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GOVERNING BODY

Foundation Governors (11)

The Dean of Blackburn (ex officio)

The Very Reverend Christopher Armstrong

Appointed by the Diocesan Board of Education (4)

Mrs Judith Day
Mrs Valerie Edge (Chairman)
Vacancy
Mrs Carole Newman

Appointed by the Deanery Synod of Blackburn with Darwen (3)

Mr Matthew Grant
Mr Alan Inglis (First Vice-Chairman)
Mr Mark Hodson

Appointed by the Parochial Church Council of St Luke and St Philip, Blackburn (1)

Mrs Christine Culley

Appointed by the Blackburn, Darwen and District Church Schools' Association (1)

Mr Gordon Moulding (Second Vice-Chairman)

Appointed by the Woodard Corporation (1)

Mr John Leigh

Parent Governors (4)

Vacancy
Mrs Joanne Seedle
Mr Michael Stanley
Mr Neil Howarth

Staff Governors (4)

Headteacher (ex officio)

Mr David Whyte

Teaching staff

Mrs Linda Ainsworth
Mr Paul Hogan

Support staff

Mrs Janet Dewhurst

Local Authority (1)

Mr Frank Baxendale

Clerk to the Governors

Mrs Caroline Holt

Responsible Officer

Vacancy

SCHOOL UNIFORM

We, at St Wilfrid's, are proud of the standards of school uniform which our students continue to achieve. The attitude, behaviour, appearance and success of the vast majority of our students makes them excellent ambassadors for the school. It is a requirement that the student's face, school tie and blouse/shirt must be clearly visible when wearing our uniform. The maintenance of these standards, of course, requires constant vigilance on the part of both parents and staff. We greatly appreciate the splendid cooperation we receive from the majority of our parents. We are also grateful to our principle suppliers, Grays and Whittakers, for their support in maintaining standards and ask that parents should be careful in buying from other suppliers, lest they purchase articles that are of incorrect design and inferior quality.

GIRLS (Years 7-11)

- Navy blue blazer with School Badge
- Navy blue skirt (box pleats), knee length
- Navy blue trousers, (code number JWT 441- available from Grays) worn with blue ankle socks
- White shirt blouse, short or long sleeved, appropriate to be worn with the school tie.
- Plain, long sleeved, navy blue v-necked cardigan or pullover.
- School tie
- Plain black headscarf if worn
- Royal blue ribbed tights or royal blue socks, which must be worn at knee length or plain, white, ankle socks. Girls may wear opaque navy, black or plain flesh coloured tights instead if they so wish.
- Plain black, flat-heeled, substantial leather shoes (no significant branding/advertising) – suede, canvas or patent leather shoes are not practical for schoolwear and should not be worn. Boots and trainers are unacceptable.
- School scarf (optional)
- Plain, dark coloured cagoule or outdoor coat (white safety stripes are acceptable and discrete logos).

GIRLS PE

- Polo shirt with embroidered badge
- School shorts/skorts
- White ankle socks
- Gold school hockey socks
- Predominantly white trainers (not ankle boots)
- Optional items: tracksuit bottoms and sweatshirt available through school
- Make-up is not acceptable, occasionally the Headteacher will allow certain privileges to Year 11 pupils.

BOYS (Years 7-11)

- Navy blue blazer with School Badge
- White shirt, short or long sleeved
- School tie
- Charcoal grey trousers (exaggerated styles are unacceptable)
- Plain black or grey socks
- Plain black, flat-heeled, substantial leather shoes (no significant branding/advertising) – suede, canvas or patent leather shoes are not practical for schoolwear and should not be worn. Boots and trainers are unacceptable.
- Plain long sleeved navy blue v-necked pullover
- School scarf (optional)
- Plain, dark coloured cagoule or outdoor coat (white safety stripes are acceptable and discrete logos).

BOYS PE

- Polo shirt with embroidered badge
- White socks
- Predominantly white trainers for indoor use
- Yellow rugby shirt with blue band
- School shorts
- Gold school football socks
- Football boots
- Training shoes for outdoor use
- Optional items: tracksuit bottoms and sweatshirt available through school
- Optional safety equipment: gum shields, shin pads and underarmour/lycra sports vest

UNIFORM SUPPLIERS

Grays, 68 Northgate, Blackburn.

Whittakers, 10 Ainsworth Street, Blackburn.

ALL YEAR 7 PUPILS BOYS and GIRLS need a Food Technology apron and a Design and Technology apron (regulation style)

MARKING

All school clothing should be clearly marked with your son/daughter's name. PE kit should be brought to school on the days required and taken home for washing and cleaning afterwards.

YEAR 11 have their own tie, available from school, at a cost of £6.50. This is distinctive in both colour and design and different from that worn by Years 7 – 10 and the Sixth Form.

JEWELLERY

No jewellery (except a cross around the neck inside the shirt or blouse) may be worn by pupils in Years 7 – 11.

HAIRSTYLES should not follow extremes of fashion within the context of the school; eg wedges, stepped hair, skinhead cuts, spiked, coloured hair or hair extensions. Hair preparations are not allowed. All male pupils should be clean shaven, and hair should be cut clear of the face and clear of the collar at the back. Girls' hair, if below shoulder length, must be tied back at all times. These are for health & safety reasons.

THE CHRISTIAN LIFE OF THE SCHOOL

As a Church school, it is our intention to live as a Christian community and we believe this leads to our special ethos. The Gospel enables us to hold together the tensions of a disciplined school life and a caring attitude.

