


Dane  Court
Grammar School



Admissions 2026

Caring ~ Open-minded ~ Principled

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Welcome to Dane Court Grammar School.

Thank you for your interest in our school. I hope that you find this prospectus and our open events to be informative and enjoyable. We are very much looking forward to meeting you.

A caring, open-minded and principled community

We are very proud of our students. If you have had the opportunity to visit us recently, you will know that our students are polite, kind and keen to learn. We place great emphasis on being caring, open-minded and principled. These values guide everything we do and shape our school community. As a result, Dane Court is a happy, welcoming and inclusive community, and a fantastic place to learn. We like to describe our school as a 'place of belonging', where our students and staff feel at home. Our students respect and support each other. Older students act as role models and go out of their way to support and encourage younger students, and especially those who are new to the school.

Our multi-layered and responsive pastoral system is a great strength of the school. Our Year Leaders, mentors and dedicated Pastoral Support Team care for the wellbeing and welfare of the students, and keep a close eye on their progress. Year Leaders and mentors communicate regularly with parents and carers, and support the students in their groups as they progress through the school. Our mentors also lead our dynamic mentoring curriculum which provides regular opportunities to explore, discuss and reflect on important topical issues.

Our curriculum and teaching

As a successful selective school, our academic curriculum is broad and challenging. From their first day at Dane Court, our students enjoy an exciting blend of academic and creative subjects. We place great value on achievement and don't shy away from teaching challenging content, but we always provide guidance and support to ensure that all of our students thrive and enjoy their learning. Our teachers are skilled and enthusiastic subject experts who utilise the most effective and engaging teaching strategies and bring their subjects to life. Our classrooms, labs, studios, workshops and sports fields are vibrant and exciting places to be.

Personal development

In addition to their academic studies, students receive a comprehensive and rich personal development education in order to prepare them for life in modern Britain. This dimension of the curriculum includes Personal, Social & Health Education (including Sex & Relationships Education), careers and financial education, and citizenship (including coverage of British values such as, democracy and the rule of law, as well as learning about the importance of individual liberty and mutual respect).

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Examination success

We have a track record of excellent academic outcomes at GCSE level and in the Sixth Form. At GCSE level in 2025, students attained highly, with nearly half of all grades at 9-7 (equivalent to the old A*-A grades). In recent years, our students have been particularly successful at securing GCSE grade 9s across the full range of subjects. This is so important as it provides superb preparation for Sixth Form study and beyond. Attainment in the core subjects - English, mathematics and the three sciences - is especially impressive. Our students make excellent progress from their starting points and the majority stay with us into our Sixth Form. Additionally, academic and vocational examination results in the Sixth Form are excellent. In 2025, our Year 13 cohort attained an average IBDP score of 35 points. This level of attainment provides our students with access to elite universities and the most prestigious employment-based post-18 pathways.

Our teachers know how to support and challenge students to succeed in their academic studies.

Our Sixth Form

Dane Court is one of only a handful of schools in the UK to offer both the International Baccalaureate Diploma Programme (IBDP) and the Careers-related Programme (IBCP). This means that our students have access to one of the most highly-regarded academic qualifications in the world as well as the most prestigious and flexible vocational qualification in the UK. We have chosen these qualifications because they provide excellent preparation for study at world-class universities, as well as entry into fulfilling careers and professions.

The exceptional academic success of our students opens doors to the very best universities and the most competitive undergraduate courses, including medicine, dentistry, veterinary medicine, engineering, architecture and the law. As you read this prospectus, our former students are enjoying their studies at world class institutions, including Cambridge, Oxford, Durham, Exeter, Imperial, Southampton, UCL and Warwick. We are very proud of our programme to support students with their university applications. This programme includes preparation for Oxbridge entrance examinations as well as practice and coaching for panel and Multi-Mini Interviews.

Our extra-curricular provision and the house system

At Dane Court, we are well-known for the diversity and quality of our out-of-lessons extra-curricular provision (again, you can read all about this aspect of school life in this prospectus). We believe that education is about much more than the formal timetable. It's also about the arts, sport, games, volunteering, scientific investigation, cooking, languages, outdoor education, current affairs, public speaking, debating, reading for pleasure and brilliant educational visits. We're very proud of the range of interesting and exciting clubs and societies here at Dane Court.

The house system is a very important feature of life at Dane Court. Every Year 7 student will join a house and remain with that house throughout their school career. It's fair to say that students become very attached and loyal to their house, particularly on house sports and music days, when competition is always fierce.

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Collaboration

I'm very proud of our reputation as a collaborative and outward-facing school. We are proud to be part of the Coastal Academies Trust and, at all levels, we work very closely with colleagues from across the Trust and the local area. This work brings huge benefits for our staff team and our students.

Facilities

As you tour the school, you will see our fantastic facilities. We are fortunate to have such high quality buildings and facilities to support our teaching and learning. Our students very much appreciate the resources at their disposal.

Thank you

Once again, thank you for taking the time to visit us and read this prospectus. I am sure that you will enjoy your visit and we look forward to welcoming your daughter or son to Dane Court in September 2026.



Mr M Jones
Headteacher



Ms K Greig
Chief Executive, Coastal Academies Trust

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Dane Court Grammar School: Admissions Policy 2025-26

Dane Court Grammar School will admit students:

- A. To Year 7, having been successful in the Kent Test.
- B. To Years 8-11 if there is a vacant place, having been successful in a school-administered Cognitive Ability Test.
- C. For Year 12 entry, priority will be given to existing Dane Court Grammar School students transferring from Year 11 who meet the entrance criteria. To Year 12, if there is a vacant place, IBDP applicants must obtain eight GCSE passes at grade 5 or above, including English, mathematics and a modern foreign language. Six of these passes must be at grade 6 or above. IBCP applicants must obtain at least five GCSEs at grade 5 or above (including English and mathematics at grade 4 or above), with three of these passes at grade 6 or above.
- D. To Year 13 if there is a vacant place and the specification studied in Year 12 is consistent with the school's Year 13 provision.

Oversubscription criteria

All children whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated. As a result of this, the published admissions number will be reduced accordingly.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order until all places are filled.

- a) **Children in Local Authority Care or Previously in Local Authority Care:** a 'looked after child' (LAC) or a child who was previously looked (PLAC) after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. This includes children who have been in state care outside of England and ceased to be in state care as a result of being adopted (IAPLAC). A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- b) **Medical/health and special access reasons:** this will be applied in accordance with the school's legal obligations in particular those under the Equality Act 2010. Priority will be given to children under this criterion whose health or physical impairment means they have a demonstrable and significant need to attend Dane Court Grammar School. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend Dane Court Grammar School. Medical/health and special access reasons must be supported with written evidence from an appropriately qualified medical practitioner who can demonstrate a special connection between these needs and Dane Court Grammar School.
- c) **Students in receipt of Pupil Premium:** A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Parents wishing to apply under this criterion must ensure they have completed a Supplementary Information Form (SIF). Parents wishing to apply under this criterion must attach proof of eligibility to their Supplementary Information Form and return it all to the school by the 31st October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place.
- d) **Children with a sibling, currently on roll who will be in school at the time of entry:** in this context brother or sister means children who live as brother or sister in the same house, including natural brothers and sisters, adopted siblings, step brothers or sisters and foster brothers and sisters.

