

Alder

Community High School



HIGH STANDARDS
THROUGH A CARING COMMUNITY



A SPECIALIST MATHS & COMPUTING COLLEGE

Letter from the Headteacher and Chair of Governors

Dear Parents or Carers

Welcome to Alder Community High School. We hope that the information in this prospectus and on the enclosed DVD will give you an insight into the values that we feel are important and what life is like at our school.

Since opening in 2001 standards have continued to rise. We have high expectations of our students and want them to succeed. Equally important to academic success is the development of the whole child; something we are recognised for as doing well. Our OFSTED inspections to date have recognised that Alder is a happy community, something that we feel is essential if our students are to enjoy school and succeed.

Student numbers have increased significantly since we opened and we are now full and oversubscribed with around 780 students on roll. A school of this size is large enough to offer the full range of curriculum opportunities yet small enough to retain a community feel where staff can get to know everyone. Similarly, we have a truly comprehensive intake, ranging from very able students to those who need significant additional support, and we are equally proud of all of their achievements.

In 2010 we were re-designated as a specialist Maths and Computing College, a specialism that reflects our expertise in these areas and still allows students a free option choice at Key Stage Four. Similarly, our specialist college status has meant that we can continue to invest in new technology and offer our staff and students outstanding ICT resources for teaching and learning.

If you would like to find out more about Alder please attend our Open Evening, or contact school to arrange an appointment where you can have a look around, and if you decide to entrust us with your child's education we look forward to working with you in the years to come.

Richard O'Regan
(Headteacher)

Adrian Brooks
(Chair of Governors)



“Alder Community High School is a caring, inclusive and increasingly successful school.”
“Students’ progress in learning is accelerating.”
(OFSTED 2010)



Our Aims

- To provide the highest quality of teaching and learning.
- To provide a happy, safe and purposeful environment.
- To provide an exciting, challenging and flexible curriculum that inspires all students to achieve their potential.
- To provide opportunities for students to develop all their talents and interests.
- To promote tolerance, respect for others and a clear understanding of rights and responsibilities.
- To develop self-confidence, self-esteem and the desire to succeed.



“Relationships between members of the school community are harmonious, characterised by mutual respect. Students’ behaviour is good, characterised by positive relationships, a welcoming approach and clear respect for the values promoted by the school.”

(OFSTED 2010)

About our School

Private Finance Initiative (PFI)

Part of the funding for our school was provided through a Private Finance Initiative. As part of the scheme the building contractor, Interserve, now manage the site and are responsible for, amongst other things, repairs and maintenance, health and safety, and security. They also open the facilities up after school hours so that the building is a real resource for the whole community.

PFI schemes run successfully in many authorities and we have a constructive and successful partnership with Interserve. We have every confidence that the site will continue to be run to the highest possible standards.

The School building

At Alder we are fortunate to have a new building with excellent facilities and resources. In addition to the general teaching classrooms we have:



“Students make outstanding progress in mathematics.”

(OFSTED 2010)

- five Science laboratories;
- four Technology workshops;
- a Music suite including a practice room;
- two Art rooms;
- five Information and Communication Technology (ICT) rooms;
- a Library;
- a Drama workshop and Dance studio;
- a Sports Hall and Fitness room; and
- a large School Hall for assemblies, drama productions and concerts.

In addition to the five designated ICT rooms the whole school has a wireless network so that we can use our class sets of laptop computers in every room. Similarly all teaching rooms have an interactive whiteboard.

The school grounds have a wonderful location at the foot of Werneth Low and include grass sports pitches, a floodlit artificial sports pitch, netball and tennis courts and a cross-country course.

“The high quality of the school’s pastoral support is greatly valued by students who consider their school to be a caring and inclusive community.”

(OFSTED 2010)



Students cooperate well with each other and display a good range of skills including their use of information and communication technology (ICT), understanding of financial management and personal organisation. These skills will help prepare them to become effective employees and citizens.

(OFSTED 2010)



The Curriculum

If we want students to enjoy school and we are to inspire them to fulfil their potential, then the curriculum they receive must be exciting, relevant and challenging. With the facilities and resources available to us, departments are able to employ a variety of teaching styles that combine the best of traditional practice with the best that new technology can offer. Similarly, wherever possible, we try to bring the curriculum to life through visits, field trips, guest speakers and links with industry, commerce and the local community.

