VISION: WE VALUE THE POWER OF EDUCATION TO CHANGE LIVES

A WARM WELCOME

Welcome and thank you for your interest in our school. Please accept with our compliments this copy of the School Prospectus that will help you get to know us better.

The ethos at Highcliffe is unique. We are more than a school. As a thriving community, we are also a way of life rooted in the values and behaviours we believe to be important. We are passionate about the power of education to improve lives. We believe young people learning mutual respect, openness, tolerance, and generosity towards others to be as important in their life as learning inquisitiveness, self-discipline, determination, and initiative.

Everything we do at Highcliffe helps our students develop these values to ensure that they care deeply about their education here and make the very best of the opportunity it offers them. In addition to routinely helping them achieve GCSE and A Level results well above the national averages our ambitions for our students extend far beyond their examination success. We provide a wealth of opportunities outside the classroom, with an exceptional range of educational and cultural events, trips, and visits, combined with links to schools and communities around the world.

Visitors to Highcliffe are impressed by the friendly, respectful and purposeful atmosphere here, as well as by the talents and achievements of our students. We insist on hard work, on exceptional standards of behaviour, courtesy and

good citizenship, because the well-being and success of our students are of paramount importance to us.

Our students enjoy learning in a stimulating environment where each young person is treated as an individual. Our teachers are experts in their chosen subject who seek to communicate their passion for learning to their students as well as helping them gain the best exam results.

There is a very special atmosphere at Highcliffe. We believe it stems from the ethos passionately promoted by the Governors, school leaders and staff. Our Prospectus aims to give you an insight into the ethos that animates everything we do and how we do it.

Yours sincerely,



Patrick Earnshaw BA (Hons), MA, PGCE
Headteacher



Leaders have created a culture of
RESPECT
that pervades the school.

Ofsted

PASSIONATE ABOUT EDUCATION

Students go on to

ACHIEVE

above average results, comparing favourably with those of students in other schools.

Ofsted



Highcliffe School

11-18 Academy & Specialist College

RECEPTION

OUR ETHOS

RESPECTFUL, PURPOSEFUL, RESPONSIBLE

Caring, Supporting and Encouraging

We believe young people learn best when they feel safe, supported, and encouraged. Our pastoral care system, alongside our approach to behaviour management and to rewards, creates a 'one big family' feel among students and staff where negative behaviours are not accepted and positive attitudes and successes are celebrated daily. While we have very clear and high expectations of students and will not tolerate behaviour which falls short of them, we believe rewarding and encouraging success is also vital. Our Commendations, Headteacher's Awards, Celebration Assemblies, Awards Evenings and Annual Prize Giving ensure positivity lies at the heart of our approach.

Passionate about Learning

We believe a first-class education will make a huge difference to every Highcliffe student; opening their minds, developing their powers of reasoning and deepening their knowledge and understanding of the complex world around them. We believe education changes lives and that educated people can change the world. The academic rigour of learning at Highcliffe underpins our students' excellent examination success. Our year groups always achieve well above the national average in GCSE and A Level results. Our Sixth Form students regularly achieve the top grades, often gaining places on the most academic degree courses at the most prestigious universities including Oxford and Cambridge. We also have an exemplary record of gaining college places, apprenticeships or employment for our vocationally talented students at age 16 or 18.

We respect children and we respect the experience of childhood and young adulthood. Our staff are sensitive to the demands and difficulties of the journey which secondary school involves, from being a child of 11 to a young adult of 18. We listen and try to empathise. Wherever possible, if a student is experiencing personal, social or emotional difficulties, we try to get to the underlying cause and provide the support and encouragement the student needs to overcome the problem.

We strongly promote positive attitudes and celebrate success, believing that encouragement has more influence over a person than any other factor. Responding to feedback from students and staff, we have a Rewards Policy in place for all Year 7 to 13 students based on the accumulation of Commendations and leading up to annual Awards Ceremonies.

Commendations are awarded for many reasons, but all have in common the goal of encouraging students to be tolerant, open-minded, respectful of their education and each other, highly self-motivated, skilled at independent study, emotionally robust in the face of the challenges learning often presents and to accept their share of the responsibility for their education.

