



# SCHOOL PROSPECTUS

# 2011-2012

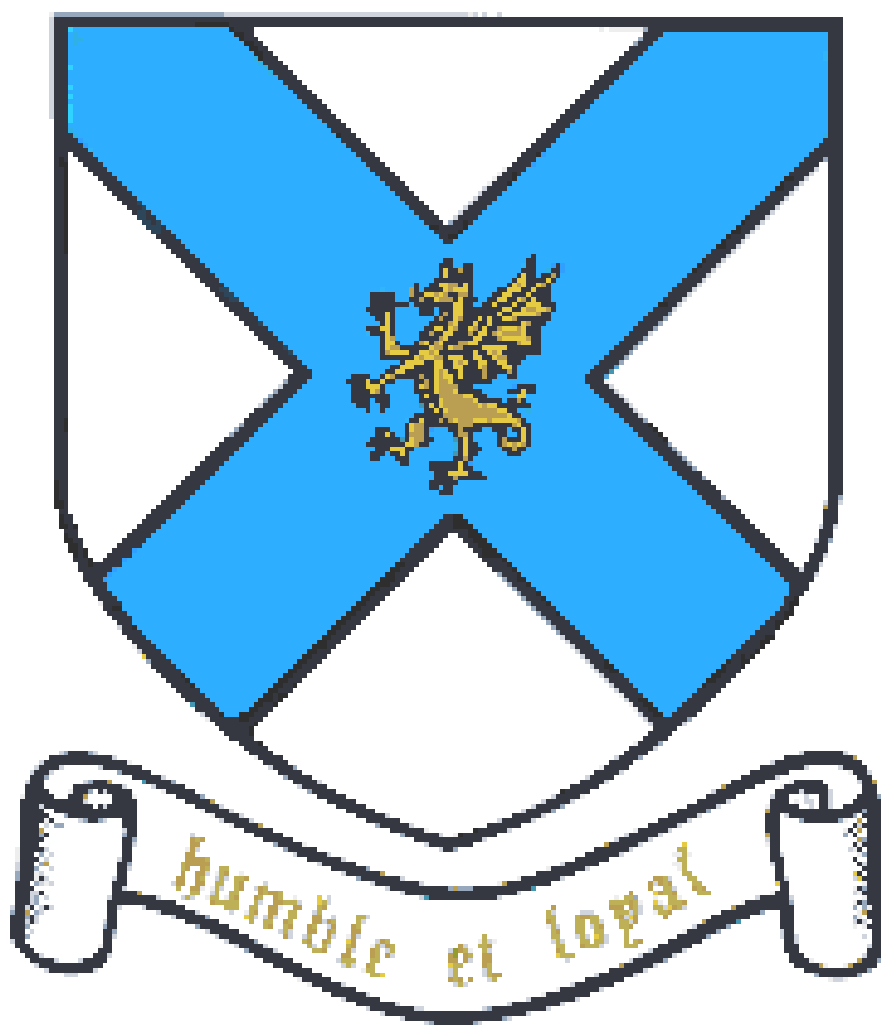


Wales High School

A Specialist College for Business and Enterprise with Applied Learning

# PROSPECTUS

## 2011/2012



**WALES HIGH SCHOOL** is a comprehensive school, admitting boys and girls of all abilities from 11 to 19 years of age. The current roll is 1,610, including 350 Sixth Form students. The school has a Year 7 admission limit of 248 pupils.

Situated on the edge of the villages of Wales and Kiveton Park, the School serves a wide community. Pupils attend from the villages of: - South Anston, Harthill, Kiveton Park, Thorpe Salvin, Thurcroft, Todwick, Wales and Woodall. Children from other villages and beyond the Rotherham boundary have also chosen to attend Wales High School. The school's success, combined with good transport facilities, adds to its attraction.

All pupils are encouraged to achieve their full potential and high standards are maintained throughout the school. The school has a successful academic record and is concerned for the personal development, safety and welfare of all pupils.

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# FOREWORD

Dear Parents,

Joining Wales High School will be an enjoyable and exciting experience for any new pupil. Wales is a very large school, organised quite differently from a junior school, but we have created a very caring environment. The people who work and learn at Wales are pleased to be here because members of our school community are all accepted as equally important individuals.

Our attention will always be focused on the care and development of your son or daughter. We have established teams of Tutors, Heads of Years and Pupil Support Assistants committed to guiding pupils to a point where they realise their educational and personal potential. Our teamwork approach to the life of the school is based upon mutual respect between teacher and pupil and between the pupils themselves.

Identifying priorities is essential if a school is to progress through the years ahead. The Wales High School team of teaching staff and support staff has discussed what needs to be done. We have the energy, commitment, enthusiasm and skills needed to bring even more success to the school.

**This is our own agreed statement about our mission.**

***"We must all work together to create a stimulating and challenging learning environment, with high quality teaching, in an atmosphere of tolerance, free from any form of prejudice."***

A handwritten signature in black ink, appearing to read 'John Day', written over a horizontal line.

J. Day  
**Headteacher**

**September 2011**

# WHAT OFSTED THOUGHT!

“Wales High School is an outstanding school.”

“Managers, teachers and support staff work exceptionally hard to make their school the best.”

“The curriculum is outstanding and the students take full advantage of the wide range of extra-curricular activities that are on offer.”

“Above all, this is a school that cares very well for its staff and students.”

“The standard of care, guidance and support given to the students is exceptionally high and they respond by behaving well and showing respect for each other. The school welcomes students with a wide range of learning difficulties and/or disabilities and enables them to achieve very successfully.”

“Leadership and Management are outstanding; the school provides excellent value for money.”

“Students make outstanding progress at both Key Stage 3 and Key Stage 4.”

“Students’ personal development and well-being are outstanding and make a strong contribution to their academic achievement. Very clear expectations give pupils the security to behave really well. Attendance is good and attitudes to learning in lessons are outstanding. Students of all abilities are enthusiastic and collaborate particularly well. They clearly enjoy their learning.”

“The quality of care, guidance and support available to students is exceptional, and underpins the learning ethos right across the school.”

“Tutors, Heads of Year, Pupil Support Assistants and Mentors work very closely together to ensure that students are extremely well supported.”

“The support for students with additional needs is extensive and innovative.”

# WALES HIGH SCHOOL

## MISSION STATEMENT

**“We must all work together to create a stimulating and challenging learning environment, with high quality teaching, in an atmosphere of tolerance, free from any form of prejudice.”**

- \* Every child matters! No-one will be left behind.
- \* Develop the moral and social awareness of pupils and students in order that they may become responsible members of society, possessing an understanding of the world in which they live.
- \* Ensure that all pupils and students recognise that there is order and a sense of purpose in our school, through maintaining and promoting a caring ethos based on mutual respect between all members of the school community.
- \* Establish the principle that, where pupils and students accept their responsibilities, they will be entitled to the opportunities offered by the school.
- \* Broaden student horizons by having a broad range of opportunity post-16 and provide support systems leading into higher education, further education, training or employment.
- \* Continually check that our pursuit of excellence includes high standards of work and behaviour.
- \* Make best use of our resources, with staffing a priority, but also ensuring that books and equipment are available and our school environment is maintained to a high standard.
- \* Continually commit staff, pupils and students to lifelong learning.
- \* Support all staff, pupils and students in their endeavours within the vast range of non-academic activities experienced during and beyond the school day.
- \* Ensure that our international links are integrated within departmental schemes of work and that students become aware of their responsibilities as global citizens.

# POLICY STATEMENT ON DISCIPLINE

If we are to maintain the standards of discipline we demand, we must ensure that all pupils and students recognise a common sense of purpose in our school. We can achieve this by promoting and maintaining a caring ethos based on mutual respect, and shared between all members of the school community.

To achieve the standards of discipline implicit in such statements only a collective and united approach can be effective, therefore, once standards have been set, it is the responsibility of all teachers to ensure that pupils adhere to them constantly. **Unacceptable behaviour will be consistently challenged until resolved.**

Inevitably, instances of indiscipline will arise from time to time and professional responses must be swift, effective and consistently applied. **If conflict ever arises between individual pupils, parents can be assured that such conflict will not be allowed to develop into acts of bullying or intimidation.**

It is our school policy and intent to inform parents whenever problems persist, and if necessary, to make a mutually convenient appointment to resolve the issued.

Good order will be readily achieved within the classroom if teachers create an effective learning environment, by establishing a framework which must inevitably include many of the following criteria:-

- \* **Relevant and stimulating subject material**
- \* **Thorough lesson preparation**
- \* **A differentiated approach**
- \* **Appropriate use of teaching styles**
- \* **An open respect for pupils**
- \* **Concise and consistent guidelines for behaviour**
- \* **Scrutiny of dress and appearance**
- \* **Punctual attendance**
- \* **Registration of pupils/knowledge of names**
- \* **Prompt return of marked work**
- \* **An orderly dismissal of class**

The positive nature of praise should not be overlooked. Celebrating pupil achievements will always contribute to effective teaching in an atmosphere conducive to effective learning.

# DATA PROTECTION ACT

## PUBLICATION OF CHILDRENS' PHOTOGRAPHS

There is an issue arising from the school's wish to celebrate students' achievements by displaying photographs – locally and nationally within the school and the community – and new legislation, which insists on parental permission for such photographs to be displayed.

Clearly, it is not practical to seek written parental permission each time an individual... a group... a team... achieves success and deserves to be acknowledged on the walls of our classrooms and corridors – or in the newspapers.

**We ask, therefore, that parents contact the school secretaries (for the attention of the Press Officer) to inform us in advance if there is a reluctance to allow their child's photographs to be displayed in any manner outlined above.**

## HEALTHY SCHOOL INITIATIVES AT WALES HIGH SCHOOL

'A Healthy School is one that is successful in helping pupils to do their best and build on their achievements. It is committed to an on-going improvement and development programme. It understands the importance of investing in the health and welfare of its pupils and staff, to assist in the process of raising pupil achievement and improving standards, all of which are conducive to learning.'

Being a Healthy School shows that Wales High School has adopted a holistic approach towards the health of all its pupils, staff and families concerned, with their emotional, social, institutional, spiritual, mental and physical welfare. Wales High School recognises that as well as providing a good sound education it also develops an ethos and environment that supports and promotes physical and emotional well being. The Headteacher and his staff know how important it is to work in an organised, friendly, clean environment, and, having gained re-accreditation to the National Healthy School Scheme, will mean that your children, and the whole school community, will always be offered the highest of standards in every aspect of their care throughout the many years spent at Wales High School.

# MEMBERSHIP OF THE GOVERNING BODY 2011/2012

<b>Chairman and Community Governor</b>	Mrs. J. Holcombe c/o Wales High School
<b>Vice Chairman and Community Governor</b>	Mrs. G. Foster
<b>Local Authority Representatives:</b>	Mr. M. Green
<b>Parent Governors:</b>	Mrs. J. Smeja Mrs. K. Clare Mrs. D. Bennett Mr. P. Whitaker Mrs. A. Stott Mrs. L. Sarginson
<b>Staff Governors:</b>	Mr. C. McKee Mr. A. Smith Miss S. James
<b>Headteacher:</b>	Mr. J. Day
<b>Co-opted Governors:</b>	Mr. J. Carlill Mr. M. Lister Mr. G. Mason
<b>Community Governors:</b>	Mrs. A. Gilbert Mrs. M. Wild
<b>Member Governor</b>	Mr. L. Morton
<b>Clerk to the Governing Body:</b>	Mrs. S. Gilbert c/o Wales High School