Students follow a broad and balanced curriculum and are offered a wide range of options choices at Key Stage Four, appropriate to their needs, abilities and aspirations, enabling them to progress to the next stage of their education.

“Curriculum developments since the last inspection have contributed to improving students’ achievement.”

(OFSTED 2010)

“The school’s curriculum is supported by well-established partnerships and enables students to make appropriate choices tailored to meet their needs. The rate of progression into further education and training has risen sharply.”

(OFSTED 2010)



Extra Curricular Activities

Good schools always provide a thriving programme of extra-curricular activities. Not only does this allow students to pursue their interests and develop their skills and talents, but it also strengthens their commitment to school and relationship with staff. For these reasons we provide a full range of extra curricular activities including sports, the arts and opportunities for further study, and we encourage all students to become involved.

“Students appreciate the school’s efforts to keep them healthy and value the exciting range of physical education opportunities on offer.”

(OFSTED 2010)



Special Educational Needs

The school is firmly committed to providing an appropriate curriculum for all its students. This includes those pupils with Special Educational Needs, be they particularly able or gifted children, or those with learning difficulties.

Where students are experiencing learning difficulties, support is provided by the Learning Support Team. Additional help is available in a variety of ways from in-class support to withdrawal for small group work or, in some cases, an individualised programme. Specialist provision is also provided for students with specific learning difficulties such as dyslexia. The progress of all these students is monitored and reviewed in line with Special Educational Needs Code of Practice.

The school is equally committed to meeting the needs of particularly gifted students and we extend the curriculum as the need arises.

RE

Religious Education is taught to all students in accordance with National Curriculum requirements, except where parents request that their child be withdrawn. The School follows the Tameside Agreed Syllabus which reflects the fact that traditionally the main religion in Britain is Christianity whilst taking into account the other principal religions represented. As in other Tameside schools then, students learn primarily about Christianity, but will also learn about Sikhism, Buddhism, Hinduism, Islam and Judaism.

“Students’ social and moral development are strongly promoted by all staff through positive relationships with students and through curricular opportunities, such as in religious education, citizenship and psychology where there is impressive discussion of ethical issues.”

(OFSTED 2010)

“Students value the school’s rewards system and consider sanctions to be fair. They consider the school to be a safe and caring place.”

(OFSTED 2010)



Behaviour and Discipline

At Alder Community High School we expect and encourage the highest standard of behaviour from students at all times. All students are expected to follow the classroom code of conduct so that effective teaching and learning can take place.

Good behaviour is always recognised and rewarded but there are also clear consequences if students do not behave appropriately. Sanctions include detentions, extra work, referral to a Year Leader or senior member of staff, contact with parents, removal from mainstream class or, as a last resort, exclusion from school. Further information is available in our Behaviour Policy.

Attendance and Punctuality

Good attendance and punctuality are vital if students are to get the most out of school. We ask all parents to support school by encouraging good habits of attendance and punctuality and notifying tutors in advance if they know that their child is going to be off. If students are absent, parents should write a note of explanation in the Student Planner.

School Uniform

At Alder Community High School we have a traditional uniform that includes a tie and a blazer. We hope that all our students feel a real sense of pride in belonging to our school and see the wearing of the uniform as a positive statement of their commitment to it.

For this reason, and to promote equality, the school insists that full uniform is worn. We are obviously grateful for the co-operation and support of parents in ensuring that all our students are correctly dressed.

Jewellery and Personal Possessions

Students are only permitted to wear one pair of studs or sleepers and are asked to remove any additional jewellery. Persistent offenders have jewellery confiscated and placed in the school safe until after school. Jewellery can pose a health and safety risk in some lessons and, in addition, we have no insurance to cover any loss or theft. For these reasons we would ask that parents support the school fully on this issue.

Mobile phones must not be used at all in school. If a student is seen with a mobile phone it will be confiscated and placed in the school safe until a parent can collect it.

We would strongly advise students not to bring in any personal items of value as the school cannot take responsibility for any loss.



Care and Guidance

“Safeguarding is given a high priority; the safeguarding policy is clearly stated and rigorously followed.”
(OFSTED 2010)

Students will only fulfil their potential if they feel safe and, above all, are happy. We have a pastoral care system, PSHE programme and Behaviour Policy which, together, ensure there is a secure, caring and friendly environment in which all students can learn.