We worship in Year Groups with assemblies or form prayers each day, led by pupils, clergy and staff. We begin and end each term with Church or Cathedral Eucharists which the pupils attend on a rota system. All Areas contribute to the Christian education of the pupils, either through RE or across other subject areas.

We are a community of faith growing in love and loyalty to God and each other. We are an Anglican Foundation and this is reflected in the worship life of the school. The students and pupils have the opportunity to lead in worship.

The Reverend David Dickinson, who is our school Chaplain, is part of our school outreach team. We are currently discussing a wider idea of Chaplaincy with other local clergy. The Bishop issues licenses to some staff and students in the sixth form to enable them to administer the elements of Holy Communion.

INCLUSION

“To create a place of learning where every young person can be happy, successful, healthy and safe, and contribute to the communities in which they live, learn and play.”

Inclusion aims:

- To value all our learners equally
- To identify, assess and support the needs of our learners
- To reduce barriers to learning
- To increase the participation of our learners in all curriculum areas
- To increase participation for all learners, not only those with impairments or those who are seen as having additional educational needs
- To provide specific interventions for learners who require significant and extended input
- To ensure that learners improve their reading, writing, spelling and numeracy skills
- To ensure that significant differentiation is in place in all subject areas
- To establish a sense of security for learners
- To recognise the achievements of learners with additional needs and raise their self-esteem through positive reinforcement and differentiation
- To implement special educational needs legislation – current SEN Information Act 2008 and the Aiming High for Disabled Children

We want our learners to look back as adults and say:

“I really enjoyed my time at St Wilfrid’s School. It was worthwhile and I really learned a lot. I feel it was a wonderful experience – it has enabled me to go on into adult life and study or work in the areas I am interested in.”

Expectations:

- For our Year 6 learners, ensuring, through rigorous transition planning, that the move from primary to secondary learning is seamless
 - High expectations for all our learners, including those with additional educational need
 - Setting of challenging targets
 - Specialist Learning Support Assistants in Learning Areas
 - In-class support
 - Early intervention
 - Make continued and sustained progress
 - Break and lunch time social skills programmes
 - Before and after school workshops supporting reading, handwriting, dyslexia and numeracy need
 - A multi-layered approach to support learners’ social, emotional and behaviour needs
- “Education is the key to a better future for all our children, and we are committed to ensuring that every child has the opportunity to achieve their full potential.”

HEARING IMPAIRMENT

The School is resourced for the teaching of hearing impaired children. In conjunction with the Local Authority, the School has become a centre of excellence in this respect. The main aims of this resource provision are to allow young people with a hearing impairment to access a broad and balanced curriculum and achieve their full potential. It is expected that young people with a hearing impairment will gain self-confidence and maturity leading to a high level of self-esteem.

A young person with a hearing impairment can expect to find:-

- Inclusion in all aspects of school life
- A learning community which is sensitive and supportive to their needs and promotes Deaf awareness
- A specially adapted learning environment
- High quality facilities that offer technical and specialist support
- A resident qualified teacher of the deaf and a team of specialist support staff
- A personalised learning programme that offers individual tuition, small group learning or in-class support appropriate to need
- A range of opportunities to allow each individual to develop their most effective communication style
- Opportunities to develop socially and have access to appropriate role models and peer groups
- To promote a positive deaf identity
- Established links with other agencies to ensure their needs are being met
- A willingness to enable a cohesive home:school partnership to develop

PUPILS IDENTIFIED AS GIFTED AND TALENTED

We are currently involved in identifying pupils of exceptional ability through the use of data, recommendation and other indicators. Our aim is to gather the views of these pupils as to their educational provision and to match curriculum provision to their needs. We are providing a growing range of differentiated materials in various learning areas to provide enrichment and concentrating on using a value added scheme to further raise attainment throughout the school.

LEARNING FOR LIFE (L4L)

We use a wide variety of teaching methods in the delivery of the curriculum at St Wilfrid's with individual members of staff having his or her unique teaching style. The use of audio/visual aids, CD Roms, interactive whiteboards, ICT and resource-based learning combine to support traditional teaching methods. The ICT Drop-in Centre and the Library Resource Centre encourage the use of research to complement the normal teaching resources used in the classroom. A Virtual Learning Environment is being developed for the use of staff, students and parents, which will be accessible at home.

This September, for the first time at St Wilfrid's, Learning for Life (L4L) will be introduced into the Year 8 and Year 7 curriculums. Its purpose is to equip students with the tools necessary to become successful independent learners for the 21st century.

Teaching and learning in L4L is built around Personal Learning and Thinking skills which underpin the whole school curriculum. The Personal learning and Thinking skills have 6 strands (Independent Enquirer, Creative Thinker, Reflective Learner, Self Manager, Team Worker and Effective Participator) and by focussing on these essential skills, students will leave St Wilfrid's as well rounded young people who are equipped with skills pivotal to the world of work and lifelong learning.

LEARNING RESOURCE CENTRE

The **Learning Resource Centre** is open from 8.30 am – 4.15 pm Monday to Thursday and 8.30 am – 3.20 pm on Friday and is available for study throughout the day. The LRC is situated adjacent to the Hall close to the entrance to the school.

The LRC has a library with a wide selection of books and periodicals to enhance and support the curriculum. There is also a comprehensive choice of books and magazines for reading for pleasure.

There is a computer area in the LRC available for use with a broad selection of software packages for researching purposes.

INFORMATION TECHNOLOGY ACROSS THE CURRICULUM

Our aim is to encourage every pupil to see ICT as a tool for learning and communicating throughout the whole curriculum and a skill essential for life-long learning.