# TEACHING STAFF - 2011/2012

Mr. John Day B.Ed.	Headteacher
Mr. John Ibbotson B.Sc., M.Ed.	Associate Headteacher
Mr. Lawrence Morton B.A., M.Ed., F.R.S.A.	Chief Executive
Mrs. Pat Bedford B.Ed., M.Ed.	Deputy Headteacher : Pupil Progress
Mrs. Gillian Hemming B.Sc., MSc.	Deputy Headteacher : Curriculum Development
Miss Lisa McCall B.Sc.	Deputy Headteacher : Behaviour and Safety
Mr. Neil Moran B.A.	Deputy Headteacher : Sixth Form
Mr. Adrian Smith B.A.	Deputy Headteacher : Improving Teaching
Dr. John Williams B.Sc., Ph.D	Deputy Headteacher : School Evaluation
Mr. Glynn Bacon B.Sc.	Assistant Headteacher : Head of Science : School Data
Mrs. Jane Harrison B.Sc.	Assistant Headteacher : Improving Teaching : LA Learning Consultant Mathematics
Miss Hayley Ludlam B.Sc.	Assistant Headteacher : Director of Lower Sixth Form : Vocational Science
Mr. Chris McKee B.A.	Assistant Headteacher : Event Management : KS3 Intervention Manager : EVC : Duties
Mr. Kevin Shore B.A.	Assistant Headteacher : Director of Work Related Learning : Head of Careers
Mrs. Charlotte Adams B.A.	Learning Leader : Head of Year 9 : History : Taskforce
Miss Justine Allerton B.A.	Science
Mr. Steve Atkin B.Sc.	Learning Leader : Head of Design Technology : Product Design Bus. Link Developments
Mr. Adam Atkins B.A.	Director of Modern Foreign Languages
Ms. Cathy Bell B.A.	Business
Mr. Adam Best B.A.	English
Miss Emma Biggs B.Sc.	Physical Education
Mr. Keir Birch B.A.	Initiative Leader: Deputy Head of Year 7 : Art : Taskforce
Mr. Jeremy Boinot M.A.	Modern Foreign Languages
Mrs. Victoria Bolton B.A.	Senior Teacher Designate : Key Stage 3 Intervention Strategies : KS3 English
Dr. Lisa Bouskill B.Sc., Ph.D.	Learning Leader : Head of Health and Social Care
Mrs. Mary Bown B.Sc.	Science
Mr. Christopher Brailsford B.A., M.A.	Initiative Leader : Key Stage 3 Mathematics
Mr. Philip Brown B.Sc. MBCS	Senior Teacher Designate : Head of ICT : E-Learning : VLE
Mrs. Samantha Brown B.Sc.	Initiative Leader : Deputy Head of Year 11 : Science : Taskforce
Mrs. Sarah Brown B.A.	Religious Education
Mrs. Marie Buchanan B.A.	Initiative Leader : Head of House : KS5 Sports Studies and Dance : Taskforce
Mrs. Carey Close B.A.	Advisory Teacher English 11-16 : Literacy : Second in English : Coaching
Mrs. Judith Cole B.A.	Advisory Teacher English Post 16 : Coaching : i/c Theatre Studies : Sixth Form Initiatives
Mr. Thomas Cole B.Sc.	ICT
Miss Paula Collett B.A.	Initiative Leader : Learning Support
Mrs. Claire Crowston B.A.	English
Mr. Terence Dawson B.Ed.	Senior Teacher : Head of Mathematics
Mr. John Depledge	Construction Trades Instructor (Joinery)
Mrs. Tina Didlock M.A.(Oxon)	Initiative Leader : Modern Foreign Languages : International Committee
Miss Emma Dobson B.A.	English
Mrs. Deborah Ducey Cert. Ed.	Director of Inclusive Learning : Lifeskills Initiatives
Mrs. Ruth Dunys B.A.	Modern Foreign Languages
Mrs. Sarah Eastwood B.Sc.	Advisory Teacher : Science
Mrs. Wendy Ellin B.A.	Initiative Leader : Deputy Head of Year 11 : Functional English : Broadcasting : Taskforce
Mr. Paul Elliott M.Eng	Initiative Leader : Key Stage 4 Technology
Mrs. Chris Ellis Cert. Ed.	Initiative Leader : Sport in the Community: Sports Leadership : Sportmark : PE
Mrs. Ramona Fletcher B.A., M.A.	Senior Teacher Designate : Improving Teaching : EAL : Citizenship : LA Consultant
Mrs. Chris Flintoft-Howe B.A.	Learning Leader : Head of Media Studies : Extended Projects Co-ordinator : PSHE Team
Mrs. Kate Ford B.A.	Initiative Leader : School Council : Art & Photography
Mrs. Jean Fowkes B.Ed.	Senior Teacher : Head of History : NQT & ITT Induction : Taskforce
Miss Deborah Gerrans B.A.	Art
Miss Elaine Hancock M.Sc.	Initiative Leader : First Aid Training : Heartstart Initiative : Health and Social Care
Mrs. Elizabeth Hardy Cert. Ed.	Mathematics : LA Learning Consultant
Mr. Richard Harrison B.A.	Initiative Leader : Work Experience Co-ordinator : History
Mr. Peter Hawkins B.Sc.	Technology

Mr. Charles Hemming B.Sc.	ICT
Dr. Matt Hiassat B.Eng.	Initiative Leader : Key Stage 5 Mathematics
Mr. Brian Higham	Construction Trades Instructor
Mr. Phil Hill B.Sc.	Senior Teacher : Examination Strategies : Sixth Form Initiatives : Taskforce
Mrs. Leanne Hoden B.A.	Initiative Leader : Second in Religious Education : PSHE Team
Mr. Gareth Hughes B.A.	Initiative Leader : Second in History : International Committee
Miss Amy Hunter B.A.	Initiative Leader : English
Miss Lisa Hutchinson B.Sc.	Physical Education
Mr. Chris Hydes Cert. Ed.	Initiative Leader : Deputy Director of Music : Music Events and Broadcasting Initiatives
Dr. John Ingham B.A., Ph.D.	Initiative Leader : MFL : Head of General Studies : International Committee
Mrs. Vicki Jackson B.Sc	Initiative Leader : Deputy Head of Year 7 : ICT : Taskforce
Miss Caroline James B.A.	Learning Support : English
Miss Charlotte James B.Sc.	Initiative Leader : i/c Chemistry
Mrs. Barbara Jennings Cert. Ed.	English
Mrs. Judith Jones B.Ed.	English : Bookshop
Mr. Richard Jones B.Ed.	Director of Learning : Director of Sport
Mrs. Sheila Jones B.Ed.	Learning Leader : Head of French : Coaching : Attendance Initiatives : International Com.
Mr. Simon Jones B.Sc.	Mathematics
Mrs. Zelda Joynes B.Ed.	Learning Leader : Head of Food Studies : Sixth Form Initiatives : Taskforce
Mrs. Dee Ladds B.A.	Initiative Leader : Head of Expressive Arts
Mrs. Anne Lindley B.Ed.	Senior Teacher : Director of Learning Support : Child Protection
Mrs. Nina Lockyer B.A., C.M.I. Dip.	Learning Leader : Head of Business Curriculum
Mrs. Vicky Lyne B.A.	Initiative Leader : Key Stage 3 Physical Education : Head of House : Taskforce
Mrs. Alison Maidman B.A.	Mathematics
Mrs. Michelle Marks B.Sc.	Initiative Leader : Second in Geography
Mrs. Sharon Matchett B.Ed.	Learning Leader : Head of Art & Photography : Artsmark Co-ordinator : School Displays
Miss Sheona McKay B.Sc.	Initiative Leader : Head of House : Sustainable Schools : Geography : Taskforce
Mr. Andy McNulty B.Sc.	Senior Teacher : Director of Upper Sixth : Head of Geography and Geology : Taskforce
Mrs. Pat Mills B.A.	History
Mrs. Tina Moran B.Mus., L.R.A.M.	Music
Mr. Gareth Morton B.A.	Senior Teacher Designate : Head of Year 7 : KS4 Intervention Strategies : Business
Mr. Dave Murray B.Sc.	Learning Leader : Head of Physics : Duke of Edinburgh Award Programme
Mr. Ross Napier B.A.	Initiative Leader : Head of House : i/c Advanced Vocational Sport : Taskforce
Miss Shelley Nightingale B.Sc.	Science
Mr. Paul Norris B.Sc.	Initiative Leader : Key Stage 4 Mathematics
Mrs. Sally Norris B.A.	Initiative Leader: PLTS : Geography
Mrs. Claire O'Leary B.A.	Initiative Leader : Modern Foreign Languages
Mr. Tom Oldale B.Sc.	Initiative Leader : Deputy Head of Year 9 : Head of House : Mathematics : Taskforce
Mr. Terry Orwin	Construction Trades Supervisor
Mr. Nigel Owen B.A.	Senior Teacher Designate : Head of Business Curriculum : Enterprise : BTEC Verification
Mr. Harshad Patel B.Sc.	Science
Mr. Michael Payton-Greene B.A.	Initiative Leader : Key Stage 4 English
Miss Rebecca Race B.Ed.	Learning Leader : Head of Year 10 : Head of Progress Unit
Mr. Daniel Riches B.A.	Initiative Leader : Deputy Head of Year 10 : Key Stage 4 Sports Studies : PE : Taskforce
Mr. Peter Roberts B.Sc.	Initiative Leader : Y9 Options Manager : Head of House : Taskforce : ICT and Business
Miss Sian Roberts B.A.	Religious Education
Mrs. Maggie Senior B.Ed.	Learning Leader : Healthy Schools : PSHE : Lunch Activities : PE : Learning Support
Mr. Jonathan Smith B.A., M.A.	Learning Leader : Head of Sociology / Psychology
Mrs. Patricia Smith B.A., M.A.	Initiative Leader : i/c Psychology
Miss Rachel Smith B.A.	Initiative Leader : Art & Photography
Mr. Jon Stammers M.Eng.	Science
Mrs. Gina Stanley B.Sc.	Mathematics
Mr. Paul Stanton M.A.	Senior Teacher : Head of English : Literacy Strategy Team : Y9 Project : Taskforce
Miss Rebecca Stevens B.Sc.	Chemistry
Mrs. Anne Stevenson B.Ed., M.Ed.	Initiative Leader : Learning Support : English
Mrs. Julie Stewart B.A.	Director of Learning : Director of P.S.H.E. : Head of R.E.
Mrs. Rebecca Stocks B.Sc.	Initiative Leader : Key Stage 3 Science : Deputy Head of Year 8 : Taskforce
Miss Hannah Stuart B.A.	English : Head of House
Miss Charlotte Suter B.A., M.A.	Initiative Leader : Deputy Head of Year 8 : Functional Skills in English :

Mrs. Daragh Swain B.A.  
Mr. Graeme Swain B.Ed.

Miss Elizabeth Swingler B.A., M.A.  
Mrs. Liz Taylor B.Sc.  
Dr. Ioana Taylor Ph.D.  
Mr. Jamie Taylor B.Sc.

Mr. James Tillison B.A.  
Mr. Nicholas Treharne B.A.  
Mrs. Marissa Unwin B.A.  
Miss Alison Vaughan B.A.  
Mrs. Rachel Walker B.A.  
Mr. Donald Walmsley B.Sc.  
Mrs. Diane Walsh B.A.  
Dr. Claire Ward-Passey M.Phys., Ph.D.  
Dr. David Webdale Ph.D.  
Miss Lucy White B.Sc.  
Mr. Greg Whiteman B.A.  
Mrs. Michele Williams B.Sc.  
Mr. Anthony Wright B.A., M.Mus

Mrs. Elizabeth Wright Cert.Ed.  
Mrs. Louise Yellott B.A.

Taskforce  
Initiative Leader : Second in Technology : i/c Resistant Materials  
Learning Leader : Head of Year 8 : Art & Photography : Learning Support :  
Taskforce  
English  
Learning Leader : Second in Science : Head of Biology  
Textiles  
Senior Teacher Designate : Behaviour Support : Head of Year 11 : PE :  
Taskforce  
Initiative Leader : Mathematics  
Initiative Leader : Key Stage 3 ICT : Head of House : Taskforce  
Initiative Leader : Second in ICT : Deputy Head of Year 10 : Taskforce  
Initiative Leader : Deputy Head of Year 9 : Geography : Taskforce  
Initiative Leader : Key Stage 4 English  
Science  
Learning Leader : Head of Spanish : International Committee  
Physics  
Mathematics  
Food Studies  
Accountancy  
Chemistry  
Senior Teacher : Director of Music & School Music Events : Music  
Technology  
Initiative Leader : Learning Support  
Business

# SUPPORT STAFF - 2011/2012

Mrs. Judy Brown M.A.A.T. DSBM, AInst AM (Adv. Dip)	Director of Finance and Support Services, International Committee
Mr. Carl Barnes	ICT Technician
Mr. Robert Barnes	Science Technician
Mrs. Diane Bilham	Higher Level Teaching Assistant
Mr. Stuart Blackwell	Senior Caretaker
Mrs. Sue Blackwell	Teaching Assistant
Mrs. Wendy Boler	Senior Leadership Group Secretary
Miss Andrea Bowen B.Sc.	Science Technician
Mrs. Alison Brindley	Teaching Assistant
Mr. John Broadley	Groundsman
Mrs. Carol Brookes	Finance Manager
Mrs. Helen Brooks	Finance / Administrative Assistant
Mrs. Chris Carswell	Housekeeper
Mrs. Margaret Dawes	Independent Learning Centre Manager
Mrs. Jackie De Andrade	Teaching Assistant
Mrs. Fiona Faulkner B.A.	Learning Support Resource Co-ordinator
Mrs. Julie Firth	Senior Administrative Assistant
Mrs. Sonia Gilbert	Clerk to the Governing Body : Secretary
Mrs. Mags Goble DIP RSA	Administration Manager : Induction Officer
Miss Suzanne Goble	Administrative Assistant : Reprographics
Mrs. Helen Hewitt	Examinations Administrator
Mr. Gary Huthwaite	ICT Network Manager : ICT Trainer
Mrs. Bev James	Work Related Learning / Careers Administrator
Miss Sarah James B.Sc.	Team Leader Science Support
Mr. Alan Jones	Assistant Caretaker
Miss Laura Kennedy B.A.	Teaching Assistant
Mr. Henry Kotas	Technology Technician
Mrs. Sue Langer	Teaching Assistant
Mrs. Debra Lazenby	Food Technology Technician / Hospitality Manager
Mrs. Lisa Leivars	Higher Level Teaching Assistant
Mrs. Fiona Macmillan	Associate Headteacher's Secretary
Mr. Ian Macmillan M.C.P.	Senior ICT Technician : VLE
Mrs. Tania McNulty	Health Education : Teaching Assistant
Mrs. Christine McPherson	Teaching Assistant
Mrs. Rachel Miller	Attendance Officer
Mr. Paul Milligan B.A. CMT	Music Technology Technician : Press Officer
Mrs. Kathryn Mumby	Teaching Assistant
Mrs. Sue Newton	Pupil Support Assistant (Year 7)
Miss Kim Nuttall B.A.	Pupil Support Assistant (Year 8)
Mr. Robert Oakes B.A.	Cover Supervisor
Mrs. Lavinia Ody	Teaching Assistant
Mrs. Suzanne Owen	Teaching Assistant
Mrs. Joanne Palmer M.B.A.C.P. (Higher Dip)	Pupil Support Assistant (Year 9)
Mr. Stephen Palmer	Driver : Assistant Caretaker
Miss Sam Parham M.A.A.T.	Finance Assistant
Mr. John Payne Cert. Ed., I. Eng.	Teaching Assistant
Mrs. Marjorie Payne	Reprographics Officer : Teaching Assistant
Mr. Shaun Peace	Student ICT Technician
Mr. Allan Penny	Painter : Maintenance
Mr. Michael Popple	Assistant Caretaker : SMSA
Mrs. Mandy Radford	Cover Manager
Mrs. Pat Rigney	Headteacher's Secretary
Mr. Steve Rodgers	Cover Supervisor
Mrs. Jayne Sabin MCIPS	Senior Finance Assistant
Mr. Liam Sanderson B.A.	Media Technician : Website Development
Miss Emma Scholes	Administrative Assistant
Mrs. Joanne Senior	Sixth Form Pupil Support Assistant
Mrs. Deborah Siddall	Pupil Support Assistant (Year 10)
Mr. Martin Smith MBIFM, MInst AM (Dip)	Premises & Facilities Manager
Mrs. Joanne Sorby	Leadership Group / SEN Secretary
Mrs. Jeanette Street	Teaching Assistant
Mrs. Jane Taylor	Pupil Support Assistant (Year 11)
Mr. David Tipton B.Sc.	Science Technician
Mrs. Sarah Tipton B.A.	Science Technician
Mrs. Sam Tripoli	Leadership Group Secretary
Mr. Clive Walker	Data Manager
Mr. Lee Warris	Cover Supervisor
Mr. Richard Watts	Exam / Data Assistant
Miss Rachel Webster	Attendance Office Manager : Student Support Secretary
Miss Louise Westerman	Art Classroom Assistant



# WALES HIGH SCHOOL

# INFORMATION

## **Provisional School Terms**

2012/2013 Year commences for pupils on Tuesday 4<sup>th</sup> September 2012.

