

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 our 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.

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 students 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.

To reinforce our approach to education you may wish to access our latest full Ofsted inspection report (October 2013) on our website. We are never complacent and we will continue to strive for further improvement in all that we provide for students and in all that we do to help them achieve of their best.

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

James Pullé
Head teacher

OUR IMPROVEMENT VISION

All young people only get 950 days of secondary education; therefore, at Wilmslow High School we are committed to the ***pursuit of excellence*** for every student, every day.

We do this:

- through our dedication to learning,
- by being guided by values and
- in striving to serve.

We are committed to:

- maintaining a strong, happy and caring school community that is rooted in our core values, and in which staff and students can flourish, whilst
- challenging ourselves to pursue excellence for all our students.

This is a time of growth and development for our school, and we look forward to the future with excitement.

The pursuit of excellence for every student, every day

Our aim ...



We are committed to ...
All of our students participating fully and performing highly
Providing a rich and deep curriculum

Our belief ...



Our 'Whole Education' is based upon ...
Maintaining a strong, happy and caring school
Positioning core values at the heart of our decision making
Creating a climate in which students and staff can flourish

Our ambition ...



Students will demonstrate high performance through ...
Significantly above average academic attainment and progress
Exemplary interpersonal skills and qualities
Pursuing a wide range of competitions, projects and tasks

Our foundation ...

A 5 strand action plan



A powerful curriculum



Strong leadership and effective systems



Professional learning school



Young people of character



Heart of the community

WHAT DOES THIS PURSUIT OF EXCELLENCE LOOK LIKE?

The pursuit of excellence will see each and every one of our students **participating fully and performing highly throughout a rich and deep curriculum.**

High performance by all groups of students will be seen in the following three dimensions

- academic attainment and progress that are significantly above average.
- interpersonal skills and qualities that are widely recognised as exemplary.
- an ability to produce highly effective responses to a wide range of competitions, projects and tasks.

We will achieve these ambitions through the five strands of our School Improvement Plan for 2016-2019

- 1. A powerful curriculum**
- 2. Strong leadership and systems**
- 3. A professional learning school**
- 4. Young people of character**
- 5. A school at the heart of its community**

1. A powerful curriculum

Our students are entitled to develop the powerful knowledge, skills and qualities that will allow them to flourish in life, learning and work.

As we move towards 2019, we are committed to:

- using our time and resources optimally to build further a deep, broad and balanced 'whole' curriculum;
- providing across the formal and wider curriculum a rich diet of
 - scholastic,
 - creative,
 - practical,
 - sporting and
 - character-building experiences;
- ensuring our students develop as
 - effective communicators
 - safe and healthy decision makers
 - ambitious and independent learners,
 - confident leaders
 - empathetic thinkers
 - knowledgeable and responsible citizens
 - active participants
 - resilient and courageous team players

2. Strong leadership and systems

Our students deserve leadership that is founded in sound judgement, determined in its pursuit of excellence and strongly guided by moral purpose.

As we move towards 2019, we are committed to building further the strong and sustainable leadership and systems that our school deserves through:

- well-planned staff, leadership and resource stewardship and development aligned to key areas of school improvement
- the further implementation of efficient and effective systems and structures that optimise performance
- using our contribution to a school-led education system.

3. A professional learning school

Our students deserve to work with teachers who are restless in developing pedagogical expertise and knowledge of 'what works and why'

As we move towards 2019, we are committed to:

- developing further as a mutually supportive, collaborative and professional community of enquiring, thoughtful and well-informed practitioners
- seeking out and sharing innovation and expertise, both within and beyond the school community, for the benefit of all young people
- engaging fully in a thriving programme of professional learning, book clubs, lesson study and action-research that involves all staff working with our students

4. Young people of character

Our students should be young people of character who:

- have a 'do more and be more' approach.
- are guided by moral purpose, intellectual engagement and a spirit of enquiry.
- are determined to succeed through hard work and effort.

As we move towards 2019, we will:

- continue to expect the highest standards of courtesy and respect from all our students, and to provide a happy and caring environment in which they can flourish.
- develop further and celebrate more powerfully, the resilience, responsiveness to challenge, and effort of all our students.
- ensure that all our students have a worthwhile ambition for their future and are engaging fully with the learning process that will help them to achieve this.

5. A school at the heart of its community

Our students deserve to feel a sense of belonging to their full community: local, regional, national and global.

As we move towards 2019, we will continue to

- develop knowledge and understanding of these communities through our powerful curriculum
- build further sustainable, mutually reinforcing and effective partnerships across and beyond the Wilmslow community that will help our students to flourish in life, learning and work.
- shape our school so it responds to the evolving needs of our growing community.

ADMISSIONS

1. As requested by law, Cheshire East Local Authority 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. For full details of the policy and practices of Cheshire East Local Authority on School Admissions please see the following website:
www.cheshireeast.gov.uk/education_and_learning/schools/admissions
3. The standard admissions number for Wilmslow High School is **300**.
4. Where schools are over-subscribed, the Local Authority will use the following criteria in prioritising applications from parents expressing a preference for the school:
 - i. 'Cared for Children' (a child who is the care of a Local Authority or provided with accommodation by the authority) and children who were previously cared for.
 - ii. Siblings
 - iii. Children resident within the designated catchment zone of the school
 - iv. Children not resident within a school's local catchment zone but attending a school designated as a partner school for admissions purposes, as out of area students
 - v. Students living nearest to the school measured using an Ordnance Survey address – point system which measures straight line distances
5. Where a school cannot accommodate all students qualifying under one of the criteria stated above, the next criteria will also be applied to determine priority for admission. For example, if a school cannot accommodate all siblings for whom an application has been received, all sibling applicants will be prioritised in the order of:
 - Siblings (criterion 3) who live within the school's designated catchment area (criterion 4)
 - Siblings (criterion 3) who **do not** live within the school's designated catchment area (criterion 4)

All applicants within each criterion will be put into a distance order with priority being given to those that live nearest to the school, as stated in criterion 6 above.