All students have school e-mail addresses and access to our Virtual Learning Environment both within school and from home. Besides facilities for studying ICT as a subject we have a computer and projector in every classroom. The majority of classrooms have interactive whiteboards. We have a wireless network across the site and subjects can book laptops or a dedicated computer suite. A comprehensive package of e-learning resources across all subjects is available to support learners at all levels.

Internet access is filtered to prevent students from accidentally accessing inappropriate sites. We use monitoring software as part of our strategy to protect pupils.

All pupils have to sign an Acceptable Use Policy. This ensures that they understand what is and is not allowed and the consequences of any misuse of ICT facilities.

CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

Careers Education and Guidance is delivered discretely within PSHE and also through a cross curricular approach wherever practical. All staff are responsible for its delivery.

We provide a guidance service for each individual so that every student may make key decisions about their choice of pathway through their education and training.

We aim to develop a positive attitude to the acquisition of a range of skills, knowledge and understanding that supports individual progression and achievement. The school endeavours to provide a smooth transition for the student into employment, training or Further and Higher Education.

Connexions have well established links with us, playing an important and integral part in the provision of impartial Careers Guidance and specialist support.

Students can visit the Careers Library and obtain information in different formats which include books, pamphlets and videos. They can also access computerised interactive programs which include Kudos, E Clips and My Progress File.

Work Experience

During the Spring term ALL Year 10 students have the opportunity to complete two weeks' work experience in a job of his or her choice.

Enterprise Education

All students in the school now benefit from at least two days per year group of direct Enterprise Education through the school's Theme Day Programme. Many of these days provide activities involving a range of external advisers and business professionals, benefiting both the students and the school in establishing and continuing links with a range of local business organisations.

Our links with Industry have been further enhanced through our Specialist Schools Sponsors.

We also have close links with British Aerospace.

CREATIVE OUT OF SCHOOL ACTIVITIES

The Expressive and Performing Arts Team at St. Wilfrid's work closely with the English and P.E. learning areas to provide many opportunities through extra-curricular activities in the Arts to complement classroom teaching. Regular evening theatre trips are arranged, like the RSC's version of 'Romeo & Juliet'; The National Theatre's 'Waves' production; 'The Convict's Opera' at the Lowry; and Earthfall's 'Gravitas', an exciting physical theatre display. Professional artists are also invited to visit the school with expert workshops on stage make up application and lighting design techniques. Residential experiences to Stratford and to London have become a regular summer event in conjunction with the English team and in 2008 we saw the 'Taming of the Shrew' and 'A Midsummer Night's Dream'. It comes as no surprise, therefore, that, in October 2009, Year 11 will participate in the Shakespeare Schools Festival performing 'The Eternal Not' a modernised extension of 'All's Well That Ends Well' at the Charter Theatre in Preston to gain professional experience.

In Music, inspirational choral work is a regular feature of the performing life of St Wilfrid's with our beautiful Christmas Carol Service always a highlight, and this year's whole school musical, 'The Wizard of Oz', in February 2009 was very well received; eager modern musicians also recently successfully contributed to the Enterprise Rocks Final concert at King George's Hall in Blackburn. Our annual Gym and Dance Show is always an outstanding success, a tradition of which we are very proud. We have a thriving Art & Design after school club and visits to Grizedale Forest's Sculpture Trail and local art galleries have inspired our talented young artists to display beautiful artwork around our school building. Whether you're a performer, a visual artist, or someone interested in being an effective back stage crew hand, there will always be something for you to get involved in at St. Wilfrid's and you'll feel a valued member of the team.

A 'Readathon' raised over £2000 for children's charities in its first year (1997), and is now established as an annual event in the school's busy calendar of events.

OUTDOOR EDUCATION

Support throughout the school for personalised learning is greatly enhanced by the role of our Outdoor Education Instructor. He leads and instructs our outdoor education programme (including the Duke of Edinburgh award) and works alongside our Achievement Coordinators in offering a variety of experiences to enhance motivation across the key stages.

At St. Wilfrid's we realise the importance of creating a positive relationship with our pupils at the earliest opportunity. With this in mind we offer a 3 day residential visit to Brathay Hall in the Lake District, where pupils and staff participate in adventurous team building activities. This subsidised trip is done on a form-by-form basis with key personnel from the staffing team in attendance; over 90% of our pupils sign up for this highly beneficial experience.

DUKE OF EDINBURGH SCHEME

From the age of fourteen (Year 10), young people can enrol to join the Award and progress through the three levels: Bronze, Silver and Gold.

We have many pupils who join and train, in their own time, to participate to gain this 'extra' qualification. Pupils must fulfil the requirements of each of the four sections of the Scheme: Service, Skill, Physical Challenge and Expedition. The activities encourage cooperation, responsibility, self-reliance, personal achievement and perseverance embodied within a spiritual, personal and social development. St Wilfrid's is proud to say that at last year's presentation ceremony we had more pupils receiving awards than in any other Blackburn school! As we have our own highly skilled, experienced and qualified leaders you can rest assured that participants are in safe hands.

The opportunity is for all and challenge is the essence of the concept. The Expedition programme exemplifies this with planning, preparing and completing a journey with a specifically outlined purpose.

Practice and Assessment journeys are generally undertaken in areas like the Trough of Bowland and within Derbyshire for Bronze and Silver Awards. The more adventurous Gold Expeditions tend to take place in mountainous regions, like Snowdonia in Wales and the Ben Nevis region of Scotland. Five of our students successfully completed their Gold expedition this summer and will be meeting the Duke himself in spring to receive their awards. Prospective employers and Universities look favourably on this award as it shows a level of commitment. It is also a lot of fun!

