Welcome to

The Chantry School

A Guide to Starting Secondary School

2026-2027

Contents page

	Page
Introduction	3
The Chantry School Vision Statement	4
Term Dates	5
School Day & Tutor Groups	6
Climate for Learning	7
3Rs: Ready, Respectful and Responsible	8
The Rewards System	9
The Consequence System	10/11
School Uniform Policy	12/13
PE Kit list	14
Curriculum	15/16
Special Education Needs and Disability Provision	17
Instrumental Tuition	18
Essential Equipment	19
Thursday 3rd September 2026	20
Contacts	21/22

Introduction

Dear Parents, Carers and Pupils

First of all, I would like to extend a warm welcome to you and your child to The Chantry School. We are pleased that you have chosen the school for your child's secondary education and we hope that your son/daughter is eager to be joining us soon in what, we hope, will be a wonderful five years.

As a relatively small secondary school, we pride ourselves on knowing our pupils very well indeed. We strive to establish a strong, purposeful and positive partnership with parents and carers, to ensure your child's wellbeing, happiness and success. Underpinning our philosophy is the belief that it is important to develop young people who have a high regard for, and a compassionate understanding and tolerance of, other people's views, cultures, backgrounds and faiths. It is important that we enable all to be proud members of, and positively contribute to, our caring community.

The Chantry School has a team of talented, hardworking and committed teachers and support staff. At the core of our school, is the business of teaching and learning. Excellent teaching leads to memorable learning, and inevitably excellent progress. Lessons at The Chantry School are characterised by a calm, purposeful atmosphere where each pupil is enabled to learn and develop in a supportive environment. Staff have high expectations of the pupils in academic, behaviour and social aspects of school life, and together, as a partnership, we endeavour to make your child's time at The Chantry School memorable.

We know how important it is for your child to settle in quickly, enjoy school and experience success. This booklet explains the ethos, structure and organisation on all essential aspects of school life that you need to know. Please take the time to read through it and retain for future reference. If you have any questions unanswered, please contact the school where you will be pointed towards one of my colleagues who will best be able to help you.

Further useful information can be found on the school website under 'Year 6 Transition.'

Once again, we are delighted you have chosen The Chantry School; and I wish you a very happy and successful partnership with us, here.

Mrs N Clear
Headteacher

The Chantry School

Vision Statement

Here, at The Chantry School, we are dedicated to enhancing the lives of our pupils because we believe in the transformative power of education. Our unwavering commitment to each pupil's academic progress and personal development underpins every aspect of school life. We aspire for our pupils to flourish in all areas of our school and local community, so they will be positioned well for the next steps in their educational journey. Our purpose is to nurture a kind, confident and successful community where every individual feels valued and can thrive and contribute positively to their chosen pathway and wider society.

We do this by:

- Creating a **happy, safe** and **caring** environment whereby **warm** and **respectful** relationships with all members of the school community are encouraged and nurtured,
- Ensuring all pupils feel **encouraged** and **motivated to learn** by providing support and access to strategies that enhance their academic and emotional development,
- Fostering a culture of **inclusivity, acceptance and compassion**, so all members of the school community feel **valued, respected, and supported**,
- Promoting **high expectations** throughout the school day, challenging pupils to **strive for excellence** in their academic and personal development,
- Cultivating and guiding pupils in their sense of **personal responsibility** and **empathy**, so they can learn and progress from their mistakes and develop **strong self-regulation skills** whilst striving to develop both academically, emotionally and personally,
- Inspiring pupils to be **aspirational** and **embrace challenge**, so they become **creative** and **independent** learners, equipped with the skills and confidence to fulfil their potential,
- Providing a diverse array of **curricular** and **extra-curricular cultural experiences** that create **powerful** and **memorable moments**, broadening pupils' horizons and ambitions.