Pastoral Care

Each class has a Form Tutor who meets with them every day and gets to know each child very well. The Form Tutor is in a key position to monitor your child's progress and should be your first point of contact if you have any worries or concerns. Each year group also has a Year Leader who has an overall responsibility for all the students in the year group.

“Students appreciate the good quality of care and guidance they receive, which impacts on their achievements.”

(OFSTED 2010)

Transition

Moving to high school is always a worrying time for students and parents and it is important that we do all we can to make this important transition as smooth as possible. Students will have a chance to meet their Form Tutor and their new tutor group on our Induction Days in the summer term, where we will provide an opportunity for them to work together in a variety of lessons and activities. Parents will then have a chance to meet with staff that evening.

“Effective transition arrangements ensure that younger students settle very quickly.”

(OFSTED 2010)



“Assemblies provide strong opportunities for spiritual reflection”

(OFSTED 2010)

Bullying

Bullying is a topic of concern to parents and students in all schools. As a responsible school we operate an anti-bullying policy that aims to protect and educate. Students are encouraged to report, in confidence, any instances of bullying towards themselves or others. Where bullying does occur it is dealt with sensitively but firmly.

Collective Worship

The focus for collective worship is through the school programme of assemblies. All students attend two assemblies a week and on the remaining three days there are opportunities for thought and reflection during the tutor period.

All assemblies are broadly Christian in nature although we do look for opportunities to celebrate other religions and cultures, not only to reflect the multi-cultural dimension of the area, but also to promote a wider understanding of, and tolerance for, the beliefs of others. The assembly programme also looks at important moral and social issues and provides the opportunity for the school to meet as a community.

Parents who wish to withdraw their child from school assemblies should contact the Headteacher.





Personal, Social and Health Education (PSHE)

The school provides a comprehensive programme of Personal, Social and Health Education.

Sex Education

An effective Sex Education Policy is crucial if we are to prepare our students for their lives now and in the future as adults and parents. In addition to giving students an understanding of the biological aspects of reproduction, as detailed in the Science National Curriculum, our sex education programme aims to promote responsible behaviour and sound moral values, self-esteem, self-restraint and respect for others, and the value of family life.

Parents have the right to withdraw students from aspects of the Sex Education programme not detailed in the National Curriculum and are encouraged to contact school if they have any concerns. The school policy document is available for parents if they would like further information.

Drugs Awareness

The use of illegal drugs is a matter of concern for the whole community. Research indicates increasing levels of drug use by teenagers from all sections of society, and that the casual use of illegal drugs is now an established part of youth culture. As a school it is our responsibility to emphasise the benefits of a healthy lifestyle and make sure that students have the facts, knowledge and skills to make informed and responsible choices.

(OFSTED 2010)



The high quality of the school's pastoral support is greatly valued by students who consider their school to be a caring and inclusive community.

(OFSTED 2010)



“The school engages actively with parents and carers.”

(OFSTED 2010)

Parents

Students usually only achieve their full potential when there is a good relationship between school and home and where parents and staff work together. To this end we keep parents fully informed about their child’s progress and provide opportunities to meet staff. Regular newsletters are also sent home and we are just as keen to contact parents when things have gone well as when they haven’t gone so well!

Parents are always welcome to come into school although it is often helpful to make an appointment if they wish to see a particular teacher. A member of the Senior Management Team is available each evening after school if parents wish to discuss anything. Parents can influence school policies directly through the Parents’ Forum.



“Relationships between members of the school community are harmonious, characterised by mutual respect.”

(OFSTED 2010)





**ALDER COMMUNITY HIGH SCHOOL
A SPECIALIST MATHS & COMPUTING COLLEGE**

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CHESHIRE, SK14 5NJ**

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FAX: 0161 366 6383

ADMIN@ALDER.TAMESIDE.SCH.UK



Staffing List 2011-2012

Senior Leadership Team

Mr R O'Regan (RO)	Head teacher and teacher of Science
Mrs J Greenhalgh (JG)	Acting Deputy Head teacher, SENCO and teacher of English
Miss J Brunt (JB)	Assistant Head teacher and Curriculum Leader for Bus/Comm
Mr R Ames (RA)	Assistant Head teacher, Spec Coll Director and teacher of ICT
Mr S Muddiman (SM)	Assistant Head teacher and temporary Curriculum Leader for Mathematics
Mrs A Edwards (AE)	Assistant Head teacher/Gifted and Talented Co-ordinator/teacher of Science
Mrs P Parker (PP)	Assistant Head teacher/Curriculum Leader for PSHE/Child Protection Officer
Mrs J Eames (JE)	School Business Manager

