

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.

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.

To reinforce our approach to education you may wish to access our latest Ofsted report (May 2011). Although we were judged 'outstanding' 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.

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 are 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 is 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 recognises the importance of possessing an international perspective and recognises also that communities are increasingly interdependent.

The school's curriculum is based upon the promotion of skills, attitudes, concepts, knowledge and understanding and will, whilst offering both breadth and balance, provides 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, employs a wide range of approaches to learning, encourages critical thought and seeks to develop independence of learning

An integral part of the operation of the school is 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 seeks 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 for staff and students.

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

To encourage a commitment, amongst all students and staff, 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.

To ensure the school is an inclusive community with no individual discriminated against through gender, race, ability, disability or background.

The School's Expectations of Students

The Wilmslow Education Partnership, made up of Wilmslow High School and its partner primary 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 who attend them:

- 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
- be valued, to be treated fairly and with respect
- be able to learn in a safe and supportive environment
- have his/her individual achievements recognised
- operate in a culture which nurtures self respect, self confidence and the ability to respect other people's points of view
- experience a range of learning styles
- access an extended range of educational opportunities

Sports Mission Statement

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, the arts and healthy lifestyles
- 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
- 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
- will increase participation rates in Physical Education, sport and the arts and will, by promoting excellence, develop the potential of Gifted and Talented performers
- will expand the opportunities in physical education and sport and the arts by developing the range of courses available within the curriculum and through a community wide programme of activity
- 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, 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)
 - ii. Children for whom there are particular medical or social reasons which, in the Local Authority's view, justifies admission to a particular school
 - iii. Siblings
 - iv. Children resident within the designated catchment area of the school
 - v. Children not resident within a school's local catchment area but attending a school nominated as a partner school for admissions purposes, as out of area students
 - vi. 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. |

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 original buildings, in part over 50 years old, are nevertheless modern looking and well constructed. These were initially enhanced in 2003-2004 with an 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 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 our Parents Xtra. Our specialist accommodation includes 14 science laboratories, 6 multi-media Design Technology suites, 6 Food and Textile 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. There are also ICT facilities within Learning Support. All students have opportunities to use ICT including use of the Internet.

Our sports facilities are excellent with two large sports halls (see below) as well as extensive sports fields, which include a large Astroturf (renewed during the summer 2007), used for hockey, netball and tennis. The rugby and football facilities are a positive attraction to the school.

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: the school gained 'Healthy School' status in 2007.

Further improvements in 2008 included the total refurbishment of the art area and two science laboratories. Accommodation continues to be a priority: our 'Olympic' sports hall and re-surfaced small Astroturf were completed for September 2010, providing further facilities for sport within the school and the community. We also have plans for further sports facilities, enhanced learning support facilities, a new Learning Resource Centre, a large performing arts studio and an atrium over a courtyard to mention just a few: with virtually no devolved capital funding now these developments may take a while to achieve. We are also contributing to the debate in Wilmslow concerning the location of the new Wilmslow Library, arts facilities and cricket club as part of a 'lifestyles' corridor concept.

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, although not large enough, 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 LRC 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 LRC providing support and advice for students.

Our Librarian supports the research, study and curriculum requirements of staff and students. The LRC 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 LRC 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 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 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 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 PHSCE 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 Personal, Learning and Thinking Skills (PLTS). Our curriculum teams offer learning programmes that meet the requirements of the National Curriculum and ensure that students of all abilities are provided with challenging opportunities to maximise their potential. The curriculum is organised into four main areas of learning.

Multiliteracies

Languages (English and MFL)
Mathematics
ICT

Individual Development

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

Empiric Enquiry

Science
Design and Technology

Global Communities

Geography
History
Business Studies (Yrs 10 and 11)
Religious Education

In Year 7 most students are taught in mixed ability groups with the exception of Mathematics (where students are banded from the start of Year 7).

Students in Year 7 will study either German or French. The opportunity to study a second foreign language is offered from Year 7 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.

During the Summer Term of Year 9 students' attainment at the end of Key Stage 3 in all National Curriculum subjects is recorded by teacher assessments. These are determined by combining the results from standardised coursework style assignments completed throughout Key Stage 3 with performance in each of year examinations. In addition, students are also offered the opportunity to take a number of externally examined qualifications, such as, Functional Skills in English and the GCSE (short course) in Religious Studies.

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.

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.

