

## **Welcome**

Dear Parents,

I am sure you will agree that secondary education is one of the most important experiences in your child's life and this Prospectus aims to give you a flavour of our school. The Prospectus on its own is not enough, however, and I hope you will take the opportunity to come into school so that you can hear more about it and see the facilities for yourselves.

At Longton we have high expectations of all our students and are concerned with the development of the whole person. We want our students to excel at whatever talents, abilities and strengths they have and to set their sights high. We want to work closely with parents to ensure this as we know how important it is to have the support of parents if we are to really make a difference.

We are proud of our well qualified and caring staff. Our facilities have improved, especially with our City Learning Centre which now contains a TV Studio and we have been working hard to continue with these improvements. This will be enhanced when, as part of the Government's "Building Schools for the Future", most of the school will be rebuilt. We also have strong links with our local community, educational institutions and are developing those with industry. We are hoping to bid for specialist school status in the very near future.

We want to develop our students' personalities so that they leave us as honest, reliable, confident and balanced individuals who are self disciplined with a respect for other people and their environment. In other words we want to fit them for life.

We look forward to meeting you.

Yours sincerely,

Mrs J A Webber B.A. (Hons)  
Headteacher

## **GENERAL INFORMATION**

Longton High School and City Learning Centre is a mixed comprehensive school for 11 – 16 year olds administered by the City of Stoke-on-Trent Education Committee. At present there are 700 students on roll. The school serves the areas of Longton (part), Weston Coyney, Meir (part), Park Hall and Normacot (part) within the City of Stoke-on-Trent.

**Address:** Longton High School  
Box Lane  
Meir  
Stoke-on-Trent  
ST3 5PR

**Telephone No:** 01782 599232

**Headteacher:** Mrs J A Webber, BA (Hons)

**Chairman of Governors:** Mr H Gledhill

The school day is from 8.45 a.m. to 12.15 p.m. and from 1.05 p.m. to 3.10 p.m.

Staff are on duty to supervise children from 8.35 a.m.

### **School Day – Teaching Time**

5 periods of 60 minutes each day

## **FACILITIES**

- A City Learning Centre containing 6 Information and Communication Technology Rooms, a Music Technology Room, Music Suite and Practice Rooms, TV Studio and Video editing suite.
- A large Hall and Stage
- Drama Studio
- Art Suite
- 7 Specialist Science Laboratories
- Design Technology Barn
- Food Technology, Textiles and Graphics Rooms
- Specialist Rooms for English, Mathematics, History, Geography, R.E. and Modern Languages
- Library (which includes the careers library)
- Learning Support Centre
- 6 Hard Core Tennis Courts
- Gymnasium and Swimming Pool
- Extensive Playing Fields providing facilities for a range of sports such as Rugby, Cricket, Soccer, Hockey, Athletics, Netball and Tennis

VISION STATEMENT TO GO HERE

## EQUALITY OF OPPORTUNITY

Longton High School aims to be a caring community in which all students, regardless of their gender, cultural, linguistic heritage and their abilities/disabilities, can maximise their opportunities and realise their potential. The school has adopted its own racial equality policy.

The Governors and Staff of the school will actively promote equal opportunity throughout the school and the community it serves by identifying and breaking down barriers to success. We employ a teacher responsible for Equal Opportunities and Learning Mentors to help us do this. We also seek the active support of parents. Currently the LPSG (Longton Parents Support Group) is working to promote understanding and co-operation between the different cultural groups which make up the school community.

Within the school equality of opportunity is promoted by

- celebrating the contributions and achievements made by people of all social, cultural and linguistic backgrounds in all aspects of life
- Adopting a range of teaching and learning styles and materials to promote success for all students because we know that different students learn in different ways.
- Supporting students with special needs through a programme of learning support.
- Supporting our most able students with the help of a co-ordinator to provide activities and work to extend them.
- Giving language support in the mainstream classroom to students whose first language is not English. The purpose of language support is to give equal access to the curriculum and to improve achievement. Language support is arranged by a teacher who assesses the needs of all our bilingual students during their career at Longton High School. A programme of home contact establishes home/school links where parents are not yet fluent in English
- Working closely with our partner schools to identify those students in Year 6 who may need learning and or language support.
- Being aware of the national under-achievement of boys and working to overcome this trend without disadvantaging girls.
- Promoting the work of STARS (Students Targeting Achievement and Race Equality Success) the student body which evolved from the Race into Schools project. Helping to promote student participation in workshops and events celebrating cultural diversity.
- Supporting and helping to facilitate the work of the LPSG (Longton Parents Support Group)

## **THE GOVERNING BODY**

Mr H Gledhill - Chair	LEA
Mrs H Mullineux	LEA
Mr A Lovatt – Vice Chair	LEA
Mr A Syrett	LEA
Mr V P Minchin	Parent Governor
Mrs A Cotton	Parent Governor
Mr S Cotton	Parent Governor
Mr A P Walley	Parent Governor
Mrs S Qureshi	Parent Governor
Mr P Ibbs	Parent Governor
Vacancy	Teacher Governor
Vacancy	Teacher Governor
Mrs L Stevenson	Staff Governor
Mrs J Phillips	Co-opted Governor
Mr K Burgess	Co-opted Governor
Mrs J A Webber	Headteacher

## **STUDENT SUPPORT AND DEVELOPMENT**

Concern for our students begins before they arrive at Longton. With the co-operation of our Partner Schools we are able to make the transition as easy as possible for each student. Staff from Longton make early contact with students in Year 6 so that we know something about them when they arrive and also so that they can recognise some staff. In addition, the students have the opportunity to visit Longton on a number of occasions before they arrive in September.

For student support and development purposes the school is divided into lower School, Years 7, 8 and 9 (Key Stage 3) and Upper School, Years 10 and 11 (Key Stage 4).

The Student Support and Development Team are key players in promoting good school attendance, setting targets and monitoring the progress of individual students.

The main contact between school and home is made through the Year Co-ordinator. If parents have any queries about their child's progress or wish to discuss any aspect of their school life the Year Co-ordinator should be approached in the first instance.

Form Teachers have the responsibility of knowing their group of children very well. This is most important in a large school if children are not to feel lost. The Form Teacher is concerned with the overall development of each child and students spend the first session of the day in their form group.

Personal, social and health education, citizenship, careers guidance and academic tutoring are delivered by form teachers on a rolling programme throughout the year. This programme is led by the Personal Development Co-ordinator.

The School Council is an important forum for communication between students, staff, parents and governors.

Students elect two form representatives to sit on the School and Year Council. Councils meet at least once each half term and is chaired by an elected student representative and supported by a member of staff.

The school has its own Education Welfare Officer and Connexions Personal Advisor.