English Department

Mrs E White (EW)	Curriculum Leader
Miss J Davies (JD)	Assistant Curriculum Leader/Assessing Pupil Progress/Assistant SENCO
M G Vali (GV)	Intervention Co-ordinator – maternity leave covered by Mrs E McLean (EM)
Mrs S Simpson (SS)	Literacy Co-ordinator
Mr C Morris (CO)	

Mathematics Department

Mr S Muddim (SM)	Curriculum Leader (temporary)
Mrs C Doyle (CD)	Assistant Curriculum Leader/Year Leader (Yr11) – maternity leave covered by Mr M Kerwin (MK)
Mr J Sowler (JS)	Aim Higher Co-ordinator/temporary Assistant Curriculum Leader
Miss P Rayson (PR)	
Mrs M Bowles (MO)	
Mr I Butler (IB)	Temporary until new CL for Mathematics appointed

Science Department

Mr M Dobbyn (MD)	Curriculum Leader
Mrs C Garry (CG)	Assistant Curriculum Leader/Sustainable Schools Co-ordinator
Mr C Brown (CB)	
Miss S Moshiri (SO)	Young Enterprise Co-ordinator/ Assistant Year Leader (KS3) and temporary Year Leader for Year 7
Mr S Mokhtarzede (SK)	

Creative and Expressive Arts Department

Mrs A Haigh (AC)	Curriculum Leader (responsibility for Art)
Mrs C Evans (CE)	Assistant Curriculum Leader (Drama)
Mrs J Clancy (JA)	Assistant Curriculum Leader (Music)
Mrs L Crawford (LC)	Year Leader (Yr8)
Miss A Saville (AS)	

Humanities Department

Mrs K Smale (KS) - 0.8	Curriculum Leader (responsibility for RE)
Mr S Mannion (SN)	SEN support (Nurture group)/Foundation Learning Coordinator
Mr S Halliday (SH)	
Miss V Cargill (VC)	Year Leader (Yr10)
Miss K Bancroft (KB)	Assistant Curriculum Leader (History)
Mrs C Dean (CN) - 0.8	Assistant Curriculum Leader (Geography)
Mrs E Skeldon (EK) – 0.6	

Physical Education Department

Miss J Hill (JH)	Curriculum Leader
Mr P Connolly (PC)	Assistant Curriculum Leader (Boys)
Mrs N Pike (NP) - 0.8	Assistant Curriculum Leader (Dance) - maternity leave covered by Miss R Graham (RG)
Mr D Bibby (DB) – 0.8PE/0.2Ssco	School Sports Partnership Co-ordinator
Miss S Berry (SB)	

Technology Department

Mr R Broadbent (BB)	Curriculum Leader
Miss E Cooper (EC)	Assistant Curriculum Leader/Year Leader (Y7)/EBP/Voc/Ent. Co-ordinator - maternity leave covered by Mrs C Power (CP)
Mrs J Carter (JC)	Assistant Curriculum Leader (temporary for EC maternity leave)
Mrs L Loftus (LL)	Assistant Year Leader (KS4) and temporary Year Leader for Year 11

ICT Department

Mr A Doyle (AY) Curriculum Leader
Mrs M Barratt (MB)
Mr J Watt (JW)

MFL Department

Mrs K Bailey (BY) Curriculum Leader
Mrs M Robles (MR) Assistant Curriculum Leader
Mrs E Stewart (LS) Year Leader (Yr9)

PSHE and Citizenship Department

Ms L Browne (LB)