SCHOOL EXCHANGES AND VISITS

Over the last twenty years, we have forged valuable links with Europe, as part of our aim of promoting European Awareness. Our German partner school is in Pegnitz, Bavaria. The link between St Wilfrid's and Gymnasium Pegnitz has been highly successful, with pupil exchange visits taking place each year. Such partnerships can lead to other important contacts in Europe. Sixth Form students also have the opportunity to carry out Work Experience in Germany. We have a Cultural Visit to France in the Spring - a very successful five days at Easter in Southern Normandy taking in the sights and culture of the area. Our European contacts are beneficial not only to the language learning of the pupils, but also to their cultural awareness and social development.

HOUSE SYSTEM

There are five houses within the school: **EXETER**, **LINCOLN**, **TRURO**, **OXFORD** and **RIPON**, all named after Anglican Cathedrals. Pupils are allocated to a house by form and then encouraged to play an active role in representing their house throughout the year. The Sixth Form has a vital role to play in creating a busy and highly varied programme of house competitions. They are enthusiastically supported by staff who value the great contribution that these extra commitments make to the development of the whole child.

PUPIL CARE

We have a strong and powerful tradition of **excellent staff/pupil relationships** which greatly enhances our effective teaching and learning. Our pupils are exceptionally well cared for in an environment which is positive in its approach to young people.

We believe that each pupil is special in God's eyes and merits individual consideration by the staff. It is our desire that each pupil should feel wanted and valued, so they are assigned to a mixed ability **Tutor Group** on arrival at school. The **Tutor for learning** is the guardian of the pupils in his or her care and the vital link between school and home.

Each Key Stage has an Assistant Headteacher who works with a team of colleagues to support the work done by the tutor. They also work with external agencies such as **Education Welfare** and the **School Psychological Service**. The student support at St Wilfrid's has recently been recognised by OFSTED as outstanding.

Our Chaplain is also on hand to offer additional support to the pupils and to link with the work of your parish priest in ensuring the spiritual well being of our school family.

Our principles of positive behaviour management mean that pupils should follow directions recognising that they **have a right to learn** and **teachers have a right to teach** and **everyone has the right to safety**.

In order to encourage good behaviour and monitor poor behaviour, we operate a referral system. If students do something worthy of commendation in the areas of study, service, charity or the holding of any school office, they receive a merit. An example of poor behaviour or attitude results in, among other sanctions, their being given a demerit. In each case these are recorded on the school's MIS system and can be monitored by all staff and by you at home.

It is good to report that merits overwhelmingly exceed demerits! Further recognition is given at the end of the year to those who have large numbers of merits. The homework diary/planner is an easy way for parents to communicate with school.

ATTENDANCE

We maintain a good attendance record. This, in no small measure, is due to the cooperation which exists between teaching staff and parents. Parents are asked to report an absence each day before 10.30 am using the absence line 01254 604043 and to indicate the reason in the pupil's planner. We will contact parents as soon as possible if students are missing from school without reason.

ATTENDANCE RECORD

Pupil Information in the period September 2008 – April 2009

Number of pupils of compulsory school age on roll for at least one session	1,262
Number of pupil sessions	316,022

Authorised Absence in the period September 2008 – April 2009

Number of authorised absences	13,610
Number of pupils with at least one authorised absence	1,189
% of authorised absence	4.31%

Unauthorised Absence in the period September 2008 – April 2009

Number of unauthorised absences	4,509
Number of pupils with at least one unauthorised absence	581
% of unauthorised absence	1.42%

LUNCHTIMES

At lunchtimes, there are areas available for study, relaxation and clubs or activities. We have facilities for students to remain indoors in inclement weather. An à la carte system is in use for meals and we have introduced a cashless system for payment. There are "healthy eating" options, and a wide variety of very popular menus to suit all tastes including a large selection of vegetarian foods.

In practice, very few children go home for lunch and many involve themselves in organised activities or private study. All students are expected to remain on the school premises during lunchtimes.

The school dining room is open for breakfast from 8.20 am until 8.40 am, there is a break of 15 minutes in the morning and a lunch break of 45 minutes. Each school day ends with a prayer at 3.20 pm.

TRANSITION

Transition forging strong and successful partnerships

Each year pupils from approximately 75 Primary schools from Blackburn, Darwen, Burnley and the Ribble Valley come to St Wilfrid's.

Our aim is to ensure that the transition to High School is made as smoothly as possible for all our pupils. We achieve this in the following ways:

- We are continuing to develop close links with our feeder schools and our staff have been providing outreach work such as Worship Music, R.E. Maths and Modern Foreign Languages at many of our schools.
- Our Primary school Head teachers are invited for a working lunch at St Wilfrid's where we meet and share information along with meeting past pupils and learning about their progress.
- Our Year 7 students write to their previous Primary schools to keep their friends and teachers informed of their progress.
- We hold concerts where we invite pupils from our Primary schools to watch or to perform.
- We visit all our pupils at their Primary school to welcome them to St Wilfrid's.
- We spend time with the class teacher and pupils to learn about their academic, social, emotional needs and their plethora of talents.
- There is an Induction evening in June to welcome and inform parents. At this event parents and pupils are able to make the first contact with their Form Tutors.
- In July the pupils attend our 'Sampler Day' where they learn about life at their chosen High School. On this day they are able to meet other pupils and teachers and 'sample' a few lessons.
- Our pupils first two days in September are spent doing activities to help them become familiar with their environment and their Form Tutors. We have found that by using this approach our pupils find it much easier to settle into their new school.
- During the first half term we have an Information Evening where we can share procedures, experiences and ideas with our parents.
- The Year 7 Student Support Team work closely with the Form tutors to provide a network of support for our pupils and parents.