## **HOME SCHOOL LINKS**

### **Contact with Parents**

Longton High School believes that parents are vital partners in the development and progress of students in the school. It is important that contact is maintained for the benefit of the students. Initial contacts between school and parents would normally be made through the Year Co-ordinator. If you have queries or concerns about your children or wish to discuss any aspect of school life, please make early contact so that a worry does not become a problem. The school welcomes such approaches and will support students and parents sympathetically. If a particular person is not available for consultation at the time you approach the school, your query will be noted and dealt with at the earliest opportunity.

Please inform the school immediately if your contact details change.

There are several ways in which regular contact/consultation is maintained:

1. Written reports will be issued for all students.
2. Parents Consultation Evenings and Target Setting days are held for each year group to provide an opportunity for parents to meet staff and discuss student progress.
3. Individual parental consultation by appointment. Please note it is always best to have a pre-arranged appointment to avoid the disappointment of the appropriate staff being unavailable.
4. Regular parents newsletters.

There are also several ways in which parents may wish to develop their partnership with the school and it is hoped you will:

- Ensure your child attends school regularly and understands the link between good school attendance and high levels of achievement.
- Positively support the school's policies.
- Encourage your child to be involved in the work and life of the school by always trying to do his/her best in school.
- Take an active interest in your child's school work and provide a warm, quiet environment for homework which you can monitor and comment upon using the Student Planner which the school provides for all students.
- Support functions organised by the school, Parent Teacher Association or Parent Support Group.

## **PARENT TEACHER ASSOCIATION**

The aims of the Association are:

1. to encourage co-operation between the staff of the school and parents.
2. to encourage interest in educational matters.
3. to engage in activities which will support the education and welfare of the students in the school.
4. to raise funds to support the school in areas for which the use of delegated budget is not normally considered.

The Association is led by an elected committee. It does much to support the school and promotes activities so that parents and the wider community can be involved with the school.

## **PARENT SUPPORT GROUP**

### **Mission and Vision Statement of the group:**

*“The Parent Support Group will represent all families in the school community and shall at all times work with the interests of the students and staff of the school”.*

### **The Mission:**

- This is a Group that represents all cultures and communities involved with Longton High School, and to make sure that there is a fair representation of those cultures and communities in the Group.
- The Group works together to understand the cultural differences between the communities in the school.
- The Group takes interest in the different Backgrounds and pass knowledge and understanding of the cultures on to others.
- The Group interacts socially and will organise cross-cultural functions for the school communities enjoyment.
- The Group undertakes to condemn any racial unrest within the school community and to mediate to ensure that the school stays a non-violent society.
- The Group explores ways of ensuring that all students interact socially in the different sports, drama and music that exist amongst the different cultures in the school.
- The Group undertakes at all times to respect and tolerate each other’s culture and to debate matters in a mature and tolerant way.
- The Group undertakes to explore all methods of fundraising, both inside and outside the school community so that the Group can fund all efforts to ensure inter racial harmony.

- The Group is committed to ensure that the school has one single community working together for the good of the school and to continue with the vast progress already made by the staff of the school.

### **The Vision:**

- It is the Vision of the Group to have a completely tolerant single community within the school.
- It is the Vision of the Group to see that the school remains a non-violent and safe environment for all students of all the school.
- The Group would like to see all students of the school interact together and enjoy the cultural differences that exist within the school community.
- It is the Vision of the Group that the students of the school accept mediation from the Parent Support Group if a dispute cannot be solved by the staff of the school.
- It is the Vision of the Group to ensure that all students of the school treat each other with respect and tolerance at all times.

### **ARRANGEMENTS FOR PARENTAL VISITS**

A Prospective Parents/Open Evening is held during the Autumn Term to which parents who are considering their child to the school are invited to attend. Details of this meeting will be contained in a letter to parents.

In addition there will be a further meeting for parents of children who will be admitted for the first time the following September and this will be held during the Summer Term.

Parents who are unable to attend the Autumn Term meeting or who would like to visit the school on other occasions are always welcome to contact the Headteacher for a suitable appointment.

### **ILLNESS OR ACCIDENTS INVOLVING STUDENTS**

If a student is taken ill or has an accident then, unless there is an emergency, parents will be contacted and asked to collect the student so that any necessary medical treatment or advice can be given by a doctor. In the event of an emergency, an ambulance will be called and parents contacted.

## CURRICULUM

The curriculum is designed to provide students with a broad, balanced and relevant programme. Our approach at Longton High School is based on the belief that every student is unique. We aim to encourage achievement at the highest level, in all areas of school life.

### **Years 7, 8 & 9**

On entering the school students are grouped into mixed ability forms. They will be placed in either the L half or the S half. In Years 7,8 & 9 students will be set for Mathematics. Students may also be taught in ability groups in English and Science if this is deemed appropriate. It is possible for students to be in different ability groups for different core subjects.

### **Years 10 & 11**

Students remain split into 2 populations depending on the form they are in. Within these populations they are set by ability in English, Maths, Science, RE, ICT. L1 and S1 are those with higher ability students.

The school operates a two week timetable. All lessons are one hour in length.

Subjects and number of lessons per fortnight:

<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>
English (5) Literacy (2)	English (7)	English (7)
Maths (7)	Maths (7)	Maths (7)
Science (6)	Science (6)	Science (7)
Religious Education (2)	Religious Education (2)	Religious Education (2)
Art (2)	Art (2)	Art (2)
Design & Technology (4)	Design & Technology (4)	Design & Technology (4)
Geography (3)	Geography (3)	Geography (3)
History (3)	History (3)	History (3)
ICT (2)	ICT (2)	ICT (2)
Modern Foreign Languages (4)	Modern Foreign Languages (4)	Modern Foreign Languages (4)
Drama (1)	Drama (1)	Performing Arts (1)
Games (2)	Games (2)	Games (2)
Physical Education (2)	Physical Education (2)	Physical Education (2)
Music (3)	Music (2)	Music (2)
PDPc (2)	PDPc (2)	PSHE (Rolling Programme)
Enrichment Programme (2)	Enrichment Programme (2)	

### **Years 10/11**

Students will study GCSE and vocational qualifications

The core curriculum for Year 10 & 11 consists of:-

- English and English Literature
- Mathematics
- Dual Award Science or Applied Science
- PDP (PSHE, Citizenship, Careers, WRL)
- Religious Education
- ICT
- Games/PE

PLUS any 4 of the following:

### Options

GCSE	GNVQ	BTEC	VGCSE
Geography	ICT	Performing Arts	Engineering
History		Business Studies	
Food Technology			
Graphics			
Resistant Materials			
Textiles			
Art (Double Award)			
Music			
Physical Education			
Child Development			
French			
Spanish			
Urdu			

### N.B.

- Options are subject to change – depending on demand and staffing
- Performing Arts, Business Studies, Engineering and double ICT count for two options

### College Courses

Students are selected to attend courses off site for 1/ 2 days per week. Some courses are accredited.