Full details of the curriculum, homework, assessment and grouping 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. As a 'high performing school' we gained a second specialism in 'applied learning' from September 2009. Aimed across the age and ability range the greatest impact has been at Key Stage 4 offering additional courses to students.

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.

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, Applied Science and the separate sciences of Biology, Chemistry and Physics)

PHSCE (including Religious Studies)

Physical Education

Students then choose additional subjects from the following options:

Art Graphics

Art and Design

Art: 3-D Design

Business Studies

Child Development (CACHE and GCSE)

Design and Technology

- Food Technology

- Product Design

- Resistant Materials

- Textiles Technology

- Systems and Control

Dance
French and/or German and/or Spanish

Drama
Geography

History
Media Studies
Physical Education (GCSE and BTEC Diploma in Sport)
Photography
Religious Studies (1 year)
Statistics

Information Technology (DIDA et al)
Music (and Music Technology)

Through our membership of the Cheshire East 14-19 Partnership North we are also able to offer a range of more specialised and personalised programmes to individual students.

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 through both the PHSCE and Xtra 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 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 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 creative media production (i-media).

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 (2011) (AS/A2 unless otherwise stated)

Art	French	Music Technology
Art Graphics	Geography	Philosophy
Biology	German	Physical Education
Business Studies	Graphics	Physics

Chemistry	History (both 16th century & modern history specifications)	Politics
Critical Thinking	Information Technology/imedia	Psychology
Design and Technology	Law	Sociology
Economics	Mathematics	Spanish
English Language	Further Mathematics	Textiles
English Literature	Media Studies	Theatre Studies
Food Technology	Music	Sport BTEC

- 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, Citizenship and Enterprise 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 sexual intercourse reproduction and human growth (science)
- provide students with facts in an objective and balanced manner
- provide students with the knowledge and skills necessary 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 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 specialist teachers for students with Hearing Impairment, Specific Learning Difficulties and Autism, 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 Individual Personalised lessons 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.

Parents are fully involved in the identification, assessment and delivery of SEN provision 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 are some of the current opportunities:

Educational Visits (Home and Abroad)

Drama Productions ('The Crucible' – November 2011 / 'Oliver' – February 2012)

Music: Various Bands /Orchestra /Choirs leading to community events, concerts, productions and competitions (for example 'Battle of the Bands')

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, Public Speaking

Inter House Competitions: Sport, 'X-Factor'

House Activities: Theatre visits, charity collections, inter-sports competitions etc.

School Council, Sixth Form Management Committee, Sports Council

Sports Ambassadors, Arts Ambassadors and BTEC Leadership programmes

Community and Charity events: for example, Fashion Show, Comic/Sport Relief, The Wilmslow Show

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.’

At the forefront of our daily ethos is the mantra of ‘The Wilmslow Way’. The key elements of ‘The Wilmslow Way’ are behaviour, pride and success. Students are rewarded 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’.

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 C Dunn and Miss A Robinson
Thorngrove House	- Mrs L Easton and Mrs S Williams

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. We regard this as being ‘The Wilmslow Way’. Our rewards system aims and process 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.

- Students are given indicator grades during the autumn, spring and summer 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.
- 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 for students in the spring and summer terms. Rewards for achievement and effort are given for each curriculum 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 boys and girls are elected each year in 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:

- 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 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

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. 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 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.

In addition, we need to remind parents that students must not bring any offensive weapons, for example penknives, into school: this helps ensure the safety of all our students. Students bringing such 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.

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

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	Sports College regulation tracksuit bottoms and top
Black ‘micro fleece’ with white piping and school crest	Black ‘micro fleece’ with white piping and school crest
Black base layer ‘second skin’ top (Monkhouses only)	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, 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. Students can ask to remove their jumpers in lessons at any time: in hot weather they will be authorised to not wear their jumpers around the school.

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
- are used to identify areas of weakness in the learning and help in the setting of targets for improvement
- advise students and parents of students' current level of performance
- prepare students for future public examinations
- 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 grades G (good), S (steady), I (insufficient) and P (poor) 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 Target Setting and Review 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 4 and 5.

At the end of the Year 9 teachers' assessments of students' attainment at the end of Key Stage 3 in each of the National Curriculum subjects are collated and reported to parents. These are based on the assessments that have taken place during the examination week and during Key Stage 3 as a whole. The results of formal tests are also balanced and supported by judgements recorded by teachers during lessons.

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 are provided with a mock examination results certificate during January.