Where it is identified that there are a limited number of places available and the Local Authority cannot differentiate between the application using the nearest school criterion (criterion 6) a random allocation tie-breaker will be applied. This may be required, for example, where applicants reside in the same block of flats or are children of a multiple birth living at the same address.

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.

In Year Admissions other than transfer from Year 6 to Year 7

- Should be made via Cheshire East School Admissions – contact details:
Helpdesk: 0300 123 5012
Email: admissions@cheshireeast.gov.uk

Fax Number: 01270 686491 (Admissions)

Address: Cheshire East Borough Council, School Admissions, Floor 7, Delamere House,
Crewe, Cheshire CW1 2LL

LOCATION AND FACILITIES

Wilmslow High School is located near the heart of Wilmslow, easily accessible by train and road. The original buildings, in part over 50 years old, are nevertheless modern looking and well constructed. These were initially enhanced in 2003-2004 with over £4 million spent on the 'Pavilion' including a fitness suite, a dance studio and suited areas for ICT, business studies and history. The school was first designated a Specialist Sports College in 2003 and this led to further sport facilities being provided. There is high quality suited accommodation for all curriculum areas 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 MFL 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. All students have opportunities to use ICT, including use of the Internet, across the curriculum.

Our specialist accommodation includes 14 science laboratories, 6 multi-media design technology suites, 4 food and textile rooms, 4 art and design rooms, 2 music rooms and 2 drama studios. The 'Pavilion' also provides specialist study facilities for Sixth Form students who are able to access ICT facilities to support their work.

Our sports facilities are excellent with two large sports halls, extensive sports fields, two Astroturfs used predominantly for hockey, netball and tennis and a new fitness suite (summer 2013): these sporting facilities are a positive attraction to the school. Our 'Olympic' sports hall and re-surfaced small Astroturf were completed for September 2010, providing facilities for both the school and the wider community. We also have plans for further sports facilities, including additional playing fields and a cricket pavilion.

In summer 2012 we re-furnished 4 science laboratories (£140,000), 'High Options' (now offering Costa coffee) and the LRC (please see below); replaced outdated boilers (£100,000); enhanced our ICT provision for students in ICT, business studies and music (£140,000) as well as completing general maintenance, painting and repair. A further 4 science laboratories were refurbished during the summer of 2013 and a new build, costing in excess of £1.5m, providing an extension to the 'Pavilion', was opened in October 2013 which includes specialist facilities for students.

The grounds, including woodland and ponds complement the school providing an attractive area for students to use during break and lunchtime. During 2016 investment in our outside spaces has enabled the development of a Forest Schools programme and the installation of an additional outside catering outlet, *The Kiosk*.

We regard safety and security as priorities and the school has appropriate fencing, gates, a secure frontage and a car park barrier to provide a safe environment, as far as possible, for students and staff.

We are frequently complimented on the range and quality of our facilities: we regard Wilmslow High School as a professional working environment for students and staff and they deserve the best we can offer to enable them to achieve of their best. As the school continues to grow there will be further building: this is again all within the Cheshire East Local Plan.

Learning Resource Centre

Our Library Resource Centre provides a valuable and well-used service for all students and staff. The students have access to a wide variety of resources including computers, iPads, photocopying, printing, DVDs and, of course, books. Most students come into the LRC to use these facilities to complete research tasks, and for homework after school.

Our Reading School initiative ensures that all English classes from Year 7 through to Year 9 have one lesson every two weeks in the LRC to ensure that all students have some time set aside to read, do their Accelerated Reader quizzes and tests and complete their English projects.

The LRC also hosts visiting authors who talk to and work with students.

The LRC staff manage the smooth running of the library and support the children whilst they are there. We have a large collection of books, both fiction and non-fiction that the students are actively encouraged to borrow. We also have a well-stocked careers section.

The LRC is open before and after school for both individual use and to access LRC-based Xtra activities.

CURRICULUM

Wilmslow High School exists to ensure that the young people of our 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 utilise 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 (ICT) forms an integral part of their studies across the curriculum and provides an additional tool for effective learning.

Religious Education is taught from Years 7 to 9 and follows the Cheshire East Agreed 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 Education is included in the Respect strand of the Wider Curriculum programme.

Key Stage 3 (Years 7, 8 and 9)

Our curriculum for Years 7, 8 and 9 is broad and balanced during which students develop their attitudes, skills and knowledge through both the subject-based Formal Curriculum and the thematic strands of the Wider Curriculum.

The Formal Curriculum

Our curriculum teams offer learning programmes that are based on foundations of strong subject knowledge, described in school as *Knowledge Organisers*, and are designed to provide students of all abilities with challenging opportunities to maximise their potential.