### Work-Related Learning

As part of the new 14-19 curriculum, students in Year 10 & 11 will take part in the Work-Related Learning programme. This will be delivered through lessons and through other opportunities. It is about learning:

- through work – students will take part in work experience, and will have the opportunity to take up a student apprenticeship or an extended work experience placement
- about work – the school will provide opportunities for students to develop their knowledge and understanding of work and enterprise

- for work – by developing the key skills for enterprise and employability, such as taking part in the Young Enterprise scheme and industry days.

## **Learning Support**

It is the School's policy that there is a whole school approach to providing learning support for any student experiencing special educational needs, whether these needs are in the form of a learning difficulty or due to children being particularly gifted in any areas of the curriculum.

During the first term of Year 7 all students take standardised screening tests. The results of these tests, Key Stage 2 tests and the information obtained from partner primary schools by the Learning Support Co-ordinator helps to identify those students who experience difficulty, since English and Mathematics are so important in all areas of the curriculum.

Whenever students are identified as having special educational needs, parents are consulted and kept fully informed. The Learning Support Co-ordinator liaises closely with all departments in the school. In this way, appropriate programmes of study can be provided to meet the needs of all our students. Able & Talented students are supported by the Able & Talented Co-ordinator.

There is an expanding team of support staff working alongside subject teachers in classrooms especially in the core subject areas of English, Mathematics and Science to support the learning of students with special educational needs.

The Learning Support team runs a reading recovery programme for students who experience difficulty with reading. Under the close supervision of the Learning Support Co-ordinator, upper school students and adults other than teachers also become involved in supporting the learning of students with particular learning difficulties. Home/School learning support programmes are also set up to provide additional help. Parents and other members of the Longton High School community are encouraged to come into school to add to the network of support for students with special educational needs.

The School follows the Code of Practice for Special Educational Needs. Students reaching School Action plus of the Code of Practice will be referred via the educational psychologist to the Local Educational Authority for statementing, and parents are involved at every stage of this statementing process. Students with a Statement of Special Educational Needs have an individual educational plan and are often supported for a number of hours each week by a Teaching Assistant, working with them in the mainstream classroom.

Learning support work in the school is supported by the LEA's Special Educational Needs Support Service, the Educational Psychology Service and the Hearing Impaired Service.

Parents who are concerned about their child's learning or who wish to see a copy of the full Learning Support Policy should contact the Learning Support Co-ordinator for an appointment.

A Learning Support Centre is available to work with students who display challenging behaviour and aims to reintegrate students back into mainstream school.

The Learning Support Centre provides targeted intervention to identify and develop the full potential of all students. The team work closely with parents and outside agencies to develop skills in pupils to remove barriers to learning.

Detailed information on referral procedures, pupil tracking, curriculum and reintegration can be found in the LSC Policy.

### **Entry Policy for Public Examinations**

All students who are judged by their teachers to have a reasonable chance of achieving a grade are entered for external examinations. The school wishes to encourage as many students as possible to sit public examinations. For the very small minority for whom this might be inappropriate, there are alternative forms of accreditation available in a number of subjects.

### **Collective Worship**

At Longton High School we aim to provide students with opportunities for personal reflection on the spiritual dimension of life and to celebrate our highest common values. This act of worship takes place in the school hall and in form periods.

We realise that many students have no religious affiliation, although some have very specific religious beliefs, and so we aim to cater for a wide range of spiritual experiences.

Parents wishing to withdraw a student from Religious Education and Collective Worship are invited to contact the Headteacher. This happens so infrequently that individual arrangements are made in each case.

### **Connexions/Careers**

In order to prepare students for their life after school, Connexions aims to develop in each a realistic assessment of their abilities and interests, an awareness of the range of employment and educational opportunities available after school, decision making skills and an awareness of the opportunities for self-fulfilment which exist within the community. The Connexions programme begins in the lower school but becomes more intensive from half way through Year 9 with a course on guidance for option choices. A Connexions Module is timetabled for all Year 10 and Year 11 students within the PDP programme.

Specialist careers work is in the hands of the Careers Co-ordinator although other staff are involved in careers discussions at various times. Work is done in small groups but individual counselling is given to students at the following stages. During Year 9 all students are counselled about their option choices and 25% of all Year 9 students are given an interview which includes Action Planning. In Year 10 students are interviewed in order to prepare a detailed Action Plan. All students compile an Action Plan & are given information regarding choices beyond school.

Officers of Connexions, representatives of local employers, the Staffordshire TEC, the Sixth Form College and Colleges of Further Education also play an important part in the work. There is a well-stocked Careers Library which includes computerised information systems. A programme of work experience is provided for all Year 11 students.

### **Sex and Relationships Education (Sre)**

All students follow a SRE programme. This takes into account the needs and maturity of each age group and follows the DfEE's Sex and Relationship Guidance 2000.

Some of the content of this programme and the resources used have been chosen with the help of the North Staffordshire Health Authority. When appropriate, outside speakers, including health promotion experts, and theatre workshops will be used to cover specific issues. The school nurse and her team plays a major role in the delivery of this programme.

SRE is taught to students as part of the Personal, Development Programme PDP. Science and Child Development courses also include aspects of sex education as specified by the National Curriculum and examination boards.

Our SRE programme includes the following; healthy lifestyle, personal hygiene, emotional and physical changes at puberty, marriage, contraception, sexual relationships, sexually transmitted diseases, HIV/AIDS, pregnancy, parental responsibility.

The aim of this programme is to provide all our students with access to clear information about sexual health within a clear moral framework. The programme aims to support the personal and social development of all students so they can enjoy relationships based on respect and responsibility. The importance of dignity, self-esteem and respect for oneself and others are major features of this programme.

If parents would like to know more about this course, or if they wish to withdraw their child from all or part of this programme, please contact the school. Any parent wishing to see details of the SRE policies adopted by the Governors should contact the Headteacher.

## HOMEWORK

Homework will be set for all students, the amount and length varying according to age and ability. Students are issued with a homework timetable early in the Autumn Term and a Student Planner is provided to help students and parents to record and check homework.

Homework is an essential part of secondary education and it is set for a number of reasons:

- To encourage students to develop the practice of independent study.
- To develop perseverance, self-discipline, self-organisation, time management and confidence.
- To allow the practice of skills learned in the classroom.
- To permit more ground to be covered and more rapid progress to be made.
- To involve parents in their childrens' work.

Parents are requested to give every possible help to their children by providing:

- Appropriate facilities for quiet study so that homework can be done without distraction
- Supervision to see that homework is regularly and carefully done.

Teachers must set homework for their subject as indicated on each students' Homework Timetable. The homework set will be varied, relevant and appropriate.