	<b>School Closes</b>	<b>School Opens</b>
		Tues 4 <sup>th</sup> September 2012
October Half Term	Friday 26 <sup>th</sup> October 2012	Monday 5 <sup>th</sup> November 2012
Christmas Holiday	Friday 21 <sup>st</sup> December 2012	Monday 7 <sup>th</sup> January 2013
February Half Term	Friday 15 <sup>th</sup> February 2013	Monday 25 <sup>th</sup> February 2013
Easter Holiday	Thursday 28 <sup>th</sup> March 2013	Monday 15 <sup>th</sup> April 2013
May Day	Friday 3 <sup>rd</sup> May 2013	Tuesday 7 <sup>th</sup> May 2013
Spring Bank Holiday	Friday 24 <sup>th</sup> May 2013	Monday 3 <sup>rd</sup> June 2013
Summer Break	Tuesday 23 <sup>rd</sup> July 2013	

## **Timing of the School Day**

The day is divided into **five one-hour teaching periods** – three in the morning and 2 in the afternoon.

<b>School Day</b>	
8.30 am	Pupils to be on site
8.35 am	Warning Bell
8.40 – 9.00 am	Registration (Assembly/Tutor Group)
9.00 – 10.00 am	Period 1
10.05 – 11.05 am	Period 2
<b>Break</b>	
11.20 am	Warning Bell
11.25 – 12.25 pm	Period 3
<b>Lunch Time</b>	
1.15pm	Warning Bell
1.20 – 1.30 pm	Registration
1.30 – 2.30 pm	Period 4
2.35 – 3.35 pm	Period 5
3.35 pm	End of School Day

## **Appointments, Enquiries, Concerns and Access to Documentation**

The Secretarial Staff make every effort to arrange appointments with the staff most conversant with the problems concerning an individual child. They will do their very best to satisfy parental concerns about any anxiety that may be felt about their child or children. It is hoped that parents will feel free to seek advice of the school however small or large the matter may appear to the family in question.

Certain official documentation about the curriculum produced by the Local Education Authority and by the Department for Education can be inspected upon request. Should you have any difficulties in this respect, please do not hesitate to contact the Headteacher.

As the school is large and as all staff have heavy teaching programmes, it is stressed that to avoid disappointment or being unnecessarily delayed, parents should telephone or write to make appointments, except in cases of emergency.

The school telephone number is **WORKSOP (01909) 771291**

The school absence number is **WORKSOP (01909) 775700**

The school FAX number is **WORKSOP (01909) 775717**

The school E-Mail Address is [info@waleshigh.com](mailto:info@waleshigh.com)

The school Web Site is [www.waleshigh.com](http://www.waleshigh.com)

If you wish to contact the School, calls are answered personally between 8.30 a.m. and 4.00 p.m. At all other times, your message will be recorded by 'answer phone'.

## **Equal Opportunities**

Wales High School is committed to Equality of Opportunity for all its pupils and employees regardless of race, gender, marital status, background, ability, disability, sexual orientation and any other factors which limit progress and acceptance.

The school fully endorses and supports in practice Rotherham Local Education Authority's policy on Equal Opportunities.

## **Admissions and Allocation of Places**

Any parent is entitled to request a place for their child(ren) at Wales High School. We have a standard admissions number of 248 set by the Department for Education. The 248 Year 6 pupils offered places are determined by the Local Education Authority in Rotherham, not by the school.

The Director of Education will notify all 'new' parents by letter of the Secondary School place allocated to their child(ren). Admission forms are in the Rotherham's Secondary Education booklet or can be obtained from the **Education Office, Norfolk House (Telephone No. 01709 382121)**.

## **New Entrants**

The closest co-operation is maintained with the catchment area Primary Schools and staff visit these frequently during the year that precedes a child's transfer to Wales. All new entrants visit the school during the summer term prior their admission and parents are made welcome at our **Open Evening which takes place early in the Autumn Term**.

## **Tutorial System**

Upon entry to school, each pupil is attached to a tutor group. As the Tutor of the group is responsible for the personal welfare of each of its members, it is considered essential for the closest possible links to be established between the Tutor and the child's parents or guardian. Every encouragement will be given for this co-operation to develop.

Tutors work in the closest consultation with the respective Heads of Year, Deputy Heads of Year and Pupil Support Assistants who in turn are supported by the Senior Managers. There is additionally a School Nurse, Education Welfare Officer and Educational Psychologist available to help if the need arises.

## **Home School Partnership**

The Government mandates all schools to have an agreement in place with every family which emphasises the responsibilities of the school, its pupils and their parents - working in partnership to promote the best possible standard of education. This document has been produced after detailed consultation, involving the whole school community. It requires a signature of support from each pupil, parent and representative of the school. We have a KS3 and a KS4 Home/School Partnership. The KS4 agreement would be signed by all parties at the beginning of Year 10.



# Uniform

## Uniform and Equipment



**Pupils are required to wear school uniform.** Uniform is very much part of our school ethos. Pupils, parents and staff are very proud of the standards we set at Wales High School and all fully endorse our prescribed school uniform.

The school uniform is clearly a statement about belonging to and being an active participant within the Wales High School community.

Certain items are only available for purchase from the school. **All pupils will need a pen, pencil and ruler.** Parents are strongly urged to buy their child a **good quality, sturdy bag** which is large enough to carry the child's books and items for everyday use, to and from school.

## Clothing Regulations - Notes to Parents

The school is proud of its uniform and the way in which members of the school present themselves. It is difficult to make precise definitions of what is acceptable in articles of dress given the fluctuation in the styles available in the shops. **We ask that parents seek advice before purchasing items of clothing for use in school** if they are in any doubt as to what is suitable and acceptable. We will be grateful if parents can consider the following points when equipping their children for school.

- \* **Shirts** - should be of a type and style designed for use with a tie. They should have a collar, button up to the neck and white or clear buttons. No visible coloured labels are allowed. Sports shirts are not suitable.
- \* **If girls choose to wear a skirt, please ensure that it is of reasonable length - approximately knee length.**
- \* **Shoes** - **must** be as stated on the Uniform List - black shoes of conventional design. **NO TRAINING SHOES. NO BOOTS.** A medical note would be required if shoes other than those of "black conventional design" were to be worn.
- \* **Jewellery** - **The wearing of Jewellery and make-up is forbidden** for members of the school below the Sixth Form **apart from one plain gold stud in each ear - other forms of body piercing are strictly prohibited.** The Sixth Form have an agreed standard of uniform which is clearly set out in the Sixth Form brochure. This brochure is available from the school.
- \* **Items to be purchased from school** - School ties, badges, suitable technology aprons and specific items of sportswear are only available from the school, but will be supplied at cost price. Where the provision of school uniform may involve a parent or guardian in financial hardship, grant aid is available in certain cases. Applications for such assistance should be made, in the first instance, to the Bursar at the school. If you would like further confidential advice, do not hesitate to contact the Headteacher.
- \* **Hooded Garments and Baseball Hats** - Would parents and students take particular note that in the interest of safety and security, hooded garments and baseball-type hats are not permitted to be worn on school premises. This is in keeping with media publicity, where such policies now affect many public places. We have significant CCTV security – both inside and outside the buildings. The safety of the whole of our school community is of paramount importance.

- \* **Valuables** – Personal possessions such as expensive pens; personal stereos; MP3-type players; etc; should not be brought onto school premises.
- \* **Money** – Significant amounts of money should not be brought to school. Whenever it is necessary to bring cash to pay for excursions or events, it must be handed in to the Finance Office at the beginning of the school day.

## School Uniform - Boys

Black blazer with School badge.

Black / Dark Grey Trousers.

Plain white school shirt. (Tee shirts/sports shirts must not be worn.)

School Tie.

**Black shoes of conventional design.**

**No training shoes. No boots.**

Grey vee-neck plain knit pullover may be worn with the blazer. (Black is reserved for Sixth Form students only).

No Jewellery **apart from the wearing of one plain gold stud in each ear (optional).**

**Body piercing, including nose studs and eyebrow rings, is forbidden.**

### Sports Clothing and Equipment

Sports shirt showing House colour (Houses – Rollo = White: Busli = Blue: Mortain = Black; Warenne – Yellow/Gold).

Training shoes with a sole which will not mark the floors of the gym or sports hall.

Black shorts.

Black Rugby shorts (optional).

Rugby, Soccer boots.

Black socks.

Reversible Rugby shirt with House colour band

Official School drill top/sweatshirt (optional)

Official School tracksuit bottoms (optional)

### Protective Clothing

White apron for Food Studies.

Technology apron (overalls or boiler suit are also acceptable).

## School Uniform - Girls

Black blazer with School badge.

Plain white school shirt with collar and a top button that fastens. (Tee shirts/sports shirts must not be worn.)

School Tie.

Dark grey skirt

(These should be **approximately knee-length and of a suitable style** to be worn with blazers. The School reserves the right to decide upon suitability.)

As an alternative to a dark grey skirt, black trousers may be worn. Girls' trousers **must be of polyester/viscose material — not stretch Lycra or brushed denim** — and can be in the style of comfort fit, straight leg or bootleg. **They should not be tight fitting** or have leg pockets (commando style) or be designer gear with prominent labels.

Trousers should be front zip fastening with a button on the waistband - not a heavy belt and buckle. Flared bottoms are not acceptable. Only **black** simple belts may be worn should the trousers require a belt as part of the design.

**Black coloured shoes** of a conventional style with **flat heels**. **No training shoes or boots.**

Grey vee-neck plain knit pullover or cardigan may be worn with the blazer. (Black is reserved for Sixth Form students only).

As an alternative to socks, grey **or** black plain/ribbed tights may be worn.

### **Sports Clothing and Equipment**

Sports shirt with showing House colour (Houses – Rollo = White: Busli = Blue: Mortain = Black; Warenne – Yellow/Gold).

Black, round necked, long-sleeved leotard (optional).

Black footless tights, (optional).

Black shorts.

Black socks.

Studded footwear, e.g. football boots, hockey boots, etc.

Training shoes with a sole which will not mark the floors of the gym or sports hall.

Official school drill top/sweatshirt (optional)

Official School tracksuit bottoms (optional)

### **Protective Clothing**

White apron for Food Studies

Technology apron (overalls or boiler suit are also acceptable)

### **Makeup and Nail Varnish**

The Governors consider the wearing of face makeup and nail varnish to be unacceptable amongst students aged 11-16 years (Year 7-11).

### **Jewellery**

Except for the Sixth Form, jewellery is strictly prohibited. However, the wearing of **one plain gold stud** in each ear is acceptable. It should be understood that pupils may still be required to remove the stud in some activities, for safety reasons. **Other forms of “body piercing” – including nose studs and eyebrow rings - are also strictly prohibited.**



## Houses

The House system has been created to stimulate social, recreational and competitive activities and every pupil is assigned to one of four Houses. It is usual for members of a family to be put in the same House. School sports clothing displays a distinctive House colour. Rollo, Mortain, Warene and Busli are all names associated with the history of this area. The last three were Norman Knights, trusted followers of King William, the Conqueror. **Rollo** was the name of a Viking King. Between them they owned all the land of the school's catchment area - what was not theirs was the King's. **Mortain** was Count Mortain, half brother to the King who was responsible for building Laughton Church. **Warene** was the family name of William de Warene, a notable Baron who built Harthill Church and who held the honour of Conisbrough Castle. **Busli** was the family name of one of William's trusted retainers, Roger de Busli, who was given Tickhill Manor and who built the first castle in Tickhill.



## HOUSE COLOURS

Warene (**Gold/Yellow**)  
Busli (**Blue**)  
Rollo (**White**)  
Mortain (**Black**)



House members meet formally on a Tuesday morning if House activities are being planned. The House Competitions are composed of lots of different events, for which points are awarded, throughout the school year and the winning House is awarded the Dragon trophy during the final Full School Assembly of the year. House Competitions include Top of the Form, Art, Expressive Arts, Chess and a wide variety of sports which mirror the curriculum of the school for both boys and girls. Most of these activities are extra-curricular but some take place during the school day with certain sections of the school forming an audience. Members of staff are also allocated to a House and they play a vital part in the system.