POLICIES

ADMISSIONS POLICY 2010

St Wilfrid's Church of England High School and Technology College is a comprehensive Voluntary Aided secondary school for children aged 11 to 18. It is provided by Church of England Trustees to serve parents who wish their children to receive secondary education in a school whose principles and daily life are based on Christianity in the Anglican tradition.

The school does not have a catchment area, but mainly serves the Borough of Blackburn with Darwen and parts of the Hyndburn, Ribble Valley and Burnley districts of Lancashire. For September 2010, the published admission number is 246.

The Governors are responsible for admissions to the school. Applications for admission to the school for September 2010 should be made on the common application form in your Local Authority's brochure and submitted before the closing date of Friday 16th October 2009.

The Governing Body of St Wilfrid's operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. Parents of children not admitted will be informed of the reason and offered an alternative place by their Home Local Authority.

In the event that there are more applicants than places available, after admitting all children with a final statement of Special Educational Need or an Individual Pupil Resourcing Agreement (IPRA) naming St Wilfrid's, the Governing Body will allocate places using the criteria below, which are listed in order of priority.

1. Children in **public care** as defined by the Children Act 1989.
2. Children with **medical and/or social needs**, for whom the Governors accept that there are exceptional circumstances specifically relevant to attendance at St Wilfrid's rather than another school, supported by professional medical and/or social evidence.

***NOTE:** Professional supporting evidence from eg a doctor, psychologist, social worker, is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school in question is the most suitable school and the difficulties which would be caused if the child had to attend another school.*

3. Children on the roll of **Saint Luke and Saint Philip's Church of England Primary School, Blackburn**, who have completed the whole of Year 5 there in the school year before the closing date for applications for places.
4. Children whose parent(s) or legal guardian(s) show evidence of being active members of the **Church of England**, or any church in membership (see note a) of **Churches Together in England**, the **Free Churches Group** or the **Evangelical Alliance** by a worship attendance of not less than **weekly** over the period of the two years prior to 1 September in the year of application. Within this category, first priority will be given to siblings (see note b) of pupils who are on the school roll both at the closing date for applications and the time of transfer (see note c).
5. Children whose parent(s) or legal guardian(s) show evidence of being active members of the **Church of England**, or any church in membership (see note a) of **Churches Together in England**, the **Free Churches Group** or the **Evangelical Alliance** by a worship attendance of not less than **fortnightly** over a period of the two years before 1 September in the year of application to the school. Within this category, first priority will be given to siblings (see note b) of pupils who are on the school roll both at the closing date for applications and the time of transfer (see note c).
6. Children whose parent(s) or legal guardian(s) show evidence of being active members of a **faith other than Christian** which is associated with the **UK Inter-Faith Network** by a worship attendance of not less than **weekly** over the period of the two years prior to 1 September in the year of application or, alternately, a statement of support from a faith leader which confirms the same level of commitment. Within this category, first priority will be given to siblings (see note b) of pupils who are on the school roll both at the closing date for applications and the time of transfer (see note c).
7. Other children on the basis of **distance** from the front door of their home to the school, measured by a straight line from the Duckworth Street pedestrian gate, giving priority to those living nearest the school. Within this category, first priority will be given to siblings (see note b) of pupils who are on the school roll both at the closing date for applications and the time of transfer. Where the cut off point is for addresses within the same building, then the single measure between address points will apply and the Local Authority's system of a random draw will determine which address(es) receive the offer(s).

Notes

- a. the church concerned must be in membership of one of the organisations listed on 1 September in the year of application.
- b. sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister or the child of the parent/carer's partner, and in every case, the child should be living in the same family unit at the same address.
- c. the distance criterion set out in category 7 will be used as a "tie break" in categories 4 – 6 if the admission number of 246 is reached during consideration of applications in any of these categories.

To apply for a place in Year 7 in September 2010, please see the guidance notes and application form enclosed with this prospectus

Late applications for admission

Where there are extenuating circumstances for an application being received after the last date for applications, and it is before the governors have established their list of pupils to be admitted, then it will be considered alongside all the others.

Otherwise, applications which are received after the last date will be considered after all the others, and placed on the waiting list in order according to the criteria.

Waiting list

Where we have more applications than places, the admissions criteria will be used. Children who are not admitted will have their name placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. Since the date of application cannot be a criterion for the order of names on the waiting list, late applicants for the school will be slotted into the order according to the extent to which they meet the criteria. Thus it is possible that a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time. If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted.

This waiting list will operate until the end of the Autumn Term.

Appeals

Where the governors are unable to offer a place because the school is over subscribed, parents have the right to appeal to an independent admission appeal panel, set up under the School Standards and Framework Act, 1998, as amended by the Education Act, 2002. **Parents should submit appeal forms to the clerk to the governors at the school by 31 March 2010.**

Parents will have the opportunity to submit their case to the panel in writing and also to attend in order to present their case. You will normally receive 14 days' notice of the place and time of the hearing.

Please note that this right of appeal against the governors' decision does not prevent you from making an appeal in respect of any other school.