Learning Support Centre

Mrs A Davenport (AD) – 0.5		LSC Manager	
Miss A Heeney (AH)		LSC Manager and Assistant SENCO	
Mrs A O'Malley		Vocational Support Assistant	
Mr N Rowland		Vocational Support Assistant	
Mrs C Atherton	LSA	Mrs J Bardsley	LSA
Mrs C Chapman	LSA	Mrs C Dyer	LSA
Mrs A Gillett	LSA	Mrs L Hall	LSA
Mr N Hibbert	LSA	Mrs K Hamilton	LSA and Stage ² support assistant
Mr K Jones	LSA	Mrs A Kennedy	LSA
Mrs G Lennie	LSA	Mrs L Richardson	LSA
Mrs S Rogers	LSA	Mrs D Hibbert – 0.4	LSA
Mrs W Gillespie – 0.6	LSA	Ms L Fairlee	LSA

Learning Mentors

Mrs J Robertson (Senior Learning Mentor) and Stage² Co-ordinator
Ms A Taylor

Support Staff

Mrs B Derbyshire		Finance Assistant	
Ms R Lee		Senior Leader, Attendance and Education Welfare	
Mrs C Maden		Exams Secretary	
Mrs M Simpkin		Attendance Support Assistant	
Mrs J Rawsthorne – 0.5		Receptionist	Mrs E Derbyshire – 0.5 Receptionist
Mr D O'Brien		E-learning Manager	
Mrs H Webb		Student Support Assistant	
Mrs S Graham		LRC/SEN Support Manager	
Mrs H Littlemore - 0.8		Learning Manager	Mr P Ditchfield Learning Manager
Mrs M Williams		Learning Manager	
Mrs T Ardern – 0.8		Dept Assistant	Mr C Fay – 0.4 Dept Assistant
Mrs J Edwards - 0.8		Dept Assistant	Mrs G Gallagher Dept Assistant
Ms L Clarke		Dept Assistant	Mrs E Thorley Dept Assistant
Miss J Howes – 0.4		Dept Assistant	

Technical Support Staff

Mrs W Godber	Senior Technology Technician
Mr M Bennett	Technology Technician
Mrs A Wrigley	Senior Science Technician
Mrs L Holland	Science Technician

GCSE/BTEC Examination Results 2011

Number of students on roll in year 11 in 2010/2011: 149

Percentage of students achieving 5 or more A*- C grades including English and Mathematics:

Alder 2011	49%
LA average 2010*	50%
National average 2010*	54%

*National and LA figures for 2011 are not yet available.

The percentage of students achieving 5 or more A*- C grades including English and Mathematics in previous years is:

2007	26%
2008	33%
2009	42%
2010	47%
2011	49%

The table below shows the percentage of grades achieved in each subject at GCSE.

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	A*-C	A*-G
0015-Performing Arts (Voc)	34	5.9	5.9	11.7	29.4	23.5	23.5	0.0	0.0	0.0	0.0	52.9	100
1310-Science: Core	124	4.8	12.9	22.6	18.5	15.3	12.9	10.5	2.4	0.0	0.0	58.9	100
1320-Science: Additional	80	3.8	18.8	21.3	33.8	16.3	5.0	1.3	0.0	0.0	0.0	77.5	100
2210-Mathematics	140	2.9	17.9	20	23.6	12.9	8.6	7.9	3.6	2.9	0.0	64.3	97.1
3510-Art & Design	51	5.9	11.8	7.8	41.2	9.8	11.8	5.9	5.9	0.0	0.0	66.7	100
3910-Geography	14	0.0	14.3	21.4	35.7	14.3	7.1	7.1	0.0	0.0	0.0	71.4	100
4010-History	47	12.8	17	17	19.1	10.6	12.8	2.1	4.3	0.0	4.3	66.0	95.7
4610-Religious Studies	128	6.3	13.3	19.5	16.4	16.4	10.2	9.4	3.9	0.8	3.9	55.5	95.3
4850-Psychology	36	8.3	30.6	16.7	16.7	11.1	5.6	8.3	2.8	0.0	0.0	72.2	100
4890-Sociology	20	10	5	25	20	15	25	0.0	0.0	0.0	0.0	60.0	100
5010-English Language	142	2.0	5.3	13.1	35.0	13.4	11.4	8.0	7.4	0.7	0.0	55.4	96.3
5110-English Literature	128	3.1	7.8	8.6	42.2	14.1	8.6	5.5	4.7	4.7	0.8	61.7	94.5
5210-Drama	18	11.1	5.6	5.6	33.3	27.8	5.6	5.6	5.6	0.0	0.0	55.6	100
5650-French**	41	0.0	2.4	19.5	36.6	22.0	12.2	33.3	4.9	0.0	2.4	58.5	91.7
5750-Spanish	12	0.0	0.0	0.0	16.7	50	25	8.3	0.0	0.0	0.0	16.7	100
7010-Music	4	0.0	0.0	25.0	0.0	25.0	25.0	25.0	0.0	0.0	0.0	25.0	100
7210-PE	27	0.0	0.0	29.6	51.9	14.8	3.7	0.0	0.0	0.0	0.0	81.5	100
7460-Business and Communications	44	11.4	31.8	31.8	20.5	2.3	2.3	0.0	0.0	0.0	0.0	95.5	100
9020-D&T Food Technology	15	0.0	0.0	33.3	13.3	33.3	6.7	13.3	0.0	0.0	0.0	46.7	100
9030-D&T Graphic Products	10	20	30	0.0	40	10	0.0	0.0	0.0	0.0	0.0	90.0	100
9040-D&T Resistant Materials	25	0.0	16	24	44	8	4	4	0.0	0.0	0.0	84.0	100
9050-D&T Textiles Technology	15	6.7	6.7	26.7	20	26.7	0.0	6.7	0.0	6.7	0.0	60.0	93.3