Controlled Assessment has now replaced coursework in GCSE courses. This means that students have less freedom to complete assessed work outside lessons and far more limited opportunities to re-draft work in response to feedback. A report on the state of completion of Controlled Assessment tasks is included with the mock examination results.

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. Study leave is agreed with the individual student due to the complex structure of AS/A2 examinations, which varies 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 an indicator report on their child each term. The reports comment on achievement, effort, strengths and weaknesses and include actions to be taken for improvement.

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
- 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.

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 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.

A Connexions Adviser is based several days a week in school to support the Careers Education programme and give IAG. Careers Guidance interviews are available on request for students from Years 9 to 13. 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 Applied Learning Team, organising PHSCE activities to further students' knowledge of how to access careers information and opportunities. Personal Learning and Thinking Skills (PLTS) are integral to the KS3 curriculum and help students make links between classroom skills and the wider world. In Years 7 and 9 students complete careers modules within PHSCE. Through Years 10 and 11 students use their PLTS, working towards BTEC Level 2 in Work Skills as part of the PHSCE curriculum. 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 gains a work placement either through the Connexions Service or self-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 PHSCE 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.

PHSCE Days, the Fashion Show and 'IDentity Week' illustrate the 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.

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, the Seashell Trust, Sports Relief and Comic Relief 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 recently for example, Year 10 produced a display for 'Hoopers' in Wilmslow and currently a display at Handforth railway station. The school has hosted and been involved in the Wilmslow Show since 2000 and this is a most enjoyable annual event bringing together many community groups from Wilmslow and beyond: 2011 marked the Centenary of this event.

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 course 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. Indeed although specialism has been reintegrated under the coalition government Wilmslow High School remains fully committed to sport and the arts for the benefit of students.

The Headteacher 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 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, associated with visits away from school, is arranged by the school with an annual 'offsite activities' insurance (currently underwritten by Ace European Group 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: 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	Community	Chair	2013	838069
Mrs Linda Kelman	Parent		2014	535166
Mr Martin Kinsey	Parent	Finance	2013	251260
Mrs Erica Maslen	Parent		2014	583206
Mr Gary Pugh	Parent	Personnel	2013	525092
Mr Mark Royle	Parent		2013	522420
Mrs Mo Sutton	Parent		2013	07873 116 366
Mr Colin Astley	Staff		2014	526191
Mrs Anne Brander	Staff		2012	526191
Mrs Vicky Robinson	Staff		2014	526191
Mrs Anne Bale	Community		2013	582514
Cllr Wesley Fitzgerald	Community		2014	585223
Mr Peter Friend	Community		2012	584033
Dr David Gibson	Community		2014	528266
Mr Sam Beythoun	LA		2013	522529
Mr John Wilson	LA		2015	01477 533 852

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 Buildings, 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. Periods 0 and 7, beyond the core day are used for some Sixth Form lessons, additional modern foreign languages, sports training 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 3.20 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.

8.00		-	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/ 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 7 and beyond) (Optional) Period 7 (Xtra programmes)

TERM AND HOLIDAY DATES 2011 - 2012

School re-opens: Tuesday 6th September Years 7 and 12 to arrive at 8:45 am
Years 8, 9, 10, 11 and 13 (Tutorial appointments)

2011/2012 - School Re-opens

School Closes

Autumn Term

Tuesday 6th September

Thursday 20th October

Monday 31st October

Thursday 22nd December (12.30pm finish)

Spring Term

Monday 9th January

Thursday 9th February

Monday 20th February

Thursday 29th March

Summer Term

Monday 16th April

Friday 1st June

Monday 11th June

Friday 20th July 2012(12.30pm finish)

Staff Training Days (Students do not come into School)

Monday 5th September 2011

Friday 21st October 2011

Friday 10th February 2012

Friday 30th March 2012

Friday 6th January: the equivalent of this training day for staff will be used during the school year

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 sessions. 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: all students should aim for at least 95% attendance.

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 Thursday 29th September and Friday 30th September 2011.

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 (2011)*
- Curriculum Digests (Years 7, 8, 9, 10 and 11 *)
- Leavers' Destinations
- Sixth Form Prospectus (including Sixth Form courses *)
- Behaviour and Discipline policy
- Those marked with an * are available for downloading from the school website www.wilmslowhigh.com

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 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, you may wish to contact the Chair of Governors.

PARENTS XTRA

The Parents Xtra 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.

