

Introduction

Wilmslow High School is a very special school. It is made so by the pleasant and multi-talented young people who make up the student body and by the committed and highly talented staff. I am very pleased indeed to welcome you as a prospective member of the school. I hope that you find the prospectus interesting and informative and that you will want to join us in delivering education of the very highest quality for the young people of Wilmslow and District.

Our commitment to providing an education that is second to none is absolute. You will see in the school's philosophy, which is printed overleaf, that learning is at the heart of the school, that achievement is expected, that success is celebrated and that all children are treated as being of equal value. You will see, also, that the school has a huge amount to offer: excellent teaching, strong examination results, a calm and pleasant atmosphere and a wide range of extra curricular activities. A lot on offer then, and equally a lot expected of both students and parents.

Our expectations of students are stated overleaf. Essentially we want all young people to bring to school a positive attitude, a willingness to contribute, a respect for others and a determination to give of their best. We expect all students to behave well, to work hard to develop their talents to the full and to pursue genuine achievement. Much also is expected of parents: to work with the school, to contribute to the life of the school, to encourage the values expressed in the school's philosophy and in the Home School Agreement.

There exists within Wilmslow High School a positive and happy learning environment. It is an environment which promotes a love of learning, which encourages participation in all aspects of school life and which develops in young people skills that will enable them to contribute positively to the world of the twenty-first century.

Wilmslow High School provides the very best of educations. I hope that you will feel that it is a school in which your son or daughter would flourish and that you will want to join us.

Should you wish to discuss any aspects of the school please do not hesitate to contact me.

Gill Bremner
Head teacher

RATIONALE, AIMS AND STATEMENT OF ENTITLEMENT

Rationale

Education at Wilmslow High School is based upon the premise that all children are of equal value, the belief that education has intrinsic worth and the determination to meet individuals' educational needs by presenting challenging and engaging opportunities to learn. These basic beliefs will be promoted within a school culture which fosters a sense of community, which is caring and supportive, which is intellectually and socially demanding and which, by promoting mutual respect and dignity, enhances the self-respect and confidence of our students and encourages them to take responsibility for themselves and their activities.

The promotion of learning will be at the heart of the school's ethos with learning being promoted as a continuum across all of the Key Stages and as a lifelong activity. The school's ethos will recognise the importance of possessing an international perspective and recognise also that communities are increasingly interdependent.

The school's curriculum will be based upon the promotion of skills, attitudes, concepts, knowledge and understanding and will, whilst offering both breadth and balance, provide individualised pathways to ensure relevance as students proceed through the school. The curriculum will seek to challenge and engage students' intellect across all areas of experience, will employ a wide range of approaches to learning, will encourage critical thought and will seek to develop independence of learning

An integral part of the operation of the school will be the fostering of an active link with the community. It is intended that the link will be of mutual benefit, with the community contributing, both to the promotion of values and the education of young people and with the school providing opportunities for lifelong learning. In linking the school and the community it is intended to encourage young people to recognise their responsibilities as members of a community and the part that individuals can play in enhancing the community in which they live.

Wilmslow High School will seek to generate a love of learning, a pride in achievement and a commitment to quality.

Aims

To foster learning within an environment, which is disciplined, calm, stimulating, enjoyable, and within which there is mutual respect.

To establish a culture that values achievement, encourages students to develop their full potential and recognises individual success.

To encourage a commitment, amongst all individuals, to the achievement of the highest standards in all aspects of school and personal life.

To encourage the development of broadly educated, happy, confident, self-disciplined, self-motivated individuals equipped for adult life.

To promote a partnership between the school and the community, encouraging students to be responsible, caring members of society.

To ensure equal provision for all and supplementary provision for those with special needs.

The School's Expectations of Students

The community of Wilmslow and District state schools is committed to the promotion of education as a shared activity. It is intended that at the heart of the activity will be adults working in partnership to enable young people to develop into responsible members of the community. In that context, all schools will expect from students:

- the very highest standards of behaviour
- the very highest level of achievement
- support for the school's values

- regular and punctual attendance
- co-operation with the school's routines
- a positive commitment to the life of the school
- respect for all of the individuals who comprise the school community

Student Entitlement

Every student at Wilmslow High school is entitled:

To a broad and balanced curriculum, which provides equality of access for all and which provides challenging tasks to meet individual needs.

To be valued, to be treated fairly and with respect.

To be able to learn in a safe and supportive environment.

To have his/her individual achievements recognised.

To operate in a culture which nurtures self respect, self confidence and the ability to respect other people's points of view.

To experience a range of learning styles.

To access an extended range of educational opportunities.

Sports Mission Statement

- The Wilmslow Sports College is committed to raising standards of achievement across all areas of activity and for students across the ability range through the promotion of Physical Education, Sport and healthy lifestyles.
- The Wilmslow Sports College believes that all students are of equal value and that individual needs should be met through the provision of challenging and engaging opportunities to learn.
- The Wilmslow Sports College will operate in partnership with the local community to promote inclusion and to overcome disadvantage by guaranteeing access to extensive opportunities for all to participate in physical education and community sport.
- The Wilmslow Sports College will increase participation rates in Physical Education and sport and will, by promoting excellence, develop the potential of Gifted and Talented performers.
- The Wilmslow Sports College will expand the opportunities in physical education and sport by developing the range of courses available within the curriculum and through a community wide programme of activity developed within the 'School Sport Coordinator Partnership'.
- The Wilmslow Sports College will promote models of good practice in teaching and learning and will model that good practice as a regional centre of excellence.

ADMISSIONS

1. As requested by law, the County Council makes arrangements for parents to express their preference for the school where they wish their child to be educated and an opportunity to give reasons for their preference before any places are offered. All preferences made in accordance with the Council's arrangements must be met except where this would prejudice efficient education or the efficient use of resources. Preferences must be stated in writing.
2. The standard admissions number for Wilmslow High School is **300**.
3. Where schools are over-subscribed, the Local Authority will use the following criteria in prioritising applications from parents expressing a preference for the school:
 - Students resident within the designated catchment zone of the school, together with students for whom advice from a medical practitioner or psychologist has been provided by the parents in support of admission to a particular school, which, in the Council's view, justifies admission to the preferred school. The Council, if it is considered appropriate, will seek the views of the School Medical Officer or Education Psychologist in the event of parents requesting admission on medical or psychological grounds.
 - Siblings (students with elder brothers or sisters already attending the preferred school and expected to continue at the school in the following school year).
 - Students not resident within a school's local catchment zone but attending a 'feeder' school, as out of zone students.
 - Students for whom exceptional personal/domestic circumstances presented by the parents justify, in the Council's view, admission to a particular school.
 - Students living nearest to the school
4. Where a school can accommodate some, but not all, students qualifying under one of the foregoing criteria, priority will be given to students having regard to the subsequent criteria e.g. if not all siblings can be admitted, priority will be given to siblings who attend a feeder school, and within that criterion, if necessary, to students living nearest to the school.