**All GCSE students took Core Science. For their second GCSE they took either Additional Science or BTEC Applied Science. **French was taken when the students were in year 9.

The table below shows the number of grades achieved in each subject at BTEC.

Subject	Entries	Distinction*	Distinction	Merit	Pass
Information Technology - First Certificate	52	10	1	19	22
Performing Arts (Dance) - First Certificate	16	5	5	1	5
Travel and Tourism – First Certificate	8	-	1	1	6
Sport – First Certificate	27	3	1	6	17
Applied Science = 50% of First Certificate	32	-	-	-	32

The following BTEC qualifications were taken at college after school hours (twilight).

Subject	Entries	Distinction*	Distinction	Merit	Pass
Art and Design - First Certificate	2	-	-	1	1
Health and Social Care - First Certificate	8	7	1	-	-
Engineering - First Certificate	3	-	1	1	1
Drama – First Certificate	1	-	-	1	-
Sport – First Certificate	1	-	1	-	-

BTEC First Certificates are equivalent to two A*-C grades at GCSE. As a rough guide, Distinction* = A**A*, Distinction = AA, Merit = BB and Pass = CC.

Key Stage 3 Assessments 2011

In 2011 there were 147 students on roll in year 9. The tables below show the percentage at each National Curriculum level by teacher assessment.

TEACHER ASSESSMENT												
	Percentage at each level											
	W	1	2	3	4	5	6	7	8	EP	D	A
English	0	0	0	5	24	25	37	8	0	0	0	1
Mathematics	0	0	0	3	12	21	31	30	2	0	0	0
Science	0	0	0	1	12	31	41	14	0	0	0	1

D = Disapplied A = Absent NE = Not entered W = working towards level 1 EP = Exceptional performance

Attendance Information

Attendance in 2010/2011: 93%

Destinations of School Leavers 2010

This table shows the destinations of 16 years olds, who left Alder Community High School in 2010.

Destination	Number of students	Percentage of students
Further Education	126	84.3
Employment/Training	17	11.2
Seeking Employment (NEET)	6	4.0
Others	1	0.7

The figures for our 2011 leavers, provided by Connexions are not available until November 2011.

Governing Body

Adrian Brooks, the Chair of the Governing Body, may be contacted through the school.

LA Governors

- Miss S Lomax
- Miss O Bushell

Parent Governors

- Mr A Brooks (Chair of Governing Body)
- Mr M Simpson
- Mrs J Hodgkinson
- Mrs E Stokes

Community Governors

- Mr J Ardern
- Rev R Edwards
- Mrs S Steventon
- Mrs D Wills

Staff Governors

- Miss V Cargill
- Mr R O'Regan
- Mrs A Wrigley
- Mrs K Bailey

Curriculum outline and organisation 2011-2012

The curriculum is based on a two week timetable (green week and yellow week) with 50 one hour teaching periods over the fortnight. The tables below show how many one hour lessons are allocated to each subject over a two week cycle.