The teacher setting the homework should ensure that all students record the homework set in their planners and that they know the time, date and venue for handing in the completed work.

If a student fails to complete homework without good reason he/she should be given an appropriate imposition. If the student continues to fail to hand in homework the teacher will send a letter home and record this fact.

If the situation does not improve the Head of Department and the form teacher will be informed. The Form Teacher will then inform the Year Co-ordinator if similar situations exist in other subject areas and also warn the student.

If matters do not improve the Year Co-ordinator will contact parents/guardians and request a meeting to discuss and remedy the situation. The Deputy Headteacher is informed of the outcome of this meeting.

The homework set for all students in Year 7 and 8 should not, as a general rule, exceed 2 hours per evening and that for each subject should, on average, take 30

minutes to complete. Each homework set for Year 8 students should, on average, take 45 minutes to complete and as a general rule homework for this year should not exceed 2.5 hours per evening. Homework is set once per week for each subject covering the two week timetable.

Years 10 and 11 students will be studying for public examination and the homework for each subject should, on average take 50 minutes to complete.

Homework Clubs are available before and after school.

### **Student Planners**

1. Personal organisation, planning and target setting are important skills. Consistent use of a planner can make an important contribution towards developing these skills.
2. The student planner must be used regularly and treated with care.
3. If the student planner is lost or defaced the student will be required to purchase a replacement diary from the school office.
4. The student planner should be shown to and signed by parents/guardians.
5. Form teachers are expected to inspect and sign the student planner on a regular basis. If the planners are being used inappropriately or have been lost or defaced then appropriate action should be taken by the form teacher.

If parents have any concern about the setting of homework any of the following staff should be contacted at an early stage:

The Year Co-ordinator or Deputy Headteacher

## **REPORTS**

Written reports are issued each year. The reports give a comprehensive picture of what each student has studied and how he or she has performed and they also contain targets for improvement. Each student is involved in the report process and their comments are recorded on the report sheets. In addition to subject reports there will be a report from Form Teachers and Year Co-ordinators. Reports are also monitored and commented upon by the Headteacher and other members of the Senior Leadership Team.

Parents are also invited to make comments on the appropriate report sheet and return it to school where meetings with a member of staff can be arranged if necessary.

Parents who are concerned about any aspect of work or behaviour are welcome to contact their child's Year Co-ordinator who will be glad to answer queries or arrange appointments for meetings with the appropriate staff.

## **PUPIL PROFILES**

At Longton High School we focus upon success and achievement both in and out of school in order to present a full and balanced picture of every student's performance. Students will be involved in the Pupil Profiles process which will not only record their achievements in and out of school but also encourage them to develop a positive and constructive attitude towards the values held by the school and the community. Pupil Profiles can include performance in academic and creative subjects, sporting and citizenship activities and in achievements and interests out of school and also include targets and aspirations. Pupil Profiles are currently for Years 9 – 11 students only.

## **SCHOOL EQUIPMENT**

All students are expected to have a bag for school books and equipment. Students should also bring the following items to school:

Writing implements (e.g. biro, fountain pen with blue/black ink)

Pencil

Rubber

Ruler

Coloured pencils

I would also be helpful if students could provide the following as these would also be useful for homework:

Scientific Calculator

English dictionary

## **EXTRA CURRICULAR ACTIVITIES**

The school aims to encourage a broad range of interests and provides an extensive programme of extra curricular activities. These take place during the lunch break or after school and try to cater for all tastes. Students are encouraged to take full advantage of these opportunities to enrich the education they receive at Longton High School.

## **PHYSICAL EDUCATION**

### **Boys**

Rugby  
 Soccer  
 Cross Country  
 Swimming Club  
 Cricket  
 Athletics  
 Life Saving  
 Basketball  
 Tennis  
 Volleyball Club

### **Girls**

Netball  
 Hockey  
                   Cross Country  
 Swimming Club  
 Synchronised Swimming  
 Life Saving  
 Dance Club  
 Gym Club  
                   Tennis  
 Athletics  
 Rounders

## **PERFORMING ARTS**

Music lessons

Singing/Choir

Dance:           Hip Hop  
                       Street  
                       Jazz

Drama Club

Performances outside of school (e.g. dance at the Regent Theatre)

Band

Musical Theatre

Cheerleading

Major School Productions

Theatre Trips

BTEC Support Sessions

## **OTHER ACTIVITIES (AVAILABLE 2005/2006)**

Computer Club & Coursework Nights

LRC (including Homework Club)

Textiles/Craft Club

Russian

Visits to France

Revision Clubs and coursework clinics

(organised by many subject, e.g. English, History, Design & Technology, French)

Charity Club

Extra Maths

Art Club

Young Engineers/Greenpower

Ceramics Club

Cooking for Fun Club

Buggy Control Club

English (EAL Lunch Time Drop In)

In addition, study skills classes take place at the end of the school day and revision classes for Year 11 are held during the Easter holidays, and throughout the course of the school year.

## **STANDARDS OF BEHAVIOUR**

The school rules are reasonable and simple and are designed to ensure that the work of the school can proceed in a purposeful and orderly manner.

In order to develop the whole person we are not only concerned with the academic progress of students but we also believe in basic values which are essential if students are to develop into civilised and responsible adults. We feel it is particularly important that students should learn:

- Self-discipline and self-respect
- Respect for others and tolerance
- Politeness and good manners
- Respect for property and the environment

The school uses a classroom behaviour management system which encourages and rewards positive behaviour. We operate a Merit Award system whereby students are rewarded when they make a positive effort, in class or in any other activity.

The school also operates a Praise Postcard system whereby staff who are pleased with any aspect of a student work or effort will contact parents by sending home a Praise Postcard to let them know how well their child has done.

In addition staff praise children for good work at every opportunity so that positive behaviour and effort is encouraged and reinforced.

School rules will be explained to new students during the first few weeks of the Autumn Term. Students are also expected to behave in a reasonable manner on their way to and from school and at other times of the day when they are out of school. Action will be taken against those who damage the reputation and standing of the school in the community.

Unacceptable behaviour will result in privileges being removed or sanctions being used, such as written punishments and after school detentions. Parents will be given 24 hours' notice for detentions of longer than 15 minutes.

## **SCHOOL DRESS**

We believe that as part of the educational process students should learn to dress neatly and sensibly. We rely very heavily on the good will and co-operation of parents in seeing that students are properly dressed and that they abide by other regulations concerning appearance, clothing and jewellery. The school dress list is designed to ensure a suitable appearance at a reasonable cost.

There are no specific stockists of the clothing and most of the items are easily available from many local shops. However, the school sweatshirt and tie should be purchased from school or National Schoolwear Centres, Hanley.