From September 2011 Parents Xtra will include parents who are primarily interested in an aspect of the school and students' development, for example, sport and the arts. If you have a particular interest let us know and please join in! In addition, the Parents Xtra organises a number of fundraising events throughout the year. 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 Parents Xtra. 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 Parents Xtra 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. Dates for the year are published in students' planners and on the website.

If you would like more information, please contact **Angela Chatfield (Tel: 535691)**
Jan Mecrow (Tel: 529239)

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. Our changing policy is currently under review due to increased costs of transport and reduced funding. 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 Nurse 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, 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.

Services are currently subject to review due to reduced central government funding and may not be as available to school in the future. We will do our best to provide the necessary support for our students.

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 tills for the food they choose.

Each food item is individually priced. It is possible to buy a meal for approximately £1.80p or even less. Special arrangements are made for students entitled to free meals who, currently, may have up to £2.25 worth of food free of charge. Two venues for lunch are provided and students are informed of which location they should use. Water is available in 'High Options' throughout the day.

TEACHER ASSESSMENT COMPARATIVE REPORT BY GENDER

This table shows the percentage of Year 9 students achieving each level in 2011, compared to national end of key stage 3 teacher assessment results for 2010.

The number of eligible children is: 309

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT RESULTS														
	Percentage at each level													
		W	1	2	3	4	5	6	7	8	EP	D	A	
English	Boys	School	0	0	0	4	10	39	36	11	0	0	0	1
		National	0	1	1	5	18	38	27	7	0	0	0	1
	Girls	School	0	0	1	1	5	22	58	11	1	0	0	1
		National	0	0	1	2	10	34	37	14	1	0	0	1
	All	School	0	0	0	2	8	31	46	11	0	0	0	1
		National	0	0	1	4	15	36	32	11	1	0	0	1
Mathematics	Boys	School	0	0	1	2	8	11	22	31	24	0	0	0
		National	0	0	1	5	12	21	27	22	9	0	0	1
	Girls	School	0	0	0	5	6	11	23	35	19	0	0	0
		National	0	0	1	5	12	23	29	22	7	0	0	1
	All	School	0	0	1	3	7	11	23	33	22	0	0	0
		National	0	0	1	5	12	22	28	22	8	0	0	1
Science	Boys	School	0	0	0	2	11	21	29	36	0	0	0	0
		National	0	0	1	4	15	31	30	16	1	0	0	1
	Girls	School	0	0	0	1	10	21	40	28	0	0	0	0
		National	0	0	0	3	14	33	32	16	1	0	0	1
	All	School	0	0	0	2	11	21	34	32	0	0	0	0
		National	0	0	1	4	14	32	31	16	1	0	0	1

EP represents exceptional performance.

W represents students who are working towards level 1, but have not yet achieved the standards needed for level 1.

D represents students who are disapplied under sections 364 or 365 of the Education Act 1996.

A represents students who could not be assessed due to absence, or were absent on the day of the test.

Summary of GCSE examination results

GCSE	2007	2008	2009	2010	2011
Number of students	291	299	295	297	284
Percentage of students achieving 5 + A* - G	92%	93%	92%	97%	95%
Percentage of students achieving 5 + A* - C	67%	74%	71%	82%	81%
Percentage of students achieving 5 + A* - C including English and mathematics	56%	67%	60%	72%	70%
National Average percentage of students achieving 5 + A* - C including English and mathematics	46%	48%	50%	53%	n/a
Percentage of students achieving 8 A* A	8%	11%	14%	12%	12%
Average number of passes per student A* - C	6.2	6.9	6.8	7.9	8.3
Average number of passes per student A* - G	8.5	8.5	8.7	9.1	9.9
Average points score per student*	358	373	383	430	444

* Explanation of the GCSE Points Tariff

GCSE	New-style (2006 on)
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

Summary of A-Level examination results

'A' Level	2007	2008	2009	2010	2011
Number of students	226	196	212	248	209
Number of A2 entries	672	584	645	734	616
% of A - E grades	98%	99%	99%	98%	99%
% of A*-B grades	51%	57%	67%	58%	69%
Average number of passes per student (A2 & AS)	2.9	2.9	3.3	3.2	2.9
Average UCAS points score per student at both 'A' level and AS level*	286.9	273.3	319.2	299.6	317.1
Average UCAS points score per 'A' level entry*	86.8	90.1	95.7	91.0	96.4

* 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