This Formal Curriculum is categorised by the government into two broad categories of subject in Key Stage 3:

| Subjects of the English Baccalaureate | Subjects providing breadth and balance |
|---------------------------------------|----------------------------------------|
| English | Art, |
| Mathematics | Dance |
| Science | Design and Technology |
| Computing | Drama |
| MFL | Music |
| Geography | Physical Education and Sport |
| History | Religious Education |

In Year 7 most students are taught in mixed ability groups although there is some grouping by ability in English, mathematics, MFL, science and PE.

Students in Year 7 and Year 8 will study both German and French. For students in Years 7, 8 and 9 the opportunity to study Spanish, a third foreign language, is available 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 Years 7 and 8 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.

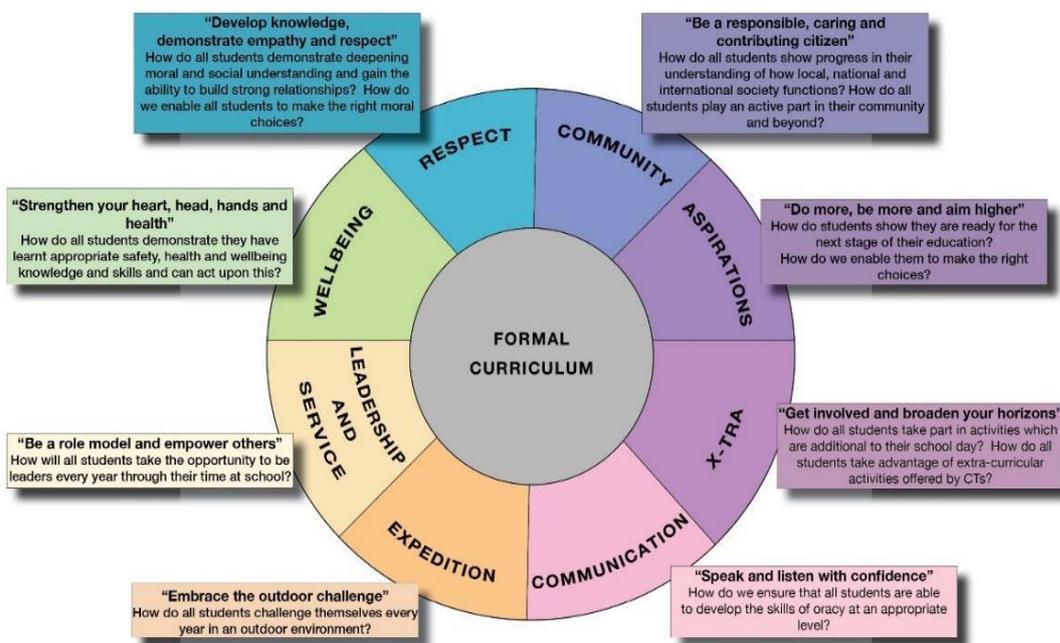
From Year 8 students are increasingly grouped according to ability. Within each subject we identify the appropriate level of work for each individual student and make every effort to ensure that a student reaches as high a level of attainment as he or she can achieve.

Students are provided with advice and guidance on how to improve in 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.

The Wider Curriculum

The eight strands of the Wider Curriculum at Wilmslow High School are designed to complement the subject-based content of the Formal Curriculum in order to provide every student with experiences and opportunities during the school day and beyond that will help them develop as young people of character.

A Whole Education at Wilmslow High School The Wider Curriculum Model



| | Wider Curriculum Components | Headline catch-all | Objectives |
|---|-----------------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Expedition | <i>'Embrace the outdoors challenge'</i> | <ul style="list-style-type: none"> To coordinate all 'outward bound' and 'expeditionary' activities Promote outdoor challenges available to students in every year group Explore qualifications that are available D of E lead |
| 2 | Leadership and Service | <i>'Be a role model and empower others'</i> | <ul style="list-style-type: none"> Limited to activity in school only, or linked to school (not community activity) To develop the principle of 'every child a leader' to develop all students' leadership skills in both the classroom and prepare their skills for use the wider community Ensure that all students have meaningful opportunities to lead and serve others (volunteer) with the promotion of an age specific 'Leadership Ladder' Peer mentor programme included Games Makers programme incorporated |

| | | | |
|---|---------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | X-tra | <i>'Get involved and broaden your horizons!'</i> | <ul style="list-style-type: none"> • To ensure that every child is engaged in a meaningful extra-curricular programme. • To ensure that all students have opportunities to learn outside of the classroom. • To ensure a coordinated and balanced programme of both extra-curricular activities and educational visits. |
| 4 | Communication | <i>'Speak and listen with confidence'</i> | <ul style="list-style-type: none"> • To develop students' skills of literacy and oracy. • To ensure that every child is a capable communicator in both the written and the spoken word • Public speaking opportunities |
| 5 | Community | <i>'Be a responsible, caring and contributing citizen'</i> | <ul style="list-style-type: none"> • To develop students' political literacy and understanding the role of government and the law. • To develop knowledge of the local community and be aware of weekly topical events at a local and global level • Social action activities • Volunteering opportunities in the community |
| 6 | Respect | <i>'Develop knowledge and demonstrate empathy and respect'</i> | <ul style="list-style-type: none"> • To ensure that all students are aware of what is required for healthy and happy relationships. • To ensure that all students are able to develop values of empathy and respect |
| 7 | Aspirations | <i>'Do more, be more, aim higher'</i> | <ul style="list-style-type: none"> • To ensure that all students have an aspiration for life after WHS and a clear understanding of how they can move towards this. • To ensure the provision of meaningful engagement with professionals from outside of school in an age appropriate way. • To ensure that all students are ready for their next stage of education and employment. |
| 8 | Wellbeing | <i>'Strengthen your heart, head, hands and health'</i> | <ul style="list-style-type: none"> • To develop students emotional, behavioural, social and health wellbeing. • To ensure that students are knowledgeable about issues around their own health and safety in the 'real world' and online. |

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 extensive educational visits and extra curricular programme supplements and supports students' studies and encourages them to fulfil their potential and talents. Students are informed each half term of the Sports 'Xtra', Arts 'Xtra' and other 'Xtra' activities available to them.