Non-routine admissions

It sometimes happens that a child needs to change school other than at the "normal" time; such admissions are known as non-routine admissions. Parents wishing their child to attend this school should arrange to visit the school. They will be provided with an application form once they have a definite local address. If there is a place in the appropriate class, then the governors will arrange for the admission to take place. If there is no place, then the admissions committee will consider the application and information about how to appeal against the refusal will be provided. Appeals for children moving into the area will be considered from the old address until there is evidence of a permanent new address, e.g. exchange of contracts or tenancy agreement with rent book.

Please note that you cannot re-apply for a place at a school within the same school year unless there has been relevant, significant and material change in the family circumstances.

Address of pupil

The address used on the school's admission form must be the current one at the time of application, i.e. the family's main residence. If the address changes subsequently, the parents should notify the school. Where the parents live at different addresses, and there is shared parenting, the address used will normally be the one where the child wakes up for the majority of Monday to Friday mornings. Parents may be asked to show evidence of the claim that is being made for the address, e.g. identity cards of various sorts showing the child's address as the one claimed. Where there is dispute about the correct address to use, the governors reserve the right to make enquiries of any relevant third parties, e.g. the child's GP, Council Tax Office, Electoral Registration Officer, utilities provider. For children of UK Service personnel and other Crown Servants returning to the area proof of the posting is all that is required.

Fraudulent applications

Where the governing body discovers that a child has been awarded a place as the result of an intentionally misleading application from a parent (for example, giving a false address in order to gain an advantage, or a false claim of involvement in a place of worship) which effectively denies a place to a child with a stronger claim, then the governing body is required to withdraw the offer of the place. The application will be considered afresh and a right of appeal offered if a place is refused.

Twins

Where a family of twins or triplets request admission and there is only one school place available it will be left to the family to decide whether or not they wish to take up the place for one of their children and appeal for the second or third child in the same year group, or to decline the place.

If the family wish to accept the one available place, the local authority will pick the name of one of the children by random allocation and that child will be admitted.

(b) ADMISSIONS TO YEARS 8 – 11

When vacancies arise, the Governors admit pupils to Years 8 -11. Initially, parents should obtain an application form from the Headteacher's Personal Assistant (telephone 01254 604000). When the completed application form is received, an appointment with the Headteacher is arranged.

(c) ADMISSIONS TO THE SIXTH FORM

Information about admission to the Sixth Form is provided in a separate prospectus available from the Assistant Headteacher Post 16 (telephone 01254 604000).

(d) GENERAL

Parents are asked to note that there is a risk of losing a place offered if it is found subsequently that details given in the application form (for example, home address) are incorrect.

Pupils are admitted on condition that parents agree to support the school rules, including positively upholding the Christian traditions of the school.

If the Governors are unable to offer a place for a child, parents have a right of appeal to an independent panel. Particulars of the appeal process will be provided for parents when appropriate.

The Governors keep a waiting list for each age group. Should a vacancy arise, applications are assessed using the priority order listed in section (a) above.

INFORMATION ON APPLICATIONS FOR ADMISSION TO YEAR 7 IN SEPTEMBER 2009

The Governors are required to provide information in the school prospectus about admissions to Year 7 in the previous year (that is, in September 2009). The admission policy for Year 7 in September 2010 detailed at (a) above has been revised to meet new national requirements and, in addition, the governors will no longer consider first preferences before second preferences and second preferences before third. Consequently, figures for the previous year's allocation of places are not entirely meaningful. However, the following information is provided to meet the legal requirement; parents requiring further advice are welcome to contact the Clerk to the Governors (telephone 01254 604000):

Category in admission policy

Children with final statements of special educational needs.....	24
Children on the roll of Saint Luke and Saint Philip's Church of England Primary School.....	13
Children whose parent(s) or legal guardian(s) show evidence of being active members of the Church of England/Churches Together in England/Free Churches Group/Evangelical Alliance by a worship attendance of at least weekly, with siblings in school.....	47
Category 4 without siblings in school.....	166
Category 5 with siblings in school.....	19
Category 5 without siblings in school.....	44
Other children on the basis of distance from the front door of their home to the school, measured by a straight line.....	150

Governors were able to offer a total of 246 places to the following categories:
Following appeal to an independent panel, a further 10 children were admitted.

Category in admission policy

22 children under criterion 2; Children with final statements of educational needs

13 children under criterion 3; Children on the roll of Saint Luke and Saint Philip's Church of England Primary School, Blackburn

47 children under criterion 4; Children whose parent(s) or legal guardian(s) show evidence of being active members of the Church of England/Churches Together in England/Free Churches Group/Evangelical Alliance by a worship attendance of at least weekly, with siblings in school

86 children under criterion 3 as above; with no siblings in school

18 children under criterion 5; Children whose parent(s) or legal guardian(s) show evidence of being active members of the Church of England/Churches Together in England/Free Churches Group/Evangelical Alliance by a worship attendance of at least fortnightly, with siblings in school

41 children under criterion 5 as above; with no siblings in school

5 children admitted under criterion 6; with siblings in school.

14 Children admitted under criterion 6 with no siblings in school

There were no places offered to children under criterion 7

* These places were offered using the distance tie break; the address of the last child to be offered a place is 0.566 miles from the school.

PARENTS' COMPLAINTS PROCEDURE

The Governing Body has adopted the following procedure for responding to complaints about the running of the school (but please see Section 4 for matters covered by other complaints procedures).