**IF AN EMERGENCY OCCURS, SUCH AS THE URGENT REPAIR OF THE ONLY PAIR OF SHOES, A NOTE FROM PARENTS EXPLAINING THE SITUATION MUST BE BROUGHT TO SCHOOL BY THE STUDENT AND GIVEN TO THE YEAR CO-ORDINATOR.**

**THE SCHOOL DRESS AND APPEARANCE POLICY IS STRONGLY SUPPORTED BY THE GOVERNING BODY OF THE SCHOOL.**

### **School Dress**

School tie or black dupatta

Plain white shirt, blouse or kameez

School sweatshirt – black with school motif

Plain black trousers, skirt or shalwar

Plain black shoes (**N.B. Trainers are not allowed**)

### **Appearance**

Students must not come to school with shaved hair or extremes of style or colour. A little discreet make-up may be used in Years 10 and 11. Nail varnish must be clear or a pale colour.

### **Clothing and Jewellery not allowed in the school**

Jeans, roll neck sweaters, polo shirts, 'T' shirts, hooded tops, fringed or studded leather jackets, training shoes, high heeled shoes, metal studded boots, tight fitting skirts/trousers, split skirts or mini skirts.

Not more than one small stud per ear is allowed. No other form of body piercing is permitted, for example, nose, eyebrow or tongue studs or rings. Hanging or loose jewellery or more than one ring on hands are not allowed because of the potential danger in many school activities. Tattoos are not allowed. Anything endangering health and safety is not allowed.

### **PLEASE NOTE:**

**THE PE DEPARTMENT WILL NOT BE HELD RESPONSIBLE FOR VALUABLES BROUGHT INTO SCHOOL.**

## SCHOOL DRESS

NB: These regulations are meant to apply from the time a student leaves home for school to the time he or she returns. In particular, students must not come to school wearing denim or denim type clothes. This is the time when the standards of students and school are most in the public eye.

### Protective Clothing

Students engaged in Design Technology, Science, Art and Design lessons will need to wear some sort of apron when necessary to protect their clothing. The wearing of aprons is compulsory in the heavy craft areas.

### Physical Education

The school offers a full range of Physical Education activities. All students, except those excused on medical grounds, are expected to take part in weekly swimming, gym and games lessons. The school arranges a full programme of fixtures in such sports as Soccer, Rugby, Hockey, Netball, Basketball, Cricket, Tennis and Athletics with other schools.

In order to participate fully in Physical Education activities, students require the following items of clothing:

BOYS	GIRLS
<b>Rugby/Soccer</b> Rugby/football shirt (this item can only be purchased from the school) Black shorts Black socks	<b>Games/Athletics</b> Black games skirt White games shirt School sweatshirt, black with school motif Training shoes – black or white Grey knickers
<b>Swimming</b> Trunks (preferably black/amber or black)	<b>Swimming</b> Swimming costume – predominately black (not bikini or halter neck) White swimming cap
<b>Gym/Athletics</b> White shirt White gym shorts White socks	<b>Gym</b> Black tee shirt or white polo shirt Footless black tights (optional) A track suit may be worn but must be predominately black
<b>Cricket</b> Years 7 and 8 may wear their white gym kit White flannels (optional) White shirt White sweater (optional) White cricket boots (optional)	<b>Suppliers of kit:</b> Bourne Sports, Stoke Meir Sports, Meir National Schoolwear Centres, Hanley

A track suit may be worn but must be black	
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## **GENERAL INFORMATION**

### **Absence**

Regular attendance is most important if progress is to be made and diligent habits formed, and parents are asked to assist in ensuring this.

Except for special reasons, authorised absences are granted for personal illness, death in the immediate family and religious holidays specified in advance. Up to 10 days' family holiday **may** be granted during term time, although the latter should be avoided if possible. If parents wish their child to be granted leave of absence for a special reason a written request should be sent IN ADVANCE. Leave of absence will not be granted for such reasons as shopping or receiving deliveries or meeting repair and maintenance workers.

The school will not given permission for holiday leave during internal or external tests or examination periods, at any time during Year 11 or when attendance already gives cause for concern. Nor will leave be granted for single day trips or holidays taken at home.

**ALL ABSENCES must be covered by a note or telephone call from parents on the first day of absence. When a telephone call is made a note must then be sent to confirm the absence. In cases of unexplained absence, the school will ask the Educational Welfare Officer to make a call.**

### **Punctuality**

The school regards punctuality as extremely important and action is taken against students who are late more than once per week. Lates are closely monitored and students who arrive late to school can expect to serve a break time detention. Students can enter school from 8.35 onwards. They must be in their form room by 8.45 a.m. for the start of morning school and in their lesson by 1.05 p.m for the start of afternoon school. They are also expected to arrive at their lessons punctually during the school day.

### **Mid-day Break**

Parents who wish their children to go home for lunch must complete and sign a request form for a lunch pass. Students must remain on the premises unless they are in possession of a valid lunch pass. Lunch passes will be withdrawn if students return late to school or are found to be loitering around the local area instead of going directly home for lunch and returning directly to school.

### **Money and Valuables in School**

In normal circumstances excessive amounts of money and valuable articles should not be brought into school. Where it is necessary to bring a large sum of money into school this should be handed for safe-keeping either to the teacher concerned or to the school office staff.

All personal belongings should be marked with the student's name or initials. In those lessons where clothing has to be removed, such as Physical Education or D & T, all money and valuables should be handed to the teacher for safe-keeping.

### **GENERAL INFORMATION**

Any article found in the school should be handed in immediately to Reception. Students must keep small valuables and money on their person at all times unless they entrust such items to a teacher.

#### **Mobile phones**

Mobile phones are allowed in school at the owner's risk. However, mobile phones should be turned off during all lessons at all times.

#### **Cycles**

Students may come to school on cycles provided they are in good condition, used only for transport to and from home and are parked in the approved place immediately on arrival at school. Valuables must be removed and cycles securely locked as the school accepts no responsibility for loss or damage.

A limited number of lockers are available to cyclists. Applications can be made for a locker, by letter from the Administration Office.

For safety reasons, cycles must be walked and not ridden on the premises. Failure to observe this rule could lead to the withdrawal of permission to bring a cycle to school.

Permission to bring a cycle must be sought from the school with a letter from parents.

#### **Students Leaving the Premises**

Students must not leave the premises without permission at any time of the school day. Any students leaving the premises, with a valid reason for doing so, must sign out at Reception when they will receive an Authorised Student Pass. Upon their return they must return the pass to the School Office. No student will be allowed to leave the premises for any reason unless parental permission is given.

### **DISCLAIMER**

Every effort has been made to ensure the accuracy of the information in this prospectus in relation to its publication date of September 2002. However, changes in circumstances may necessitate modification in the future.

## **DEPARTMENTAL INFORMATION**

### **English Department**

English is one of the core subjects in the National Curriculum and is studied by all students at both key stages.