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.

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 individualised and specialist 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 KS4 courses booklet, which is made available in the Spring Term. Experienced careers staff 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.

All students study the following subjects:

English (Language and Literature counts as two GCSEs)
Mathematics
Science (a range of different routes including Core Science, Additional Science and the separate sciences of Biology, Chemistry and Physics)
Wider Curriculum – Respect strand (including Religious Studies)
Physical Education

Students then choose additional subjects from the following options:

| | |
|--------------------------------------------------|----------------------------|
| Art Graphics | Design and Technology |
| Art and Design | - Food Technology |
| Business Studies | - Product Design |
| Child Development | - Resistant Materials |
| Dance | - Textiles Technology |
| Drama | - Systems and Control |
| French and/or German and/or Spanish | |
| History | Geography |
| Media Studies | Information Technology |
| Physical Education (GCSE and BTEC qualification) | Computer Science |
| Photography | Music and Music Technology |
| Religious Studies (1 year) | Statistics |
| Sociology | |

Working with a wide range of partners we are also able to offer a range of more specialised and personalised programmes to individual students.

All students develop an understanding of work related learning across all 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 through the Wider Curriculum programmes.

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 2011) 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 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 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, therefore, increasingly places 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 sixth form 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 apprenticeships 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 and Applied Science.

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.

Level 3 Courses available in the Sixth Form (2017) (AS/A2 unless otherwise stated)

| | | |
|----------------------------|-------------------------------------------------|--------------------|
| Applied Science BTEC | Extended Project Qualification (EPQ) | Music Technology |
| Art | Food & Nutrition | Philosophy |
| Art Graphics | French | Photography |
| Biology | Geography | Physical Education |
| Business Studies | German | Physics |
| Chemistry | Graphics | Politics |
| Computing | History (both 16 th century & modern | Psychology |
| Core Mathematics (Level 3) | history specifications) | Religious Studies |
| Design and Technology | Information Technology BTEC | Sociology |
| Economics | Law | Spanish |
| English Language | Mathematics | Textiles |
| English Literature | Further Mathematics | Theatre Studies |
| Enterprise & | Media Studies | Sports BTEC |
| Entrepreneurship BTEC | Music | |

- 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 and/or look on our website

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 Formal Curriculum in science and the Wider Curriculum Well-Being strand. 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 sexual intercourse, reproduction and human growth (science)
- provide students with facts in an objective and balanced manner
- provide students with the necessary knowledge and skills to make informed, reasoned and responsible decisions.
- help students understand the responsibilities of family life and parenthood
- make students aware of the physical and emotional aspects of relationships within a clear moral framework
- 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 Team Leader for Well-Being within the Wider Curriculum programme.

LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS

For children and young people identified as having special educational needs or disabilities (SEND) it is important to get the support they need to do well. At Wilmslow High School, we want to make sure that every young person has the same opportunities as everyone else and that each one receives the necessary support to move smoothly into adulthood and life outside the education system.

The Learning Support Team aims to ensure that all students who have SEND have access to a broad, balanced and relevant curriculum. Students are taught wherever possible, alongside their peers in the mainstream classroom sometimes with the support of a Learning Support assistant (LSA). The team works closely alongside all curriculum teams to share information about students, identify and discuss how to meet needs and to support differentiation and offer strategies.

The Learning Support area has a specialist resource for young people with Autistic Spectrum Condition, a Hearing Impaired resource and a 'Skills Development Group'. The team comprises specialist teachers, Higher Level Teaching Assistants, specialist Learning Support Assistants in curriculum areas, ASC, HI and visual impairment.

In addition to support in lessons, outside the classroom, a student may access extra interventions which are provided to meet the needs of an individual. Sessions may include Speech and Language therapy, dyslexia teaching, GOALS sessions, Literacy and Numeracy 'Circuits', support with emotional and behavioural difficulties. Students' progress is closely monitored and interventions are offered to respond to areas of need. Where necessary, school will seek the advice and support from an external agency such as CAMHS.

Our SEND Policy follows the SEN Code of Practice (September 2014) and offers a Graduated Response. Students may have a EHCP or may be identified as having SEN Support which is the additional help which young people receive within nursery, school or college. Identification of need and decisions relating to how to meet the needs of any young person with SEND is the responsibility of the Special Educational Needs Coordinator (SENCo) who leads the Learning Support Department.

More information on how SEND needs are met within the school can be found on the 'Local Offer' on the school website or through the Cheshire East website.