Houses elect captains, vice-captains and year group representatives. Pupils are encouraged to share responsibility for the organisation of House events, as well as participate in and support the wide variety of activities

# Sporting Achievements 2010/2011

The Physical Education Department has enjoyed another extremely successful year, nearly every pupil in the school has been involved in some extra-curricular activity, or inter-house competition, or school team. Every lunchtime, most evenings and Saturday mornings, sees the Department's facilities being used in full. Throughout the year, there are fifteen inter-house activities providing competition from all years in all traditional summer and winter games, plus badminton, basketball, cross-country, athletics, gymnastics and dance. In addition to this, the school has representative teams from U12 (Y7) to U16 (Y11) and some U18 (Sixth Form) in hockey, netball, rounders, basketball, rugby, soccer, cricket, tennis, athletics and cross-country.

## Notable achievements this year:-

**U14 Rounders Rotherham Schools' Runners Up**  
**U14 Girls Tennis Rotherham Schools' Champions**  
**U14 Girls Tennis South Yorkshire Schools' Champions**  
**U14 Cricket Rotherham Schools' Runners Up**  
**Girls Football Rotherham Schools' Champions**  
**U14 Netball Rotherham Schools' Champions**  
**U13 Indoor Athletics Rotherham Champions**  
**U15 Table Tennis Boys Rotherham Champions**



**Sports Council Representatives**

**In addition, pupils were selected to play in the following sports:**

- Pupils were chosen to play for Rotherham Schools' at the South Yorkshire Schools' Cross Country and Athletics Championships, and South Yorkshire at the English School's Cross Country Championships.
- Several pupils were selected to represent Rotherham and South Yorkshire in Football.
- Pupils were successful in being selected to represent South Yorkshire and Yorkshire at Rugby.
- Pupils represented Rotherham at Netball and then went on to play for South Yorkshire.
- Pupils were selected to represent Cricket for Rotherham.
- At the Yorkshire and Humberside Sports Acrobatics Championships the School performed well again with Gold Medals in U15 boys tumbling and U19 girls' tumbling. Silver Medals were won in the U19 Girls Sports Acro Pairs and in the U19 Gym 6 Competition. The U19s girls went on to compete in the National Sports Acro Gymnastics Competition achieving a Silver Medal.

# Extra Curricular Activities

It is considered essential for every child to broaden her or his experience in as many ways as possible and many clubs and societies have been established to cater for the wide range of interests which are to be found among pupils in a large school. **A late bus to transport pupils to the various villages is available after evening activities, except on Friday evenings.**

Pupils can take part in the following:

**Games and Physical Activities** - Athletics, Cricket, Basket-ball, Badminton, Cross-country running, Hockey, Netball, Rounders, Rugby Union, Soccer and Tennis. All these sports have school teams which have fixtures against neighbouring secondary schools.

**Clubs** - The range of clubs and societies is considerable. Some meet during the lunch hour and some after school. A list of these activities is normally available within the first few weeks of the autumn term so that pupils new to the school can see the range and opt for their choices.

**Duke of Edinburgh Scheme** - Older students can participate in Duke of Edinburgh Scheme to attain the Bronze, Silver and Gold Awards.



**Outdoor Pursuits/Residential Visits** - During the course of the year, the school offers the widest possible range of residential experiences, including Department of Outdoor Pursuits ventures throughout the British Isles and abroad, as well as Residential Centre study weeks in Derbyshire. In addition, a variety of day visits are arranged to Theatres, Museums, Cathedrals and places of historical interest. It is expected that pupils will support these ventures to the best of their endeavours and it is hoped that parents will give them every opportunity to do so.

**Music** - The school recognises the value and contribution which music makes in the general life of the school and the lives of its pupils and will deliver a comprehensive and extensive extra-curricular programme of musical activities, providing opportunities to develop and an arena to display skills and talents. The school uses part of its budget to support a programme of peripatetic instrumental lessons. In addition, a contribution is sought from parents to help meet rising costs. Pupils who receive this tuition are expected to be members of the School Orchestra and to be available for rehearsals. All parents are invited to attend the many school functions, as a great deal of benefit is to be derived from the closest co-operation between School and home.

**Library/Independent Resource Centre** - Each pupil is allowed to borrow two books from the Library using the new computerised biometric finger print machine. Books can be taken out for a two week period. A renewal and fine system is in operation. The Library is open from 8.30 am to 4.30 pm - Monday to Thursday, and 8.30 am to 4.00 pm on Fridays.

During the day the School Library is also used as an Independent Learning Centre for research work using the Internet and for accessing a computer to word process coursework etc. We have a web page dedicated to encouraging work at school to be

continued at home. Pupils can copy work, done at school using ICT, via the Internet, and pick it up on their own PC back at home. School uses Microsoft Office, USB portable drives (Flash/USB Pens) are a useful way of transferring computerised work from school to home for further study with a home computer. These are a useful addition to the basic pens, pencils, rulers etc. with which pupils can equip themselves to support their learning.

**Cyber Club** - The school offers a “**Cyber Club**” which is a supervised opportunity for pupils to study in the Independent Learning Centre (situated in the Library) on four evenings per week - until 4.30 p.m. - which includes full access to word processing, desktop publishing and Internet facilities

## International Schools Status

The British Council has awarded the School this prestigious award as a mark of recognition for the outstanding work in the field of International Education. The School has partnerships with 4 countries. The Partner Schools are Colegio Aula Viva in Paraguay; Lycéé d’Artois in France; Mirsa High School, Romania and College Ibn Sina in Morocco.



# School - Parent Partnership

## **Reporting to Parents**

Reports will be issued annually and parents are asked to peruse them carefully and if they so wish, to seek an appointment to discuss any matters arising with the appropriate Head of Year.

## **Diligence Grades**

The School also has a system of diligence grades to review effort carefully in all areas of work. These grades consist of Grades A to E and are awarded by each subject teacher. They are then discussed with individual pupils by Tutors. Parents are asked to ensure that they keep abreast of the termly work of their children by asking them from time to time about their progress. Term grades are recorded in the Student Planners at the end of each school term, 1-5.

## **Assessment Points**

Parents will be able to keep track of progress and attainment by checking assessments made by teachers throughout the year.

## **Parents' Evening**

A Parents' Evening will be arranged during each academic year to permit parents to visit the School to discuss the progress of their child(ren) with all staff who teach them, including the Tutors.

Briefing meetings will also be held to acquaint parents of Work Experience organisation, curriculum developments and possible changes in the programme of work undertaken by their child(ren).

## **Homework / Extended Study Tasks**

We hope all our students will become independent thinkers, capable of using their skills and initiative to develop learning. To this end, all subjects at all levels require students to undertake extended study tasks or homework. These tasks can be completed in a variety of ways according to the subject and topic. Each department offers support sessions above and beyond the lesson time. These could be at lunchtime or for afterschool. Deadlines for tasks must be met and the student develops time management skills to ensure this happens. So, a student may well do tasks at home, or in school within these extra sessions. We also have an Independent Learning Centre, equipped with computers, which is open every lunchtime and after school up to 4.30 pm Monday to Thursday. Students can catch the late bus home after these sessions.

Students will need to record the task, the deadline, and when/where they intend to complete it in their planner. In this way, students take far greater responsibility for their learning and ultimately achievement.

## **Pupils on Report**

Poor work and/or poor behaviour may lead to a pupil being placed on weekly or daily special report. Parents will be notified by the Head of Year or one of his/her Deputies when this is deemed necessary.

In some circumstances, pupils may be placed on Departmental Report to monitor progress and/or behaviour.

Pupils may also be put on a specific target report either by the Head of Year or by the Learning Support Department as part of an Individual Education Plan.

## **Detentions**

On the rare occasions when it is necessary to impose a detention as a disciplinary sanction, pupils will be expected to sacrifice some of their personal time in the day. This could involve morning break or some time during the lunch period but may involve, in some extreme instances, the necessity of an after-school detention. These sessions will be held for pupils whose work, behaviour or punctuality is unsatisfactory. When this is necessary, parents will be given at least 24 hours notice - usually via the Student Planner. Extra classes will end no later than 4.30 p.m. Often, the nature of the work undertaken during this extension of the school day will be in a written form of supporting pupil learning but occasionally pupils will be issued with protective gloves to help keep the school site free of litter during such detentions.

## **Emergency Contacts**

During the year, parents will be asked to give details of how they might be contacted in case of emergency as well as any updates in respect of change of address. It is important that at least one telephone number, in addition to the home number, is available so that we can reach parents or other responsible adult during the day, if necessary.

These emergency details should be updated if there are any changes whilst your child is a member of the school and it is the responsibility of parents to inform the school of such changes, as appropriate.

**Keep Kids Safe** – The emergency numbers provided will also be made available to the Keep Kids Safe system to ensure that you are advised of your child's absence and also that you are made aware of any important school events or changes to the normal school day.

## **Medical Problems**

It is essential that parents alert the school to any difficulties that their child(ren) may be experiencing. If the problems are severe, an appointment should be made with Head of Year or a senior member of staff.

When it is necessary for medication to be taken during the school day, parents are asked to make sure that only the smallest practicable dose should be brought into school.

# Attendance

## **Punctuality**

Punctuality is essential. It is imperative that members of the school arrive in time for tutor group meetings and it is advised that **pupils be at school by 8.30 a.m.** A persistent late offender can expect that disciplinary action will be taken against her/him.

## **Attendance and Absence Notes**

"Wherever possible, the school should be notified on the first morning of the absence. The Attendance Officer can be contacted on: 01909 775700 and an answering machine service is available before and after school hours".

## ***School Attendance Figures 2010/2011***

Pupils on roll (Years 7-11)	1272
Percentage of Authorised Absences	4.9%
Percentage of Unauthorised Absences	1.4%

## **Revision and Examination Procedures**

The school appreciates that students will require a personalised learning and revision timetable during the examination period. The times and dates of examinations vary from year to year, but the periods involved are:-

Year 11 Mock GCSE Examinations; Modular plus Public Examinations  
Sixth Form Sessional Examinations; Modular plus Public Examinations

**Precise details of the arrangements will be given to pupils on an individual basis, as appropriate.** During these key times, we expect students to use their time effectively to prepare for forthcoming examinations. Alongside scheduled Mock and Public Examinations, departments provide a range of revision sessions that are then made available to all students. The school remains open to all students with the understanding that each student will be following their own personalised timetable of revision and examinations.

## **Dental and other appointments**

No pupil may be absent, for reasons other than illness and medical treatment, without first obtaining the approval of Head of Year. If a child needs to leave school to keep a dental or hospital appointment she/he must bring the appointment card to show her/his tutor and Attendance Office staff, and must report to the office on leaving and returning to school. We hope parents will be able to restrict dental appointments to school holidays or after the school day ends. Absence from exam classes in particular can seriously affect attainment.

### **Parental Holidays During Term Time**

The Government's (Pupil Registration) Regulations expects, in general terms, that families will be able to arrange to take their holidays when schools are closed. Where the annual holiday is not possible at those times, the Headteacher may – under exceptional circumstances – consider giving permission for a child to be absent from school for a maximum of 5 days in any one school year. Unnecessary absence should be avoided as it is bound to affect a child's educational progress and attainment.

The School **will not authorise** absence for holidays where it feels the education and attainment of your child are at severe risk, particularly:

- During the first two school weeks in September, at the start of the new school year.
- If your child is in Year 9 – and the holiday affects preparation Key Stage 3 Teacher Assessment examinations.
- If your child is in Year 11 or the Sixth Form, preparing for Public Examinations, and / or if examination coursework is outstanding.
- If your child has a modular examination near the time of the proposed holiday.
- If your child has internal examinations / assessments near to the time of the proposed holiday.
- If your child has already taken five days or more leave during the current school year (September to July).
- If your request is greater than the 5 days authorised from the Local Authority.
- If your child's attendance was below 92% in the previous year or if your child's attendance at the time of application is less than 92%.

# Lunches and Lunch Hour Break

**Payment for School Meals** - A cashless cafeteria system operates for all year groups. Pupils will be issued with their cards and be given details on how to use the system in September. Pupils having sandwich lunches should go into the dining area at the same time as their year group.

## **Free School Meals**

Families may be entitled to claim for Free School Meals. There is no differentiation using the cashless system for pupils who are in receipt of Free School Meals. We would welcome your application should you meet the following criteria:

You receive Income Support or Job Seekers Allowance (Income Based).

You receive a Child Tax Credit but do not receive Working Tax Credit and your gross income does not exceed the annual limit.

***To apply:*** If you apply for Housing or Council Tax Benefit and are in receipt of any of the above, your claim will automatically be processed.

Even if you do not qualify for Housing/Council Tax Benefit, you can still claim as long as you receive the qualifying income.

Application forms may be obtained either from the school or from Rotherham's web site: [www.rotherham.gov.uk](http://www.rotherham.gov.uk) benefits section.

Please note proof of income/benefits must be provided when making a claim.

Please contact the Director of Finance and Support Services or the Bursar at the school, or the benefits section at Rotherham Borough Council should you require further information.

## **Emergency Lunches**

Pupils should approach their Head or Deputy Heads of Year for support.

## **Home Lunch Passes**

Presently, pupils in Years 7 to 11 are not allowed to leave school, at lunch-time, without their parents making written application. Details can be obtained from the Heads of Year and an explanatory letter is produced annually. Where students are issued with a Home Lunch Pass following parental request, **it is expected that these students will remain off-site throughout the lunch break under the supervision of a designated responsible adult or parent. If students are found unsupervised in the local village, their pass will be confiscated.**

# Financial Matters

## Charges and Remissions Policy for Academic Year 2011/2012

In respect of activities listed below in the categories outlined, charging will take the form identified:-

### ***For Activities during School Hours***

Voluntary support may be sought for visits and activities that are:-

- \* an integral part of the curriculum.
- \* an integral part of the National Curriculum.
- \* an integral part of a course leading to an approved external examination.
- \* of a social/recreational nature.
- \* inter-school sports.