We promote these attributes by celebrating these behaviours and successes with each student on a daily basis. For example, Commendations are awarded daily, not only for excellent work or for making good progress academically, but also for persisting with a problem until it is solved, making a breakthrough in learning, participating enthusiastically in class or helping other students learn and much more.

We have an extensive network of staff whose focus is primarily the care, support and guidance of students. In every year group the main pastoral staff member is known as the Pastoral Lead. Pastoral Leads are non-teaching staff with years of experience and specialist training in working with young people. Using non-teaching staff for the bulk of our pastoral care means students and parents have

All we want to say is a deeply meant thank you for your unbelievable hard work, your support and your professionalism in teaching our children.

A Highcliffe Parent

CARING, SUPPORTING AND ENCOURAGING

quicker access to support than if relying on a teacher who may be teaching for most of the day. Pastoral Leads monitor all students, but work more closely with individuals experiencing problems or exhibiting poor behaviour. In addition, students can be referred to additional specialist staff within school for more serious or persistent needs. These include an ELSA (Emotional Literacy Support Assistant) who offers one-to-one and group support, an Academic Tutor who helps students with non-SEN related barriers to learning, an in-school Careers Advisor and where appropriate, the SEN (Special Educational Needs) team.

Each Year Group also consists of Form Tutors from the teaching staff, a Head of Achievement and their deputy. The Head of Achievement leads and co-ordinates the care, support and guidance offered by their Year Team.

Students also benefit from advice and guidance given by other students. Volunteer Year 10 students are trained as Peer Mentors for Year 7s, while Sixth Form students support students academically with their reading during tutor time and in mathematics lessons where they provide one to one and small group maths support. Their work is co-ordinated by the Academic Support Study Mentor.

There are very clear boundaries about acceptable behaviour. At the heart of those boundaries is the belief that education is something to be respected and valued by every student, and that no student has the right to disrupt the education of any other student, mistreat them, or mistreat members of staff or school resources.

The Curriculum

Students typically spend 25 hours a week in lessons, so naturally we have a strong focus on providing the right curriculum for all students and the best possible teaching. We offer a comprehensive curriculum for students of all abilities and interests with a clear academic core to challenge the intellectual powers of analysis and communication that are so important in the development of our young people.

At Key Stage 3 students currently study:

The Academic Core:

- English Language and Literature
- Mathematics
- The Sciences (Biology, Chemistry, Physics)
- Geography, History
- At least one Foreign Language

The Wider Academic and Creative Curriculum:

- Art
- Design and Technology
- Drama
- Digital Literacy and Computing
- Music
- Personal, Social and Health Education (PSHE)
- Physical Education
- Religion, Ethics and Personal Development

At Key Stage 4 these options complement the core academic studies of English Language and Literature, Mathematics and Science (including Biology, Chemistry and Physics) as follows:

Business Studies, Citizenship, Computer Science, Drama, Engineering, Fine Art, Food and Nutrition, French, Geography, Graphic Communication, History, Media Studies, Music, Physical Education, Product Design, Religious Philosophy and Ethics, Sport Science, Art Textiles, 3D Design, Spanish, Separate Science.

At Key Stage 4 students also study a core entitlement programme of Ethics and Personal Development, Physical Education, and PSHE.

At Key Stage 5 in the Sixth Form, the range and choice of subjects increases significantly to prepare students for university, modern apprenticeships and future employment. Full details are provided in our Sixth Form Prospectus. We are careful to provide detailed, individual advice and guidance to students and parents when making their Key Stage 4 and Sixth Form choices.

Highcliffe Teaching

We are strongly focused on investing in the best possible teaching in each subject in the curriculum to ensure lessons are stimulating and absorbing for students. As such we are heavily committed to the on-going professional development of our staff.

The programme is evidence-informed and seeks to develop teaching and learning strategies which:

- Enhance students' intellectual thinking skills.
- Improve students' ability to learn independently in preparation for GCSE and A Level examinations.
- Encourage students to develop the emotional resilience to tackle challenges and produce work of the highest quality.

We work very closely with the HISP Teaching School Hub, accessing and sharing expertise to develop best practice.

THE IMPORTANCE OF LEARNING



PROMOTING THE IMPORTANCE OF LEARNING:

LEARNING BEYOND THE CLASSROOM

We build on the daily programme of lessons for students by offering an exceptionally wide range of enriching extra-curricular and super-curricular opportunities encouraging students to develop new skills, contribute to their community, pursue personal interests and broaden their horizons.