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- e) **On the basis of distance/nearness of the children's home to the school, with those living nearer to the school receiving priority.** We use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. When we apply the distance criterion for the school, these straight line measurements are used to determine how close each applicant's address is to the school.

Where the number of eligible applicants exceeds the number of places available, unsuccessful applicants can be put on a waiting list. This waiting list will be ranked in accordance with the school's published oversubscription criteria. The school's waiting list will be re-ranked, according to the published oversubscription criteria, every time a child's name is added. The waiting list will be maintained until 31st December of the admission year.

Students will be admitted to the Sixth Form if their preferences match the course available, if their qualifications are sufficient to meet the entry requirements and if there is a space after the needs of students continuing on roll have been met. Students at Dane Court transferring from Year 11 will have priority for places on courses available in Year 12. The minimum published admission number (PAN) for new students in the Sixth Form is 30.

Where learners have achieved better results than the predicted grades, they will be considered based on the grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

In the case of oversubscription the following criteria will apply in the order laid out below:

- a) **Students who are presently or were previously in Local Authority Care** (see definition for 2a)
- b) **Students with medical/health and special access reasons** (see definition for 2b)
- c) **Students in receipt of Pupil Premium:** A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. (see definition for 2c)
- d) **Students with a sibling, currently on roll who will be in school at the time of entry** (see definition for 2d)
- e) **On the basis of distance/nearness of the student's home to the school, with those living nearer the school, as the crow flies, receiving priority.** (see definition for 2d)

These criteria will only come into play if the school is oversubscribed in the relevant year group.

APPEALS

As an Academy, Dane Court is its own admissions' authority. If a child is refused admission, parents will have the right to make an appeal to an Independent Appeals Panel. Appeals fall into two categories:

1) Appeals against selection: the school's criteria state that admission is open to those who are successful in the Kent selection procedure. There is no facility to appeal the selection decision; however, if a child is refused a school place as a result of not receiving a grammar assessment, parents are still able to appeal to an independent appeal panel on the basis that a place has been refused, setting out their grounds for appeal in the letter.

2) Appeals against allocation: in the eventuality that a place is refused because the school is oversubscribed, an appeal may be made directly to the Independent Appeal Panel including the grounds for the appeal in the letter.

Appeals may be lodged by writing to admin@danecourt.kent.sch.uk

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GCSE Performance 2025

	% 9-7 grades	% strong pass in English and Maths (5+)	Attainment 8 Score*	EBacc average points score**
Dane Court 2025	46%	93%	65.2	6.09
National Average (last published figure: 2024)	21%	47%	45.9	4.07

*Attainment 8 measures GCSE performance in a student's best eight subjects, with double weighting given to English and Maths.

**Pupils who complete GCSEs in English, maths, sciences, a language and history or geography achieve the English Baccalaureate (EBacc).

2025 GCSE Results by subject:

	Art	Astro.	Bio.	Busin	Chem	Comb. Science	Comp Sci	Drama	Eng Lang	Eng Lit	Food	French	Ger m	Geog	Hist	Maths	PE	Physics	RE	Span	Stats
%9-7	35	18	44	46	52	24	50	38	58	63	63	23	36	26	63	47	18	48	49	32	76
%9-5	81	65	95	85	99	81	88	85	88	94	96	73	87	78	95	96	61	94	91	77	100
Average Grade	5.98	5.12	6.47	6.28	6.71	11.47	6.55	6.23	6.53	7.05	6.75	5.5	6.05	5.57	6.85	6.45	5.02	6.55	6.19	5.57	7.35

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International Baccalaureate Results 2025

Year	No. of students entered for diploma	Proportion achieving the diploma	Average diploma points score
2025	77	98%	35
2024	64	100%	33
2023	72	99%	36
2022	76	99%	35
Worldwide average (2025)		81%	30.5

45 points is equivalent to 5 A*s at A-level, 40 points to 4 A*s and 35 points to A*A*A.

Year 13 Destinations 2025

Our students have achieved their IB examination results and have now gone onto a variety of destinations.

147 Students

University applications	Russell Group University Places	Gap year	Apprenticeships	Employment	Resitting or completing course	Not placed or awaiting further information
102	42	22	7	15	-	-
70%	29%	15%	5%	10%	-	-

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International Baccalaureate Vocational Subject Results 2025



Grade	BTEC National Extended Certificate in Business	Cambridge technical Health and Social care diploma	Cambridge Technical Engineering foundation diploma	BTEC National Diploma in Sport and Exercise Science	Grade	LIBF Diploma in Financial Studies
Number of entries	17	11	5	14		18
D*D*		1		3	A	6
D*D*-DD		10	2	12	B	8
D*D*-MM		11	5	14	C	3
D*	1				D	
D*-D	12				E	
D*-M	17				U	1
Pass rate	100%	100%	100%	100%		94%

Extra-curricular Activities

Our students thrive on activity: they are curious, love a challenge and enjoy trying new things. Our clubs, activities and trips provide challenge, fresh stimulation, and above all fun for our students. With our extensive programme which enriches and supports our curriculum, every student takes away a host of shared fond memories when they leave us.

The school has a variety of extra-curricular activities available to students, from rock climbing to trampolining, to orchestra and choir. The music department has a number of bands, ensembles and choirs that rehearse and perform regularly in school and external concerts. The Physical Education department runs teams in all the major sports, with great success at district and county level. There are also after-school activities including theatre trips, film club, play rehearsals, and clubs running in a variety of subjects, such as maths, drama and art.

The school also organises extra-curricular activities through the house system, organised and led by sixth formers who are elected each year as house captains and games captains. These students organise a series of competitions, large and small, to engage students in years 7 to 11, such as house drama and music competitions, quizzes and even a house tug of war competition. The house system provides an excellent opportunity for our younger students to become involved in activities that are fun and challenging, while learning to work with others, compete, and take risks. Younger students also have the opportunity to take positions of responsibility within their houses. The house system provides a superb opportunity for older students to develop their leadership and organisational skills, whilst acting as positive role models for younger students.

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Extra-curricular Music

We have a fantastic range of opportunities for students in the Music Department at Dane Court. Whether you are a proficient musician already, a beginner or just enjoy music for pleasure, there are plenty of chances to get involved! We offer a wide range of instrumental lessons with a variety of excellent teachers who are professional musicians performing in Kent and London. Students can 'opt in' to instrumental lessons by speaking to their music teacher. Nearly two hundred students are learning instruments here at Dane Court with 9 excellent peripatetic teachers.

We offer a number of trips: to musicals like *Wicked* and *Grease*, concerts in and around Kent and London, workshops and performances. Musical theatre, jazz and vocal workshops are a regular part of our extra-curricular programme. We are also building links with Broadstairs Folk Week and had some students performing at the new Pierremont Young Folk Introducing stage this year.

Music plays a huge part in our yearly school productions, most recently we had a cast of over 60 students and two sets of leads in a 4-show production of *We Will Rock You*. The accompanying band was also made up entirely of students from years 8 and 12. We very much look forward to putting on a production of the *Addams Family* in conjunction with the Drama department in 2026.