Secondary Transfer Timetable

The timetable for secondary transfer will follow the present pattern, as follows:

- | | | |
|--------------|---|--|
| late October | - | parents will be asked to express their preference(s) and reasons (the letter will state which is their catchment area school): |
| early March | - | parents will be informed of the school at which a place has been allocated, and advised of their right to appeal against the decision. |

Admission other than transfer from Year 6 to Year 7

- Parents should write to the school requesting a place
- If the year group is not full, parents will be invited for interview
- If the year group is full the school cannot accept additional students. Parents will be written to and a place refused. Parents will be advised of their right of appeal to the Local Authority.

LOCATION AND FACILITIES

Wilmslow High School is located near the heart of Wilmslow, easily accessible by train and road. The buildings are modern and well constructed. These were considerably enhanced in 2003-2004 with over £4 million spent on a new building and improvement to existing facilities. The school was designated a Specialist Sports College in 2003 and this has led to further sport facilities being provided. There is high quality suited accommodation for Languages (English and modern foreign languages), mathematics, ICT, science, design technology, history, geography, business studies, learning support, music, art, drama, religious studies and Student Services.

We are constantly enhancing our ICT facilities to ensure that we are at the forefront of developments. There are Learning Zones including ICT facilities within Design and Technology, Geography and Languages (English and modern foreign languages) and three discrete ICT areas. In addition there are ICT facilities in all curriculum areas and classrooms including PCs, laptops, interactive whiteboards, and ceiling mounted projectors for PowerPoint presentations. Music Technology facilities, including a recording studio, were enhanced in 2005-2006 with support from the PTA. Our enhanced specialist accommodation includes 14 science laboratories, 6 multi-media Design Technology suites, 6 Food and Textile rooms and 2 Drama studios.

The new building also provides specialist study facilities for Sixth Form students who are able to access ICT facilities to support their work. There are also ICT within Learning Support. All students have opportunities to use ICT including use of the Internet.

Our sports facilities are excellent with a large sports hall and gymnasium as well as extensive sports fields, which include an Astroturf (renewed during the summer 2007), used for hockey, netball and tennis. The rugby and football facilities are a positive attraction to the school. In addition, the new build has provided a Fitness Suite, Sports Science area, a Dance Studio and additional changing rooms.

Further enhancement in 2005 included a refurbished dining area made into a 'High Options' restaurant and café to complement our aims to promote a healthy life style. A healthy menu was introduced in 2004 after we became a Sports College and school gained 'Healthy School' status in 2007. The menu is constantly reviewed and monitored. Further improvements have been made in 2008 including the total refurbishment of the art area and two science laboratories. The school has recently gained re-designation as a Sports College and this now includes the arts (art, music, dance and drama).

Accommodation continues to be a priority. Currently there is a bid in with Cheshire County Council for a new build to provide enhanced Learning Support facilities and a new Learning resource Centre which would more effectively meet the needs of all our students.

The grounds, including woodland and ponds complement the school providing an attractive area for students to use during break and lunchtime.

Learning Resource Centre

Our stimulating Learning Resource Centre provides a valuable and well-used service for all our students. It is open before school, throughout the school day and after school so that students have the opportunity to use the resources, which include books, computers, the Internet and CD-ROMs to complete research tasks. Students are also actively encouraged to involve themselves in the running of the Learning Resource Centre and to borrow from the wide selection of books, both fiction and non-fiction, which cater for all ages and interests. There is also a Careers' Library including details of further and higher education opportunities. Our Connexions Service is also based in the Learning Resource Centre providing support and advice for students.

Our Librarian supports the research, study and curriculum requirements of staff and students. The Learning Resource Centre is open from 7.30 am to 4.30 p.m. The atmosphere is supportive, yet quiet and businesslike, so studying can take place.

All Year 7 students have a formal induction course in which they learn how to use the Learning Resource Centre effectively. Students continue to use the facilities during and outside lesson time to enhance their skills and knowledge.

CURRICULUM

Wilmslow High School exists to ensure that the young people of this community have access to, and are enabled to benefit from the rich and varied educational provision at the school. The delivery of stimulating, exciting and engaging opportunities to learn is the school's prime responsibility. That responsibility will be fulfilled through a curriculum which is appropriate, relevant and worthwhile and which is constantly subject to review and development.

Wilmslow High School shows strengths across the curriculum and these are reflected in our excellent examination results and in high achievement in Sports and the Arts.

All curriculum areas include a range of learning and teaching strategies and grouping policies to meet the individual needs of their students according to age, ability and preferred learning style. Increasingly Information Communications Technology forms an integral part of their studies across the curriculum and provides an additional tool for effective learning.

Religious Studies is taught from Years 7 to 9 and follows the agreed Cheshire Syllabus. Parents have the right to withdraw their children from this part of the curriculum, including assemblies and should contact the school to discuss the matter. In Years 10 and 11, Religious Studies is included in the PHSCE programme.

Key Stage 3 (Years 7, 8 and 9)

Our curriculum for Years 7, 8 and 9 is broad and balanced. It meets the requirements of the National Curriculum for all students. The curriculum is organised into four main areas of learning.

Multiliteracies

English
Mathematics
MFL
ICT

Individual Development

P.E. and Sport
Art
Music
Drama
Religious Studies
PHSCE (Personal, Health, Social and Citizenship Education)

Empiric Enquiry

Science
Design and Technology

Global Communities

Geography
History
Business Studies (Yrs 10 and 11)

In Year 7 all students are in mixed ability groups with the exception of Mathematics (students are banded from the start of Year 7) and Science (mixed ability until February and then setted).

Students in Year 7 will study either German or French. A second foreign language is offered in Year 8 beyond the core day.

The Design and Technology programme ensures that all students gain experience in Design and Technology multi-media areas and workshops and Food and Textile Technology rooms. Students develop skills in a discrete ICT lesson in Year 7 which are then applied across the curriculum with each subject area taking responsibility for developing further specific skills. Students are assessed centrally for their ICT capability.

From Year 8 students are increasingly grouped according to ability. Within each subject we identify the appropriate level of work for each individual student and make every effort to ensure that a student reaches as high a level of attainment as he or she can achieve.

During the Summer Term of Year 9 the students take the National Curriculum Tests in English, Mathematics and Science. Parents receive the test results and teacher assessments in all subjects.

Students are provided with advice and guidance on how to improve all their subjects. Some students require further learning support for a range of individual needs, literacy, numeracy and ICT skills as appropriate and their curriculum may be personalised accordingly.

We always aim to develop a student's talents in order to achieve excellence, for example, music is encouraged and enhanced by external peripatetic instrumental teachers who come to the school to teach singing, strings, woodwind, brass, drums, piano and guitar. Our 'outstanding educational visits and extra curricular programme' (Ofsted 2007) supplements and supports students' studies and encourages them to fulfil their potential and talents.

If any student has difficulty with any aspect of life at school we take action quickly to discover the reason and try to remedy the problem. All staff are keen to ensure the curriculum is engaging, stimulating and challenging with agreed targets achievable for students in a supportive and caring atmosphere.

Full details of the curriculum, homework and assessment arrangements are available on our website.