We offer students at Key Stage 3 a structured course in speaking and listening, reading and writing. Students study a range of texts from a variety of cultures and traditions, including fiction, non-fiction and media, plays and poetry. In Year 9 all students study a play by Shakespeare.

Students are taught to write in all the forms specified in the Framework for teaching English. Opportunities for speaking and listening are an integral part of the English scheme of work.

All students continue to study English at Key Stage 4, leading to two GCSE qualifications: English and English Literature awarded by OCR.

### **Mathematics Department**

Mathematics is one of the Core Subjects in the National Curriculum and is studied by all students at Key Stages 3 and 4.

The Oxford Framework Scheme is used at Key Stage 3 (Years 7 – 9). It is a flexible scheme which caters for students of all abilities. The OCR Graduated Assessment Scheme is used at Key Stage 4, with pupils in Years 10 & 11 taking a series of module tests at key points in the year.

All members of the Department are keen to ensure that our students work to their full potential and to this end we willingly offer extra lessons at lunchtime and at the end of the day.

### **Science Department**

The science courses offered at Longton High School provide a varied and exciting study of physics, chemistry and biology.

The emphasis is on making sense of the world we live in and providing a useful if not vital qualification in an increasingly scientific and technological world.

In KS3 students are taught using The Exploring Science course which follows the new national curriculum. Regular assessment takes place at the end of topics and there is a wide range of investigative practical work.

In KS4 students either follow a Double Award Modular Science course or a GCSE Applied Science Course with an emphasis on vocational skills. Success in science allows access to many career opportunities and further education courses.

## **DEPARTMENTAL INFORMATION**

### **History Department**

The history department aims to encourage interest in and awareness of the past and, by so doing, to enable students to understand the modern world.

As part of Key Stage 3 studies, students investigate aspects of British, European and world political, economic and cultural history.

The department follows a source based approach to the teaching of history and students are given opportunities to engage in individual, paired and group learning activities. Role play, ICT and fieldwork are also used as a means of helping students understand the past.

The Modern World History Course 1919 to 1941 is a popular option at Key Stage 4.

### **Geography Department**

The work in geography in Years 7, 8 and 9 follows National Curriculum requirements for Key Stage 3. It focuses on issues involved in the relationships between physical and human environments. A variety of teaching methods is used including group work, discussion, fieldwork, role play, the use of audio-visual aids and the use of ICT in all years. Students' work is assessed continuously.

In Key Stage 4 students follow the Avery Hill GCSE geography syllabus. Twenty-five per cent of the GCSE grade is based on two extended items of coursework, one of which follows a fieldwork investigation. The main focus of the Avery Hill syllabus is on human and physical environments. Problem-solving, decision-making and understanding values and attitudes are emphasised in the teaching programme. Students are taught to understand geographical issues such as environmental management, planning and conservation.

Our main aim is to try to make geography interesting, enjoyable and stimulating whilst developing students' understanding of a range of skills, places, ideas and concepts. Field work is an essential element of the subject throughout Key Stages 3 and 4.

## **DEPARTMENTAL INFORMATION**

### **Performing Arts Faculty**

#### **Music**

Music is an inclusive subject – it is open to all students irrespective of their ability or cultural background. The Department has a well-resourced classroom available for listening, composing and performing, a practice room and a music technology suite with impressive facilities allowing students to record their own music direct to CD. This year, a recording studio will be built allowing performances to be edited and recorded.

At Key Stage 3, students will experience and interact with a wide range of styles including classical, pop, jazz, world and rap. Students will work from a variety of given stimuli, compose and perform individually and in groups, and will be encouraged to develop their own musical ability.

#### **Drama**

The course follows guidelines set by the National Strategy, the arts council and accredited Drama schools.

In KS3 students learn about the basics of drama: movement, voice and constructing a performance. They learn to explore texts and issues both in and out of role and develop performances to suit the needs of an audience. Opportunities also exist to explore technical areas such as lighting, theatre make-up, etc.

At KS4 students may choose to study GCSE Music and BTEC first Diploma in Performing Arts.

#### **GCSE Music**

At Key Stage 4, GCSE Music is offered as part of the options system. This course allows students to be creative in their own way, by using instruments, their voice or music technology. As part of the Performing Arts faculty, BTEC Performing Arts is also available for students who wish to study more than one arts area, e.g. dance, drama, technical support, music and music technology.

Instrumental tuition is provided by an enthusiastic and well-qualified team of peripatetic staff, and is available for strings, brass, woodwind, guitar, drum-kit, voice and keyboard/piano.

All students are encouraged to take part in the many Performing Arts activities and the faculty offers such as dance, music technology workshops, cheerleading and participation in school shows.

## **BTEC Performing Arts**

Students are able to choose between a 'performance' or 'production' pathway. Both courses allow students to choose units, such as Acting, Lighting, Musical Theatre, Crewing, Dance and many more.

Performing Arts also offers a wide range of extra curricular activities such as drama club, dance, cheerleading, music lessons, etc.

## **Religious Education Department**

In line with the Agreed Syllabus, Longton High School's religious education curriculum shall reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principle religions represented in Great Britain. Schemes of work shall take into account the requirement of the Education Reform Act that Christianity shall be a principle focus for study at all stages; and LHS shall develop resources and expertise for teaching Christianity as a world faith, with its varied expressions, and two other religions. At the same time pupils shall be made aware of the existence and, where possible, broad perspectives of the other faiths.

### **The aims of Religious Education**

The purpose of Religious Education are to help pupils:

- Acquire and develop knowledge and understanding of Christianity and other principle religions represented in Great Britain and Stoke-on-Trent.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principle religious represented in Great Britain.
- Enhance spiritual, moral, social and cultural development.
- Develop a positive attitude towards other people.

## **ATTAINMENT TARGETS**

The Stoke-on-Trent Agreed Syllabus has two attainment targets:

Learning about religious and learning from religious.

The intention is that pupils receive a balance in the RE Curriculum.

### **Attainment Target 1**

Learning about Religions.

This is the knowledge and understanding of religions.

It includes ability to:

- Identify, name, describe and give accounts in order to build a coherent picture of each religion.
- Explain the meaning of religious language, story and symbolism.
- Explain similarities and difference between and within religions.

### **Attainment Target 2**

Learning from Religions.