Students have a wide choice of ensembles at Dane Court. We are working hard to develop our orchestra, and for the first time this year we will have a rehearsal group for each orchestral family with a teaching specialist in that area, this will help prepare students for the orchestra as well as developing their confidence playing in smaller groups with like-minded instrumentalists.

Concerts are a regular feature of the school calendar; the first one will be our year 7 concert in October, and that will be followed by a series of half-termly music events, performances and workshops throughout the year. The House Music competition will run in February and anyone can be involved; this is adjudicated using outside judges and students compete for prizes, including the opportunity to perform at Broadstairs Folk Week.

Please see below for a breakdown of the weekly ensemble rehearsals currently on offer:

Orchestra	Woodwind, brass, percussion and string players (Grade 1+)
String, Brass and Woodwind groups	Any student playing these instruments, including beginners
Junior and Senior Choir	Students in years 7 and 8, and 9-13 (Any level)
Rock bands and student-led groups	Students in years 7 to 13 (Any level - self directed)
Ukulele Club	Students in years 7 to 13 (Any level)
Jazz band	Students in years 7 to 13 (Grade 2+)
Scholars and Apprentices	Auditioned students wanting to develop their skill in a mentored environment

Ensembles rehearse during the school day at lunch times, and Scholars and Apprentices, and the String group rehearse after school. All ensembles participate in performance opportunities in the school or community on a regular basis.

Extra-curricular Drama

Extra-curricular drama at Dane Court has many strands.

Recent whole- school productions have included *Little Shop of Horrors* and *Bugsy Malone*, which involved students from year 7 to year 12 both, on the stage and behind the scenes. Students from all year groups worked together as actors, stagehands, dancers, musicians, choreographers and other important supporting roles. The Tech Team were also a huge part of the productions and were well drilled in making the productions look and sound like a professional performance.

At GCSE level there is a fantastic opportunity to be involved with the Theatre-in-Education project where students devise plays with a moral theme and present them in local primary schools. Recent involvement has grown to incorporate Palm Bay, St Peter-in-Thamet and Dame Janet primary schools. This has built on the continued liaison with Minster Church of England Primary School.

Students from years 7 to 10 also have the chance to join the Drama Club which is run once a week and is open to all students from these year groups. This is a wonderful opportunity for students to come and join in drama outside of the classroom to help hone their performance skills, try out new and challenging skills and techniques, help develop their confidence and self-esteem and to socialise with students from other mentor groups from all three years. We aim to channel their enthusiasm into a showcase of performances at various stages throughout the year.

Extra-Curricular Physical Education

The Physical Education department offers a wide range of activities beyond the curriculum, throughout the year. Our dedicated department members coach all the major sports. Dane Court is widely recognised as one of the most successful schools in terms of participation levels and sporting success within the district. Our philosophy is that all our clubs are open to students of all ages and all abilities and we actively encourage our students to be involved.

We enter teams into a vast number of district competitions. Following their success, these events have led to our teams representing Thanet at the Kent School Games, in 2022 winning a boys football Kent Cup, and in 2023 and 2024 winning girls Kent Cup Football finals. Our teams are also involved in county-wide competitions. Recently we have won recognition in the latter stages of competitions at rugby, football, handball, athletics (both indoor and outdoor) and table tennis. We are very proud of our students and applaud their skill and dedication.

Every year we have students who pursue their sport at district, county and even national level and we love to give recognition to their achievements verbally, but also in our school newsletter and website.

Football, climbing, netball, rugby, basketball, cross country, tennis, badminton, rounders, cricket, table tennis, athletics, trampolining – the Dane Court extra-curricular programme has something for everybody!

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Art

Art at Dane Court produces creative individuals who have the skill and confidence to realise their ideas. We provide a well-balanced, structured and inclusive curriculum that gives access to the visual arts for all students.

In years 7 to 9, students experience a curriculum in which they are taught technical and transferable skills such as: project management, team work, independence, analysis and evaluation. They learn how to apply both the art-specific, and the personal learning and thinking skills to realise how their own art works.

The level of independence of art students builds from year 7 when students are given a grounding in the formal elements of art and an introduction to a broad range of mediums and disciplines, in both two and three dimensions. At Dane Court, year 7 students make considerable progress in developing the qualities needed to create exciting ambitious art and consequently achieve the highest levels. In years 8 and 9, students build on these firm footings, refining techniques, exploring the potential of materials and of their own ideas and taking the creative risks necessary to produce works of art.

The Key Stage 3 art curriculum empowers students to express their individuality, creativity and become visually literate, confident and independent learners and thinkers.

At GCSE and International Baccalaureate levels, art students work from a starting theme and are taught how to manage and develop an artistic practice that marries creative concepts, technical excellence and authoritative critical understanding – the qualities needed to pursue the creative arts at degree level and as a career.

Computing

Computers are an essential part of everyday life, and employers now expect strong digital skills from their workforce. Unlike many fields where knowledge remains largely unchanged, technology is constantly evolving. The rapid advances of the past twenty years have transformed the way we work, learn, and live — and the pace of change shows no sign of slowing. The software and devices our students will use in just a few years' time will look very different from those we use today. At Dane Court, we believe it is vital that students not only learn current technologies, but also develop the adaptability, problem-solving, and critical thinking skills needed to thrive in an ever-changing digital world.

At Key Stage 3, our Computing curriculum introduces students to the three core strands of the subject: Computer Science, Information Technology, and Digital Literacy. In Year 7, students build strong foundations in digital literacy and IT through activities such as using Google Workspace, email etiquette, online safety, and research skills. They are also introduced to programming, beginning with block-based tools such as Rapid Router and Scratch, before progressing to text-based Python using Turtle. In Year 8, students extend their programming skills by learning Python in greater depth, tackling key concepts such as selection, iteration, and data structures. Alongside this, they study data representation, logic gates, computer systems, and networks. Students also develop practical IT skills in spreadsheets and graphic design, applying them in creative projects. By Year 9, learners are prepared to undertake more challenging problem-solving, working with Python and Flowgorithm to develop modular programs, while also applying IT skills in image editing, 3D modelling, and business-related projects. Online safety and cybersecurity are revisited regularly, ensuring that students are responsible and confident digital citizens.

At Key Stage 4, students study OCR GCSE Computer Science (J277), gaining valuable skills in programming, problem-solving, and understanding how computer systems, data, networks, and security operate. At Key Stage 5, learners can progress to IB Computer Science at Higher Level, which extends this foundation through advanced topics such as algorithms, networks, databases, and the social impacts of technology. Both courses prepare students with the adaptability and digital expertise needed for university and a wide range of future careers in an increasingly technology-driven world.

Drama

Drama is not only a subject but also a method, a learning tool. Furthermore, it is one of the key ways in which children can gain an understanding of themselves and others. Drama is an important part of the education of every student at Dane Court. All students in years 7 to 9 have specialist drama lessons. Dane Court is one of the few grammar schools in East Kent to offer Drama to GCSE, ensuring that students with a passion for the subject can achieve a qualification through its study.