Key Stage 4 (Years 10 and 11)

Our commitment to a broad and balanced curriculum continues into Years 10 and 11. Students have the opportunity, however, to optimise their talents and select courses that reflect their specialisms and interests. During Year 9 we work with parents and students to select a personalised programme for each student in Years 10 and 11. We regard this process as very important as students respond well to a more individualized, challenging and engaging curriculum that enables them to achieve of their best.

The majority of the courses lead to public examinations, mostly at GCSE level. A few may be certificated by the examination boards for shorter modules of work. Full details of the curriculum are provided in the 'Year 10 courses booklet', which is made available in the Spring Term. Experienced Careers staff and the Connexions Service provide additional support and advice to ensure appropriate decisions are made at this crucial point in your child's education. The number of GCSE subjects taken varies from one student to another although the majority currently take 9 full GCSEs.

Students study the following subjects:

- English (Language and Literature counts as two GCSEs)
- Mathematics
- Science (Option 2, separate sciences, Single Science)
- PHSCE (including Religious Studies)
- Physical Education

Students then choose additional subjects from the following options:

Art Graphics	Design and Technology
Art and Design (GCSE and Applied GCSE)	- Food Technology
BACS	- Graphic Products
Business Studies (GCSE and Applied GCSE)	- Resistant Materials
Child Development (CACHE and GCSE)	- Textiles Technology
	- Systems and Control
Creative and Media / Engineering Diploma from September 2009	
Dance	Drama
Engineering (PEO and Applied GCSE)	Geography
French and/or German and/or Spanish	Information Technology (DIDA et al)
History	Music (and Music Technology)
Media Studies	
Physical Education (GCSE and BTEC Diploma in Sport)	
Photography	
Religious Studies (1 year)	
Statistics	

* All students develop an understanding of the work related curriculum in areas of the curriculum and during work experience over a week in the summer term in Year 10. Increasingly students are involved in business enterprise activities either through PHSCE or specific whole school enterprise activities and enterprise week.

THE SIXTH FORM

Over 60% of students in Year 11 wishing to follow the post-16 AS/A2 route enter our ‘outstanding’ Sixth Form (Ofsted 2007) and this natural step ensures continuity in learning. A significant number of students also come from other schools and following a structured induction programme, quickly settle into the Wilmslow High School. We feel the Sixth Form combines the best aspects of ‘college life’ with the values of professional commitment and care associated with Wilmslow High School.

Sixth Form students follow a wide range of courses as well as having the opportunity to participate in enrichment activities, educational visits and taking an active role in the wider school community. We are very conscious of our responsibility to prepare the students, either for further study in Further or Higher Education, or for the world of work. In this respect teaching in the Sixth Form is mindful of the need to develop students’ independent learning skills and will therefore increasingly place responsibility for time management on the students themselves.

All students are monitored regularly and there are half-termly reviews in achievement, attendance, punctuality, effort and the ability to meet deadlines. Students are supported in these reviews by our team of tutors and the Sixth Form Team who discuss work and help set targets for further progress.

Over 90% of students continue their education beyond 18 and there is a structured and successful Higher Education programme, including guidance on the UCAS process, which ensures they make the best possible choices. Students moving to employment or work-based training at 18 are equally well supported. Some students choose to have a ‘gap year’ before going on into Higher Education.

Students in the Sixth Form usually choose 3 or 4 AS subjects in Year 12 leading to 3 A2 Levels in Year 13. A different type of accreditation, BTEC, is available in Physical Education.

Entry requirements Our minimum entry requirement is an average GCSE points score of 5.4 from 49 or more points. To work out the average GCSE score we ascribe 8 points for an A*, A = 7, B = 6, C = 5, D = 4, E = 3, F = 2, G = 1. We then divide the total number of points (which should be 49 or more) by the number of subjects taken. This gives us the average GCSE points score. All students are considered primarily in relation to their ability although aptitude and attitude towards being a student in the Sixth Form are equally important in enabling students gain success.

There is no uniform in the Sixth Form, but there is an agreed Dress Code, which requires each student to be smartly dressed. We believe that smartness, punctuality and courtesy help us all to tackle our work in a professional manner and that this in turn assists in the achievement of good results. Sixth Form students are expected to be role models for younger students.

A/AS Level Courses available in the Sixth Form (2009)

Art	French	Music Technology
Art Graphics	Geography	Philosophy
Biology	German	Physical Education
Business Studies	Graphics	Physics
Chemistry	History (16th century & 19th century)	Politics
Critical Thinking	Information Technology	Psychology
Design and Technology	Law	Sociology
Economics	Mathematics	Spanish
English Language	Further Mathematics	Textiles
English Literature	Media Studies	Theatre Studies
Food Technology	Music	BTEC (Sport)

- Please note that the availability of courses depends on staffing levels and student demand.
- If there are courses you are particularly interested in that are not included in this list, please inform us on your application form.
- For further information and a Sixth Form Prospectus, please contact the school.

SEX AND RELATIONSHIPS EDUCATION

The Education Act requires that sex education, including education about HIV, AIDS and other sexually transmitted infections, be provided for all students.

Sex education is an integral part of the subject-based curriculum and the Personal, Health, Social and Citizenship Education (PHSCE) programme. It is important that students have the opportunity to consider and discuss broader emotional, moral and social issues, develop appropriate values and understand the skills needed to build caring relationships.

Sex Education at Wilmslow High School aims:

- to provide students with knowledge about the biological aspects of human growth and reproduction (science)
- to provide students with facts in an objective and balanced manner
- to provide students with the knowledge and skills necessary to make informed, reasoned and responsible decisions.
- to help students understand the responsibilities of family life and parenthood
- to make students aware of the physical and emotional aspects of relationships within a clear moral framework
- to encourage students to consider moral values before making personal decisions and to show respect for themselves and others

A wide range of topics, some of which may be considered sensitive, are covered according to the age and maturity of the students. They include:

- Personal Relationships
- Family Life
- Parenthood
- Gender Differences
- Contraception
- Sexually Transmitted Diseases, including HIV and AIDS

Our sex education programme aims to complement and support the role of parents in helping young people achieve responsible adulthood. Parents having concerns about their child's participation in these lessons should contact the school.

LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS

The Learning Support Team aims to ensure that all students who have special educational needs have access to a broad, balanced and relevant curriculum, helping students make every effort to meet these aims by working in conjunction with all curriculum teams using different and varied teaching and learning strategies to enhance their self esteem and reach their full potential.

The team works within the framework of the Revised Code of Practice 2002, liaising and in partnership with parents, curriculum teams and relevant outside agencies, such as Educational Welfare and Health and Social Services.

The team is made up of various support staff which include a teacher of Hearing Impaired, a teacher of Specific Learning Difficulties, Higher Level Teaching Assistants, Specialist Teaching Assistants, Curriculum Specialist Teaching Assistants and ASD Support Assistants. Students are, wherever possible, educated alongside their peers in the mainstream classroom, sometimes with the support of a Learning Support Assistant. This is facilitated by the differentiation of teaching methods and resources for students with a range of learning and social difficulties such as dyspraxia; dyscalculia; emotional / behavioural difficulties (including ADHD); Autistic Spectrum Disorders; English as a second language; sensory impairments; communication and language difficulties and other specific learning difficulties.