Unfortunately, proposed activities may have to be cancelled if there is inadequate financial support

### ***For Day Visits out of School Time***

The financial arrangements outlined in the school's Charges and Remissions policy will apply to activities and visits associated with integral parts of the National Curriculum or an integral part of a course leading to an external examination. Where the activity is of a social or recreational nature, our traditional arrangements will apply, i.e. invitations will be issued to participate on the understanding that only those who wish to contribute are involved.

### ***For Residential Activities in School Time***

Any of these planned will require parents to contribute only to actual residential costs. The Governors will offer full remission of residential charges to parents in receipt of Free School Meals, Income Support or other relevant benefits at the time of the journey's commencement. For visits to Longdendale (Crowden) Residential Centre, residential costs will be met in full for pupils whose parents are in receipt of Free School Meals, Income Support or other relevant benefits.

### ***For Residential Activities during the Vacations***

In the case of all such visits, education costs, transport and residential costs are directly chargeable to families.

### ***Other Matters***

The school has a policy in place to support the cost of music tuition provided by the Local Education Authority's Music Peripatetic Service. Pupils entitled to Free School Meals will receive full remission. Students who show commitment by supporting the bands/orchestras at school will receive a rebate at the end of the summer term of approximately 20% of the annual fees

It is also intended that traditional practice will continue, whereby families purchase articles made by their children, which they wish to own on the basis of the actual cost of the materials.

In all the above cases, the School Fund will continue to support activities as far as possible where cases of difficulty or need arise. No other form of remission is available from the school at the present moment.

### **Payment for School Expeditions etc.**

It is very important that any money brought to school by pupils, to make payments, should be contained in a **sealed envelope**. Name, tutor group, reason for payment and amount enclosed should be clearly stated on the outside of the envelope. **Cheques** used for payment should be made out to **Wales High School** and have the name, tutor group and purpose written on the reverse side. All payments should be taken to the Bursar's Office during Tutor Group or morning break.

### **School Fund**

A School Fund has been established to provide further resources for all pupils. The Fund has already been used to support camps and expeditions, to purchase and run school vehicles, to support school concerts and clubs and to provide further equipment for general use. All monetary gifts and funds from activities organised by the school are paid directly into the Fund. We hope that fund raising activities organised by the school, will be given every support, both by pupils and by parents.

### **Sixth Form Bursaries**

Bursaries have been introduced by the Government from September 2011 to assist and encourage Lower Sixth students from socially disadvantaged backgrounds to continue with their studies. The bursaries are intended to reduce the financial barriers facing young people in the Sixth Form.

Grants of £1,200 are available to:

- Young people in care;
- Care leavers;
- Young people on income support; or
- Disabled youngsters (receiving Disability Living Allowance)

Grants of £800 are available for:

- Those who are entitled to Free School Meals (based on eligibility from Year 11 plus those who have qualified more recently).
- Students may receive pro rata payments if they become eligible part way through the year.

These grants may be used to pay for:

- Cost of transport;
- School meals;
- Books and equipment;
- Other course related costs.

Grants will be paid into a student's bank account. Payment will be made at the start of each half term once the school has received proof of eligibility.

Payment may be stopped or reduced if certain conditions are not met.

### **School Access Fund**

Discretionary payments may be made to support field trips, university visits or UCAS fees through the Wales High School Access Fund to students in both the Upper and Lower Sixth.

Wales High School will support claims from the Access Fund from students who:

- are eligible for a school bursary,
- have a family income of less than £20,000 per annum gross.

<b>Grant</b>	<b>Purpose</b>
Activities Grant	A maximum of £250 to help with the cost of school field trips or residential visits which are recommended for a course of study.
Travel Grant	To recoup the cost of public transport for students (paid termly in arrears).
University Grant	A maximum of £50 expenses to support students who have to travel to open days or interviews for university (on WHS claim form).
UCAS Grant	A grant to pay UCAS fees (currently £22)
Emergency Hardship Fund	For any student who may have exceptional or urgent need for support.

# Additional Information

## Activities Day / International Day

One day in the summer term is allocated as a Key Stage 3 Activities Day when the prime aim is to develop social skills. We offer young people the opportunity -

- a) to mix and socialise with a different range of people;
- b) to learn new skills, including personal and social;
- c) to develop confidence away from normal school environment;
- d) to promote both self and group discipline;
- e) to enjoy the experience of a new challenge.

**International Day** - Y7 pupils undertake a variety of events to promote further understanding of international issues.

**Activities Day** - Y8 and Y9 follow a range of activities, organised by members of staff, catering for a wide variety of interests.

## Personal and School Property

All personal property should be clearly and permanently marked with the pupil's name. Money and valuables must not be brought to school. If it is necessary for them to be brought, they should be handed to a member of staff for safe keeping.

Parents are required to be responsible for the safe and proper care of all school property loaned to their children.

## Lockers

For a small annual hire charge, each student in every year will have the opportunity to use his/her personal locker, to safeguard books, bags, PE kit, coat, etc. Coats are not to be carried around school - or left unattended. **Should a key be lost, a charge will be made for its replacement**

No responsibility can be accepted for valuables left unattended in coats or bags.

## Insurance of Personal Property

Parents should themselves arrange to have expensive items of personal property insured. Particular care should be taken to make sure that musical instruments are fully covered by the policy chosen.

Personal stereos, I-Pods, MP3 players etc., should not be brought to school unless this is specifically requested by a member of staff. Even in this instance, however, responsibility for the safety of personal property will remain with the pupil (and thus the parent). **This particularly applies to mobile telephones - which must not be used, or even switched on**, inside the school buildings.

## Vending Machines

Vending Machines have on sale a range of bottled water, milk, drinks and fruit juices. All profit from these machines goes into the School Fund

The school has a number of fresh water points from which pupils can refill water bottles or cups during the day.

Healthy snacks and drinks are available from the Snack Shack during morning break.

### **School Diary**

This official school publication, printed annually in July, gives full details of all events for the following academic year and is an essential item for all families. It is modestly priced at 50p. In the diary, parents will find details of all Parents' Evenings, Concerts, Expeditions, Clubs and Societies, Sporting Fixtures and Inter-House fixtures of all kinds, special events, for example, Presentation Evening, School terms, etc. Copies of the publication are readily available in September from the Finance Office and during our Annual Open Evening.

### **Public Telephone**

A telephone coin box is available for the use of all pupils during breaks and after school.

### **Mobile Telephones**

You are perhaps aware that some schools do not permit students to bring a mobile phone onto the school site. Our policy is different. Your son or daughter can bring a mobile phone into school, if it is with your direct consent. **However, the phone must always be switched off during lessons**, otherwise children will be tempted to text or telephone each other in class - with obvious disruption to effective teaching and learning. **The use of a mobile phone in lesson time is viewed as a punishable offence.** If students are found using their mobile phone in the school building, the phone will be confiscated and parents contacted. You should also be aware that mobile phones, from time to time, are lost or stolen! If a phone is brought onto school premises it is the prime responsibility of your son/daughter to look after it.



# **WALES HIGH SCHOOL**

# **CURRICULUM INFORMATION**

# WALES HIGH SCHOOL

## A Specialist College for Business and Enterprise

### How our Business Status Impacts On the Curriculum

Wales High School was delighted in 2003 to be designated as a Specialist College for Business and Enterprise. The rationale behind this designation was to bring enterprise into the heart of our school life. This has already enabled us to provide a wide range of opportunities for all of our students and our local community, with much more still to come.

All our primary schools are now delivering enterprise as part of their curriculum in a range of ways. In Key Stage 3 entire year groups of students are being given the opportunity to work with business partners in a whole range of enterprise based activities. Thus developing 'real' world skills, which can be easily translated to the workplace. Further developments include customer care training, a new retail complex (in construction) and the first Young Chamber of Commerce in the UK. In addition all curricular areas are developing modules of work to develop enterprise capabilities.

In Key Stage 4 students will be given the opportunity to develop business and enterprise skills to build on those at Key Stage 3. Opportunities to take part in running their own business ventures to raise funds for year group activities, and to participate in the Young Enterprise Company and Young Co-operatives Programme where they will be mentored by business partners. Alongside this students will have the opportunity to follow curriculum courses in business related subjects.

In Key Stage 5 all of their entrepreneurial experience will be put into practice in the real world. In addition to further opportunities to take part in national entrepreneurial competitions the range of curriculum courses widens further to include Accountancy.

Our Rag Challenge Programme enables all Year 12 students to work in teams to raise funds for their chosen charities throughout the year. This programme supported by the business community further develops their skills in preparation for Higher Education/work.

# Wales High School Curriculum 2011/2012

The main purpose of the curriculum at Wales is to afford all children an opportunity to develop to the full their particular talents and to develop good academic and social skills.

This is best done by:-

- \* Deploying teachers, accommodation and equipment so that pupils of all ability groups are offered a wide variety of educational opportunity.
- \* Developing an integrated school society thus enabling pupils to make a positive contribution to the community beyond the School
- \* Making every pupil aware of his/her potential and how important it is to obtain qualifications of the highest possible quality.

## Subject Key In Years 7 To 11

AE	Performing Engineering Operations	GP	Graphic Products
AR	Art	HI	History
BE	Hairdressing	LN	Literacy & Numeracy
BI	Biology	MA	Mathematics
BT	Business Studies	MU	Music
BU	OCR Business	MV	Motor Vehicle Maintenance
CC	Child Care	PE	Physical Education
CG	Catering	PH	Physics
CH	Chemistry	PY	Photography
CN	Construction	RE	Religious Education
DA	Dance	RM	Resistant Materials
DR	Drama	SC	Science
DS	Double Science	SD	OCR Science
EA	Expressive Arts	SE	Personal Social and Health Education
EC	Economics	SI	Single Science
EN	English	SO	Sociology
EG	Engineering	SP	Spanish
EL	English Literature	SS	GCSE Physical Education
EP	Extended Project	ST	Statistics
EX	Electronics	TE	Technology
FS	Food Studies	TT	Travel and Tourism
FR	French	TX	Textiles
GG	Geography	WR	Work Related Learning

# National Curriculum

It was intended that the Curriculum should be made up of ten subjects:- English; Mathematics; Science; Technology; History; Geography; Art; Music; Physical Education and a Modern Language. In addition, there was by law a requirement to provide Religious Studies education. ICT has been added to that list. Each subject was to be made up of a number of Attainment Targets (ATs) defined at present across ten levels of achievement. Level 1 represents the most basic level and Level 10 the highest.

Programmes of Study outline the curriculum content of the subject. Subjects are related to one another by six cross-curricular skills:- **Communication; Numeracy; Study; Problem Solving; Personal and Social; Information and Communication Technology** - and five cross-curricular themes:- **Education for Citizenship; Economic and Industrial Awareness; Careers Education; Health Education; Environmental Education.**

Each National Curriculum subject has its own set of assessment targets which cover all the key aspects of the subject. As mentioned previously, each target is divided into 10 levels of attainment, which get steadily more difficult as children get older. Between them, the levels cover the full range of abilities for 5 to 16 year olds, which means that as pupils learn more they are always challenged to do better. Assessments are made four times during a student's whole school career. The assessment points are known as **Key Stages**. In secondary education, the two which affect your child are known as **Key Stage 3 (KS3)** which takes place at age 14 and **Key Stage 4 (KS4)** which occurs at age 16. At KS3 the Assessment is a Teacher Assessment based on work produced throughout the Key Stage including a number of standardised written examinations. At KS4 the Assessment is likely to be GCSE's and recognised equivalents. The results of all National Curriculum subjects KS3 or KS4 will be reported to parents.

## **Attainment Targets (ATs)**

Attainment targets are the building blocks of the National Curriculum. They describe in statement form what students should be able to do in each subject and at each key stage by the time they reach sixteen. The number of ATs vary from subject to subject.

For every Attainment Target, there are presently ten statements of attainment. Each one describes a different level of performance, ranging from Level 1 to Level 10.

At Key Stage 3 and 4, there will be differentiated assessments and examination papers covering ranges of ability or Tiers. Again, the exact nature and type of test is subject to governmental review.

It is intended, by the time National tests are taken **at age 11**, that most pupils should have reached at least **level 4**.

A typical **14 year old** will have reached the targets at level 5 or 6 and a typical 16 year old will reach **level 7**.

Only the most able pupils will reach level 10, which is more demanding and will contribute mainly towards the Grade A\* in the GCSE. It is unlikely that any pupil will be at the same levels across all the targets in all the subjects. Some pupils will move up the levels faster than others. Achievements will vary according to each pupil's particular strengths and weaknesses.

How your son or daughter performs in the assessment at age 14 will help give you, and his or her teachers, an indication of how your son or daughter may get on when they take the GCSE or equivalent examinations at the age of 16. Final GCSE certificates will show letters for grades. Grades at GCSE will be A\*, A, B, C, D, E, F, G, U. Other qualifications are mostly graded as Distinction, Merit or Pass at either level 1 or level 2. This varies depending on the subject and type of qualification.

### **Key Stages**

These are the points in the National Curriculum when progress is measured by reference to the attainment targets and reported to parents. The following table shows the timing of and the most appropriate level range.

<b>Key Stage</b>	<b>School Year</b>	<b>Age</b>	<b>Relevant Levels</b>
<b>3</b>	<b>Y7</b>	<b>12</b>	<b>3-8</b>
	<b>Y8</b>	<b>13</b>	
	<b>Y9</b>	<b>14</b>	
<b>4</b>	<b>Y10</b>	<b>15</b>	<b>4-10</b>
	Y11	16	

### **Key Stage 3**

Since 2008 the requirement for schools to enter students for SATS at the end of KS3 has been abolished by the Department for Education in London. Staff are expected to provide Teacher Assessments to define the competence of each student and the amount of progress which has been made in each subject. These formal assessments will be carried out using a range of different methods.