We offer Theatre as a distinct subject at IB level too; our course provides opportunities to develop an understanding of world theatre. We have achieved fantastic results over the years of teaching IB Theatre with every student gaining at least a level 5. Many of our students relish in the challenges of IB Theatre and go on to study a form of Theatre at degree level, drama school and associated courses throughout the UK.

Both inside and outside the classroom, Drama involves students in making, performing and responding to plays at various levels. This has resulted in some going on to professional theatre work. Students are also fully involved in the technical side of theatre, through the Tech Team who immerse themselves in the technical challenges of whole school productions, talent shows and numerous house events.

However, this is only part of the whole. Drama is far broader than just theatre work. It is a living, dynamic form of expression in all world cultures. Students gain an awareness of issues outside their normal experience and are able to examine their own worlds more closely. By taking Drama they can explore and express ideas in ways which engage and communicate with an audience, using methods appropriate to the context. Responding to the drama of others is an important tool. From Year 7 onwards, students learn to evaluate and discuss both peer group presentations and professional productions.

In addition to these activities in school, we provide a number of trips to theatres, both in London and locally, and organise workshops in school, to provide our students with enriching theatrical experiences. Recent trips have included *The Curious Incident of the Dog in the Night-Time* at the Troubadour Theatre, Wembley and *The Woman In Black* at the Fortune Theatre, London. We also welcome 'Splendid Productions' to perform annually.

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English

The English curriculum at Dane Court Grammar School has been specifically designed to empower students to critically appreciate others' ideas and perspectives, and to compellingly communicate their own. We aim to foster a love of reading and expose students to a broad, global and challenging range of texts, thus building cultural capital. Ultimately, by studying English at Dane Court, students are equipped to take their place in a multicultural, globalised world.

Further to this, our English course develops oracy in our students, encouraging self-expression and articulation.

English in Key Stage 3 is organised into thematic units in Years 7, 8 and 9, supporting our students to become confident, articulate and passionate consumers of literature. We also use this time to embed vital analytical skills to prepare the students for their GCSE course in Key Stage 4. Students are encouraged to develop an appreciation of a variety of literary forms, including plays, poetry and prose (both fiction and non-fiction). We are committed as a department to widening our students' cultural landscapes, through an appreciation of different literary movements, periods and figures.

Meaningful assessment and feedback provides the foundation for progress in all years. These assessments comprise: analysis tasks, longer essay-responses, creative/persuasive writing and presentations. Debating and group discussion forms an integral part of class work, and students are encouraged to use the library as a valuable resource.

All students are prepared for GCSE English language and GCSE English literature. In English literature, a Shakespeare play, nineteenth century novel and modern drama text are studied in detail, plus an anthology of poetry. Students are prompted to look beyond the narrative and consider the function of characters, the purpose of texts and the importance of themes. As part of our English language course, students further develop a range of writing skills from the creative to the transactional and enhance their ability to analyse and evaluate a wide range of written material. In 2025, 22% of students attained a 9 in English Literature, with 32% of students securing an 8 or 9 in English Language.

English is one of the core subjects of the IB diploma with all students studying literature at either higher or standard level. As part of the international dimension, world literature texts are studied in translation. In 2025, 87% of the higher level students gained level 5 or above (which is equivalent to grades A*-B at A level) with 86% of level 5 or above at standard level.

Food & Nutrition

A well rounded knowledge and experience of Food preparation and nutrition is a vital skill.

Through Years 7 to 9, students develop key practical skills and a broad knowledge, which are then applied to real life scenarios in various events hosted by the school. Students usually cook every other week with theory lessons in-between. In Year 7, students collaborate to host an international food evening for parents and visitors. The cross-curricular re-enactment of a Medieval Banquet event follows later in the year. Year 8 students develop an understanding of the functions of ingredients and continue to develop essential practical skills including stir fry, Celebration cakes, bread and pastry. The learning from the year is culminated and celebrated at coffee mornings/afternoon tea events hosted by students in their mentor groups, to which parents and teachers are invited - an excellent opportunity for parents to come into school and see students participating in their learning. There is also a Christmas cake competition in which all students take part leading to many creative and technically challenging results. In Year 9, students extend the range of practical skills they have learned. They explore the dietary needs of others and have the chance to put this into practice when they invite guests to enjoy a two course meal at their own bistro event. There is a focus on food provenance, nutrition and health, and the functional properties of ingredients.

Food Preparation and Nutrition is studied as a GCSE option, where students will focus upon issues such as nutrition and health, food science, food safety and hygiene, food choice and high level food preparation skills. There is an emphasis on food science, nutrition and practical skills throughout the course with a practical lesson every week. Visits to food events, speakers or chef demonstrators are used to enhance student learning.

The department offers an IB course for sixth formers in Food Science and Technology. Since all A level Food courses in the country were discontinued this IB subject is one of the few academic Food courses providing students with an insight into this fascinating science, which could lead to many exciting and well paid job opportunities for graduates in food science and nutrition. This subject has produced excellent examination results.

Geography

Geography is a wide-ranging subject, a synthesis between the sciences, physical and social. Young people take a lively interest in world problems and environmental issues; geography should enable those studying it to understand and appreciate some of the complexities of the world in which we live. In time and with maturity, students of geography may offer reasoned, informed opinion on topics that are of concern today. These could range from the environmental to the political.

The department aims to foster an awareness of environment and community: an understanding of people, places and the relationships between them. With increasing globalisation in an ever-shrinking world, students learn about development and the inequalities that exist between countries.

Studies in Years 7 to 9 introduce students to key geographical skills, such as map reading, use of atlases and more advanced GIS resources. Students will investigate the natural and human worlds, including units on weather and climate, rivers and flooding, tectonic hazards, ecosystems, population and settlement, development and energy resources. Individual country and regional investigations such as, The Middle East, Asia, China and Russia, are also included. This new curriculum is designed to help students to *think like a geographer, work like a geographer and know like a geographer*.

At GCSE and IB level, Geography continues to be a popular option choice, and is acknowledged for the wide skills base and career path opportunities it can offer. Students are equipped with a variety of skills – numerical, written, oral and analytical – to enable them to make decisions, solve problems and be aware of the importance of attitudes and values. These skills are transferable to other subjects. Among these skills are the collection and interpretation of data, with deduction and evaluation of findings; the use of statistical techniques to facilitate hypothesis testing and formulation; selectivity of material, training in powers of discrimination rather than simple acceptance of facts given; literacy and numeracy to enable ideas to be explained and statistics understood with the understanding and use of models in geography.

We promote the learning of geography “*through the soles of one’s boots*” by using fieldwork where possible. Accepting that fieldwork is essential, it is undertaken in Key Stage 3, at GCSE and the International Baccalaureate Diploma as part of their examination courses. Year 12 students usually undertake a residential trip and Year 10 visit the north Kent coastline for their fieldwork element. At Key Stage 3, students have undertaken coastal investigations at Kingsgate and within the school grounds, with new fieldwork opportunities continually being explored. Students at Dane Court also have the opportunity to join wider school trips.

Admissions 2026

History

The History Department at Dane Court aims to develop students' interest in history and to give them skills which can be used for all sorts of employment in today's world.