1. Concerns

If you wish to express a **concern** about your child, you should do so to the Form Tutor or the relevant Learning Support Manager. Every effort will be made to respond informally without the need to use the formal **Complaints Procedure**. The formal Complaints Procedure will be commenced if initial attempts to resolve the matter are unsuccessful and the person raising the concern is dissatisfied with the outcome.

2. Formal Complaints – Stage 1

- (a) A complaint about a teacher (other than the Headteacher), a member of the support staff or any other matter connected with the running of the school

You should write, giving full details of your complaint, to the Headteacher, Saint Wilfrid's Church of England High School and Technology College, Duckworth Street, Blackburn, BB2 2JR. If you prefer, a complaint form is available from the Headteacher's Personal Assistant (telephone 01254 604000). The Headteacher will investigate your complaint, decide on the action to be taken and respond to you in writing. He will do this within 15 school days of receipt of your complaint unless this is impracticable, in which case he will set a different deadline and notify it to you.

- (b) A complaint about the Headteacher or a Governor

You should write, giving full details of your complaint, to the Chairman of Governors, c/o Saint Wilfrid's Church of England High School and Technology College, Duckworth Street, Blackburn, BB2 2JR. If you prefer, a complaint form is available from the Clerk to the Governors (telephone 01254 604000). The Chairman of Governors will investigate your complaint, decide on the action to be taken and respond to you in writing. He will do this within 15 school days of receipt of your complaint unless this is impracticable, in which case he will set a different deadline and notify it to you.

3. Formal Complaint – Stage 2

If it is not possible to resolve your complaint at Stage 1, you can appeal to a panel made up of three Governors (other than the Headteacher, Chairman of Governors or, if the complaint is about a Governor, that Governor). Further particulars of the appeal procedure will be provided for you at the end of Stage 1, but the panel will, as far as reasonably practicable, meet within 15 school days of receipt of your appeal. You will be invited to attend the Appeal Panel hearing and make representations. The decision of the panel will complete the school's consideration of your complaint.

4. Other complaints procedures

Separate procedures exist if you wish to

- (a) Appeal against a decision not to offer a place in the school to a child
- (b) Make representations about the exclusion of a pupil by the Headteacher
- (c) Make a complaint about the school curriculum
- (d) Make a complaint about the Saint Wilfrid's Community Leisure Centre which is operated in part of the school premises out of school hours by the Blackburn with Darwen Borough Council.

Details of these procedures can be obtained from the Clerk to the Governors, St Wilfrid's C of E High School and Technology College, Duckworth Street, Blackburn BB2 2JR.

5. Review

The Governing Body will monitor the level and nature of complaints and review the outcomes on an annual basis to ensure the effectiveness of the Complaints Procedure. Information provided for the Governing Body will not name individuals.

GOVERNORS' CURRICULUM COMPLAINTS PROCEDURE

The Governing Body has adopted the following procedure for responding to complaints about the school curriculum:

1. Parent(s) should first write to the Headteacher outlining their complaint.
2. They should then discuss the complaint with the Learning Area Coordinator at a mutually convenient appointment, and seek to resolve the matter(s), informally.
3. If agreement cannot be reached, they should then discuss the complaint at a mutually convenient appointment, first with the Deputy Headteacher who has responsibility for curriculum matters and then, if still necessary, with the Headteacher, informally.
4. If agreement cannot be reached, parent(s) should then write to the Clerk to the Governors c/o the School (sending a copy of the letter to the Headteacher), outlining the complaint. The Clerk to the Governors will then arrange for a hearing to be conducted by the appropriate Governors' Committee which will consider the matter and take any appropriate action.
5. In the event of parent(s) not agreeing with the Governors' action, parent(s) have a right of appeal.

CHARGING POLICY

The Governing Body is required to draw up a statement of general policy on the circumstances under which charges are made to parents. This policy will be reviewed annually in the Spring Term.

1. Admission to the school – no charge is made for a child's admission to the school.
2. Education in school hours – no charge is made for education provided during school hours. "School hours" are those when the school is actually in session and do not include the lunchtime break. If most of the time spent on a non-residential out of school activity is in school hours, no charge is made for the activity.
3. Residential activities – if the number of school sessions missed by pupils taking part in residential activities amounts to half or more of the number of half-days taken up by the activity, no charge is made for the education element or for the cost of travel. However, charges will be made for the cost of board and lodging, except in the case of pupils whose parents receive certain state benefits, including Income Support, Job Seeker's Allowance (income based) and, in certain cases, Child Tax Credit. Further details are available from the school on request.
4. Voluntary contributions – although the school does not make a charge for school time activities, the Headteacher, or a member of staff acting on his behalf, may invite voluntary contributions from parents to make school funds go further. Such requests will make it clear that contributions are voluntary and that children of parents who do not contribute will not be treated any differently from others. If a particular activity cannot take place without some help from parents, this will be explained at the planning stage. Where there are not enough voluntary contributions to make the activity possible and there is no other way to make up the shortfall, then it will be cancelled.
5. Ingredients or materials for items to be made in school – the Headteacher or a member of staff acting on his behalf may invite parents to provide or pay for ingredients or materials for items to be made in school and subsequently taken home.
6. Uniform – pupils are required to wear school uniform, particulars of which are given in the school prospectus. The whole cost of uniform is to be met by parents.
7. Public examinations – no charge is made for entering pupils for public examinations that are set out in government regulations and for which pupils have been prepared in school. However, an entry fee is re-charged to parents if, without good reason, a pupil fails to complete the requirements of any public examination. The fee for remarking is recharged to parents where the request is made by them rather than the school. In the case of resits, the fee is recharged to parents plus a charge of £5.00 per module as a contribution towards the school's administrative costs.
8. Musical instrument tuition – a charge is made for musical instrument tuition provided after school as part of the Saint Wilfrid's Music School.
9. Loss of, or damage to, school property – the school will expect parents to contribute to the cost of school property lost or damaged as a result of the action of the pupil concerned.
10. Books or equipment which are desirable, but not essential – the Headteacher or a member of staff acting on his behalf may, from time to time, recommend the purchase of books or equipment which may be helpful to pupils. Such purchases are voluntary and items will remain the property of parents.
11. Private tuition or activities outside school hours – where a member of staff agrees with parents to provide private tuition or activities outside school hours, such an arrangement is regarded as being outside the school's responsibility and costs are a matter for agreement between the parties concerned.