Students' progress is closely monitored and the team works with parents and teachers to provide support in the classroom where possible. Some students are withdrawn from some mainstream lessons to follow an Individual Education Plan and where required, input from various outside agencies such as Speech and Language Therapy. They may also be withdrawn for group programmes covering social development skills. Their Individual Education Plan is reviewed

twice yearly following liaison between parents, curriculum teams and the Learning Support Team and all staff have a working copy of the IEP and use it to ensure the student is receiving the best access to the curriculum for their needs.

Parents are fully involved in the identification, assessment and delivery of SEN provisions within Wilmslow High School. Parents wanting advice are invited to contact the Curriculum Team Leader of Learning Support at the school.

ENRICHMENT ACTIVITIES

There is a wide range of activities, which provide opportunities to enrich the curriculum. All students are made aware of the opportunities available and encouraged to take part, enabling them to develop their interests, talents and levels of responsibility.

The following is a list of some of the current opportunities:

Educational Visits (Home and Abroad)

Drama Productions (School Production 'Guys and Dolls'
Spring 2009)

Music: Various Bands /Orchestra /Choirs leading to community events, concerts and productions

Sports Xtra programme (see enclosed)

Arts Xtra programme (see enclosed)

Xtra Xtra programme (see enclosed)

Bar Mock Trials / Magistrates Mock Trials

Duke of Edinburgh Award Scheme - Bronze, Silver and Gold

Enrichment: Sixth Form programme (see separate booklet)

The mathematics area operates an 'advice and guidance' session at lunchtimes

Homework Club (every evening)

Public Speaking Competition for Year 9

Competitions: for example, Maths' Challenge, Young Enterprise

Inter House Competitions: Sport

House Activities: Theatre visits, charity collections, ice skating etc.

School Council, Sixth Form Management Committee, Sports Council

Sports Ambassadors, Arts Ambassadors, House Captains and Vice Captains

HOME SCHOOL AGREEMENT

Parents are asked to sign this document, which sets out the respective roles of the school, parents and students as partners in each child's education. It identifies practical ways in which parents can support the school in raising the performance of their children, regarding the process as a partnership established to achieve a common aim of progress and achievement.

STUDENT IMAGES

To celebrate achievement, photographs of students are taken from time to time and included in newsletters, school publicity material, school displays and articles in the local press. If you do not wish your son's or daughter's photographic image to be displayed in any such way please write to the appropriate Head of House and agree with your son or daughter that he/she will courteously decline such photographic opportunities.

STUDENT SERVICES AND GUIDANCE

‘Student Services aims to provide a healthy, safe, mutually respectful environment in which students participate, are happy, have individual needs met and are challenged to achieve something special.’

Each student is in a House (Bollin, Harefield, Norcliffe or Thorngrove) and will remain in the same House for their entire school career. The House structure gives students a stronger sense of belonging and encourages teamwork between students of all ages within a caring and supportive atmosphere. Students represent their House in a myriad of ways from the School Council to sports events and from charitable fund raising to public speaking competitions. Many of the events are Inter-House and this encourages a healthy competitive spirit. Brothers and sisters are usually in the same House so parents and students develop a bond with that House.

Attached to each House is a team of tutors. Students meet their tutor at the start of their education at the school and their tutor remains the same as far as possible from Year 7 - 11. We feel this helps provide continuity for tutors, students and parents alike. Tutors are also part of the House system and this provides a further link between the tutor and the tutor group.

Each student is placed in a mixed ability tutor group of approximately thirty boys and girls. The tutor's role is to get to know students well, support and encourage students, agree academic targets and ensure high standards of behaviour and uniform. Tutors will focus on monitoring student progress and ensure that students and parents are fully aware of action that is taken or needs to be taken to enable students to learn and achieve successfully.

During the week structured activities take place in registration periods including aspects of the PHSCE programme, assemblies, day-to-day administration and monitoring of homework and planners.

We encourage parents and students to see the form tutor as the first point of contact and many parents use the planner as a quick way of raising an issue as tutors see their tutor group twice every day.

The Head of House will be the first point of contact between new parents and the school. The full list of Heads of House and Student Managers is as follows:

Bollin House	- Mr I Tatlock and Mrs Y Mackay
Harefield House	- Mr S Fox and Ms S Gregory
Norcliffe House	- Mrs P George and Mrs C Hinton
Thorngrove House	- Mrs A Harris and Mr M Hodgkinson

REWARDS AND DISCIPLINE

We believe that a well ordered focused atmosphere is the best environment for effective learning. We work on the basis that we all exhibit mutual respect and exercise self discipline. We start from the positive with an emphasis on reward rather than sanctions. Our rewards system aims

- to support the values of the school community
- to encourage positive behaviour
- to achieve consistency throughout the school - across age groups and subjects
- Certificates and prizes are awarded for full attendance at the end of each term. Students who achieve full attendance for the whole year are given further recognition.
- Students are given indicator grades at the end of the autumn and spring half terms. Grades are awarded for effort and attainment. Students with excellent effort grades receive congratulatory letters from curriculum teams and Heads of House. Letters are also sent to parents. These are recorded and used as the criteria for rewarding students at the end of the year.

- A Whole School Presentation Evening is held for students in the Spring Term. Rewards for achievement and effort are given for each subject area, plus recognition of achievements in music and sport.
- Houses award a Student of the Term award at the end of each term. An award is given to a boy and a girl.
- A Head boy and girl and Deputy Head boy and girl, Sports Ambassadors, House Captains and Vice Captains are elected each year in the Sixth Form.
- Houses hold a raffle at the end of the autumn and summer terms. All students receive tickets which are allocated by form tutors. A range of prizes are provided.
- Certificates are given for participation in Inter-House activities.
- Each curriculum area has its own rewards systems.

The Code of Behaviour is given to everyone in school and includes a small number of rules, which are for the safety, and mutual benefit of each member of the school community.

WILMSLOW HIGH SCHOOL RULES

At Wilmslow High school we:

- TREAT EVERYONE WITH COURTESY AND RESPECT
- ARE PUNCTUAL FOR SCHOOL AND FOR EACH LESSON, MAKING SURE WE HAVE ALL THE MATERIALS, BOOKS AND EQUIPMENT NEEDED
- DRESS ACCORDING TO THE DRESS CODE
- TAKE CARE OF, AND SHOW RESPECT FOR, OUR OWN BELONGINGS, FOR THOSE OF OTHERS, AND FOR THE SCHOOL AND ITS GROUNDS.