Parents/carers who have any concerns about SEND should contact 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 are some of the current opportunities:

Educational Visits (Home and Abroad)

Drama Productions ('High School Musical' – February 2016)

Music Various Bands / Orchestra / choirs leading to community events, concerts, productions and competitions

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)
Competitions: for example, Maths' Challenge, Young Enterprise and Public Speaking
Inter House Competitions
House Activities: Theatre visits, charity collections, inter-sports competitions etc.
School Council, Sixth Form Management Committee, Sports Council, Networkers
Sports Ambassadors, Arts Ambassadors and BTEC Leadership programmes
Community and Charity events: for example, Fashion Show, Comic/Sport Relief, The Wilmslow Show, Children in Need
Academic Interventions

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. All students are photographed in Year 7, 10 and 12 for the purpose of identification on our management information system: these images are not available to anyone or any organisation outside school.

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.'

At the forefront of our daily ethos is the 'The Wilmslow Way'. The key elements of 'The Wilmslow Way' are behaviour, pride and success. Students are rewarded with achievement points for exhibiting these attributes. Equally, when they fall short of our expectations they receive appropriate sanctions. Each student receives points (plus and minus) on our management information system. When students achieve certain levels, or tariffs, they will be rewarded with prizes – in recognition of their engagement with 'The Wilmslow Way' (please see below: Rewards and Discipline).

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 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 charitable fund raising. 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 D Jones and Mrs Y Mackay |
| Harefield House | - Mr M Bebbington and Ms S Gregory |
| Norcliffe House | - Mr J Maw and Mrs A Powell |
| Thorngrove House | - Mr J Duffy and Mrs S Williams |

REWARDS

We believe that a well ordered focused atmosphere is the best environment for effective learning. We work on the basis of mutual respect and exercise self discipline. We start with an emphasis on reward rather than sanctions within 'The Wilmslow Way'. Our rewards system aims and processes are:

- to support the values of the school community
 - to encourage positive behaviour, indeed, 'The Wilmslow Way'
 - 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.
 - We are currently in the process of introducing our new assessment and reporting policy which we have explained to parents through a series of "Expectations Evenings". This information is published on the school website.
 - Students are awarded points within 'The Wilmslow Way' which result in various rewards. Students may lose points if their behaviour does not meet the expectations and standards we have at Wilmslow High School.
-
- Presentation Evenings are held in the spring and summer terms. Rewards for achievement and effort are given for each curriculum area including music and sport. Students are also recognised for any 'outstanding contribution' to school.
 - 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 boys and girls are appointed each year from members of the Sixth Form.
 - 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. Details of 'The Wilmslow Way' can be found in students' planners.

WILMSLOW HIGH SCHOOL RULES

At Wilmslow High school we:

- **S**eize every opportunity
- **U**nderstand by listening carefully
- (have) **C**lear presentation – take pride in our work
- **C**oncentrate
- **E**njoy learning

- **S**upport each other
- **S**ustain our efforts throughout the year

We are:

- **P**repared
- **R**espectful
- **I**nclusive
- **D**ressed to impress
- **E**xcelling in all we do

We:

- **B**ring correct equipment
- **E**nter classrooms quietly, sit in correct seat
- (put) **H**ands up to ask questions
- **A**sk for help
- **V**alue everyone's contribution
- **I**nclude others
- (exhibit) **O**rdery behaviour throughout our community
- **U**se appropriate language
- **R**espect our environment

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 fashion. 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 AND SANCTIONS

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 text, telephone or in writing (sometimes via the planner).

We always liaise with parents where there are concerns regarding a student's work or behaviour. The tutor, 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.

In addition, we need to remind parents that students must not bring any banned items or offensive weapons, for example knives (no matter how long the blade) and guns into school: this helps ensure the safety of all our students. Students bringing such banned items or weapons into school will be excluded and may be permanently excluded as we can see no reason why such actions would be acceptable as it places other students in danger.

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. We ask parents to work with us so that we can be consistent with students about standards, expectations, values and attitudes.

THE ANTI-BULLYING POLICY

We believe that children have the right to be in a secure environment, to feel safe in school, 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 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.

Advice on what students should do if they are bullied can be found in the Student Planner.

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 2017 - 2018

All students are expected to wear the school uniform as listed:

| Boys and Girls |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| *Uniform Card – Students are expected to carry a uniform card with them at all times. Failure to follow the school dress code will result in an appropriate sanction. |
| Black regulation blazer with school crest Years 7-11 compulsory Blazers should be worn at all times unless permission is given to remove them. |
| Maroon V-neck sweater with school crest with sleeves or sleeveless Years 7-11 compulsory, jumpers are to be worn at all times with the blazer, unless permission is given to remove them in extreme hot weather. |
| Maroon with house colour clip-on tie Years 7-11, compulsory |
| Plain white shirt with collar, long or short sleeved Years 7-11, compulsory |
| Black regulation outdoor coat with school crest and safety reflectors Years 7-11, optional. Any other outdoor coats worn must be plain black, no large logos. Hoodies, gilets and leather/leather-look jackets and coats are not permitted. |
| Sensible plain black shoes (No trainers or canvas shoes) |

| Boys | Girls |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Black regulation style tailored trousers | Black/maroon regulation <u>reasonable length</u> kilt-style skirt Year 7-11 compulsory Girls in Years 7-11 may wear black regulation trousers with school crest, if they prefer |
| Socks – plain black, not trainer socks | Socks or tights (not both) – plain black, not trainer socks |

Clothing required for PE lessons

Year 7 – 11 PE kit

| Boys | Girls |
|-------------------------------------------------------------------------|-------------------------------------------------------------|
| Reversible rugby shirt with school crest (black/maroon with white trim) | Black and maroon hockey socks with white trim |
| Black rugby shorts with school crest | Black polo shirt with maroon/white trim and school crest |
| Black and maroon rugby/football socks with white trim | Black indoor shorts with maroon/white trim and school crest |
| Black polo shirt with maroon/white trim and school crest | White socks |
| Black indoor shorts with maroon/white trim and school crest | Non marking trainers |
| White socks | Optional Items |
| Rugby/football boots and non marking trainers | Black tracksuit bottoms with white trim |
| Optional Items | Black performance top with maroon/white trim |
| Black tracksuit bottoms with white trim | Black PE shorts |
| Black performance top with maroon/white trim | Black PE leggings |
| Black PE rain jacket | Black PE rain jacket |

General notes on appearance

Jewellery:

Jewellery is not permitted with the exception of watches and girls may wear two small gold or silver studs, one in each ear lobe.