This involves applying the understanding of religions to pupils' own experience and values. It includes the ability to:

- Give an informed and considered response to religious and moral issues.
- Reflect on what might be learned from religions
- Identify, explore and respond to questions of meaning within religions

## **AREAS OF STUDY**

### **Key Stage 3**

#### **Year 7**

1. Who was Jesus
2. Who are today inspirational people
3. Creation
4. The Natural World
5. How do celebrations express meanings and values

#### **Year 8**

1. Where do we look for God
2. How do sacred texts inspire and guide believers
3. Pilgrimage
4. How are beliefs shown in action in the community

#### **Year 9**

1. Rites of passage
2. What value can be found in prayer and worship
3. What will worship be like in future
4. Ultimate questions

### **Key Stage 4**

AQA – syllabus B – GCSE short course ‘God and Morality’  
Section A – Thinking about God

- Existence of God
- Arguments for and against God
- The origins of the universe
- The problem of suffering
- The problem of evil

### Section B – Thinking about Morality

- Absolute and relative morality
- How do sources of authority reflect moral beliefs

Issues and Concepts:

- Abortion
- Sex, marriage and divorce
- Prejudice and discrimination
- War and peace

Global Issues:

- World poverty
- The Natural World

### **Modern Languages Department**

All students study French, following schemes of work designed to deliver the Programmes of Study of the National Curriculum. In Years 10 and 11, students follow courses leading to GCSE. Spanish is also available as an option in years 10 and 11.

We seek to plan lessons that cater to all preferred learning styles, with a wide variety of games and ‘fun’ activities employed. The four language skills – listening, speaking, reading and writing are given equal prominence.

The Languages Department is increasingly well-equipped. We have recently completed a major refurbishment of teaching materials for French, and we enjoy the use of cassette players, slide projectors, computers, TV, video and a wide selection of recorded materials. Our students are given the opportunity to take part in regular visits to France including a 5 day home stay visit to Paris. From Year 7 our students are

encouraged to participate in our successful Penfriends scheme, through which they can broaden their own international contacts.

Our overriding philosophy is that Foreign Language learning should be as rewarding for our students as it has been for ourselves.

Students who have a home background in a language other than English are supported in maintaining and developing their home language and may be entered for examinations when appropriate.

## **Design & Technology Department**

All Key Stage 3 students follow an integrated Design and Technology course that includes Resistant Materials, Graphics, Food Technology and Textiles. In all areas we follow a design and make philosophy where students have an increasing responsibility to both design and make a product based on their designs, using a wide range of materials and processes. They will learn to draw and to develop visual and verbal communication skills, the capacity to make value based judgements and, for most, this will be the first and most exciting experience of independent learning they will encounter. Every student will be taught a variety of hand and machine skills, fully supported by relevant Health and Safety requirements, and have the opportunity to practice these skills in a wide variety of materials including food. Graphics will be playing an increasing role in Key Stage 3 teaching as will the further development of ICT resources to support this and other elements of the course. Students are encouraged to make full use of the facilities and staff expertise outside normal teaching periods.

At Key Stage 4 all students have access to one of the following courses:

- GCSE Resistant Materials Technology
- GCSE Food Technology
- GCSE Graphic Products
- GCSE Textiles
- VGCSE Engineering (See GNVQ Section)
- GCSE Child Development

Design and Technology is delivered by an experienced and dedicated team of teachers, fully supporting a subject area possessing so many of the creative and analytical skills required to meet the pace and change of the future.

## **GNVQs and Vocational GCSEs**

The school now offers a much extended range of both full GNVQ and GCSE in vocational subjects. The vocational GCSE subjects replaced the very successful Part One GNVQ last year.

We currently offer the following courses:

- GNVQ ICT (Full course, equivalent in value to four GCSEs)

- GNVQ Performing Arts (Full course, equivalent in value to four GCSEs)
- GNVQ Business Studies (Full course, equivalent in value to four GCSEs)
- GCSE Engineering (double GCSE value)
- GCSE Applied Art and Design (double GCSE value)

Please note that GNVQ courses are studied at either Intermediate or Foundation level.

Students will study their vocational area in broad terms, offering them a wide range of experiences on which to base future choices. Each subject will consist of a number of units, which will be assessed by a combination of portfolio (coursework) and unit tests. Students are strongly advised to seek full details of each course from the departments offering these courses.

The school continues to regard GNVQ and vocational GCSE as valuable opportunities for students to gain a deeper understanding of a sector within the working world without having to make major career decisions too early in their education. All local colleges offer Advanced GNVQ and vocational A levels and are actively working with us to ensure our students are able to gain places and progress beyond their Key Stage 4 successes. Parents and students should also be aware that GNVQs and vocational A levels are generally accepted as part of entry qualifications by universities. All these subjects are challenging courses that rely heavily on student commitment and self-motivation, two invaluable qualities for the modern working population. The challenge is matched by the rewards.

### **Art and Design Department**

The aims are as follows:

The development of

1. Basic and advanced skills in drawing, painting, mixed media, craft and design.
2. Visually inventive and expressive approaches.
3. Aesthetic awareness and evaluation abilities in a historical, cultural and contemporary context.
4. Meaningful knowledge and application of subject key words (concepts).
5. Understanding of Art and Design in a work (studio) setting.
6. Confidence in the unique character of own work and respect for that quality in the work of others.

The above aims are seen as integral with the National Curriculum requirements and those of the school. Able students are encouraged to consider future commitment at Further Education or Degree level. Although a high standard of exam achievement is expected, all students are encouraged to see their experience in the subject as a source of personal achievement & pleasure outside and beyond the immediate demands of school and exams.

## **Information and Communication Technology Department**

The aims of the department are to:

ICT is an important part of today's society impinging upon virtually every aspect of people's lives. As such it is necessary that all students are aware of the implications, limitations and capability of all aspects of ICT.

"ICT offers opportunities for pupils to:

- Prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT;
- Develop initiative and independent learning skills;
- Gain rapid access to ideas and experiences from a wide range of people, communities and cultures." *Aims and purposes of ICT, QCA 2000*

The school offers a wide range of ICT experiences to students of all ages. In the lower school there are time-tables sessions for all students using Windows-based software applications. In the upper school all students have a time-tables lesson, one per fortnight, and the option to complete a GNVQ Full Intermediate or Foundation course in ICT. Students who do not opt to complete a GNVQ course will complete a GCSE in Business Communication Systems.

From September 2006 upper school students have the option of completing either an AiDA, CiDA or DiDA at either level 1 or level 2.

ICT lessons are roomed in the newly opened City Learning Centre which is equipped with Pentium based computers, laser printers and scanners. All software used is industry standard and based around Windows 2000 NT. There is also Internet and e-mailing access to all students across the network and greater emphasis is being placed on the use of the Internet for collection of data.

## **Physical Education Department**

### **Sporting Aims and Provision of Sport**

The Physical Education Department has the following aims:

1. To develop an understanding of the importance and effect of exercise in maintaining a healthy lifestyle.
2. To enable students to experience a range of skills in a variety of physical activities.

3. To develop students awareness of the need to co-operate, work as part of a team, abide by rules and promote team spirit.
4. To encourage a sense of satisfaction and achievement.
5. To provide an awareness of and opportunities for the use of local recreation and leisure facilities available in and around the School's locality.