GUIDELINES FOR BEHAVIOUR DURING LESSONS

Students should be co-operative, courteous, and considerate at all times; they should respect themselves, other people and other people's property. We are all in school to help students achieve, and achievement can only take place in an ordered, purposeful atmosphere. Bearing these points in mind, students are asked to observe the following code:

1. If the room is open, you should enter the classroom in an orderly. If the room is locked, you should line up quietly and in single file.
2. You should get out the necessary books and equipment and sit quietly in your place.
3. You must always carry out the teacher's instructions immediately and without question.
4. When homework is given, it should always be written into your planner together with the date it is to be handed in. Homework should be handed in at the stated time
5. At the end of the lesson, you should pack away your equipment, ensure the room is tidy, and wait to be dismissed by the teacher. You should leave the classroom in an orderly manner and move quietly and quickly to your next lesson.

Observing this code helps everyone work together in a positive learning environment. Poor and disruptive behaviour will be referred to the appropriate Curriculum Team Leader and Student Managers.

DISCIPLINE

It is sometimes necessary to use sanctions in support of good school discipline. These may include a referral for discourtesy (at break, lunchtime or after the core day for fifteen minutes), curriculum study support for up to an hour, community service, internal monitoring and withdrawal of privileges.

Parents receive notification by telephone or in writing (sometimes via the planner).

Our intention is to always include parents where there are concerns regarding a student's work or behaviour. The tutor, Student Manager, Senior Student Manager, Head of House or Director of Student Services will discuss matters with parents as appropriate and parents may on occasions be asked to come into school.

Only the Head teacher may decide to exclude a student, either for a fixed term or permanently. In the rare event of this happening the school will advise parents of their opportunities to appeal against the decision.

The school makes every attempt to ensure everyone is aware of the standards of behaviour, dress and punctuality that we expect and makes every effort to be consistent with issues which arise.

THE ANTI-BULLYING POLICY

We believe that children have the right to be in a secure environment, protected from all types of bullying. The importance of this issue is underlined by the School's Anti-Bullying Policy, which is drawn up by governors, staff, parents and students and undergoes annual review. The subject forms a part of the PHSCE programme. We consider bullying to be against our underlying ethos and completely unacceptable. Our policy addresses both the issues faced by the victim and strategies to be adopted with the bully. Students and parents are encouraged to make the school aware of instances of bullying, which senior staff can then deal with.

A copy of the Anti-Bullying Policy is found in each student's planner and on our website.

SCHOOL UNIFORM

It is school policy that students wear the approved school uniform and present themselves in a neat and tidy manner at all times. It is important that students recognise the need for high standards of dress as well as behaviour and work.

UNIFORM

Boys	Girls
Black regulation style tailored trouser	Black regulation knee length skirt, pleated, or black regulation style trousers
Plain white shirt with collar, short or long sleeved	Plain white shirt with collar, short or long sleeved
Maroon v-neck sweater with school crest	Maroon v-neck sweater with school crest
Socks – plain black	Tights/socks – plain black
Sensible plain black shoes	Sensible plain black shoes
Black regulation outdoor coat with school crest and safety reflectors (optional)	Black outdoor coat with school crest and safety reflectors (optional)
House Tie – maroon with House colour	House Tie – maroon with House colour
School scarf	Black with House colours (optional)

SPORTS KIT

Boys	Girls
Black rugby shirt with white/maroon trim and school crest	
Black rugby shorts with school crest	
Black rugby/football socks with white/maroon trim	
Black polo shirt with white/maroon trim and school crest	Black polo shirt with white/maroon trim and school crest
Black indoor shorts with white/maroon trim and school crest	Black indoor shorts with white/maroon trim and school crest
White socks with trim	White socks with trim
Boys require rugby/football boots and non-marking trainers – girls require non-marking trainers	
*Optional for both boys and girls:	
Sports College regulation tracksuit bottoms and top	
Black ‘micro fleece’ with white piping and school crest	
Black base layer ‘second skin’ top (Monkhouses only)	
*We strongly recommend that boys and girls obtain one of these optional items for the winter months	
All P.E. items must be purchased from Monkhouses	

The final decision concerning the appropriateness or otherwise of any aspect of school dress or appearance will rest with the Head of House/Student Managers.

For reasons of safety and security, only permitted jewellery should be worn and extreme hairstyles (both too short and too long) should not be worn. Permitted jewellery is watches, merit badges approved by school and girls may wear two small gold/silver ear studs, one in each ear.

Students must wear the maroon V-neck sweater together with a shirt/blouse and tie at all times unless authorised not to do so in hot weather.

It is essential that all items of uniform or belongings be named. Valuables may be handed to a form tutor or House Student Manager for safekeeping. The school cannot accept responsibility for articles lost.

Please note that you will need to know which House your child belongs to when purchasing a school tie or sports wear.

The school uniform and sports kits are supplied by Monkhouses in Cheadle Hulme.

ASSESSMENT, RECORDING AND REPORTING

Assessment provides information about individual student needs and recognises and rewards the progress and achievements of all students. Indicators and reports allow us to celebrate achievement and provide details to assist in planning future learning needs. Assessment, recording and reporting are an important and continuous part of the teaching and learning process:

- They provide a basis for discussion in identifying how a student can improve and what it is they need to concentrate on to achieve that improvement.
- They are used to identify areas of weakness in the learning and help in the setting of targets for improvement.
- They advise students and parents of students' current level of performance.
- They prepare students for future public examinations.
- They provide information for discussions regarding 'set' allocation and changes.

Each curriculum area has its own assessment and marking policy. Marking is intended to be diagnostic and to help students to improve with subsequent pieces of work.

Apart from the achievement grades given for set work, tests and examinations, reports also show an effort grade using the numbers 1 to 5 and an indication of progress related to targets. These are set against a common set of criteria used across the school and are an important indicator to both students and parents of whether we think the student is working appropriately in order to achieve his or her potential.

Key Stage 3

Target setting is important in all areas of the curriculum and students are made aware of their targets through discussion with teachers, through the marking process and on Review and Target Setting Days with tutors.

An examination week is set aside for each year group. This takes place during May or June each year to fit in with the work of the whole Key Stage. Examinations are regarded as formal occasions as they inform students and parents of progress made and help prepare the students for the rigour of external examinations at the end of Key Stage 3 and 4 and subsequently for Advanced Level.

The National Tests in English, Mathematics and Science are taken in Year 9 during May and students' individual results are provided for parents. The results for this year are published with the examination results in this prospectus. Teacher assessments in other subjects in the National Curriculum are also sent to parents at the end of Key Stage 3.

Key Stage 4

Students' work at Key Stage 4 is marked against GCSE criteria with attainment grades from A* - U. Work is marked regularly and constructive feedback provided to students. All work is assessed against the levels expected by the examination boards. This gives students a clear view of where they are with respect to their anticipated GCSE results.

As well as tests throughout the year, formal examinations are set towards the end of Year 10: both of these informing students of their progress and contributing to the information needed for movement between sets.

Mock GCSE examinations are set in December of Year 11 and take in the same conditions as those which apply to the final examinations the following summer. The timing of the mock examinations is intended to provide students and teachers with time to act on any weaknesses.

Students' progress is closely monitored and support is provided by subject teachers and Heads of House. Students may receive additional guidance from a personal mentor should they experience difficulties in Years 10 or 11.