Term Dates 2026/2027

(Term dates slightly different to those published by the Local Authority)

Autumn Term 2026:

Term starts:	**Tues.1st September 2026 - Prof. Dev. Day*
	**Wed. 2nd September 2026 – Prof. Dev. Day*
	Thur. 3rd September 2026 – Term starts
Half-term:	Mon. 26th October – Fri. 30th October 2026
Term ends:	Fri. 18th December 2026 (finish 12.40pm)

Spring term 2027:

Term starts:	Mon. 4th January 2027
Half-term:	Mon.15th February – Fri. 19th February 2027
Term ends:	Thurs. 25th March 2027

Summer term 2027:

Term starts:	Mon. 12th April 2027
May Day:	Mon. 3rd May 2027
Half-term:	Mon. 31st May – Fri. 4th June 2027
Term Ends:	Fri. 16th July 2027 (finish at 12.40pm)

**Monday 19th, Tuesday 20th and Wednesday 21st July 2027*

**Professional Development Days – School closed to pupils*

Other dates:	Good Friday	Fri. 26th March 2027
	Easter Monday	Mon. 29th March 2027
	May Day	Mon.3rd May 2027

The School Day

The school operates a two week timetable, so please ensure that you remind yourself if you are on a week A or week B timetable.

8.45am Bell—Entry to buildings for pupils

Form Time	8.50—9.20
Lesson 1	9.20—10.20
Break	10.20– 10.40
Lesson 2	10.40—11.40
Lesson 3	11.40—12.40
Lunch	12.40-1.20
Period 4	1.20-2.20
Period 5	2.20-3.20
School ends	3.20

Tutor Groups

At The Chantry School, we have 6 tutor groups in each year: **Ankerdine, Bredon, Cotswold, Kinver, Malvern and Woodbury.** Our Tutor Groups have been named after local hills from the surrounding area and counties near us.

Climate for Learning

The Chantry School's positive behaviour and ethos policy creates the conditions for excellence, and the development of our pupils into happy, healthy and confident individuals. At the heart of the policy is that all members of The Chantry School community demonstrate mutual respect, kindness and tolerance as they prepare to engage with the wider community and society.

We aim to be a thriving learning community whereby ***learners, teachers and parents*** recognise and celebrate high motivation, high aspiration and high achievement for all. In our pursuit of excellence, we believe all pupils and adults have a right to learn and work in a supportive, calm, secure yet stimulating environment. Everyone is entitled to flourish in an environment that is free from disruption, violence, bullying and any form of harassment. Therefore, exemplary behaviour in all aspects of school life is necessary, so all pupils can be successful and the best they can be.

Aims of Whole School Behaviour Policy:

- To reflect the values expressed in our mission statement and Teaching and Learning Charter;
- To promote excellent relationships whereby we try to be aware of everyone's needs, to listen to and care for each other;
- To develop an ethos of respect and safety where all members of the school community feel valued and supported;
- To ensure good teaching can happen in a climate conducive to good learning;
- To encourage a positive approach to behaviour by acknowledging and praising good behaviour;
- To explain what is acceptable and unacceptable behaviour;
- To encourage pupils to take responsibility for their behaviour and self-regulate their responses;
- To ensure that a solution focused approach is utilised when addressing inappropriate behaviours;
- To provide a full range of strategies if behaviour does not meet our expectations;
- To promote early intervention.

3Rs: Ready, Respectful and Responsible

We expect all pupils to demonstrate the following to ensure they thrive and become the best they can be.

Ready

- Come to school having had enough sleep
- Always have the right equipment for the right lesson
- Arrive at your lessons on time
- Enter the class room with a positive frame of mind and actively engage in your learning
- Complete homework on time and ensure that it is finished to the best of your ability

Respectful

- Be polite and courteous to all demonstrating good manners at all times, including appropriate language
- Treat others as you would like to be treated
- Follow instructions from adults without argument
- Actively listen to others
- Celebrate diversity and tolerance
- Look after the school environment and the belongings of others

Responsible

- Always wear your school uniform correctly
- Demonstrate resilience and independence in your learning at school and at home
- Ask for help if you are unsure or unclear
- Complete all your work to the best of your ability
- Support the learning of others when appropriate
- Be accountable for your own actions and take responsibility for their outcomes
- Be reflective and seek solutions to problems

The Rewards System

We want our pupils to thrive in a learning environment which is aspirational and successful. As a school, we endeavour to foster this mindset through our day-to-day encounters with pupils and through establishing positive and supportive relationships where our pupils feel wanted, safe, and appreciated. Rewards have a motivational role in helping pupils to realise that good behaviour and effort is valued, and are clearly defined in the procedures. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this.

Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. We aim to promote and encourage positive behaviour and self-respect, as well as respect for others and the environment.

On a day-to-day basis, we use Achievement Points as a method for awarding pupils. All pupils are rewarded in lessons for effort and excellence. Over the academic year, these accrue and can be redeemed for prizes by pupils at the end of every term. We also have additional rewards across the school.

Opportunities both inside and outside of the classroom for reward points include: attendance, punctuality, positive behaviour, effort, helpfulness, progress, contribution to the school and wider community, showing kindness to others and supporting peers and excellent attitude to learning.

Recognition may involve: a thank you, praise, showing/displaying work/achievements, informing parents, praise postcards, phone calls home, certificates, email / letter home, raffle draws, vouchers, privileges, prizes.

Reward Assemblies take place regularly.

All award points can be viewed by parents via our Arbor system.

The Consequence System

At The Chantry School we all follow the 3Rs, we are Ready to learn, we treat other people with Respect and we behave Responsibly. On occasion, pupils make poor choices and do not meet our expectations, and we have to use the consequence system as a last resort.

How do we manage pupils who do not behave in a way in which we would like?

Step 1

Communicate clearly with pupils what the expectation is. For example "Put your hand up if you can tell me…"

Positive reinforcement when conforming behaviour occurs. For example "Thank you for putting your hand up, I liked your answer because…"

Polite reminders when pupils get it wrong. For example, "Thank you for your answer, hand up next time".

Step 2

Redirection – The teacher may notice a pupil is too talkative or talking over the teacher, they may redirect by bringing the pupil into the discussion with a targeted question. A teacher may choose to move a pupil to sit on their own, or they may be given a job to do before being refocused.

Step 3

Direct Instruction- When proactive and positive reminders do not work – If a pupil fails to respond to a group expectation or polite reminder – they will receive a direct instruction on what behaviour is needed to avoid a consequence. For example 'You need to stop talking over me, as it is disturbing the learning of other pupils, if you carry on you will receive a Central Lunchtime Detention'. We give the pupil a chance to correct their behaviour.

Step 4

A Consequence is issued when the pupil fails to respond to the direct instruction and correct their behaviour – this becomes defiance and a detention logged. The pupil is told that because they chose not to stop talking when asked to they have been given a Central Lunchtime Detention.

Step 5

Removal – if the pupil argues with the teacher about the consequence or continues with the same behaviour despite being told they have a detention, an 'on-call' member of staff will come to the class room and may remove the pupil to allow the teacher to focus on teaching and the rest of the class can learn without interruption. A removal will usually lead to an after school detention and a conversation between Head of Year and Parents.

More serious behavioural concerns will be dealt with more swiftly and may not progress through the steps before a removal.

The Consequence System (pt 2)

Offence	Consequence
Late to lesson	This is recorded on the register and will result in a Central Lunchtime Detention if there are 3 or more Late incidents in a term. If Lateness is persistent the consequence can increase to a Middle/ Leadership or Headteacher After School Detention.
Essential equipment / lack of kit / ingredients etc. needed for that lesson.	Head of Year monitor for organisation intervention.
Incorrect uniform	Refusal will lead to the pupil being kept in the Behaviour Reflection Room and sanctioned.
Failure to complete work set	A Central Lunchtime Detention (20 minutes) issued.
Homework not completed	A Homework Detention (20 minutes) issued.
Ongoing disturbing the learning of others	A Central Lunchtime Detention (20 minutes) issued.
Continuing to disturb the learning of others despite the Central Lunchtime Detention being issued. Plus any of dangerous behaviour, aggressive behaviour, abusive behaviour, use of bad language, homophobic language racist language, swearing at pupils or staff.	Depending on the individual circumstances and the details given by the teacher, the pupil may be removed from the lesson. The consequence will then be determined by a Head of Year or member of Leadership team.