Accessories:

Make-up and nail polish should not be worn.

Hair:

Extreme hairstyles should not be worn.

Decisions on appropriateness of uniform:

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

Uniform outside of school:

Every student must wear full school uniform for journeys to and from school, in school and for all official school functions. This will include home and away matches and all educational visits *unless* a member of staff gives specific instructions to the contrary. Trainers may be worn for casual games during lunch time. However, all students must wear correct shoes for lessons and journeys to and from school.

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, badges approved by school and girls may wear two small gold/silver ear studs, one in each ear. **No jewellery is allowed to be worn during PE lessons or extracurricular sports clubs.**

Students must wear the blazer and maroon v-neck sweater together with a shirt/blouse and tie at all times. Students can ask to remove their jumpers in lessons at any time: in hot weather they will be authorised to not wear their blazers and jumpers around the school.

It is essential that all items of uniform or belongings are 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.

The school uniform is supplied by Express Uniform (expressuniform.co.uk) and the PE kit is supplied by Surridge Sport (surridgesport.com).

HOW DO WE ASSESS AND REPORT ON OUR STUDENTS PROGRESS

Wilmslow High School adopts an ambitious but mentally healthy approach to assessment, target setting and reporting. We seek to communicate to students our high expectations of them whilst providing honest and accurate feedback about how they are performing and effective formative feedback to help them to improve. We seek to use assessment information rigorously, consistently and carefully from the point that our students join us, and before, to ensure that all our students are clear about how they are performing, are motivated to improve and are noticed and helped if they are failing to make good progress in their learning.

Below are the key principles on which our thinking about assessment is based:

1. "Completeness": all students are expected to develop a complete knowledge of everything that we teach them. We do not accept that some children are unable to learn or perform in tests although we do know that not all students are ready to learn the same thing at the same time. We teach students material which is appropriate to their current level of knowledge and understanding and expect them to learn it thoroughly and completely.
2. "Personal Best Thinking": we present summative assessment results to students and discuss their performance in a way that promotes ipsative comparison (i.e. comparison with their own prior performances) rather than normative comparison. Instead of thinking "have I done better than my classmates?", our students are prompted to think: "have I done better than my previous best?". This is what we call *Personal Best Thinking*. We build this into the way we describe our test results and the way we talk to students about how they are working and learning.
3. At Key Stage 3 we also talk to students about "Strong Performances": we know that not every performance can be a Personal Best, so we also use a baseline set at the start of Year 7 to compare performances to. If a performance falls well below that baseline, then we may have cause for concern. If it is well above the baseline, then we celebrate it as a *Strong Performance*.

Summative assessments (that is, assessments intended to measure a student's performance rather than to provide diagnostic feedback) are completed twice a year in each year group and the results are communicated to parents in a formal report. Formative assessment happens frequently throughout the year and is communicated to students through the marking of work, verbal feedback, comments recorded in our Firefly learning platform and other ways.

During Key Stage 3 we communicate the results of Summative Assessments through the use of Standardised Scores which can be compared to baseline measures such as CATs scores and Key Stage 2 performance. We also use some externally marked assessments to validate in-school assessments; these give us standardised scores which have been benchmarked against national cohorts so that we can be confident about the accuracy and validity of our in-school assessments.

Parents' evenings occur at least once a year for each year group and give an opportunity for teachers and parents to collaborate in ensuring that students are working in the most effective way to maximise their progress and achievements. These are also an opportunity to reflect on the progress that students are making towards the targets set in their report.

More information about our expectations and assessment can be found at the following link:

<http://www.wilmslowhigh.com/wp-content/uploads/2016/09/Expectations-Evening-.pptx>

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
- allows for preparation for forthcoming lessons and coursework
- 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.

Homework guidance is provided for parents at the start of the school year and all students have a planner in which they record their homework. 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 their children if homework is concerned with research or project work.

If you find that, over a period of time, your child is not doing homework as laid down in the guidance, 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 the Wider Curriculum Well-Being programme 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 is not allowed within the school buildings or grounds during the day or evening. This position has been 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. Students who break this rule may 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 an on-going 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; re-offence will result in permanent exclusion. 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 two facets to its careers provision: Independent Advice and Guidance (IAG) and Careers Education. The focus of both components of the Careers Team is to provide all students with a range of learning experiences and advice, which will enable them to prepare for transition between phases of education as well as equipping them with the necessary knowledge and experience to succeed within the world of work.