As parents, you should be aware of your legal rights under Section 23 of the 1988 Education Reform Act to raise complaints and other issues regarding the School Curriculum. In the first instance, please contact the Headteacher or the Deputy Headteacher (Curriculum) at the school regarding the actual procedures.

# Key Stage 3 Curriculum

## Timetable Allocation

The numbers refer to the number of periods per week. Total for the week = 25

<b>Year 7</b>	EN4; MA3; SC2; FR or SP; HI2; GG2; IT1; MU1; RE1; TECH2; AR1; PE2; PSHE1
<b>Year 8</b>	EN4; MA3; SC3; (FR3 or SP3 or LN3); HI1; GG1; MU1; RE2; TECH2; AR1; PE2; PSHE1; IT1.
<b>Year 9</b>	EN (including EA) 3; MA3; SC3; (FR3 or SP3 or LN3); HI2; GG2; MU1; RE1; TECH2; AR1; PE2; PSHE1, IT1

## Curriculum notes

- \* All pupils pursue a common curriculum in Years 7, 8 and 9, consisting of the 10 subjects which all children must study at school as specified by the National Curriculum.
- \* In years 7-9, organised games activities are part of the PE allocation.
- \* The Personal Social and Health Education programme is designed to provide pupils with information and helps deal with cross-curricular themes such as health education, citizenship, environmental education, economic and industrial understanding as well a personal and social education in its broadest sense.
- \* In Year 7, most teaching is in mixed ability groups, i.e. the tutor group, except for Mathematics and English, where setting occurs in half year groups. Science classes are set across two tutor groups.
- \* In Year 8, setting occurs in English, Mathematics and French or Spanish across half-year groups. Setting occurs in Geography, History Science and ICT in pairs of tutor groups.
- \* In Year 9 a pattern similar to Year 8 follows through with adjustments based on performance in Year 8. Mixed ability teaching continues in Music, Personal and Social Education and Religious Education.
- \* In Science, the separate disciplines of Biology, Physics, and Chemistry are introduced for one period each per week as part of a co-ordinated approach to National Curriculum Science.
- \* The school is piloting a skills based curriculum in Key Stage 3 involving the development of Personal Learning and Thinking Skills and the use of project work to deliver an independent working ethos.
- \* In Year 8 the world of Business is introduced to students as a timetabled commitment, alongside the Technology curriculum.

# Key Stage 4 Curriculum

## Timetable allocation

### Year 10/11

**Y10 Core:** EN4; MA3; PSHE1; PE2; SC3 or 6; IT2

**Y11 Core:** EN3, MA3, PSHE 1, PE1, SC3 OR 6, IT2

**Options:** Most pupils study a Double Science course (6 periods) leading to a Dual Science award, but the school is also offering discrete lessons in Physics, Chemistry and Biology. Vocational Science is also offered. Some children are allowed to study Science for 3 periods leading to a Single Science award.

ICT is compulsory with Maths and English.

All pupils will study 2 or 3 optional courses chosen from a wide range of subjects. The optional subjects are studied for either 2 or 3 periods per week. Some pupils who choose to study only 2 optional subjects will have an additional period of ICT and a further period to develop study skills as well as support for coursework.

Vocational courses in Business, Engineering, Childcare, Health and Social Care, Construction, Motor Vehicle Technology, Hairdressing, Science, ICT, Sport, Dance, Catering and Electronics are also offered and the school has decided not to participate in the new Diplomas this year. The school has created links with companies RCAT, Oracle and AET (Advanced Engineering Techniques UK) to provide vocational training in Catering, Engineering and Hairdressing. Wales High School Academy delivers courses in Construction and Motor Vehicle Maintenance.

Life Skills courses are offered to selected pupils.

## Curriculum notes

- \* As the interests and aptitudes of the children develop, courses will become more closely associated with their individual needs. There are a number of integrated courses designed specifically to meet the needs of children in early adult life. The prospectus for Years 10 and 11 describes in considerable detail how all Year 10 and Year 11 pupils will pursue core studies in English, Mathematics, Science, ICT, Physical Education and Personal Social and Health Education, they will select from a wide range of options the remainder of their programme which will have regard to their interests, strengths and career aspirations.
- \* Pupils following Work Related Learning programmes may be disapplied from some aspects of the curriculum where appropriate.
- \* Parents' and pupils' briefing meetings, interviews and consultations take place between staff, parents and pupils before choices are finalised.
- \* All courses, both compulsory and options, are of a two-year duration and lead in most cases to GCSE qualifications. All Year 10 and Year 11 pupils have careers guidance as part of the Personal, Social and Health Education programme. English Literature is offered as an examination to most of the year group.
- \* Statistics is offered as an optional examination course to the top Mathematics sets.

# Sixth Form

## Two-year courses

- \* **Advanced level** - Following changes to the examination structure of Advanced courses, Wales High School offers the following AS courses in the Lower Sixth with all options being pursued into the Upper Sixth as an A2 qualification. Currently we offer:

Accountancy	ICT
Art & Design	Mathematics (Pure with Statistics)
Biology	Mathematics (Pure with Mechanics)
Business	Media Studies
Computing	Music Technology
Chemistry	Music
Design & Technology (Product Design)	Photography
Economics	Physics
English Literature	Psychology
English Language/Literature	Religious Studies
Extended Project	Sociology
French	Spanish
Further Mathematics (Pure and Applied)	Sports Studies
General Studies (two periods only)	Textiles
Geology	Theatre Studies
Geography	
History	

Applied/OCR National Level 3 in:

- \* A-level in Business
- \* A-level in Health and Social Care
- \* A Level in ICT
- \* A Level in Sport
- \* A Level in Science

Most students study 4 AS subjects in Year 12, each for 5 periods per week. At A2 the courses are each taught for 4 periods per week. The extended project is an independent learning project with supervisory guidance offered on a weekly basis. This is available to Y13 students.

## One-year Courses

- \* OCR Business (Level 2)
- \* BTEC in Engineering (Level 2)
- \* CACHE Course (Level 2) in Child Care.
- \* GCSE level in, English, Mathematics, Science.
- \* Young Enterprise at GCSE level
- \* Sports Leaders Award.
- \* Construction (Level 2)

## **Curriculum notes**

- \* In addition, there is a programme of Enrichment Activities as well as an opportunity for private study and research work and Work Experience locally.
- \* The option groups for Intermediate and Advanced level courses are based on students' choices made towards the end of Year 11. Vocational courses at Intermediate and Advanced levels and a number of other new Advanced level subjects are available in addition to the subjects normally found in Y11.
- \* Entry into the Sixth Form is open (i.e. not restricted) but entry to Advanced courses is by agreement with Heads of Departments. More details are available in the Sixth Form Brochure which can be requested from the Director of Sixth Form.
- \* All Lower Sixth students are helped to develop their study skills and receive guidance on personal development. Individual careers counselling is available to all members of the Sixth Form.
- \* A course on Higher Education forms a part of the Sixth Form PSHE Programme developing study skills as well as personal, moral and social education, but students considering Higher Education are also counselled by a member of staff to assist them in their choice of course and preparation of their applications.

## **Details of Routes taken by Pupils over 16**

By statute, we are required to provide information regarding pupil destinations at the end of compulsory education. At the time of publication, Connexions were unable to supply this information. It will be available in school as an addendum in November 2011.

# Curriculum Complaints Procedure

Wales High School has a Code of Practice for the consideration of complaints about the curriculum. Information on this can be obtained from the Headteacher or the Deputy Headteacher (Curriculum).

Any parent wishing to know more about the curriculum of the school is welcome to make an appointment to see relevant syllabuses and schemes of work currently in use.

## Progress Unit

Progress Units are delivered in order to develop the literacy and numeracy skills of some pupils in Year 7. The pupils who are chosen will be withdrawn three times per week. It is felt that frequent short lessons will enhance the work of the pupils – withdrawal is delivered in 30 minute sessions.

## Collective Worship

Parents have a right to withdraw their child from religious education and collective worship in schools. We continue to bring together, wherever possible, groups of pupils to reflect collectively on religious, moral and social issues. Parents of pupils at Wales High School have every confidence in our approach, but should you have any concerns, please contact the Headteacher directly.

## Department Of Learning Support

- \* We endeavour to support students who experience difficulties with basic English, Maths and Social Skills through an individualized approach. Support may be delivered through in-class support, small group work or individual withdrawal.
- \* Students are withdrawn, where appropriate, for Corrective Reading, Toe-by-Toe, Reading Rescue or other literacy initiatives to develop reading skills
- \* As part of the Learning Support Department, a facility for students with Specific Learning Difficulties (Dyslexia) is provided. This involves a support programme (Reading Rocks) which is individually planned to be integrated with the student's normal timetable. This support is delivered by a specialist Teacher and Teaching Assistant.
- \* Students with spelling difficulties may receive phonetic based individual programmes supported by computer based ICT activities.
- \* Students with numeracy difficulties may receive individual programmes of work based on their specific areas of weakness. Students will work on practical tasks and ICT based work.
- \* A Teaching Assistant is designated to support our students on the Autistic Spectrum. Support may again be provided through in-class support, small group work or one-to-one work.
- \* In addition, Teaching Assistants (TA's) provide support in some subject classes and lead small group work. Parents are welcome to visit school to discuss their children's special educational needs with Learning Support staff.
- \* In Years 10 and 11, a Life Skills course is offered to a number of pupils, for some students vocational based courses are available.

## Wheelchair Access

The School will always endeavour to provide access to the full curriculum for all students. However, there are some areas of the school which are inaccessible to wheelchair users and students with limited mobility. Where possible lessons will be provided in ground floor rooms but in order to avoid disadvantaging large numbers of students by denying them access to specialist rooms and resources, it will be likely that, some alternative provision for individual students may need to be made.

# Public Examinations

It is essential that every pupil realises her/his full potential and obtains qualifications of the highest possible quality. It is the school policy to enter pupils for examinations in any subject, at whatever level, if we consider they have a reasonable probability of success. The subject staff decide on the level of examination at which a pupil will be most successful after discussion with pupils and parents. In cases of difficulty, the school is prepared to discuss entry with parents to achieve the best outcome for our pupils.

Pupils are entered for public examinations normally in Year 11 at GCSE level and at GCE 'AS' level and 'A2' level during the L6th and U6th respectively. 'AS' modules are sat in June of the L6th with resits in January of the following year. 'A2' modules are to be taken in the second year of the course. Students are eligible to receive 'AS' certification after one year.

As the school is within the area covered by the Assessment and Qualification Authority (AQA), we enter most pupils via them for the General Certificate of Secondary Education. Likewise, the bulk of candidates study for AQA Examinations at GCSE level, 'AS' level and 'A2'.

Additionally, some candidates may be prepared for examinations offered by Oxford Cambridge & RSA Examination Board (OCR), Edexcel, Welsh Joint Examination Committee (WJEC) and Council for the Curriculum Examinations and Assessment (CCEA).

All the examinations for which members of the school are prepared have been formally approved by the Secretary of State for Education in the summer before the academic year to which this brochure relates.

Applied 'A' Levels are offered in some subjects which count as double A Levels

# GCSE Coursework and Controlled Tests

**The GCSE examination involves continuous assessment for nearly all subjects. The amount of this presently varies. Organisation of the work becomes extremely important from the beginning of Year 10. Consultation with teaching staff at Parents' Evenings is an important element in this process, in order to keep up to date with your child's progress.**

Each subject has a different assessment procedure and the time period for the completion of the work varies. In most subjects the assessment work can be completed during the whole two-year period. Others have a restricted time limit. Several subjects impose internal deadlines for the completion of parts of the work. These internal deadlines are important in order to facilitate the completion of multi-stage assessments. These deadlines must be adhered to. Failure to meet these creates problems. In addition, good time management is essential. Leaving the completion of work to the last minute, in several subjects at once, will lead to an overload. It is far better to do a little work often than to leave it to build up.

**All assessed work is to be completed by the April/May period of Y11.** Coursework or controlled tests are compulsory parts of most GCSE courses. Failure to complete this requirement is classed as failure to complete the whole course. Accordingly, no grade (or at best a diminished grade) may be awarded for the whole subject if the work is incomplete. Not completing work is equivalent to missing a written examination. School policy is to not enter pupils who are unwilling to submit the appropriate work.

It is suggested that you compare your child's options against the information sheets provided and be aware of the need for your child to work steadily across the course at all times on the coursework/controlled test items.

Please be aware that some examinations are subject to an allocation of marks regarding **punctuation, spelling and grammar**. In Art, a vital component of the grading exercise involves the display of the student's work. This requires the presence of the student in classes until this task is complete.

Students are encouraged to finish their assignments sufficiently early, in most subjects, to allow for thorough revision/preparation for the examinations and for the Examination Boards to process the marks. For most subjects, pupils will be required to sign an authentication form verifying that the work was their own. If this form is not signed, it can cause problems regarding the award of a GCSE grade. Please ensure that your child has signed all necessary forms of this kind.

Should you have any need for further clarification, please do not hesitate to contact the Examinations Officer.

## **Information Sheet**

More detailed information is provided on a subject-by-subject basis, in a separate brochure which is available after Christmas when option choices are made.

# Assessment

The timing and method of assessment in GCSE's at KS4 has been under much scrutiny and review. From September 2012, GCSE qualifications will no longer be modular. Examinations will be at the end of Year 11. This means resitting exams will no longer be an option for GCSE subjects. Assessment via controlled tests – specific tasks performed under supervision – takes place in many subjects throughout the two years of study.

Vocational subjects have assessment spread throughout the two year course.

Most work in these subjects will be done under supervision in school but some will have to be done at home, therefore, careful monitoring of how your child spreads the workload is important.