The Highcliffe Challenge

The Highcliffe Challenge helps students concentrate closely on their intellectual and personal development by tracking and rewarding a range of their achievements within the classroom and beyond. Form Tutors oversee the programme, which is divided into 3 distinct phases, these are; Progression Ready, GCSE Ready and Pathway Ready. Each phase helps students succeed in the present and prepares them for the intellectual, social and practical demands of the next stage of their education and beyond. The Highcliffe Challenge focuses on 8 key attributes; Leadership, Teamwork, Listening, Speaking, Problem Solving, Creativity, Aiming High and Staying Positive. Students can pick from a range of different activities that focus on those attributes.

Active Citizenship

The uniquely supportive, community feel of Highcliffe School is partly explained by the role students willingly play as 'good citizens'.

We understand the importance of focusing on personal and emotional development and of inspiring our young people to make ethical and moral choices. Our students learn the valuable difference we can make to people's lives and we take pride in giving our young people opportunities to campaign on behalf of causes including: human rights and environmental protection, engaging with local and national politicians and businesses about topical issues and raising money for charity. Highcliffe School's donations to charity have surpassed £71,500 to date, with over 20 local, national and international charities being the beneficiaries of these vital

funds. The money has been raised through a variety of activities, ranging from individual student initiatives to proactive group enterprises. It is not only money that we donate as every year our students support our Christmas Shoebox Appeal for orphan children in Eastern Europe with over 6405 boxes donated to date.

Students have the opportunity to become part of the student leadership team within the school, through a democratic process of elections. Student representatives are the voice of the student body; they play a key part in ensuring that the school responds to students' views, ideas and needs. This has included the creation of new initiatives to support the student community; changes to school routines and resources; running special events; feedback on school policies and changes; fundraising activities and many more!

They work both within their year group and across the school with other year groups. Student representatives in the school can be identified by their official yellow lanyards. This opportunity is highly valued by students as an "opportunity to make an actual difference", a way "to make positive connections between year groups" and to "improve communication and confidence."

The school runs a wide range of international trips which vary from year to year and that promote and develop social and cultural awareness of global issues such as environmental changes and poverty. Recent trips and challenge adventures include Vietnam and Cambodia.

There are also exchange trips, music performance and sports tours that run on a regular basis including those to France, Spain, Italy and Hiroshima in Japan where we have fostered long standing relationships with schools and communities.

At Highcliffe we continually look to expand and extend our international links programme. There are also a wide variety of curriculum based trips and activity opportunities both in the UK and abroad. For example: Ecology Studies in Biology at Leeson House Field Studies Centre, a France, Belgium and Berlin visit by the History Department, an Iceland trip by the Science Department, a ski trip in Italy and a watersports trip to Southern France.

Students are introduced to the Bronze Award level of the Duke of Edinburgh in Year 9, the Silver Award in Year 10 and the Gold in Sixth Form.



Global Opportunities

As an outward looking school we still maintain an excellent network of international links giving students the chance to broaden their horizons by experiencing foreign countries and cultures very different to ours. Most students take at least one GCSE foreign language because we believe speaking a foreign language is of practical use to adults in leisure or business and it encourages curiosity about, and empathy with, foreign cultures.

Curiosity and empathy are important values at Highcliffe School. We consider it vital for young people to grow up appreciating, valuing and empathising with people of other cultures and races. Consequently, the Highcliffe Challenge contains all the global activities offered by the school and encourages students to experience at least one of them during their time with us.

Our link with Johoku High School in Hiroshima in Japan is very special. It is centred on the mutual promotion of understanding, peaceful cooperation and harmony between nations on opposite sides of the world with a shared traumatic past. Every two years Highcliffe students have the opportunity to live in Hiroshima, site of the world’s first use of atomic weapons, with the Japanese family of Johoku High School students. On the return trip Johoku High School students come and live with us.

Year 13 A Level French students undertake a work experience placement in France.



The trips which Highcliffe offer are amazing. They are a great

OPPORTUNITY

to visit and learn about different parts of the world with some of your best friends.