An independent Careers Adviser is based several days a week in school to support the Careers Education programme and give IAG. Careers Guidance interviews are prioritised according to the level of each individual's need. Students or parents who would like to request one of these interviews should approach Mrs Challis, PHSCE Team Administrator, in the first instance. Before and during Year 11 all students are encouraged to think about future options and to research pathways. During Year 12 and 13 students are encouraged to seek IAG to assist with their choice of an appropriate future pathway. There is an excellent range of careers information and guidance materials in the specialist careers library, located within the LRC.

The Careers Coordinator works within the Wider Curriculum Aspirations Team, organising activities to further students' knowledge of how to access careers information and opportunities. In Years 7 and 9 students complete broad careers modules within the Wider Curriculum Aspirations programme. Through Years 10 and 11 the focus moves onto the work related learning modules of the Wider Curriculum Aspirations programme. In Year 12 students are guided in their career planning and management

application to Higher Education and complete a careers day, attending a range of seminars presented by volunteers.

During the summer term of Year 10 each student is encouraged to participate in a week of work placement allowing them to gain a better knowledge of expectations and skills needed for the world of work. In the sixth form students often find that further work experience placements add context to their academic studies and assist them in their application for Higher Education courses, apprenticeships or other future pathways.

Excellent links exist with the community and local businesses. Volunteers are frequently used during Wider Curriculum Aspirations activities to assist students in their exploration of future careers.

WILMSLOW HIGH SCHOOL AND THE COMMUNITY

Education at Wilmslow High School is a partnership between the school and its local and wider community. The old adage, 'it takes a village to raise a child' is very much why we believe that it is important to position the school at the 'heart of the community'.

Wider Curriculum activities, charity fundraising and school events illustrate the types of links forged with local organisations, businesses and community groups 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, this partnership work comes under the 'umbrella' of our Partners' Programme.

Through the House structure students nominate different charities to be supported each year. Recent activities have included raising money for Teenage Cancer Trust, the Seashell Trust, Sports Relief, Comic Relief and other Local Charities to name just a few. We also have excellent links with local faith groups whose members regularly support and deliver assemblies and provide volunteer support.

Students play an active role in the local community with students of all ages encouraged to volunteer their time in some way. Each year students host a 'Coffee and Carols' event for local elderly residents, and this summer, we held our third 'Community Afternoon Tea' event. 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 with students' work often displayed at local venues, such as Handforth Railway Station. Every year a number of high class productions and music events are held at school, the most recent being 'Return to the Forbidden Planet'. Concerts, musical theatre and talent shows run throughout the year.

Communication with the local community has been enhanced with the development of the school's website, a weekly email newsletter to parents (High Notes) and regular articles in the local media. The school works closely with the Wilmslow Guardian and also with the local news website, wilmslow.co.uk.

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 primary school children both at our partner primary schools and during many sports festivals as part of their course to develop depth and quality for further success in the future. The school is now the venue for many local, county and regional sporting events and courses; we hosted the Cheshire and Warrington School Winter Games in the spring term of 2015 and 2016. Sports Specialist Schools status was achieved in July 2003 with 'Gold Sportsmark' (Sport England) and Gold School, (Youth Sports Trust) status annually achieved since then; these are indicative of the school's commitment to sport and the community. Indeed, although sports specialism has lost significant financial support, Wilmslow High School remains fully committed to sport and the arts for the benefit of students. The new 'Wider Curriculum' model is evidence of this commitment to ensuring that all students have access to a 'Whole Education'.

The Headteacher, Assistant Headteacher Community and other staff, as appropriate, attend the Wilmslow Business Group to ensure the school and town are working together for the community of the school and

Wilmslow as a whole. The school site is used extensively by the local community for its excellent sporting facilities. We are currently looking to develop the school's adult education programme and community use of the non-sport facilities.

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 Mr Vincent, Assistant Headteacher Community.

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, associated with visits away from school, is arranged by the school with an annual 'offsite activities' insurance (currently underwritten by Axis Accident and Health Ltd). 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 the Duke of Edinburgh Award Scheme 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: Dr J. H. Pullé Chair of Governors: Mr D Bennett

| Governor | Type | Responsibility(s) | Term |
|--------------------|-------------|--------------------------|-------------|
| Bennett David Mr | Co-opted | Chair: Full Governors | 2017 |
| Bowden Mike Mr | Co-opted | | 2019 |
| Heywood Patrick Mr | Co-opted | Chair: Personnel | 2019 |
| Nicol Mark Dr | Co-opted | | 2019 |
| Royle Mark Mr | Co-opted | | 2019 |
| Beythoun Sam Mr | LA | | 2017 |
| Vacancy | Parent | | |
| Vacancy | Parent | | |
| Sutton Mo Mrs | Parent | Chair: LSS | 2017 |
| McHarg J Mrs | Staff | | 2016 |
| Pullé James Dr | Headteacher | | |

Two vacancies for co-opted governors will be appointed to during the autumn term.

The full Governing Board meets twice per term to receive the Headteacher's report and papers from the Local Authority, to determine policy and strategy and to monitor performance. A Committee structure facilitates operations and includes Finance, Infrastructure and Estates (FI&E), Learning and Student Support (LSS) and Personnel Committees. Members of the Leadership Group attend these meetings in an advisory capacity. Members of the Governing Board can be contacted via Mr G Crookes, Clerk to the Governing Board, who is based at Wilmslow High School.

STRUCTURE OF THE SCHOOL DAY

Our timetable is currently based on a weekly cycle of 30 lessons: 6 lessons each day. There are four lessons in the morning, two in the afternoon. Periods 0 and 7, beyond the core day are used for some Sixth Form lessons, additional modern foreign languages, sports and Xtra programmes generally.