The department works to achieve these aims by:

1. The provision of clubs.
2. Running programmes in many different sports.
3. Encouraging students to take part in the wide array of extra-curricular activities.
4. Directing students to local clubs and leisure facilities to continue with a particular activity or to be introduced to a new activity.

### **Provision of Sport**

1. Sports played at Longton High School are as follows:  
Rugby, Soccer, Cross Country, Swimming, Cricket, Athletics, Life Saving, Basketball, Tennis, Volleyball, Hockey, Netball, Gymnastics, Rounders, Dance.
2. All students at Key Stage 3 (Years 7, 8 and 9) are allocated 2 hours of Physical Education a week.

All students at Key Stage 4 (Years 10 and 11) are allocated 3 hours of Physical Education every two weeks. However, if these students decide to undertake a GCSE course in Physical Education, they are allocated another 5 hours of Physical Education every 2 weeks.

Numerous extra-curricular clubs and teams are run. Practices for these take place at lunch-time and after school. A considerable number of fixtures are held after school in many of the sports listed above.

The school enters teams in local, area, City and County Competitions and our teams have achieved success in cricket, netball, hockey, football, swimming and athletics competitions.

Several of our students have achieved honours at County Level and represented Staffordshire in the National Life-Saving Championships. Students have also represented Staffordshire in the All-England Athletics Championships and one of our students represented and captained the England U16 Basketball team in 1997. In the year 2003 in basketball, we achieved a 'grand slam' winning all area competitions.

A Year 11 pupil became the Great Britain U16 canoeing champion in March 1999.

In May 1999 our school won the Staffordshire 1999 World Cup Skills Challenge competition. This was out of a total entry of 34 schools in Staffordshire and the boys were rewarded with a trip to Edgbaston cricket ground to perform their skills during the lunch interval in a World Cup warm-up game.

In the season 2001/2002, our Year 8 Football team reached the final of the West Midlands Cup Competition. This out of an entry of 106 schools.

In the season 2003/4 our Year 11 Football team won the City Cup Competition.

### 3. Facilities

The school has excellent facilities. These include a large number of playing fields which are used for many different sports, a cricket square, a red-gra area, seven tennis courts, a gymnasium and a swimming pool. The joint use of the swimming pool by the City Council means that large numbers of the community are taking full advantage of this facility. Other sporting facilities are used by the community when practical and appropriate.

### 4. Qualifications

The school has five full time Physical Education teachers all of whom have trained at specialist Physical Education Colleges. Members of the department hold numerous coaching awards in many different sports and there is a great deal of expertise in all aspects of the PE curriculum.

### 5. Links with local sports clubs

The school has many links with local sports clubs and we were awarded £1,000 Challenge Funding by the Government to promote school/club links.

We have used this money to have specialist coaching and to use the facilities at Northwood Stadium for Athletics coaching and at Burslem PE Centre for Gymnastics coaching. We have also linked with Stoke-on-Trent Rugby Club, Stone Hockey Club and Florence Tennis Club. Various people from these clubs have obtained coaching qualifications and students from the school have visited these clubs to receive coaching.

We have been awarded additional funding to foster links between the school and Florence Tennis Club. This is part of a three year LTA initiative.

Each year the department select a group of Year 10 students to train for the Junior Sports Leaders award. Students visit the local primary schools on a weekly basis to help run the after school sports programme.

## **SCHOOL ADMISSIONS POLICY**

The Intended Admission Limit was 220 for each year but this was set many years ago and has been revised to 120.

The sizes of Years 7 – 11 presently range between 130 and 210.

If the number of students seeking admission to the school exceeds the number of places available then the following order of priority will be used (the top priority is a, then b, etc):

- a. students with a formal statement of special educational needs in which the LEA has named the school as being particularly suitable to meet the child's special educational needs;
- b. students living within the catchment area of the school who have an older brother or sister in attendance at the school (the older child must still be at the school when the younger child is to start);
- c. other students living within the catchment area of the school;
- d. students living outside the catchment area of the school who have an older brother or sister in attendance at the school (the older child must still be at the school when the younger child is to start);
- e. other students, arranged in order of priority according to how near their home addresses are to the school. This is measured by the nearest practical walking route.

When it is not possible to accommodate all students meeting the requirements of a, b, c or d, places for children within these groups will be allocated in accordance with the distance criterion e.

Applications from students resident outside the city's boundaries will be judged according to the same criteria as applications from city-resident students. They will be ranked according to the same priorities.

All applicants are considered against all the published criteria, with no priority awarded for early application. Late applications will receive individual consideration.

If a place is offered on the basis of a fraudulent or intentionally misleading application from a parent, this may effectively deny a place to a child with a stronger claim. In that situation the offered place will be withdrawn.

## **ACCESS TO DOCUMENTS**

Copies of all documents which are required to be made available by the Education (School Curriculum and Related Information) Regulations 1989, may be inspected or obtained on application to the Headteacher. In some instances the Headteacher may make a charge in respect of any copies supplied but the charge will not be greater than the cost of production. If information falls within the realms of the Data Protection Act then this will be adhered to at all times.

## **CHARGES AND REMISSIONS POLICY**

### **Charging Policy**

- a. Board and Lodging Charges – Where the board and lodging is directly provided by the LEA through the Outdoor Education Centres, a daily charge, reviewed annually, will be made. In other cases any charges made will be passed on.
- b. Individual Instrumental Tuition – No charges will be made.
- c. Hire of musical instruments for home practising – an annual charge reviewed annually will be made as a contribution to the cost of repairs and replacement for strings, woodwind and brass. The annual charge made by the LEA will be passed on to parents. A pro rata charge will be made to students who commence after the start of the Autumn Term.
- d. Other Cases – In all cases where charges are permitted for activities wholly or mainly outside school hours, a charge may be made.
- e. When school visits essential to the school curriculum take place during school time voluntary contributions may be sought. For non-essential or extra curricular visits, a charge may be made.
- f. Every effort will be made to ensure that no student will be prevented from taking part in a visit on grounds of hardship. Parents should contact the school if they have problems over paying for visits or activities.

### **Remission Policy**

- a. Where students whose parents are in receipt of Income Support or Family Credit go on residential trips in circumstances where charges for board and lodging only would be permitted, these charge will be wholly remitted.
- b. Where students whose parents are in receipt of Income Support or Family Credit hire musical instruments the normal annual hiring charge will be wholly remitted.

### DESTINATION OF LEAVERS STATISTICS 2004

Figures from the Careers Service are set out below:	%	Numbers
Continued in full-time education	59.3%	(97)
Employment & Employed Status Training	20.1%	(33)
Training	5%	(8)
Not yet settled	15.6%	(25)
	<b>TOTAL</b>	<b>163</b>