Key Stage 5

When students enter the Sixth Form, they are advised what their optimum level of achievement at 'A' level should be, based on the points which they have scored at GCSE and our prior experience of working with young people in a challenging educational environment. Throughout the students' time in the Sixth Form, progress, attitude to study and academic achievement are measured and monitored. There is regular feedback to both students and parents, so that each student knows at any point whether he or she is on target.

Throughout the two years there is a structured monitoring programme for the students. Monitoring forms are completed by subject staff each half term, and individual review meetings take place with the form tutor, who works with them to help them meet their academic and other targets. Achievement grades are compared with target grades determined at the beginning of the course.

Work throughout the course is assessed against AS and A2 examination criteria, using grades A - U. Although there are sessions of study leave time, frequently study leave is agreed with the individual student due to the complex structure of AS/A2 examinations, which vary from one student to another and from one course to another. The Sixth Form Team and Sixth Form Tutors monitor closely the achievement of students, conscious of the workload issue for many individuals. If there are any concerns about a student's progress a member of the Sixth Form team will inform both the student and parents.

REPORTING AND PARENTS' EVENINGS

Parents receive a comprehensive report on their child each year. The reports comment on achievement, effort, strengths and weaknesses and include actions to be taken for improvement.

Indicators are provided during the autumn and spring term for students and parents to gain a 'snapshot' of achievement.

We invite parents to a Parents' Evening during the course of each year, planned to take place at the time most beneficial to the student. These are very important occasions in the life of each student and we ask that parents make every effort to attend. We believe that most benefit is gained from the consultation if parents are accompanied by their son or daughter (in uniform Years 7 – 11).

All aspects of assessment, recording and reporting are used by Student Services in monitoring progress and achievement for all students. We are conscious that parents' questions and concerns do not necessarily arise in time for a forthcoming Parents' Evening. Should you have any queries or concerns about your child's progress, please contact the school, initially through the Head of House or the Sixth Form team as appropriate and the issue can be dealt with promptly.

HOMEWORK

Homework plays an important part in a student's education contributing in a number of ways:

- It provides opportunities to practice and consolidate work studied during lessons
- It allows for preparation for forthcoming lessons and coursework
- It is an aspect of developing independent learning

We ask parents to encourage their children to work independently and to develop good habits of private study. The amount will vary according to the age and ability of the student and the subject concerned. Initially in Year 7 homework should take approximately 30 minutes per subject. The amount of homework will increase as the student grows older and approaches external examinations.

A homework timetable is provided for parents at the beginning of the school year and all students are provided with a planner in which they record their homework timetable. Parents are asked to provide a separate, quiet place for homework if this is possible, to insist that homework is completed and to consult the form tutor over any problems. Parents can help by encouraging children if homework is concerned with learning or with research or project work.

If you find that, over a period of time, your child is not, in your opinion, doing homework as laid down in the timetable, whether too much, or too little, you are asked to contact the Head of House immediately. Details of homework for each subject are found in the appropriate curriculum sections of the website.

NON-SMOKING AND DRUGS POLICY

The governors are very conscious of their responsibilities with respect to Drugs Education. Within PHSCE sessions students are taught how to develop a thorough understanding of the likely consequences of drug abuse and also to have the judgement to say 'no' to their use.

Non-smoking Policy

The school is a non-smoking campus for everybody. Smoking will not be allowed within the school buildings or grounds either during the day or at evening events. This position is now supported by law since July 2007.

Parents should note the following extract from the school's procedures relating to this policy:

'Wilmslow High School is a non-smoking campus for everybody. Students must not bring to school any cigarettes or smoking related equipment. Any student who breaks this rule will be referred to an anti-smoking health programme in consultation with parents. Repeated offences could lead to exclusion.

Smoking as we know, damages people's health and the 'No Smoking' rule will, of course, be rigorously enforced throughout the year. On an associated topic, you will know that there is national concern about the smoking of cannabis. It goes without saying that, as with smoking, generally, no illegal substances must be brought into school. Students bringing such substances into school will be excluded. Any student who brings such substances into school and involves other students in their use will be permanently excluded. It is clear that cannabis and other drugs are available in the community and it is important that parents are vigilant on this issue. Equally, we in school will be vigilant in ensuring that drugs do not enter the school.'

CAREERS, WORK EXPERIENCE AND LINKS WITH THE COMMUNITY

The school has a very strong, active Careers Team, which is now incorporated within the Connexions Service. This service offers advice and guidance to all students between the ages of 13 and 19 on many issues, with a focus on learning, preparing them for the world of work and becoming mature, sensible young adults.

As the Careers Education and Guidance strand of the Connexions Service, we encourage students throughout their time at school to assess their strengths so that they are able to make realistic Career choices in their final year. To help in this respect, there is an excellent stock of careers information and guidance materials in the specialist careers library within the Library Resource Centre. In Years 9 and 10, students have a Careers Education and Guidance Day as part of the Personal Health Social Citizenship Education programme. They are given the opportunity to hear about the options available to them after Year 11 and are able to use various Careers Education computer software, which allows them to investigate employment and career opportunities.

Interviews with a Careers Advisor are available, on request, for all students from Years 9 to 13 and during Year 11 each student is particularly encouraged to think about future options and to research information. A week of work experience is organised in June in Year 10. Each student gains a placement either through the Connexions Service or self-placement. In the past, employers have commented favourably on the responsibility and maturity shown by our students. For their part, the students gain confidence, in addition to learning about the world of work and the need for good organisation, punctuality and smart appearance. A number of students benefit from a work related programme in Years 10 and 11 as part of their studies.

During Year 12 students are encouraged to find a further work experience placement which will both benefit their academic studies and assist them in their application for Higher Education courses.

WILMSLOW HIGH SCHOOL AND THE COMMUNITY

Education at Wilmslow High School is a partnership between the school and its local and wider community.

PHSCE Days, the Fashion Show and 'Creativity Week' illustrate the links forged with local organisations, businesses and industry when an extensive range of activities takes place with students, teachers and external providers working in partnership. This approach provides young people with opportunities to work alongside adults to tackle real issues and situations and gain enjoyable experiences in new areas of learning.

Through the House structure students nominate different charities to be supported each year. Recent activities have included raising money for Guide Dogs for the Blind, Breast Cancer, Sport Relief and Wilmslow Wells for Africa to name just a few.

Students are encouraged to play an active role in the local community. Each year students host a 'Coffee and Carols' event for local elderly residents. Sixth Form students also participate in community service, helping, for example, in primary schools and care homes for the elderly. The school has a long tradition of links with local Arts groups and last year Year 10 and Sixth Form students constructed dog and deer willow structures at and for Royal London during Creativity Week. The school has hosted and been involved in the Wilmslow Show since 2000 and this is the largest annual event in the community.

Strong sporting links with sports clubs have helped students gain local, regional and national success in a full range of sports in recent years. BTEC students work extensively with the David Lewis Centre and with primary school children both at our partner primary schools and during many sports festivals as part of their courses to develop depth and quality for further success in the future. The Sportsmark first achieved in 2003 and recognised again in 2006 and Sports Specialist Schools status achieved in July 2003 and re-designated in March 2008 are indicative of the school's commitment to sport and the community.