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 3.10 p.m. 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.

| | | | | |
|-------|---|-------|---|---------------------------------------------------------------|
| 8.00 | | - | | Period 0 (Xtra programmes) |
| 8.35 | | - | | Staff Duty Commences/Morning Briefing |
| 8.40 | | - | | Students Arrive |
| 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 |
| 1.20 | - | 2.10 | - | Period 5 |
| 2.10 | - | 3.00 | - | Period 6 |
| 3.00 | - | 3.10 | - | Registration |
| 3.20 | - | 4.10 | - | Second Modern Foreign Language (Year 7 and beyond) (Optional) |
| | | | | Period 7 (Xtra programmes) |

TERM AND HOLIDAY DATES 2017 - 2018

2017/2018 - School Re-opens

Autumn Term

Wednesday 6th September

Tuesday 31st October

Spring Term

Monday 8th January

Tuesday 27th February

Summer Term

Monday 16th April

Tuesday 8th May (Monday 7th May public holiday)

Monday 4th June

School Closes

Friday 20th October

Friday 22nd December (12.30pm finish)

Friday 16th February

Wednesday 28th March

Friday 4th May

Friday 25th May

Tuesday 24th July 2018 (12.30pm finish)

Staff Training Days (Students do not come into School)

Monday 4th & Tuesday 5th September 2017

Monday 30th October 2017

Monday 26th February 2018

Thursday 29th March 2018

ATTENDANCE

At Wilmslow High School great emphasis is placed on the importance of good attendance. Students need to be present in school to maximise their individual opportunities for fulfilling potential.

Good attendance is seen as an achievement in its own right, with rewards given either individually or within tutor groups. Students achieving 100% attendance over specified periods are eligible to be entered into termly draws with exceptional prizes and to also receive certificates each term to mark this achievement.

Detailed below are the procedures in place to ensure that registers accurately reflect a student's attendance record.

AM REGISTRATION

- All students must be present in AM registration in their Form Rooms at 08.45 to receive an attendance mark for the morning session.
- Any student arriving after 08.45, without a good reason, will be considered late.

PM REGISTRATION

- All students must be present in PM registration in their Form Rooms at 15.05 to receive an attendance mark for the afternoon session.

LEAVING SCHOOL DURING SCHOOL HOURS

- Any student leaving school during the hours of 08.45 and 15.10 (close of day) must sign out at Student Services and provide written evidence for the reason.
- Any student returning to school on the same day, must sign back in at Student Services.

ABSENCE – Dedicated attendance line: 01625 441089

Email: nparker@wilmslowhigh.cheshire.sch.uk

- If a student is to be absent from school because of illness, a Parent/Guardian should contact school each day of the absence.
- If a student is to be absent from school for a medical appointment, a Parent/Guardian should contact school in advance to detail and confirm the appointment.
- Any absence which has not been advised by a Parent/Guardian, and which remains unaccounted for, will be recorded as unauthorised (*please see WHS website for implications of unauthorised absence*).
- The Education Welfare Officer carefully monitors unauthorised absence, any accumulation of which can lead to the issue of a Fixed Penalty Notice (*please see WHS website for details of Fixed Penalty Notices*).
- **Permission from the Headteacher will not be given for students to go on holiday during term time (*please see WHS website for details*).**

At Wilmslow High School we take our responsibility regarding the safeguarding of our students seriously. For this reason the guidelines above have been established in order that we can, at any time, account for a student's whereabouts.

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. If possible 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 Wednesday 27th September and Thursday 28th September 2017.

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, an Assistant Headteacher, Deputy Headteacher or the Headteacher if necessary. If you still feel your complaint has not been adequately dealt with then you will have access to a formal complaints procedure which is set down by the local authority and is available for scrutiny at the school or via the following page on the school website: www.wilmslowhigh.com/aboutus/resolving-issues

FURTHER INFORMATION

Maintenance and Disclosure of Records

We keep a record on each student and parents may have access to this on request (a charge may be made for photocopying)

School Policies

A number of school policies are available on the school's website.

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. No student however will be disadvantaged due to lack of ability to pay for an activity.

Examination Entry Policy

All students who have completed the course in a subject will be entered for an 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 school 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, Educational Welfare, School Health and Social Services. 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.

Lunch Arrangements

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 with café, called 'High Options' for students and staff which is open throughout the school day and evening. The menu provided encourages healthy eating with a wide range and balance of nutritious food. Students pay through a cashless system using their thumb print or an account number.

Each food item is individually priced. It is possible to buy a hot meal and dessert for £2.25, sandwiches, salads, jacket potatoes and other options are also available. Special arrangements are made for students entitled to free meals who are entitled to £2.25 worth of food free of charge. Several venues for eating lunch are provided and students are informed of which location they should use. Filtered water is available from various dispensers around school and students are encouraged to use these facilities at all times other than quick lesson changeovers..

The school also has two 'café' outlets, one within 'High Options' and the other in the Learning Support wing of the Pavilion, as well as an external 'Kiosk', adjacent to the Olympic Hall. Sixth form students are able to use the cafés throughout the day. Students (Years 7-11) are able to access the kiosk after the core day when they may wish to purchase food/drink: the facility is open until 4.30pm / 5.00pm.

The cafés and kiosk are open, as appropriate, on Saturday mornings to provide refreshments for students, visitors and spectators before, during and after sporting events.