The school may use one or more of the following sanctions in response to misbehaviour:

- A verbal reprimand
- Advise the pupil on how to behave correctly and given the time to re set
- Expected work to be completed at home, or a break or lunchtime
- Detention at break or lunch time or after school
- Referring the pupil to their Head of Department or their Head of Year
- Pupil to work in the Behaviour Reflection Room
- Putting a pupil on 'Target Card' - there are various stages depending on the concerns
- Emails, phone calls and/or invite parents in
- Agreeing a pastoral support plan or a behaviour support plan

Please note: Chewing gum is not allowed on the school site. Mobile phones should be switched off once pupils arrive on the school site and should not be turned on until pupils have left the school building at 3.20pm.

All pupils will sign a code of conduct at the start of the year.

The school behaviour policy can be read in full on the school website: www.chantryschool.com Behaviour-Policy-2025.pdf

School Uniform

Uniform Policy

The Chantry School is very proud of the standard it maintains with uniform, achieved through a partnership between home and school. The uniform is unambiguous and provides pupils with a sense of identity and a sense of belonging whilst being practical and smart. As well as helping encourage a good working environment, we believe that our uniform promotes greater social inclusion and a sense of school community. Consequently, all pupils are required to wear school uniform on the way to school, during the school day and on the way home.

Please note: Any pupils who do not meet the uniform standard may be provided with spare uniform to borrow until the correct uniform is worn or pupils may lose their free time until they are wearing the correct uniform.

Please contact the SENCO (Ruth Robinson) if you would like to discuss any reasonable adjustments to uniform in order to support your child's SEND or medical needs.

	SCHOOL UNIFORM RULES
Blazer	Black with The Chantry School badge. (Blazer is no longer compulsory – but rec-
Shirt	White formal collared school shirt– buttoning up to the collar. Shirts must be
Tie	Chantry School red tie, worn at full length to cover all shirt buttons.
Jumper	Chantry School black V neck jumper– with school logo.
Skirt/Trousers	Black Chantry School A line or pleated skirt with The Chantry School logo embroidered on the waistband. This is supplied by Monkhouse and Kidz and Kitz. The length of the skirt **MUST** reach the knee**.** Formal plain black school trousers (**NO** chinos, jeans, leggings or other material). Trousers must not be skinny but can have a straight leg. They should be a tailored
Socks/Tights	Plain black socks or plain black tights, not both. Must not have a logo on them.
Shoes	Plain black, flat and substantive school shoes. Pumps, canvas, trainers, cross-over, soft slipper or any other style of shoes are **NOT**
Outdoor	A plain outdoor coat or anorak which should provide warmth and keep pupils dry. Hoodies, tracksuit tops, leather or denim are **NOT allowed**.
Hair/Hairstyles	Hairstyles should be appropriate for a business-like work environment– **NO** extreme or unconventional styles, **NO** skin fades or unnatural colours. No shaved patterns or lines. No tipped hair colours or shaved eyebrows. We reserve the right to decide on the appropriateness of hairstyles. Hair essentials should be discreet

Jewellery	Jewellery is not allowed, apart from, one plain, small pair of stud earrings in the lobe of each ear. No other piercings or body jewellery are allowed. Pupils may wear a wristwatch.
Make up	Makeup is **NOT allowed** except in Year 11 and then only discreet or subtle make up is acceptable. Nail varnish, false nails or false lashes are not allowed.
Bags	All bags should be practical and sensible for school use and should have the capacity to hold textbooks, folders, and school equipment.
Valuables	We do not recommend pupils bring valuables into school therefore we cannot take responsibility for replacing such items that are lost, damaged or stolen.