A Year 10 Highcliffe Student

GLOBAL OPPORTUNITIES

It's great that the school allows us to take part in such a
DIVERSE
array of extra-curricular activities.

Year 9 Highcliffe Student

SPORTING OPPORTUNITIES



Sporting Opportunities

Physical Education is an essential part of our curriculum making a positive contribution to the health and well-being of our students. There is ample space at break and lunchtime for students to play games, table tennis or just run off some steam on the field. A wide range of competitive sports are catered for.

School Teams offer opportunities for students in Rugby, Football, Netball, Cricket, Rounders, Table Tennis, Volleyball, Swimming and Athletics. The school has been very successful in both District and County competitions for a sustained period of time. Whilst these successes are pleasing, our primary aim is to develop the sporting values of fair play, etiquette, resilience and teamwork in the students.

A number of Highcliffe students have outstanding sporting talents outside school at a regional and national level. Recently, our top talented athletes competed in; Team GB in Equestrian Sports, Volleyball, Show Jumping, Table Tennis, Squash, AFC Bournemouth Academy, Southampton FC Academy and London Irish Rugby Gold Academy. We also compete at a national standard in Handball.

We achieve excellent examination results in GCSE and A Level Physical Education and the OCR Level 3 Diploma in Sport.

Equestrian Team

Highcliffe School is proud to field a flourishing equestrian sports team, which is extremely rare in state schools and normally restricted to fee-paying schools only. Our equestrian team consists of boys and girls from age 11 to 18, all of whom ride outside school. We are members of the National Schools' Equestrian Association.

The Highcliffe team is comprised of a large and ever increasing number of students which compete in the National Dressage Qualifiers, the National Show Jumping Qualifiers, the Dorset Games, National Schools' Competitions and One Day Events.

We compete successfully against prestigious private schools. For example, numerous students qualified for the Show-Jumping National Schools' Finals. Students have also competed and won at the Horse of the Year Show. We have both strong team and individual riders and are going from strength to strength.



Creative Opportunities

Music, Dance and Drama are important features of Highcliffe life. All students study Music and Drama at Key Stage 3 as separate subjects, and take modules in Dance during PE lessons. GCSE and BTEC courses in Music and Drama are offered in the curriculum, all supported by extra-curricular clubs from Year 7 onwards. Students are encouraged to attend theatre trips the school offers to watch dance, drama and music shows and concerts. Throughout the year we hold 'Live Lounge' evening music events, music showcases, drama productions and dance performances. In alternating years we run a major School Production involving hundreds of students which is very popular and renowned for the high quality. We run a variety of school orchestras and bands including choir, woodwind bands, concert bands, and a wonderful ukulele band!

The Instrumental Music Service offers a wide range of private lessons during the school day to students on a variety of instruments and we have approximately 140 students taking lessons at any one time. We currently have visiting teachers for piano; acoustic, electric and bass guitar; strings; woodwind; drums; and voice. Students are also encouraged to enter for graded exams with the ABRSM, Trinity and Rock School, and Guildhall Boards.

Headteacher's Music Scholarship

Highcliffe School benefits from a strong and dynamic performing arts provision that fosters collaboration, creativity and individual expression whilst making a sizeable contribution to the school community and to student well-being. As part of this provision we have invested in a scholarship scheme for those that wish to specialise in the study of a musical instrument.

The Headteacher's Scholarship for Music pays 60% towards the cost of weekly instrumental lessons for one year. The scheme seeks to encourage and support those wishing to continue their instrumental lessons into secondary school; eligible applicants will already be learning an instrument, typically in lessons provided by the primary school. The scholarship offer will be available for a limited number of students who are signing up to learn the flute, clarinet, oboe, bassoon or saxophone; trumpet, French horn, trombone or tuba; violin, viola, cello or double bass at Highcliffe School in Year 7.

Applicants will need to attend an audition/interview at Highcliffe School. Successful applicants will be able to demonstrate their potential, commitment and enthusiasm by preparing a short piece of their choosing and answering questions about their involvement and interest in music. Auditions are carried out by the Headteacher alongside members of the Music Department. We currently have 23 students enrolled on the Scholarship programme as of September 2025.



CREATIVE OPPORTUNITIES



THE SIXTH FORM

Our very successful Sixth Form is flourishing and we intend to retain the size of approximately 300 students to preserve the unique ethos of individual care and guidance and smaller class size, which underpin our successes. We aim to offer students an academic education which prepares students for future life, as well rounded adults.