The school is constantly looking to new initiatives and ways to improve our links with the community. If you would like to work with or sponsor the school in enhancing facilities and opportunities for our students please contact the school.

INSURANCE

In line with all schools, the local authority and school have made appropriate arrangements for insurance to cover all the activities undertaken both on and off school premises. Some of this insurance, particularly associated with visits away from school, is arranged by the teacher responsible for the activity, the cost being included in the cost of the activity. Parents of students will receive details as part of the information available on all visits.

Some parents may wish to consider extended insurance to cover their children. There are a number of insurance companies who offer extended policies and parents who are interested should contact an insurance broker. This extended insurance might be particularly relevant to cover the costs associated with accidents during any hazardous activity, such as Duke of Edinburgh's Award and sport in general.

It should be noted that school does not have cover for broken or stolen items of equipment, uniform or other personal belongings of students. Parents are advised to ensure that their son or daughter does not bring valuable items into school. Parents concerned to ensure that such losses are covered should investigate the cover within their Home Contents policies or consider the extended policies mentioned above.

SCHOOL ADDRESS AND ADMINISTRATION:

Wilmslow High School
Holly Road
Wilmslow
Cheshire
SK9 1LZ
Telephone: (01625) 526191 Fax: (01625) 536858
email:reception@wilmslowhigh.cheshire.sch.uk

Headteacher: Mrs G Bremner
Chairman of Governors: Mr D Bennett
Vice-Chairman of Governors: Cllr W Fitzgerald

Governor	Type	Responsibility(s)	Term	Telephone
Mr David Bennett	Parent	LSS	2009	0161 440 0993
Mrs Linda Kelman	Parent		2010	535166
Mr Martin Kinsey	Parent	Finance	2009	251260
Mr Gary Pugh	Parent	Personnel	2009	525092
Mr Mark Royle	Parent		2009	0161 486 6995
Mrs Thea Taylor	Parent		2009	586875
Vacancy	Parent		2012	
Mrs Nina Firth	Staff Governors		2010	526191
Mr Gareth Jones	Staff Governors		2010	526191
Mrs Anne Brander	Staff Governors		2010	526191
Mrs Anne Bale	Community		2009	582514
Mr Graham Brook	Community		2010	528336
Dr David Gibson	Community		2010	528266
Cllr Wesley Fitzgerald	Community		2010	585223
Mr Peter Friend	Community		2012	584033
Mr Marc Asquith	LA		2009	585064
Mr Sam Beythoun	LA		2009	522529
Mr Craig Browne	LA		2009	
Mr Mark Toombs	LA		2009	540908

The full Governing Body meets twice per term to receive the Head teacher's report and papers from the Local Authority, to determine policy and strategy and to monitor performance. A Committee structure has been developed to facilitate operations including Personnel, Finance, and Learning and Student Support Committee. The Head teacher and/or members of the Leadership Group attend these meetings in an advisory capacity.

STRUCTURE OF THE SCHOOL DAY

Our timetable is based on a weekly cycle of 30 lessons: 6 lessons each day. There are four lessons in the morning, two in the afternoon. A '7th lesson' may be necessary in the Sixth Form due to the complexity of individual student's option choices.

All students are required to be on the school premises by 8.40 a.m. in time for registration at 8.45 a.m. The core day ends at 3.20 pm although specific courses and many extra-curricular activities take place from 3.30 pm - 4.20 pm. The detailed structure of the school day is set out below.

8.45	-	9.05	-	Registration/Assembly
9.05	-	9.55	-	Period 1
9.55	-	10.45	-	Period 2
10.45	-	11.05	-	Break
11.05	-	11.55	-	Period 3
11.55	-	12.45	-	Period 4
12.45	-	1.20	-	Lunch/ Movement (12.25 and 12.35 for Years 7 and 8 on a rotational basis)
1.20	-	2.10	-	Period 5
2.10	-	3.00	-	Period 6
3.00	-	3.05	-	Movement
3.05	-	3.10	-	Registration
3.20	-	4.10	-	Second Modern Foreign Language (Year 8 and beyond) (Optional) Extra-curricular Activities (Optional) Period 7 (Sixth Form students only)

TERM AND HOLIDAY DATES 2008 - 2009

School re-opens: Thursday 4th September Years 7 and 12 to arrive at 8:45 am
Years 8, 9, 10, 11 and 13 (Tutorial appointments)

2008/2009 - School Re-opens

School Closes

Autumn Term

Thursday 4th September

Thursday 23rd October

Monday 3rd November

Friday 19th December

Spring Term

Monday 5th January

Thursday 12th February

Monday 23rd February

Thursday 2nd April

Summer Term

Monday 20th April

Friday 22nd May

Monday 1st June

Friday 17th July 2009

Staff Training Days (Students do not come into School)

Tuesday 2nd and Wednesday 3rd September 2008

24th October 2008

13th February 2009

3rd April 2009

ATTENDANCE

Great emphasis is placed on the importance of good attendance. Students need to be present to maximise their opportunities for fulfilling their potential. All students are required to attend the morning and afternoon session. Parents are asked to contact the school on the first day of a student's absence from school because of illness or an emergency. The absence must be explained in a written letter or email, which should be handed to the student's tutor on his/her return to school. Special instructions after operations should also be sent in writing. If an absence is anticipated for any reason, requests for leave of absence should be made in advance. **Permission from the Headteacher will not be given for students to go on holiday during term time.** Students need to be present in the classroom when the register is taken in order to gain an attendance mark. Students who arrive in the form room after the register has been marked are late and those who do not appear are considered to be officially absent for attendance purposes. Students arriving late with good reason should sign in at Student Services and should bring a note to explain their late arrival for their form tutor the following day. Before the end of Year 11 the school will be asked to comment on each student's attendance and punctuality. Students are rewarded for good attendance and those achieving 100% attendance are presented with a shield in the end of year whole school assembly and are eligible for further reward.

PARENTAL CONTACT

Parents are welcome at Wilmslow High School at any time if ever they wish to discuss any matter or observe the work of the school. It is always helpful to make an appointment in advance. We wish parents to think of Wilmslow High School as their school where the appropriate person will always do their best to see them. Tours of the school are run on a regular basis and can be arranged through the general office. We also hold an annual Open Evening and Open Day: these will be on Thursday 2nd and Friday 3rd October 2008.

We hope you have found this Prospectus interesting and informative.

Listed below are other informative publications about the school, which we will send on request.

- Attendance Statistics
- Examination Results
- Curriculum Policy *
- Special Needs Code of Practice – a guide to parents
- Year 10 Options Booklet
- OFSTED Report (2007)
- Curriculum Digests (Years 7, 8, 9, 10 and 11 *)
- Leavers' Destinations
- Sixth Form Prospectus (including Sixth Form courses *)
- Behaviour and Discipline policy *
- available on our website

COMPLAINTS

Whilst it is hoped that you will have no cause to complain, should there be any issue concerning your child, you are asked, in the first instance, to raise those issues with the form tutor or the appropriate teacher. If the issue is not resolved please contact the Head of House, Deputy Headteacher or the Headteacher if necessary. If you still feel your complaint has not been adequately dealt with then you will have access either, for curriculum matters, to a formal complaints procedure which is set down by the local authority and is available for scrutiny at the school or, for all other matters, a less formal procedure that would be in the first instance involve the Learning and Student Support Committee of Governors.