School Skirts

Style of shoes that are NOT acceptable

Style of trousers that are NOT acceptable

Uniform suppliers:

Monkhouse Schoolwear Specialists and Kidz & Kitz:
Chantry School tie, Chantry School Blazer, Chantry School black jumper
Chantry approved school trousers, Chantry approved school skirt, PE kit

Monkhouse Schoolwear:
31 New Street, Worcester WR1 2DP
Tel: 01905 679938 / www.monkhouse.com

Kidz & Kitz:
128a Worcester Road, Malvern Link, WR14 1SS
01684 892439 / www.kitzuk.co.uk

Marks & Spencer / other school wear providers
Black regular leg school trousers
School shirts– White regular fit
marksandspencer.com

Physical Education Kit items

Please note: All pupils must bring in and wear PE kit even when they are not physically able to take part. They will be expected to be in the lesson and doing a non-participating role e.g. coaching, time keeping, refereeing, etc.

The reversible top is compulsory for boys, but school hoodies are not. The hoody is an optional extra that must only be worn over a reversible.

Compulsory items from: Monkhouse Schoolwear, Worcester and Kidz and Kitz of Malvern

Red/Black Reversible top with The Chantry School name (Boys only, Girls optional)

Chantry Black/Red Shorts (Boys only, Girls optional)

Chantry Black Skort (Girls only)

Plain black socks (Boys/Girls)

PE Hoody– varsity design (Girls only, Boys optional)

Other compulsory items available from most school wear providers and Monkhouse Schoolwear:

White Polo Shirt (Boys/Girls) plain or with Chantry logo from Monkhouse

Plain White Shorts (Boys indoor - Compulsory)

Plain White Socks (Boys/Girls)

Plain Black Football Socks (Boys/Girls)

Trainers (Boys/Girls)

Football Boots (Boys/Girls)

Shin Guards/Gum Shield (Boys/Girls)

Optional kit items from most school wear providers and Monkhouse Schoolwear:

Sports Bag (Chantry School version available)

Baseball Cap with logo

Black Track Bottoms (Boys/ Girls) Plain black with no large logos, discreet logos permitted, Chantry School version available

Black Lycra Shorts (Boys only). Plain black with no logos

Base Layers, full length leggings and full length top (Boys/ Girls) Plain black with no large logos, discreet logos permitted

Curriculum

All pupils at The Chantry receive a broad, balanced and accessible curriculum throughout their time with us. We currently run a two week timetable which has 50 hours of teaching over the fortnight, 25 hours per week.

	Key Stage 3			Key Stage 4
Subject	Year 7	Year 8	Year 9	Year 10 and 11
English	6	6	6	8
Mathematics	6	6	7	Yr10:7 Yr11: 8
Science	6	6	7	9
Religious Education	2	2	2	1
Computing	2	2	2	-
PSHE	1	1	1	1
Physical Education	4	4	4	Yr10:4 Yr11: 3
History	3	3	3	5 periods of any 4 of the following; Art, Business studies, RPE, Triple Science, Computer Science, Design Technology, Drama, Food, French, Geography, History, German, Health and Social Care, Sociology, Music, PE,
Geography	3	3	3	
Music	2	2	2	
Drama	2	2	2	
Art & Textiles	2	2	2	
Design Technology	4	4	4	
Modern Foreign Language (MFL)	5	6	5	
Personal Development	2	1	0	-
Total hours	50	50	50	50

Table shows number of hours per 2 weeks for each subject

We provide a good, strong foundation of vital skills, knowledge and understanding at Key Stage 3 which is then fully developed at Key Stage 4.

Pupils are predominantly taught in mixed ability groupings in lower school. However, there is setting in Mathematics and English throughout the school from Year 7. Modern Foreign Languages are set from Year 8.