We offer:

- A high-quality academic learning experience which features an extensive range of courses catering for a wide variety of student interests and aspirations.
- Excellent exam results and progression into Higher Education with a strong focus on achieving places at the top Russell Group Universities.
- Exceptional preparation for Oxford and Cambridge applications, admissions tests and interviews, with a strong track record of success in student admissions.
- Tailored support for students aspiring to follow an apprenticeship pathway, including links with local businesses and industries.
- Personalised “Aspirant Pathways” for specialised careers e.g. Medicine, Veterinary Science, Health Professions, Law and Arts.
- Outstanding personal support, pastoral care and careers guidance.
- Half termly tutorials supporting academic progress, careers aspirations and well-being.
- Our Sixth Form have excellent facilities including a café, study centre, art studio, fitness suite, ICT suites, and a state of the art technology centre.

- A range of trips and visits both around the UK and abroad.
- A comprehensive programme of enrichment and finance for life skills which prepare students for life.
- Social and charity events, as well as Student Leadership opportunities.

As well as offering travel discount to students using the school buses, we also run a subsidised minibus service.

Student responsibilities are important to us and we encourage students to take up leadership roles which could involve: encouraging and mentoring younger students, following a community service programme like the Duke of Edinburgh Award, and a work shadowing and volunteering programme.

The encouragement and support from the teachers at Highcliffe is

OUTSTANDING.

A Year 13 Highcliffe Student

At Highcliffe School, identifying a student's educational differences creates opportunities for learning rather than boundaries. Our aim is for all students to obtain their academic and social potential: this can only be achieved by equal partnership between School and parents/carers. School is a learning environment where students should feel safe, supported and sufficiently prepared to continue their studies at home. We successfully support a number of students with more complex specific needs including physical disabilities.

For any student to succeed they must feel confident to take risks in their learning - getting something wrong is a vital part of the learning process. To this end we aim to develop students as independent and resilient learners so that they can do their very best in any learning situation.

We recognise that the support needed for a student with educational differences can be delivered by a wide range of professionals including, but not exclusively, the classroom teacher, teaching assistants and outside agencies. As a mainstream Secondary School, the ultimate goal will always be to keep the student integrated in a full curriculum with their peers. We have a dedicated team of teachers and teaching assistants working with students on a daily basis.



Our provision and practice is in line with the 2014 SEND Code of Practice. The SEND register is dynamic and students may on occasion only spend a short time on it before being removed. In line with the Code of Practice and the School's own beliefs, the students' views are central to the support they are offered, whether it is during a lesson or at an extra-curricular club.

At Highcliffe School we feel passionately about supporting students so that they can fulfil their potential and leave us with as many doors open to them as possible, allowing them to make their own decisions about their future.

We are very grateful and

APPRECIATE

the level of work put into helping our daughter by the Learning Support Department.

A Highcliffe Parent



SEND

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

SEN provision for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities is good. Pupils are making improved progress as a result.

Ofsted

We hope you share our enthusiasm for the special place which is Highcliffe School and welcome an application on behalf of your child.

Year 7 September New Intake Admissions ONLY:

The co-ordinated admission scheme requires parents to apply for a place (New Intake only) at Highcliffe School using the common application form (electronic or paper) available from your Local Authority. Applications for Year 7 starting in September 2026 must be submitted by 31st October 2025. The Admissions Booklet published by the Local Authority (BCP) will contain information on how to complete the application forms on-line, the dates for notification to Parent(s)/Carer(s) of admission decisions and the closing dates for accepting places or lodging appeals. In case of any doubt on these dates please contact the LA or the school.

Any applications received after 31st October 2025 will be considered as a late application and will not be considered until after offers are made on 1st March 2026, unless exceptional circumstances merit consideration alongside ‘on time’ applications. Notifications to parents offering a secondary school place will be sent out on 1st March 2026, or the first working day after.

Admissions for 2026-2027

Students will be admitted at age 11, and In Year, without reference to ability or aptitude. The normal age of transfer into Highcliffe School in September 2026 is 11, where the child reaches that age between 1st September 2025 and 31st August 2026.