THE PARENT TEACHER ASSOCIATION

The PTA at Wilmslow High is an enthusiastic group of parents who are committed to working with the school and raising funds, which enable the students to have resources in addition to that provided by the school budget.

The PTA organises a number of fundraising events throughout the year. In the year 2008 – 2009 the events will include a Casino Night, Fashion Show and ‘Summer Event’. Events in recent years have been extended to include issues of interest to parents, for example, aspects of parenting.

All parents are members of the PTA. Your help is always valued, whether as a committee member, volunteer helper at an event, someone who donates gifts or just comes along to an event and spends money! All these activities benefit the students.

In addition to fund raising, the PTA is a great way to meet people and to find out what is going on in school. Meetings are held once every half term to plan events and discuss school news with the Headteacher and Governors. Dates for the year will be published in your child's planner.

If you would like more information, please contact Diane Atkinson (Tel: 01625 251252)

FURTHER INFORMATION

Maintenance and Disclosure of Records

We keep a record on each student and parents may have access to this on request.

Charges for School Activities

Parents will be asked to contribute to optional visits out of school hours, but otherwise activities will be free or a negotiated basic contribution may be requested.

Examination Entry Policy

All students who have completed the course in a subject will be entered for examination in that subject unless, after discussion and in our opinion, they are unlikely to gain any qualifications.

Medical Matters

There is a medical room on site. Routine medical help is available throughout the day should the need arise. Where treatment is likely to be beyond the scope of the school, parents are contacted. If necessary an ambulance is summoned. Medication can only be administered if it is prescribed and there is agreement between the school and parents.

It would be helpful if parents could let the appropriate House Student Managers know on entry if there is any special medical history, which may affect their child's performance in school. Such information is intended only as a guide to assist the staff in understanding a student's difficulties and the school does not wish to ask for information on matters which parents are entitled to regard as private and confidential.

Support Services

The school has close links with external providers, for example, School Health, Social Services and Child Guidance. Students may be referred to any of these agencies in consultation with parents. The school is obliged to refer children with poor attendance on a regular basis.

There are trained mentors and Connexions staff working in school with individual students who need support to enable them to re-engage with their learning.

Lunch Arrangements

As a Sports College and within the ‘Every Child Matters’ agenda, the menu provided encourages healthy eating with a wide range and balance of nutritious food.

There are two choices for lunch arrangements:

1. a wide range of hot and cold food available in school
2. sandwiches brought from home and eaten in school

There is a modern restaurant and café called ‘High Options’ for students and staff which are open throughout the school day and evening. Students pay daily at cash till for the food they choose.

Each food item is individually priced. It is possible to buy a meal for approx. £1.50p or even less. Special arrangements are made for students entitled to free meals who, currently, may have up to £1.70p worth of food free of charge. Two venues for lunch are provided and students are informed of which location they should use. Students are able to ask for water in 'High Options' throughout the day. The school is looking to introduce a 'cash free' system through the use of biometrics during 2008-2009. Parents will be fully informed when this system is introduced.

END OF KEY STAGE 3 ASSESSMENT

These tables show the percentage of students at the end of Key Stage 3 achieving each Level in 2008. The number of students at the end of Key Stage 3 in 2008 was 293. Figures may not total 100 percent because of rounding.

TEACHER ASSESSMENT													
	Percentage at each level											Students disappled	Students absent
	W	1	2	3	4	5	6	7	8	EP			
English	0	0	0	1	5	38	35	15	2	1	0	0	1
Mathematics	0	0	0	2	5	19	18	39	14	0	0	0	1
Science	0	0	0	0	8	32	36	20	0	0	0	0	2

TEST RESULTS (there may be some adjustment to the percentages below after re-marking as a result of uncertainty about the accuracy of external marking this year)											Students not entered	Students absent
	Percentage at each level											
	Below level 3/4*	3	4	5	6	7	8					
English	4		10	40	34	8		0	0	1		
Reading	8		10	29	34	14		0	0	1		
Writing	4		10	47	26	9		0	0	1		
Mathematics	0	2	6	12	26	30	18	0	0	2		
Science	0	2	10	25	34	26		0	0	1		

TEACHER ASSESSMENT													
	Percentage at each level											Students disappled	Students absent
	W	1	2	3	4	5	6	7	8	EP			
Modern Foreign Languages	0	0	1	1	10	39	19	24	0	0	3	0	2
Design and Technology	0	0	0	0	7	35	39	15	0	0	0	0	2
Geography	0	0	0	0	6	30	42	17	0	0	0	0	3
History	0	0	0	0	7	35	33	18	2	0	0	0	2
ICT ⁺	0	0	0	0	5	33	58	0	0	0	0	0	2
Art and Design	0	0	0	0	3	35	38	19	1	0	0	0	2
Music	0	0	0	0	12	44	35	5	1	0	1	0	1
Physical Education	0	0	0	0	3	28	29	34	2	0	0	0	2

SUMMARY OF EXAMINATION RESULTS

GCSE	2005	2006	2007	2008
Number of Students	284	281	291	299
Number of Students achieving 5 + A* - G	274 = 96%	268 = 95%	268 = 92%	277 = 93%
Number of Students achieving 5 + A* - C	194 = 68%	195 = 69%	196 = 67%	221 = 74% (including Eng and Maths: 219 = 67%)
Number of Students achieving 8 A* A	44 = 15%	26 = 9%	24 = 8%	32 = 11%
Average Number of Passes per student A* - C	6.7	6.2	6.2	6.9
Average Number of Passes per Student A* - G	9.3	8.8	8.5	8.5
Average Points Score per Student*	388 (equivalent to 49.2)	368 (equivalent to 46.7)	358 (equivalent to 45.6)	372.7 (equivalent to 48.8)

* Explanation of the GCSE Points Tariff

GCSE	Old-style	New-style (2006+)
A*	8	58
A	7	52
B	6	46
C	5	40
D	4	34
E	3	28
F	2	22
G	1	16

SUMMARY OF EXAMINATION RESULTS

'A' Level	2005	2006	2007	2008
Number of Students	154	159	226	196
Number of Entries	436	451	672	584
Number of A - E grades	426 = 98%	438 = 97%	660 = 98%	576 = 99%
Number of A/B grades	47%	41%	51%	57%
Average number of passes per student	2.8	2.7	2.9	2.9
Average points score per student at both 'A' level and AS level*	258.25	257.6	286.9	273.3
Average points score per 'A' level entry*	84	82.3	86.8	90.1

* Explanation of the UCAS Points Tariff

'A' Level		AS Level	
A	120	A	60
B	100	B	50
C	80	C	40
D	60	D	30
E	40	E	20