Curriculum

Homework

- We set homework at The Chantry for a number of reasons, such as to:
- consolidate, revise, practise and memorise skills and learning,
- maximise opportunities for student led learning,
- encourage pupils to develop the practice of independent study skills,
- inform and prepare for the next lesson to ensure success and participation,
- develop perseverance and self discipline,
- further support the learning developed first in the classroom, extend learning beyond that which may be possible in the classroom,
- help develop an appropriate pace of learning,
- enable identification of an individual student's strengths and weaknesses,
- offer a means by which parents can become aware of the nature of the work required from the pupils,
- support the preparation and development of coursework/controlled assessment items for public examination.

We offer the following guidelines for the amount and frequency of homework set. However, as teachers need to be flexible in responding to the needs of their classes, it should be seen as a guideline and not a mandate. In addition, the amount of homework set depends upon the age of the pupil. At KS3, it is reasonable to expect pupils to spend 20-30 minutes on each homework task.

We create a homework timetable in order to complement the pupils' curriculum and lessons. We try to spread the slots equally to encourage pupils to manage their time effectively as well as ensure a balance between study and relaxation. The homework timetable is for guidance only, but teachers will always give a few days or more to complete homework. Set homework can be viewed by parents and pupils via Arbor.

The majority of subjects set a weekly homework, but on occasion this may be an extended project. Drama and Music may set occasional tasks such as learning lines in preparation for performance, learning terminology or listening tasks.

Response time: Within the next lesson if it forms part of the learning experience or in line with the school's/department's feedback policy. NB: Some homework tasks will be acknowledged within the lesson rather than explicitly marked in the exercise books.

Reporting Progress

The progress of each pupil is reviewed regularly and parents and carers are kept informed on a regular basis via short 'Progress Reports' and one longer report per year. Parents will also have an opportunity to discuss progress at Parents' Evenings.

Towards the end of Key Stage 3, pupils and parents receive a great deal of information, advice and guidance about their Key Stage 4 options. We always advise and guide our pupils so they undertake the right path for them and this is reflected in our outstanding GCSE results.

Special Educational Needs and Disability Provision

At The Chantry School our SEND Team is led by our SENCO Ruth Robinson and supported by a team of dedicated **Teaching Assistants** who work closely with the pupils. They support in lessons, deliver intervention and contribute generously to the wider school by running homework clubs, supporting with the school productions, supporting pupils on trips etc.

We run a number of **interventions** for differing areas of need such as: Talk-About Programme, Social Stories, Narrative Intervention, Spelling Support, Rapid Reader Plus, Numeracy Support, Touch Typing, Handwriting and Homework Support.

Access arrangements (e.g. extra time in tests) are provided in lessons for assessments when required. In the case of 'extra time', teachers pass the work back to the SEN department so extra time can be arranged during a form time session. Other arrangements are put in place ahead of assessments such as readers and scribes.

We provide a **breakfast club** for a small amount of targeted pupils. We have found it can give pupils structure/routine in the morning, ensure they are fuelled for the day, create good working relationships with support staff and reduce anxiety in the morning through solution finding with staff. Due to most pupils arriving by bus it just runs from 8.20am-8.45am.

The SEN department work closely with the pastoral team to provide additional support such as **key adults, mentors** and **peer support.**

We work with a range of **external services**, including:

- Chadsgrove Learning Support Team
- Autism/Complex Communication Team
- Child and Adolescent Mental Health Service (CAMHS)
- CAMHS CAST
- Visual Impairment Team
- Hearing Impairment Team
- Educational Psychologists (EPs)
- Speech and Language Therapists
- Early Help

More detailed information can be found in the SEND Information Report and SEN Policy, found on the school website.

Instrumental Tuition

Instrumental tuition:

We are able to offer instrumental tuition from visiting tutors in guitar, bass guitar, drum kit, piano, violin, cello and all brass instruments. In addition singing lessons will be offered from September 2026.

Lessons take place during the school day and are usually 30 minutes in duration. Most of our lessons are individual, however, it may be possible to teach pupils in pairs depending on ability. We operate a rotation timetable to avoid students missing subject lessons repeatedly. Instruments can be stored in our music room during the day of the lesson.