Students in Year 7 begin with an introduction module on England pre-1066 which focuses on the formation of England. As well as this, we discover how historians are like detectives in the skills that they use. They then study the period 1066–1400 in their first year, covering the Norman Conquest and including studies of the Black Death and what it was like to live in villages in this time period. We also complete a local study on Dover Castle. The highlight of this course is the medieval banquet in the spring term where students dress in medieval costume and role play a medieval character.

In Year 8, we cover the Tudors and Stuarts as well as the Industrial Revolution and the British Empire (including a study of parts of pre-colonial West Africa) before moving on to the Twentieth Century in Year 9: World War One, World War Two, the Cold War, “fighting for rights” and 9/11.

Year 9 also includes a trip to Ypres in Belgium to visit the battlefield sites and museums as part of the work on World War One.

Debate, role play, problem solving and independent research work also play important parts in the study of history at Dane Court.

A student of history at Dane Court will be well prepared for many areas of employment including management, law, local government, education, and the Police. In addition, history is a subject which many people enjoy for its own sake, helping them to explain the world around them.

Mathematics

Our vision is to foster a supportive and stimulating environment in which students develop a lifelong appreciation of mathematics, recognising both its intrinsic beauty and its value as a tool across other disciplines. Guided, but not limited. Our subject specialist teachers deliver a carefully sequenced programme curriculum designed to challenge and inspire. We emphasise clear mathematical communication, both spoken and written, and nurture resilient, independent thinkers who can solve problems logically, think critically, and apply mathematics confidently in everyday life. By encouraging curiosity and the search for underlying connections, we help students to see mathematics as an active, creative endeavour.

Our approach combines high-quality classroom teaching with opportunities for numeracy practice, investigative work, and the use of technology, providing a strong foundation for learning. Formal teaching ensures that students master essential principles, while independent investigations allow them to explore mathematical ideas for themselves. Progress is closely monitored through topic tests, open-ended tasks, and examinations, with timely support provided where necessary. A rich programme of extra-curricular activities further enhances the mathematical experience across the school.

Our scheme of work runs consistently from Years 7 to 11, currently leading to the Edexcel GCSE in Mathematics. Students also have the option to study GCSE Statistics from Year 9, and around 50 students each year extend their learning further with a Level 2 qualification in Further Mathematics. This strong provision has resulted in excellent outcomes: over the past three years, we have had an average of 55% attaining a grade 7 or higher, and at least 75% of students achieved a grade 6 or above each year, with a pass rate consistently above 98%. This ensures that our students are well prepared for a wide range of post-16 courses and employment opportunities.

A significant number of students continue their study of Mathematics in the Sixth Form through the IB Diploma Programme, where it is a compulsory component. Those taking Higher Level Mathematics can choose between two pathways: *Analysis and Approaches*, suited to students who enjoy abstract mathematics and are considering fields such as mathematics, engineering or physical sciences; and *Applications and Interpretations*, which focuses on the practical use of mathematics in real-world contexts, including data analysis and modelling, making it ideal for those pursuing areas such as social sciences, natural sciences, or business.

Admissions 2026

Modern Languages

By studying a language at Dane Court, students will develop the knowledge, skills and confidence to enable them to communicate, interact and thrive in today's global society.

The Modern Languages Department at Dane Court Grammar School teaches French, German, Spanish and Japanese. We have ten specialist language teachers and we aim to give a good grounding and lasting interest for languages to all our students..

Classes and examinations: Dane Court is a school which prides itself on its international outlook, and we therefore offer French, German and Spanish as part of our Year 7 curriculum, with each individual student studying two of these three languages in Key Stage 3.

At the end of Year 9, students are given the opportunity to continue with the study of two languages or they may opt to study just one language for GCSE. At Dane Court the study of a language is compulsory at GCSE level.

In the Sixth Form, French, German and Spanish are offered at both ab initio (beginner) and Higher Level. Japanese is offered at ab initio level.

Methods: We aim to develop skills that will be of real use in the foreign country, and so place much emphasis on listening and speaking in the early stages. As students progress, we develop their reading and writing skills and their understanding of the culture of the foreign country.

Resources: We have seven specialist teaching rooms. There are interactive whiteboards in every classroom and chromebooks are available for use within the departments. We subscribe to a number of language websites and students use the internet to conduct research in the foreign language.

Visits abroad: Every year we organise residential visits abroad, and we encourage regular contact with schools in France, Germany and Spain. The French department leads a trip to the Château de Warsy in northern France for Years 9 and 10 and the Spanish department has previously run a trip to Andalucía for Year 10. Year 10 Spanish students also take part in a pen-pal scheme with a school in Salamanca, Spain. Year 8 German students have the opportunity to take part in a language and culture day at the Goethe Institut in London. In Year 9, students of German can opt to attend a film study day in London at the British Film Institute and the German department residential is for our Year 10 students, when we spend 5 days in the Eifel region of Germany in December. In addition, the department has recently linked with the Heisenberg Gymnasium from Karlsruhe and they spend a day with year 10 buddies, experiencing life in an English school. In the past, Sixth Form students studying Japanese have also taken part in a trip to Tokyo.

Music

Here at Dane Court we are passionate about providing students with a well-balanced curriculum, with opportunities to perform, compose and experience different styles of music through listening and analysis.

During years 7 to 9 students become familiar with playing a range of instruments, performing many different styles and genres of music. We have state of the art music technology with two suites of Macs in the department. Students are encouraged to compose using LogicPro from Year 7 upwards and Sibelius is introduced for scoring using notation at Year 10. Students are encouraged to take up individual instrumental lessons to enhance their practical and theoretical skills. We hope as a department that all learners will have the skills and passion to take music at GCSE and IB level and, if not, have the range of skills and confidence to perform and compose outside of school in their own groups and ensembles.

Music is a popular choice at GCSE and students follow the Edexcel syllabus. Students have a balance of performing, composing and listening to ensure development in all musical areas. Students can then opt for the International Baccalaureate programme in Years 12 and 13, where they can further develop with skills of exploring, experimenting and presenting music through a wide range of mediums.

Many students take instrumental lessons with our fantastic peripatetic instrumental team, offering lessons in the following:

- Piano/Keyboard
- Strings (violin, viola, cello and double bass)
- Woodwind (saxophone, clarinet, flute, oboe)
- Brass (trumpet, cornet, trombone, euphonium, tuba)
- Vocals (classical, music theatre, pop and jazz)
- Guitar/Bass Guitar/ Ukulele (classical or pop)
- Drum-Kit

Physical Education

At Dane Court, Physical Education develops physically confident, skilled and adaptable students. Through carefully sequenced experiences, students build movement competence, tactical understanding and the ability to perform and compete with confidence. Our ultimate goal is to foster a lifelong love of physical activity and the wellbeing benefits it brings.

How our curriculum works

Our curriculum is designed as a spiral, meaning that skills and concepts are revisited and deepened from Year 7 to Year 11. Students repeatedly encounter key movement skills, tactics and sports, each time with greater complexity, so that they develop both mastery and adaptability.