# Wales Vocational Academy.

Wales High School has long held in high esteem applied learning subjects. The Academy has excellent facilities where students can study various construction trades. They include bricklaying, joinery, plastering, plumbing, electrical and decorating. These areas are offered at level 1 and level 2 through City and Guilds and BTEC. The Academy has a very high success rate of achievement in construction. The construction team consists of three trainers and group sizes are kept below eight pupils.

The academy also offers motor vehicle maintenance at level 2. This is taught by a trainer from GTA currently, who are a well respected training company. They have a very high exam pass rate. GTA offer training to the motor vehicle industry beyond level 3. Pupils involved in this course will get preferential treatment if they apply to GTA for courses post 16.

Our own course analysis shows that pupils consider the subjects offered at the Academy to be useful, interesting and exciting.



# Connexions Service and Careers Advice

It has always been considered essential that members of the School shall be able to turn easily for advice to members of staff. From the beginning of their career in the School, everyone is consequently attached to a Tutor who is in turn supported by a Head of Year and/or the Assistant Headteacher. As the child grows older so the general support of a Tutor is extended by the specialists who form the School's Educational and Careers Advisory team. From Year 9 onwards, careers advice becomes more specific and features formally in our PSHE programme. It is concerned with giving children the knowledge and the skills to make decisions about directions to follow. The work aims to develop self-assurance, improve decision-making skills, transmit knowledge of the world of work and give an appreciation of the community at large.

Careers work has its own body of knowledge which is complementary to other areas of the curriculum. Because it involves the development of individuals, it requires individual counselling and requires a guiding rather than directing role for the teacher.

## **Pupils are taught an appreciation of:**

- \* Terminology or 'jargon' of the working world.
- \* Problems of the school leaver.
- \* Job classification.
- \* Training and re-training.
- \* Evaluating aims and ambitions.
- \* The need to plan, make decisions and evaluate consequences.
- \* Needs, values, interests, priorities, rights and duties of themselves and of others.
- \* Self assessment of strengths, weakness and special abilities.

## **Pupils are expected to form an understanding of:**

- \* Opportunities in Further and Higher Education.
- \* Examinations, awards and entry requirements.
- \* The need to make adequate preparation for job applications and interviews.

To achieve these ends, a variety of strategies are employed. These include: timetabled lessons employing oral and written exercises, simulations, role play and visiting industrialists.

Audio-visual aids are widely employed in the form of video-presentations. The school has available **Kudos and Internet Based Careers** computer programs which are available to students to use in the City Learning Centre (in the Library), the Sixth Form Study area, and the Careers Library. These may now also be accessed off-site via [www.rotherhamcareers.com](http://www.rotherhamcareers.com).

Visits are arranged to places of employment and to the institutions of Higher Education. Personal research is encouraged together with discussions. Questionnaires are employed to help assess interests and attitudes.

Tutors monitor and guide pupils with their careers choice. Pupils, are interviewed individually by the Options Manager and Director of Work Related Learning for counseling and guidance and the Connexions Service support targeted pupils who are chosen using a set of criteria.

Please note that we will pass the name and address of your child on to Connexions as well as information on academic and non-academic progress, if appropriate. This is to enable Connexions Advisers to give informed and accurate guidance. This information will only be used for careers guidance. If you do not wish this information to be passed to the Connexions Service, please inform the Assistant Headteacher for Work Related Learning. .

- \* A fully equipped Careers Library is available and open to all years, during lunchtime and after school.
- \* Pupils in Years 7 and 8 have their own Careers programme which is delivered during PSHE time. This work is to lay the foundations for the important work carried out in Years 9, 10 and 11.
- \* The Department is also responsible for counselling and guidance of Year 9 pupils through the option system of choosing subjects to be studied to examination level. Advice is also provided prior to the selection of a work related curriculum for some pupils. Individual guidance is available on demand by children or parents or by referral by subject teachers, Tutors, Heads of Years, etc.
- \* Careers Advisers are available to give guidance and advice on Parents' Evenings. An appointment can be booked before hand. The school offers Careers Clinics for parents and pupils to attend.
- \* Various evenings for parents to attend i.e. Y9 Options Evening are diaried.
- \* Parents are encouraged to contact the Head of Careers whenever a problem arises with their child in relation to Careers.
- \* Advantage is taken of the wider services offered by Connexions. These include the Sixth Form Careers Seminars in a variety of useful areas. The Sixth Form follow courses dealing with post 17 / 18 careers possibilities, for instance Apprenticeships, and mock interviews which are given by people from commerce and industry.
- \* Pupils are interviewed, as the need arises or as identified, at school by a member of Connexions staff, parents are invited to attend. The school's careers staff and tutors monitor and follow up these interviews on a continuous review basis.
- \* Visits of careers speakers to school are arranged on an annual programme with children opting to attend talks relevant to their interests.

Parents/Carers play a big role in supporting their child's career/options decisions. We cannot stress enough that attendance at careers and work experience events is paramount to your child's careers choices and development. We are especially keen that Parents/Carers attend careers interviews.

# PSHE/Citizenship

Throughout our lives, we undergo changes which affect us physically, mentally and spiritually. In our Personal, Social, Health Education and Citizenship programme, we attempt to address some of the issues surrounding personal development, at an appropriate time in the lives of our young people. We aim to develop confidence and responsibility, making the most of their abilities, to develop a healthy, safer lifestyle and to develop good relationships helping them to respect differences between people. We use a variety of stimuli, from factual lectures, video films, to questionnaires and other written materials. This provides the opportunity for open discussion and examination of beliefs, attitudes and values, enabling young people to make informed decisions about their lives.

All aspects of the programme are in line with current Government and Local Education Authority policies on Health, Moral and Social Education together with Citizenship and Every Child Matters. An outline of the programme is as follows:-

YEAR	SUBJECT		
	The Individual	School	Citizenship
7	<ul style="list-style-type: none"> <li>• Health</li> <li>• Personal Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Being new</li> <li>• Careers</li> <li>• Study Skills</li> <li>• Self Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Other People</li> <li>• Relationships</li> <li>• Education for Sustainability</li> <li>• Business and Enterprise</li> </ul>
8	<ul style="list-style-type: none"> <li>• Health</li> <li>• Behaviour</li> <li>• Money</li> <li>• Personal development</li> <li>• Sex education</li> </ul>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Study Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Causes for concern</li> <li>• Education for Sustainability</li> <li>• Friends and friendships</li> <li>• Other people</li> <li>• Business and Enterprise</li> </ul>
9	<ul style="list-style-type: none"> <li>• Health and Sex Education</li> <li>• Making Decisions</li> <li>• Discipline</li> <li>• Adolescence-a time of change</li> </ul>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Study Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Law and order</li> <li>• Education for sustainability</li> <li>• Business and Enterprise</li> </ul>
10	<ul style="list-style-type: none"> <li>• Health</li> <li>• Sex education</li> <li>• Moral issues</li> </ul>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Study Skills</li> <li>• Work Experience</li> <li>• Personal Statements and Review</li> </ul>	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Challenges facing families</li> <li>• The roles of members of the family</li> <li>• Education for sustainability</li> <li>• Business and Enterprise</li> </ul>
11	<ul style="list-style-type: none"> <li>• The future</li> <li>• Sex Education</li> </ul>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Study Skills</li> <li>• Recording Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible Sexuality</li> <li>• Education for sustainability</li> <li>• Business and Enterprise</li> </ul>

## Citizenship

Citizenship is an integral part of the school ethos and it is included in all parts of the curriculum, although particular attention is paid to it within the PSHE programme. It aims to give the pupils the knowledge, skills and understanding needed to play an effective role in society at local, national and international levels. It helps them to be more informed, thoughtful and responsible citizens who are aware of their duties and rights. A Citizenship Forum is run throughout the year where pupils can air their views on issues. Citizenship activities take place during active tutorial work.

# Our Approach To Sex Education

'Sex Education' features in all years in Personal Social and Health Education under the heading of 'Relationships'. In Science lessons, the biological elements of human reproduction are covered; in Religious Education, the spiritual and moral aspects feature. Physical Education and Technology also deal with aspects of personal development where and when appropriate.

At Wales, the topics which refer to human relations in PSHE, are set within a moral framework. The curriculum aims to promote the spiritual, moral, cultural, mental and physical development of young people; we aim to prepare our pupils for the opportunities, responsibilities and experiences of adult life. Our work is designed to support and complement that which is ongoing in the home.

We are fortunate in having the support of a Health Educator and the HEA Health Promotions personnel and appropriate resources for use by the staff who deliver the programme. Such programmes are written by the teams of tutors who deliver the PSHE, with the developmental needs of the pupils very much in mind. Factual information is generally presented in a pupil-centred, experiential format, to maintain variety and the interest of the pupils, help develop their personal skills, and minimise the opportunity for a pupil to become isolated and awkward.

As exploring attitudes and values is a vital element of experiential learning, teachers provide a forum where discussion can take place, with due regard to balance and sensitivity.

When difficult questions relating to sexual matters do arise in the course of a lesson, colleagues will exercise their usual discretion and professional judgment when dealing with the response.

## **Science Department – Reproduction**

Reproduction is one of the units of the Year 7 course offered by the Department of Scientific Studies. The work is based on material produced by Collins and it covers the Science Key Stage 3 programme of study. The material covered looks at fertilization and conception and it also includes how a baby develops and is eventually born. There is some consideration of moral issues relating to surrogate mothers and IVF

# Our Approach To Drugs Education

The school acknowledges that, though large numbers of young people do not use illegal drugs, misuse is on the increase. Consequently, the school recognises the importance of providing guidelines. Through lessons and assemblies we attempt to educate young people about the issues involved and to deal with incidents which may occur. The school is committed to the health and safety of its community and will take action to safeguard pupil well-being. In the case of illegal drug, nicotine, solvent and alcohol misuse, the school is committed to combating the supply and use of these substances.

However, Department for Education. Circular 4/95 requires schools to formulate clear policies and to establish procedures for dealing with incidents which are related to drugs. The school's policy for drug education, and how it responds to drug related incidents, will be monitored by OFSTED as part of an inspection process.

## **Role of the Headteacher**

When entrusted with the responsibility for pupils, the Head's Legal Guide emphasises that the Headteacher has an established legal duty to act as a careful and prudent parent. What might be in the interests of the individual must be balanced against the whole school community.

The Headteacher and the Governing Body owe a duty of care to all those who either attend or are employed at the school. EU legislation has constantly taken the line that Health and Safety measures in all institutions must initiate policies to give maximum benefit to the most people.

## **Raising Awareness in School**

All pupils are regularly made aware that the school should be a sanctuary from such undesirable elements of society. Pupils must be able to feel safe during the length of the school day, for all five school days of the week, and for all thirty-nine weeks of the year. We will do everything we can to teach pupils of the dangers of illegal drugs. We will teach them all we can about social responsibility from day one in school.

Staff teaching Personal, Social and Health Education (PSHE) are trained, through Local Education Authority INSET, on a rolling programme in order to keep abreast of the changing nature of the issues. The bulk of the education comes in PSHE in all years, as can be seen from our PSHE brochure, mainly under the heading of Health. The programmes of study have been written using the guidelines provided by the Department for Education - *Drug Education - Curriculum Guidance for Schools*, and the Rotherham Local Education Authority Advisory Service. Other subjects such as Science, English, RE and Technology, may well supplement that taught in PSHE, in a variety of ways, from factual information to discussions around the moral, spiritual and social issues.

## **Sanctions**

If, despite that extensive education programme if there are no exceptional circumstances and if despite all our support for those involved in drug misuse outside school, they are still prepared to put all other pupils at risk by bringing illegal drugs into school we are likely to recommend to Governors that the pupil(s) involved should be permanently excluded from Wales High School.

**Parents, Staff, Governors and Local Elected Members support our position that permanent exclusion is likely to be recommended for children who possess, use supply illegal drugs on school premises.**

This policy statement was amended at a meeting of the full Governing Body on 18th February, 1997, when it was resolved to add: **That permanent exclusion will only be recommended for pupils, if it is established “beyond all doubt” that they “willingly and knowingly” brought illegal drugs on to school premises, or “willingly and knowingly” used illegal drugs on school premises.**

**The Headteacher will not and cannot condone illegal drugs being on site, when there are fifteen hundred pupils in his care. Our students value their school and their educational opportunity at Wales and do not wish to be excluded from it.**

### **Policy in the Community**

The school realises that it needs the help of parents and others within the community to prevent the illegal use of drugs locally and at school: to explain the dangers of drug abuse to youngsters; and to support youngsters, the school and others in the fight against drugs. The school brings its drug policy to the attention of the community by having copies in school and publishing relevant sections in the school's brochure annually. Copies are available to parents and others upon request.

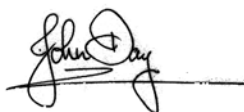
# School Prospectus 2011/2012

## Postscript from the Head Teacher

The Information given in this Prospectus is published during the Autumn Term of the 2011/2012 Academic Year. It is the intention of the school to implement all that is planned.

Parents must understand that adjustments will be made to our plans only if they are unavoidable, or because they represent a genuine improvement for the benefit of the school community.

We will do all in our power to keep you fully informed.

A handwritten signature in black ink, appearing to read 'John Day', written over a horizontal line.

**J. Day**  
**Headteacher**



# **WALES HIGH SCHOOL**

# **EXAMINATION INFORMATION**

# WALES HIGH SCHOOL

## Internal Appeals Procedure Regarding Internally Assessed Work

### Introduction

Wales High School's appeals procedure is designed to promote and ensure quality, consistency, accuracy and fairness in assessment.

Each piece of coursework or other internally assessed piece of work will have been marked by the class teacher or Head of Department and then, subjected to a departmental standardisation process. Your son/daughter will have been made aware of the mark awarded and any reasons/comments regarding this mark being arrived at.

These procedures should have been made in accordance with each Exam Board's published requirements and with their Code of Practice.