Under normal circumstances lessons take place in practise rooms in the music block, currently many of our instrumental tutors are able to offer online tuition.

To set up instrument lessons please contact the Head of Music:

Mrs Masters at: mmasters@chantryschool.com. You will then be contacted by the instrument tutor to discuss lesson arrangements and fees.

Essential Equipment

It goes without saying that pupils need their 'tools' when coming to school to learn—just like many other jobs. However, there are times when pupils turn up to lesson with nothing. So, please ensure your child has the following:

- Several pens
- Several pencils
- Rubber
- Sharpener
- Ruler
- Protractor
- Compass
- Highlighters
- Coloured pencils
- Scientific calculator
- A pencil case to put the equipment in
- A school bag

Other optional items are: scissors, glue etc.

Please remember to bring in a water bottle that can be re-filled at break or lunch times as we do not sell bottled drinks.

We do sell many of these items at pupil services. Should you need some financial support, please do email Mr Findlay at dfindlay@chantryschool.com.

Thursday 3rd September

Year 7s will be met by staff at the front of the school, who will direct them to the school hall. They will then be with their form tutors for periods 1&2.

Break will be at 10.20am—10.40am

Year 7s will follow their lesson timetable during periods 3 to 5.

Lunch will be at 12.40pm to 1.20pm

School ends at 3.20pm

Contacts (From September 2026)

Please use the School Office telephone number 01886 887100, you will be directed to the relevant person.

Email: office@chantryschool.com

		email
Headteacher	Mrs N Clear	head@chantryschool.com
Deputy Headteacher	Mrs S Johnson	sjohnson@chantryschool.com
Assistant Headteacher	Mr D Findlay	dfindlay@chantryschool.com
Assistant Headteacher	Miss M Palmer	mpalmer@chantryschool.com
Assistant Headteacher	Mrs S Blunt	sblunt@chantryschool.com
Assistant Headteacher and Designated Safeguarding Lead	Mr J Hill	jhill@chantryschool.com
Business Manager	Mr D Darling	ddarling@chantryschool.com
Head of Year 7	Mr B Wildman	bwildman@chantryschool.com
Head of Year 8	Mrs K Miles	kmiles@chantryschool.com
Head of Year 9	Mr P Warren	pwarren@chantryschool.com
Head of Year 10	Mr A Aldis	aaldis@chantryschool.com
Head of Year 11	Mr R Goodfellow	rgoodfellow@chantryschool.com
Safeguarding	Mr D Lewis	dlewis@chantryschool.com
Safeguarding	Ms L Drust	ldrust@chantryschool.com
SEN Department	Miss R Robinson	rrobinson@chantryschool.com
Finance Officer	Mrs S Kinsey	skinsey@chantryschool.com
Head of Art	Mrs S Marshall	smarshall@chantryschool.com
Head of Business	Miss H Watkins	hwatkins@chantryschool.com
Head of Computing	To be confirmed	
Head of DT	To be confirmed	
Head of Drama	Mrs S Purcell	spurcell@chantryschool.com
Head of English	Ms A Bates	abates@chantryschool.com
Head of Geography	Mrs C Rudall	crudall@chantryschool.com
Head of History	Miss F Hamer	fhamer@chantryschool.com
Head of Maths	Mrs L Judge	ljudge@chantryschool.com
Head of MFL	Mr A De Santis	adesantis@chantryschool.com
Head of Music	Mrs M Masters	mmasters@chantryschool.com
Head of PE	Mr S Golding	sgolding@chantryschool.com
Head of RE	Ms K Davies	kdavies@chantryschool.com
Head of Science	Mr A Moore	amoore@chantryschool.com

To contact a class teacher please use their first initial followed by their surname@chantryschool.com

The Chantry School

The Chantry School
Martley
Worcester
WR6 6QA

01886 887100

office@chantryschool.com

http://www.chantryschool.com