The curriculum journey

- **Years 7 & 8 – Fundamental Skill Development**
Students establish a strong foundation in movement, coordination and basic tactical awareness. A broad range of sports in 5-week blocks ensures variety and develops transferable skills for future competition.
- **Years 9 & 10 – Skill Application in Competition**
Students build on these foundations by applying more advanced tactics and decision-making in competitive settings. Lessons emphasise adaptability, strategic thinking and refining skills under pressure.
- **Year 11 – Competition and Specialisation**
Students choose from a range of options, enabling them to specialise, compete and master skills in their preferred sports while preparing for lifelong participation.

Examination PE

- **GCSE (Years 10–11)**
Students follow the AQA specification, with 30% practical performance, 10% coursework and 60% theoretical study. Practical activities include netball, badminton, table tennis and climbing, while theory develops knowledge of anatomy, physiology, training and performance analysis.
- **BTEC Sport & Exercise Science (Years 12–13)**
Offered as part of the IB Career-related Programme, this course combines theoretical understanding with applied sport science. Units cover areas such as physiology, coaching, fitness training and performance analysis.

Beyond the classroom

Our extra-curricular programme runs throughout the year and is open to all students, regardless of ability. Activities include football, netball, basketball, climbing, trampolining, athletics, rounders, tennis and more. Many lead to inter-school fixtures, competitive leagues and recreational opportunities. Leadership is a key strand of our programme: Sixth Form students and older year groups are encouraged to support the running of clubs and fixtures, developing skills in coaching, officiating and organisation.

Admissions 2026

PSHE

At Dane Court we understand the value of arming our students with the knowledge and skills to be happy and successful. The PSHE curriculum is designed to support our students' physical, emotional and social well being by giving them the tools to thrive, whether inside or outside of school. Our focus is to ensure our students are able to make informed decisions to keep themselves safe but to also challenge injustice and act with integrity.

Students will have one lesson a fortnight dedicated to the PSHE curriculum where they can learn and explore relevant and factual information regarding their health and wellbeing and other issues, as well as being introduced to some key information through their respective mentoring curriculums. The KS3 PSHE curriculum focuses on exploring key issues in society such as discrimination, equality and substance use, while also focusing on emotional and physical health and wellbeing. Our lessons aim to support our students when facing risk and complex situations as well as gaining knowledge to be open minded and behave safely and respectfully. Students are signposted towards relevant sources of help and support, both within the school community and beyond.

As students enter KS4, the curriculum begins to focus on looking after their mental health and building skills for their future. Both key stages will also follow the statutory guidelines for Citizenship through the PSHE curriculum focusing on government, finance and British values. The PSHE curriculum also follows the statutory guidelines for SRE, ensuring an enrichment of our students' understanding of the world we live in, especially in the context of respectful and safe relationships. We strive to create an open and comfortable learning environment to ensure the well being of our students with safeguarding at the forefront of teaching and learning. It is this combination which facilitates our students to develop the knowledge, skills and attributes they need to manage their lives, now and in the future, within the online and offline world.

Religious Studies and Philosophy

The department of religion and philosophy works within the Kent agreed syllabus for religious education.

We aim to:

- Develop students' knowledge and understanding of Christianity and other principal religions;
- Facilitate informed debate on religious and moral issues;
- Encourage students to express, reflect upon and develop their own beliefs and values;
- Encourage critical thinking, self-awareness and empathy;
- Examine the relationships between religion, culture and way of life.

Religious education is taught three times a fortnight in Years 7, 8 and 9. Units covered include: global issues; did Jesus exist? Do animals have rights? Does the media teach morality? Good v evil; dealing with death; the soul; and responses to the Holocaust. In Year 7 students visit a Gurdwara in Gravesend as part of a project on places of worship.

GCSE religious studies/philosophy and International Baccalaureate philosophy are useful for a wide range of careers from journalism and the media to law and politics.

At Key Stage 4, students can opt to study GCSE religious studies which covers philosophy and ultimate questions. This is examined at the end of year 11. The course covers a range of topics, exploring key beliefs of Christianity and Buddhism before applying these beliefs to issues such as animal rights, war, equality and abortion. Religious studies has a varied programme of visits and visiting speakers.

At Sixth Form level, we offer IB philosophy. The course examines the thinking of philosophers from the ancient Greeks to the present day. The course covers debates about human nature, ethics and philosophy of religion, whilst also examining how useful philosophy is in tackling the issues of contemporary society

Admissions 2026

Science

Science, along with English and mathematics, is part of the national core curriculum and is studied by all students up to the age of 16. Dane Court has eight well-equipped laboratories, serviced by three technicians, and we are fortunate to have sufficient specialist teachers in all three science areas to deliver courses that provide all students with sound knowledge and understanding in a practical and stimulating way. In the first three years, the separate sciences – biology, chemistry and physics – retain their identities, enabling students to experience the enthusiasm and expertise of the subject specialist staff, and to progress rapidly through a wide range and depth of topics so that, by the end of Year 9, students have considerable science capability. Key Stage 3 science is based around the nationally recommended schemes of work with additional material taught in subject areas.

Although students are taught under the separate science headings, co-operation between the sciences is good, with careful coordination of the various approaches to learning, assessment and the development of scientific skills.

In Key Stage 4, students follow either the AQA GCSE combined science trilogy course or the AQA GCSE separate sciences. In both cases students are externally examined at the end of Year 11. These provide broad and balanced science courses that are nationally recognised suitable routes for entry to Sixth Form study and the International Baccalaureate sciences.

There is a large take-up of the biology, chemistry and physics courses at IB higher and IB standard levels. With one or more qualifications in science subjects, students can progress to a wide range of careers or study at a variety of higher education institutions, be it ‘Oxbridge’ or other universities. The technological revolution has provided excellent career prospects for our students and indeed, a number of people educated at Dane Court are helping to lead the way.

Admissions 2026

Biology

Biology is the science of life, and as such provides the interested student with an insight into the role of people on the planet, and into the interactions between organisms and environment that facilitate the rather delicate process of life.

Practical science is an integral part of the course in all key stages, and the department is well resourced with biological models, microscopes, and interactive software that help to make the learning experience fun, as well as effective. All of the biology labs are equipped with interactive whiteboards, and we have a strong team of highly qualified and experienced biologists to guide the students successfully through the subject.

The Biology curriculum at KS3 is structured to offer a grounding in key foundational Biological concepts such as cellular biology, cell division and specialisation prior to this knowledge being applied and inspected in more complex systems, models and topic areas such as photosynthesis, food and digestion and ecosystems, where students can revisit concepts at increasingly advanced levels. We strive to offer breadth and high levels of challenge to our curriculum. In our broad range of topics, we look to develop students' intrigue and instil good scientific practice, skills and vocabulary through the use of practical work wherever possible.

In Year 10, those biology students studying the triple science course follow the AQA specification. This course is linear, and the students will sit examinations at the end of Year 11. Regular internal assessments will, however, take place throughout the course; these will be used to monitor student progress and report to parents. The course provides a good foundation for the study of biology in the Sixth Form at International Baccalaureate standard or higher level.

The biology department is proud of its success in the International Baccalaureate, and the course is taught by a strong and innovative team of specialist biology teachers. Students may opt for standard level or higher level, depending on their preferences and GCSE qualifications.