Children who live in the areas traditionally served by Highcliffe St Mark Primary and Mudeford Junior Schools in Dorset; Tiptoe, Sway St Luke’s, Brockenhurst, Bransgore and Hordle Primary Schools in Hampshire, may transfer at the age of 11 to Highcliffe School if places are available.

The Academy Trust has agreed that the school’s admission number for September 2026 is 264. Should the school be oversubscribed (i.e. receive more applications than places available), places will be allocated in accordance with criteria set out (see Agreed Admission Criteria on the following page). The Academy Trust will only agree to exceed the admission number where exceptional circumstances apply or as part of the LA’s In Year Fair Access protocol.

Other Admission Enquiries, Years 7-11

Please contact the Admissions Officer at Highcliffe School directly should you be considering applying for a place.

Telephone: 01425 282313
Email: admissions@highcliffe.school



I chose Highcliffe because my parents researched schools in the area and thought this would be

THE BEST

I am extremely happy at this school.

A Highcliffe Student

APPLYING TO
HIGHCLIFFE SCHOOL

Over-subscription

In the event of oversubscription i.e. receiving more applications than places available, places will be allocated in accordance with criteria set out under ‘Agreed Admission Criteria’.

If you wish your child to attend Highcliffe School but there are no places available, you may have your child’s name placed on the waiting list. The waiting list operates in accordance with the published oversubscription admissions criteria.

If your child is refused a place at the school you have the right to appeal to the Admissions Appeal Panel. Please write to the Clerk of the Admission Appeal Committee if you wish to do this and the school must then send you the appropriate information. In the event of oversubscription in Year 7 New Intake, parents are encouraged to place their child’s name on the waiting list - every year some students offered a place on 1st March subsequently move away or opt for another school, thereby allowing students further down the waiting list to be offered places. Be patient and appeal, although there can be no guarantee of the outcome decided by the Independent Panel.

In the event of oversubscription, for any year group the following criteria will be applied, under the Agreed Admission Criteria section, to decide which children to admit.

Agreed Admission Criteria

1. Children who are in the care of a local authority, or a child who was previously in the care of a local authority, but immediately after being looked after became subject to an adoption, residence or special guardianship order.
2. Children who live within the school’s defined catchment area and have a sibling actually on roll at the school at the time of admission.
3. Children of members of staff, who have worked at Highcliffe School for a minimum of two years or have been recruited/retained to fulfil a skill shortage.
4. Children who live within the school’s defined catchment area.
5. Children who have a sibling actually on roll at the school at the time of admission but who live outside the school’s defined catchment area.
6. Children who attend one of the following schools: Brangore Primary School; Brockenhurst Primary School; Highcliffe St Mark Primary School; Hordle Primary School; Mudeford Junior School; Sway St Luke’s Primary School; Tiptoe Primary School, who live outside the school’s defined catchment area.
7. All other children.

The full Admissions Policy is available to view on the School’s website.

HOW TO JOIN US

Transport to Highcliffe School

For students who live in Hampshire, provided that Highcliffe School is your nearest catchment school, transport will be provided free of charge by Hampshire Local Authority, providing the distance criteria are met, measured by the shortest available walking route, i.e. if you live more than three miles from Highcliffe School.

Highcliffe offer a variety of in-catchment transport routes (in Hampshire) which are open to all students. All Christchurch, Bournemouth and Poole residents are responsible for their own transport arrangements, including costs.

For more information visit our website or email operations@highcliffe.school

Highcliffe School encourages its students to take responsibility for others and the wider

COMMUNITY.

We are well supported and made to feel safe and happy.

A Year 9 Highcliffe Student

Further information is available on our website

highcliffe.school/SchoolTransport

The website includes links to:

Ofsted Reports | Examination Results and DfE Performance Data
SEND Policy | Rewards Policy | Behaviour Management Policy
Admissions Policy | Uniform Code

Plus information on:

Our Full Curriculum Offer | The Governors | Events, News and Updates
Clubs and Activities | School Trips and Visits and much more.

Telephone: 01425 273381

Email: office@highcliffe.school



His nature is such that he has to be drawn out by kindness and encouragement but if he be treated well, and love be shown him, he will accomplish things that make the whole world wonder.

Michelangelo, describing himself as
a young Art student in 1490AD

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