Most issues regarding internal assessment will go ahead smoothly and can be resolved following discussions between a student and their teacher/HOD.

- \* If a student/parent is dissatisfied with the procedures applied to their coursework, the first course of action is to write to the Examinations Officer at the school, setting out the concerns and issues arising from the marking process. The letter needs to state the name of the student, the subject and the teacher's name.
- \* The request will then be considered by a panel of three people nominated by the Headteacher, at least one of who has not been involved in the Internal Assessment decision.
- \* The remit of the appeals procedure is to ensure that all the necessary procedures and processes have been followed. The appeal does not involve re-marking or re-assessment, but further re-marking can be ordered if the appeal finds that procedures have not been satisfactorily followed.
- \* The student will need to attend the meeting of the panel in order to present their case. They can be supported by a parent/guardian or friend.
- \* The internal panel will consider a review of the procedures used by the centre to award marks for internal assessment and consider whether these were in accordance with the published requirements.
- \* A written record of the appeal will be taken and kept in the school. This record will include the outcome of the appeal and include the reasons for that outcome. A copy will be sent to the candidate within seven days of the meeting with the panel.
- \* All internal appeals have to be considered and resolved by the date of the last externally assessed paper of the Exam Series, usually the end of June for summer exams and the end of January for winter exam.

# GCSE RESULTS 2010/2011

**SC = SHORT COURSE  
DW = DOUBLE AWARD**

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	Q	A*-C	A*-G
Art	45	5	12	8	12	8	0	0	0	0	0	0	37	45
Biology	106	2	19	45	28	10	1	1	0	0	0	0	94	106
Business Studies	16	1	6	5	4	0	0	0	0	0	0	0	16	16
Chemistry	106	7	20	25	44	8	1	1	0	0	0	0	96	106
Dance	8	0	1	1	0	4	2	0	0	0	0	0	2	8
English Language & Literature	241	3	20	68	84	43	16	4	1	2	0	0	175	239
English Literature	226	12	26	56	58	31	28	4	2	9	0	0	152	217
Expressive Arts	23	0	3	5	5	4	1	3	0	2	0	0	13	21
Food Studies	8	0	0	2	4	2	0	0	0	0	0	0	6	8
French	28	3	3	3	11	7	1	0	0	0	0	0	20	28
Geography	88	8	16	21	26	13	3	1	0	0	0	0	71	88
Graphic Products	9	0	0	2	4	2	1	0	0	0	0	0	6	9
History	83	9	17	27	23	5	2	0	0	0	0	0	76	83
ICT	112	20	28	18	31	12	3	0	0	0	0	0	97	112
ICT SC	2	0	0	0	1.5	0	0.5	0	0	0	0	0	1.5	2
Leisure & Tourism	8	0	0	2	2	1	2	1	0	0	0	0	4	8
Leisure & Tourism DA	12	0	0	0	3	3	5	1	0	0	0	0	3	12
Mathematics	244	16	20	30	86	41	16	14	17	4	0	0	152	240
Mathematics Additional	234	5	16	19	68	55	25	19	26	1	0	0	108	233
Music	20	1	8	10	1	0	0	0	0	0	0	0	20	20
PE	53	3	5	17	17	8	3	0	0	0	0	0	42	53
PE DA	50	4	2	23	18	3	0	0	0	0	0	0	47	50
Photography	28	4	4	4	9	5	2	0	0	0	0	0	21	28
Physics	106	2	15	31	41	14	2	1	0	0	0	0	89	106
Religious Studies	33	9	14	7	3	0	0	0	0	0	0	0	33	33
Religious Studies SC	16.5	11.5	2.5	1.5	1	0	0	0	0	0	0	0	16.5	16.5
Resistant Materials	9	0	0	4	3	1	1	0	0	0	0	0	7	9
Science Additional	28	0	0	1	5	6	7	5	4	0	0	0	6	28
Science Core	73	0	1	1	11	22	18	15	4	1	0	0	13	72
Sociology	11	0	1	4	3	2	0	0	1	0	0	0	8	11
Spanish	22	1	5	5	6	4	1	0	0	0	0	0	17	22
Statistics	14	4	6	4	0	0	0	0	0	0	0	0	14	14
Textiles Technology	4	0	2	2	0	0	0	0	0	0	0	0	4	4
<b>Total</b>	<b>2066.5</b>	<b>130.5</b>	<b>272.5</b>	<b>451.5</b>	<b>612.5</b>	<b>314</b>	<b>141.5</b>	<b>70</b>	<b>55</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>1467</b>	<b>2047.5</b>

**GCSE EQUIVALENT RESULTS 2010/2011**

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	Q	A*-C	A*-G
Adult Literacy Level 1	22	0	0	0	0	0	11	11	0	0	0	0	0	22
Adult Literacy Level 2	42	0	0	42	0	0	0	0	0	0	0	0	42	42
Adult Numeracy Level 1	22	0	0	0	0	0	11	11	0	0	0	0	0	22
Adult Numeracy Level 2	49	0	0	49	0	0	0	0	0	0	0	0	49	49
Business OCR Award Level 2	24	2	7	5	10	0	0	0	0	0	0	0	24	24
Child Care Award Level 2	3	0	1.5	1.5	0	0	0	0	0	0	0	0	3	3
Child Care Certificate Level 2	15	0	7.5	7.5	0	0	0	0	0	0	0	0	15	15
Construction (Basic) Level 1	33	0	0	0	0	0	16.5	16.5	0	0	0	0	0	33
Construction Btec Extended Certificate Level 2	16	0	0	0	16	0	0	0	0	0	0	0	16	16
COPE Level 1	6	0	0	0	0	0	3	3	0	0	0	0	0	6
COPE Level 2	2	0	0	2	0	0	0	0	0	0	0	0	2	2
Customer Service	20	0	0	0	0	0	20	0	0	0	0	0	0	20
Dance Leadership Award Level 1	7.25	0	0	0	0	0	3.625	3.625	0	0	0	0	0	7.25
Electronics Btec ext Certificate Level 2	46	4	10	20	12	0	0	0	0	0	0	0	46	46
Engineering Btec ext Certificate Level 2	38	0	6	18	14	0	0	0	0	0	0	0	38	38
Finance Studies	7	7	0	0	0	0	0	0	0	0	0	0	7	7
Functional Skills ICT Level 1	1.5	0	0	0	0	0	0.75	0.75	0	0	0	0	0	1.5
Functional Skills ICT Level 2	23.5	0	0	1	0	0	0	0	0	22.5	0	0	1	1
Functional Skills Mathematics Level 2	0.5	0	0	0.5	0	0	0	0	0	0	0	0	0.5	0.5
Hairdressing	25	0	0	0	0	0	25	0	0	0	0	0	0	25
Health and Social Care Award Level 2	34	8	15	7	4	0	0	0	0	0	0	0	34	34
HomeCooking Skills Btec Level 2	3.5	0	0	3.5	0	0	0	0	0	0	0	0	3.5	3.5
ICT Ocr Award Level 2	64	0	5	5	54	0	0	0	0	0	0	0	64	64
ICT Ocr Certificate Level 2	192	0	2	2	188	0	0	0	0	0	0	0	192	192
ICT Ocr First Award Level 2	7	0	0	0	7	0	0	0	0	0	0	0	7	7
ICT Ocr First Certificate Level 2	60	0	6	6	48	0	0	0	0	0	0	0	60	60
Key Skill Working With Others Level 1	9	0	0	0	0	0	4.5	4.5	0	0	0	0	0	9
Key Skill Working With Others Level 2	55.5	0	0	55.5	0	0	0	0	0	0	0	0	55.5	55.5
Key Skills Improving Own Learning Level 1	4.5	0	0	0	0	0	2.25	2.25	0	0	0	0	0	4.5
Key Skills Improving Own Learning Level 2	56.25	0	0	56.25	0	0	0	0	0	0	0	0	56.25	56.25
Key Skills Problem Solving Level 1	9.75	0	0	0	0	0	4.875	4.875	0	0	0	0	0	9.75
Key Skills Problem Solving Level 2	55.5	0	0	55.5	0	0	0	0	0	0	0	0	55.5	55.5
Motor Vehicle Studies Certificate Level 2	25	0	0	25	0	0	0	0	0	0	0	0	25	25
Performing Engineering Operations	48	0	0	0	0	0	48	0	0	0	0	0	0	48
Retail First Certificate Level 2	8	4	0	2	2	0	0	0	0	0	0	0	8	8
Science Ocr Award Level 2	10	0	0	0	10	0	0	0	0	0	0	0	10	10
Science Ocr Certificate Level 2	216	28	62	34	92	0	0	0	0	0	0	0	216	216
Sport Btec Extended Certificate Level 2	116	34	4	38	40	0	0	0	0	0	0	0	116	116
Sports Leadership Award Level 1	24.25	0	0	0	0	0	12.125	12.125	0	0	0	0	0	24.25
Workskills BTEC Award L1	6.5	0	0	0	0	0	3.25	3.25	0	0	0	0	0	6.5
<b>Total</b>	<b>1407.5</b>	<b>87</b>	<b>126</b>	<b>436.25</b>	<b>497</b>	<b>0</b>	<b>165.875</b>	<b>72.875</b>	<b>0</b>	<b>22.5</b>	<b>0</b>	<b>0</b>	<b>1146.25</b>	<b>1385</b>

# GCE ADVANCED LEVEL RESULTS 2010/2011

Subject	Entries	A*	A	B	C	D	E	U	X	A*-E
Accounting/Finance	10	0	1	5	1	3	0	0	0	10
Art and Design Photography	8	0	1	4	1	2	0	0	0	8
Art and Design Textiles	1	0	0	1	0	0	0	0	0	1
Biology	13	0	3	1	3	2	4	0	0	13
Business (Voc)	0	0	0	0	0	0	0	0	0	0
Business Studies	15	0	0	2	6	5	1	1	0	14
Chemistry	8	1	3	1	0	3	0	0	0	8
Computer Studies/Computing	4	0	2	2	0	0	0	0	0	4
D&T Product Design	3	0	1	0	0	1	1	0	0	3
Drama/Theatre Studies	4	0	0	2	1	0	1	0	0	4
Economics	10	0	2	2	3	3	0	0	0	10
English Language & Literature	24	1	3	9	8	3	0	0	0	24
English Literature	15	2	1	1	6	3	2	0	0	15
Fine Art	8	0	3	2	3	0	0	0	0	8
French	1	0	0	1	0	0	0	0	0	1
General Studies	5	0	0	1	1	1	0	2	0	3
Geography	14	1	3	2	5	2	1	0	0	14
Health & Social Care	0	0	0	0	0	0	0	0	0	0
History	21	0	2	5	5	6	3	0	0	21
Information Technology	24	1	5	4	10	4	0	0	0	24
ICT (Applied)	8	0	0	0	0	4	4	0	0	8
Mathematics	15	0	4	5	4	1	1	0	0	15
Mathematics Further	1	0	0	0	0	1	0	0	0	1
Media Film and TV Studies	14	0	3	6	5	0	0	0	0	14
Music	6	0	2	2	2	0	0	0	0	6
Music Technology	5	0	1	1	1	2	0	0	0	5
Physics	6	0	0	0	0	2	2	2	0	4
Psychology	18	0	2	2	4	2	7	1	0	17
Religious Studies	8	0	1	2	2	1	1	1	0	7
Science: Geology	7	0	0	1	4	2	0	0	0	7
Sociology	7	1	0	1	3	2	0	0	0	7
Spanish	4	0	0	1	2	0	0	1	0	3
Sport/PE Studies	9	0	0	1	1	5	2	0	0	9
<b>Totals</b>	<b>296</b>	<b>7</b>	<b>43</b>	<b>67</b>	<b>81</b>	<b>60</b>	<b>30</b>	<b>8</b>	<b>0</b>	<b>288</b>

## GCE DOUBLE AWARD 2010 - 2011

SUBJECT	A*A*	A*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	U
Business (Voc)	0	0	1	0	0	3	0	0	0	2	0	0
Health & Social Care	0	0	0	2	1	1	0	2	2	0	0	0
ICT (Applied)	0	0	0	0	0	0	0	0	0	1	0	0
Sport BTEC	6	0	0	0	0	0	0	0	0	6	0	6

## GCE SUMMARY

			Average Points Score per candidate	Average Points Score per entry
Male	60	44.8%	607.8	195.0
Female	74	55.2%	661.8	202.8
<b>All</b>	<b>134</b>	<b>100%</b>	<b>637.6</b>	<b>199.4</b>

## KS3 SCHOOL RESULTS

This table shows the percentage of pupils at each level at the end of Key Stage 3 2010.

The number of pupils at the end of Key Stage 3 is 248.

Figures may not total 100 percent because of rounding.

<b>TEACHER ASSESSMENT</b>												
Subject	Percentage at each level										Pupils disappplied	Pupils absent
	W	1	2	3	4	5	6	7	8	EP		
English	0	0	0	1	10	22	43	22	1	0	0	1
Mathematics	0	0	0	2	16	21	34	23	3	0	0	0
Science	0	0	1	7	13	27	32	17	2	0	0	0
Modern Foreign Languages	0	0	2	9	11	33	23	3	0	0	17	0
Design and Technology	0	0	0	0	9	29	49	11	0	0	0	0
Geography	0	0	0	0	11	17	36	29	6	0	0	0
History	0	0	0	1	10	17	33	30	7	0	0	0
ICT +	0	0	0	2	10	25	34	27	0	0	0	0
Art and Design	0	0	0	0	0	24	69	6	0	0	0	0
Music	0	0	0	0	3	21	48	25	0	0	0	2
Physical Education	0	0	0	0	2	26	59	11	0	0	0	0

W - Represents pupils who are working towards Level 1, but have not yet achieved the standards needed for Level 1.

EP - Represents exceptional performance.