Student motivation is an important factor in the department's high academic achievements and the hard work and enthusiasm of the teachers within the department provides the basis from which interest and a yearning for greater understanding of the processes of life can be acquired.

Chemistry

Chemistry helps us understand the world around us. Whilst studying chemistry at Dane Court students, not only learn the concepts behind many chemical processes fundamental to modern life, but also develop scientific reasoning skills, practical skills and a curiosity about their world. The study of chemistry allows students to analyse and interpret current affairs and make more informed choices in many areas of their lives. In short, it can make some of life's little mysteries a little less... mysterious.

In Year 7, practical activities are incorporated into the majority of lessons. The first topic studied is an introduction to chemistry, with an emphasis on how to use new and, in most cases, unfamiliar laboratory equipment safely. Other topics covered in Year 7 are: atoms, elements and the periodic table, separation techniques, acids and alkalis and chemical reactions. In year 8 students continue to develop their understanding of elements and compounds and how they interact. In addition, they will study the reactions of metals and their compounds and rates of reaction. Year 9 students cover the reactivity of metals and using chemistry in our day-to-day lives. Years 7 to 9 provide a strong foundation on which students can build for their GCSE in Years 10 and 11.

Students taking triple science will follow the AQA GCSE chemistry specification, taking two examinations at the end of Year 11. Practical chemistry is again central to the course; alongside the rigorous chemical theory there are eight required practical tasks that are also assessed in the GCSE examinations. Students are tested at the end of each unit and feedback is given to parents regularly.

International Baccalaureate higher and standard level chemistry are offered at Dane Court and can provide access to many career options in later life. These courses are stimulating and challenging, and provide excellent preparation for further study in many areas including medicine, veterinary science, chemistry and biomedical sciences, to name but a few.

Physics

Physics at Dane Court provides wide-ranging and relevant learning, drawing on students' experience of the world, together with practical work enabling students to obtain an understanding of natural phenomena and our rapidly changing technological world. The course uses students' natural enjoyment of practical work to develop logical skills in the designing of investigations, systematic methods of collecting data and analysing their results. Students learn to use models to explain phenomena, analyse patterns and develop expertise and confidence in predicting what will happen in new situations. Our work encourages students to understand why things happen and fosters interest in new applications and scientific breakthroughs, as well as a critical analysis of the reporting of scientific issues.

At KS3 students follow a spiral curriculum to embed the core concepts and skills required to be successful in their later physics studies. In Year 7, experimental work is central to students' progress. This enables them to concentrate on learning safe, accurate practical skills whilst gradually developing the written and communication aspects of physics. During this year they learn how to measure quantities with a variety of instruments and study matter & density, forces, energy, pressure and electricity. In Year 8 students develop their ability in planning, investigation, analysis and evaluation while studying electricity & charge, space & astronomy, forces & motion, light and waves. Year 9 involves the study of forces & collisions, electricity & electromagnetism and atomic structure. These first three foundation years meet the requirements of the National Curriculum and have proved to be an excellent springboard for embarking on GCSE.

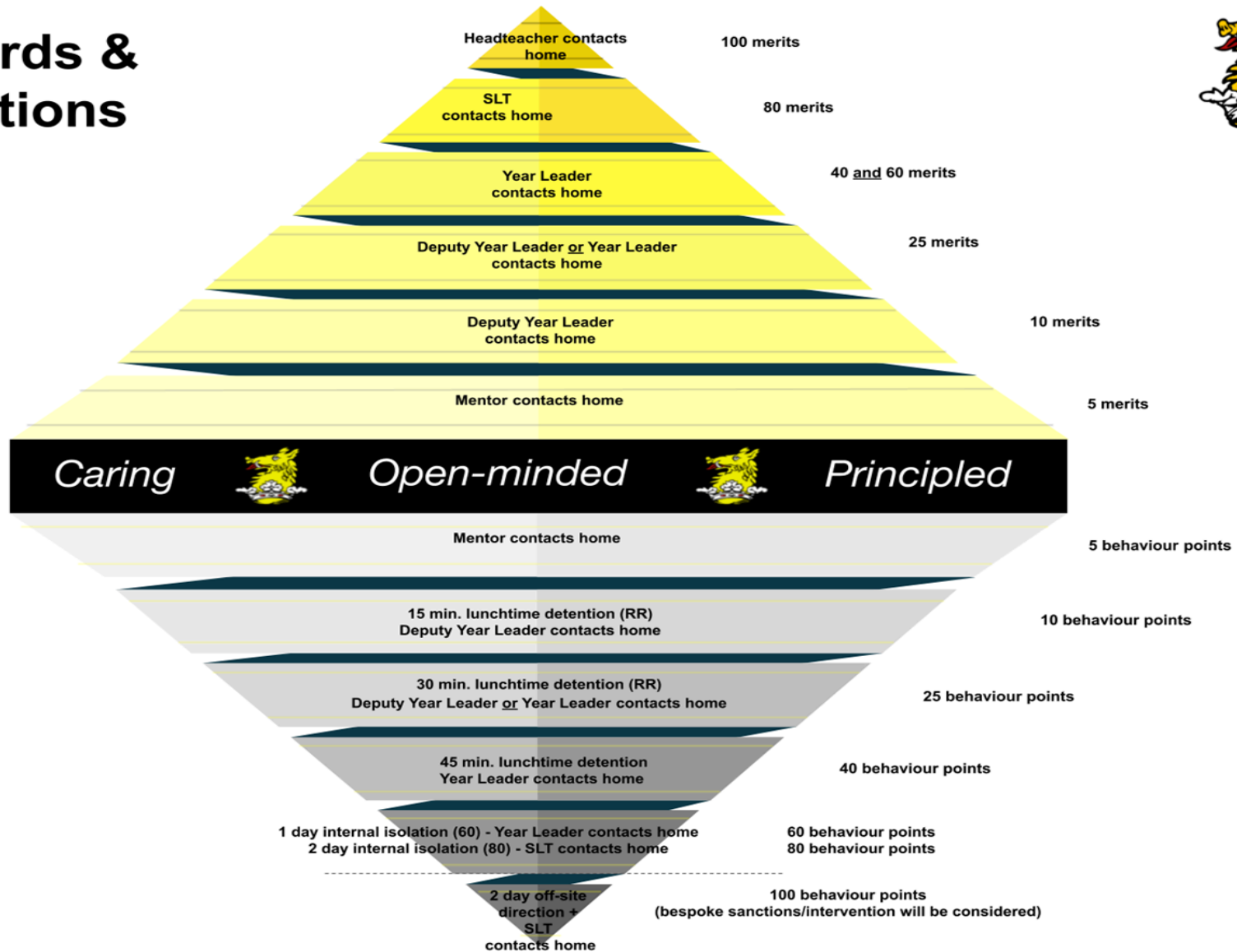
In Year 10 those physics students studying the triple science course follow the AQA specification. This qualification is terminally examined and the students will sit two examinations at the end of Year 11. Regular internal assessments will, however, take place throughout the course; these will be used to monitor student progress and report to parents. The course provides a good foundation for the study of physics in the sixth form at International Baccalaureate standard or higher level.