Key Stage Three

	Year 7	Year 8	Year 9
English	7	6	6
Mathematics	7	6	6
Science	6	6	6
French	3	3	3
Technology	4	4	4
History	3	2	3
Geography	3	3	2
R.E.	2	2	3
Art	2	2	2
Music	2	2	1.5
Drama	2	2	1.5
I.C.T.	3	3	3
Games/P.E.	4	4	4
P.H.S.E.	2	2	2
Spanish		3	3

In Years 8 and 9 students take a second language in addition to French. However students in 8.4 and 9.4 have an extra lesson of English, Maths and ICT instead of Spanish.

Years 7, 8 and 9

Students are taught in mixed ability form groups for Games. For the remaining subjects the cohort is divided into two populations (A-C) and (2-4). The 30 most able students are placed in group A and the 20 least able students are placed in group 4. Within each population students are set according to ability for all subjects except for DT where students are mixed.

Year 7

Set A
Set B
Set 2
Set C
Set 3
Set 4

Years 8 and 9

Set A	
Set B	Set 2
Set C	Set 3
	Set 4

Key Stage 4

	Year 10	Year 11
English	7	7
Mathematics	6	7
Science	9	9
R.E.	2	2
Citizenship/P.S.H.E.	2	2
Games	3.5	3
Enterprise/WRL	0.5	-
ICT/Bus. Comm.	5	-
Options A, B, C	5	-

For English, Maths, Science, RE and PSHE, the cohort is divided into two populations (A-C) and (2-4). Within each population students are set. For these subjects group A will have the most able students, group B will be parallel with group 2, group C will be parallel with group 3, and group 4 will have those students who need most targeted support. Students are taught in the two half year populations for Games and ICT/Bus. Comm. – the students choose as to which ICT option to follow.

Admissions

The school can admit 150 in each year group. The school can accommodate 750 students altogether.

If a school receives more than 150 first choices, the criteria for over-subscription will be applied to determine who gets a place at the school. Children with statements of special educational needs, where the school is named in the statement, will be allocated places before the over-subscription criteria are applied. The criteria for over-subscription for community secondary schools are:

1. Children in Public Care (Looked After Children).
2. Children with exceptional medical or social needs.
3. Children who have a brother or sister attending the school at the time of admission.
4. Children in Tameside Primary Schools, including independent schools and pupils educated at home at the time of application, on the basis of distance in a straight line from the home address to the school gate.
5. Children from other Primary Schools on the basis of distance in a straight line from the home address to the school gate.

Last year the parents of 377 students expressed a preference for a place in our current Year 7 and the school was oversubscribed under criterion 4.

Additional Information

Child Protection

Schools have an important part to play in the detection and prevention of child abuse. Parents should be aware that where it appears to a member of the school staff that a child may have been abused, the school is required to report the matter to the Social Services Department immediately. Consequently, in such situations, it is likely that a social worker would contact the parents, not the school.

This requirement forms part of the local authority's procedure for dealing with suspected child abuse and is not a matter for the discretion of the individual Head teacher or members of the school staff.

Charges for trips, visits and school related activities

Whenever possible we bring the curriculum to life through visits and field trips and by asking guests and groups into school. While we try to provide many of these activities free of charge there may be occasions where parents are asked to make a voluntary contribution to help cover the costs. If there are financial difficulties the school may be able to provide assistance, especially when an activity is linked to the curriculum. Obviously we would like to ensure that no student is ever disadvantaged because of financial circumstances.

Maintenance Grants and Free School Meals

Certain grants are available to parents and for some students school meals will be provided free. Further information about this is available from the Education Authority (0161 342 8355). The school office may also be able to help with any queries which parents may have.

School Meals

Hot and cold school meals are provided on the school premises although students may bring a packed lunch if they wish. Students are not allowed off the school site at break or lunchtime.

Transport

Further details of school bus routes and timetables are available from the school office. One of the buses is staffed permanently.

Students may come to school by bicycle and there are facilities for their storage during the day. For those students coming to school by car there is a turn around and drop off point on the site.

Complaints Procedure

As with all schools we have a formal complaints procedure that parents can follow if they are dissatisfied over a particular issue. Copies are available from the Head teacher.

Publication scheme

Our publication scheme details all the information that we are required to make available to parents including various school policy documents and reports. A copy of the scheme is available from the Head teacher.