IB higher and IB standard are popular choices for students in the Sixth Form at Dane Court. The course is a flexible yet rigorous one, involving a variety of experimental and study techniques. The majority of students go on to higher education, with many taking courses and obtaining degrees in medicine, veterinary science and other science-based courses.

The Dane Court Ethos and Behaviour Structure

At Dane Court we pride ourselves on being a caring, open minded and principled community, based upon an ethos of doing the ‘right’ thing in all aspects of life. Our behaviour policy helps to reinforce this ethos.

Rewards & Sanctions



Learning Support and Special Educational Needs and Disabilities (SEND)

Dane Court Grammar School is committed to inclusive teaching and staff are able to accommodate a range of learners within the mainstream classroom. Some students may need additional support at different times during their school career, and the learning support department can provide a range of strategies to help, ranging from small group interventions, personal plans and in some cases, one-to-one support.

The school's SEND policy is reviewed annually by the governing body and is in line with the SEND Code of Practice. Our SEND procedures include area meetings where outside agencies give input and support and annual reviews of those students with Education, Health and Care Plans. The SEND co-ordinator works closely with the pastoral team, year leads, mentors, subject teachers and teaching assistants as necessary.

Pastoral Support

When they enter the school, every student is placed in a mentor group. The mentor group and its members are an integral part of the year group and each year group is led by a Year Leader and Deputy Year Leader. We also have a House system, with each student being placed into one of six Houses. This system runs alongside the year system and is a key component in the extracurricular offer of the school

The mentor group is led by their mentor, who is responsible for monitoring each student's academic progress and welfare. Academic mentoring and assemblies take place each day of the week. Students will also take part in small group extended mentoring sessions, enabling them to have another forum communication with their mentors. The pastoral support team is comprised of pastoral support assistants, the year leads, deputy year leads/heads of house and the support team. In addition, an assistant head teacher in charge of student welfare and a deputy head teacher in charge of behaviour and attitudes, work closely together to ensure that every student receives any additional support they might need during their time at Dane Court. Further, we have the services of a school counsellor who is able to offer more specialist help should the need arise. The SEN department provides structured support for any student who faces a barrier to their learning, including those with specific educational needs.

There is a regular programme of progress checks and reports which are sent home and which help to keep parents informed of their child's progress. These are supplemented with parents' evenings during the school year. In addition, curriculum information evenings specific to year groups are held.

We encourage parents to contact their child's mentor, or any member of the pastoral support team, should they have any concerns regarding their child.

Governors' Policy on Charging for Education Activities

The governors will follow the guidelines on charging laid down by the Education Reform Act of 1988. These may be summarised briefly:

All books, equipment and stationery required for the delivery of the school curriculum will be provided free of charge by the school.

1. Any trips or outings that are a necessary requirement of an examination course will be paid for by the school.
2. Where trips or outings are arranged during the school day, voluntary contributions towards the cost of the trip will be asked for. The trip will proceed, subject to there being sufficient voluntary contributions forthcoming. No student will be debarred from participating because of parents' inability to make a contribution.
3. Where trips of a curriculum-led nature take place out of school time a charge may be made. Where parents are unable to meet the charge, the school will make every effort to meet part of the cost.
4. Where trips of a social nature are organised out of school time a charge will be made. The school will not usually subsidise such trips but may do so in particular cases of special need.

Complaints

Parents are encouraged to keep in close contact with the school should they have any concerns about their child or indeed the school itself. In the first instance this should be through the form mentor but more serious concerns will be dealt with by the Year Leader, Assistant Headteacher, Deputy Headteacher or Headteacher. Should you still not be happy with the school's response we would ask that you follow the school's complaints procedure by submitting a formal complaint in writing to the Headteacher. The Headteacher will consider complaints as quickly as possible and in any event will inform the complainant within fifteen school days of:

- a) their decision
- b) any action taken or proposed

If the complainant is dissatisfied with the Headteacher's response, or has not received a response within the timetable mentioned above, he or she may refer the matter to the governing body via the clerk to the governors, who will provide details of the procedure and of the complainant's rights.

Admissions 2026

Careers

Dane Court students are encouraged to strive for excellence. This is regarded as being a key to career success. Academic qualifications alone are not sufficient however, and much effort is directed towards nurturing self-confidence, self-discipline, and the employability skills necessary to prepare students to face the realities of the outside world. Particular phases in a student's secondary school career require specific attention. Students are interviewed individually by our independent Careers Advisor at crucial stages in their development to ensure that decisions are made against the background of the fullest possible information, advice and guidance. All students participate in a structured programme of social and vocational guidance from Years 7 to 13.

Year 7

- Induction programme in September of entry and discrete lessons through their PSHE programme where careers will be one of the issues discussed. Our Year 7 STEM event is usually held in Term 6.

Year 8

- Seminars and independent learning sessions to introduce life choices and early problem solving exercises to develop prioritising skills.
- A visit to our careers fair and participation in the 'Make it my Business' event that runs throughout Term 4.

Year 9

- Careers fair visit to engage with employers and gain knowledge from experts in the field.
- 'For me or not for me' career event to experience a range of different industry workshops and activities - Term 2
- Guidance leading up to option choices for GCSE delivered by form mentors and senior staff.

Year 10

- Concentration on improving IT and transferable 'soft' skills and understanding of personal finance.
- Careers fair visit to engage with employers and gain knowledge from experts in the field
- Year 10 Employability Day' at Discovery Park in Sandwich, developing key skills for the future world of further education and employment - term 6

Year 11

- Dedicated careers lessons through PSHE and mentoring which examines topical issues in the world of work such as contracts and equal opportunities.
- A detailed review of choices at 16+ and instruction regarding the Kent Choices on-line applications for further education.
- Interview with our independent careers advisor and/or a senior member of staff.
- Apprenticeship information assembly

Year 12

- Modules of careers-specific topics including detailed study of and research into higher education choices and student finance.
- Job sampling available upon request. IBCP students engage with employees for an extended time, interview preparation offered.
- Visit to our Careers fair.
- Y12 Work Experience - one week in Term 3.

Year 13

- More detailed guidance regarding individual career paths and higher education with specific instruction on UCAS applications and student Finance, as well as support for applying for apprenticeships and employment.
- Visit to our careers fair, with workshops/interview preparation where required.

Admissions 2026

Religious Education

The governors at Dane Court Grammar School recognise the fundamental importance of religious education in the school's curriculum. Religious education in the school is based on the syllabus produced for Kent by the Kent Standing Advisory Council for Religious Education. This seeks to promote knowledge and understanding of Christianity and other faiths. Whilst recognising the importance of Christianity in British society, religious education at Dane Court will not seek to further the aims of particular faiths or sects.

Nevertheless, governors recognise the right of parents to withdraw their children from religious education on the grounds of deeply held religious conviction. Parents who wish to exercise this right should write to the Headteacher.

Sex and Relationships Education

Sex education is currently provided through the curriculum in Key Stages 3, 4 + 5.

It is taught in the context of education about the importance of stable relationships.

Parents have the right to withdraw their children from sex and relationships education, and should contact the Headteacher should they wish to do this.



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