EXTERNAL EXAMINATION ENTRY POLICY

It is the School's aim to enter all pupils for the final examination. In most subjects, there is more than one level of entry; these levels are called foundation or higher level. Decision on levels of entry are taken by Learning Area Coordinators. If parents wish to have their son/daughter entered for a particular subject at a level other than that recommended by the school, they may be asked to pay for the entry; should the pupil subsequently obtain a grade within the appropriate range for the level of entry, the fee would be returned.

Occasionally, with the agreement of parents, a student may be allowed to drop a subject, if it is felt that this will result in better performance in the remaining subjects and is, therefore, in the student's best interests. At present, no restrictions are placed on students who wish to retake GCSE examinations, even if it is not possible for them to attend classes in the subject(s) concerned; however, students are expected to approach members of Staff to ask for guidance and/or establish a programme of work.

THE FREEDOM OF INFORMATION ACT, 2000

The Governors have adopted a scheme on information to be made available under the Freedom of Information Act, 2000. A copy of the scheme is available on request to the Clerk to the Governors at the school.

SUBJECTS

ART & DESIGN aims:

- To enable young people to use a variety of approaches to explore and experiment with ideas, information and resources
- To develop a range of practical skills and use a variety of materials and processes
- To broaden pupils critical understanding and enable them to express their views and opinions when analysing their own and others work
- To encourage pupils to take risks and learn from mistakes, adapting and refining work

Year 7 pupils will be taught to:

- Work in a safe and productive way
- Explore a variety of materials and processes when working to specific themes
- Develop the use of a sketchbook to record ideas, information, explorations and opinions
- Critically reflect upon artists and artwork from different times and cultures

Assessment is continuous and always encourages pupils to succeed. This will include:

- Sketchbook work
- Artist studies
- Homework
- Outcomes

Key Stage 3

The course will gradually allow the pupil to develop an understanding of the formal elements of art and design. They will work in a variety of media including, painting and drawing, printing, 3D and textiles. They will work towards level targets which set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of the Key Stage.

Key Stage 4

At KS4 we offer AQA Art and Design Fine Art GCSE and Edexcel BTEC First Certificate in Art and Design (worth 2 GCSEs at A*-C).

At GCSE students will develop work using a variety of media and scales building on work done in Key Stage 3. Critical studies play a very important part of the courses and students regularly research, discuss and analyse the work of others throughout the course.

Coursework is worth 60% of the final grade followed by a ten hour practical controlled test that will give the remaining 40%.

BTEC First Certificate in Art & Design is a practical, work-related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. It introduces students to the employment area of Art & Design and provides a good basis to go on to a more advanced work-related qualification.

BUSINESS STUDIES aims:

- To make effective use of terminology, concepts and methods relevant to Business Studies and to recognise the strengths and limitations of the ideas used
- To apply knowledge and understanding in a wide range of contexts, distinguishing between facts and opinions and evaluating data in order to make informed judgements
- To develop knowledge and understanding of the features and dynamics of business activity from a range of perspectives – theoretical (eg economics, sociology and psychology) and role specific (eg the consumer, the shareholder, the employee and the manager)

The learning experience at GCSE means that, wherever possible, opportunities are provided for pupils to put theory into practice by means of case studies, simulations, work experience and the use of IT. During the two year course, there will also be opportunities to visit a variety of business organisations and hear external speakers.

The option is open to all pupils who have a reasonable level of English and Mathematics.

DESIGN AND TECHNOLOGY aims:

- To prepare young people to participate in a rapidly changing world
- To develop pupils' creativity in the solving of practical problems
- To develop communication skills
- To broaden pupils' understanding of industrial production and commercial practices

Year 7 pupils will be taught to:

- Work in a well-ordered and safe way
- Design and make products and systems
- Use IT to enhance their learning when designing and making
- Critically reflect upon and evaluate their own and existing products

Year 7 pupils are taught within two bands. Each band is divided into six teaching groups. Groups rotate through a programme of focused activities which make up the Design and Technology Curriculum. These activities are in Food Technology; Textiles; Resistant Materials; Product Design; Computer Aided Design/Computer Aided Manufacture; Graphics and Creative Electronics and Systems to complete a project.

Assessment is continuous and always encourages pupils to succeed. This will include:

- Design folder work
- The manufacture of practical solutions
- Homework assignments
- Written tests of the theory and processes covered in the activities

DRAMA

Drama encourages pupils to be creative, developing their understanding of space and sensitivity to character, mood and atmosphere. It is also very helpful as a means by which pupils can come to understand plays in performance.

Pupils learn to collaborate effectively with others in a disciplined and committed way. They become more objective about their own work, and develop analytical and evaluative skills.

At Key Stage 3, Drama is taught as part of the English National Curriculum. It is offered as a discrete option at GCSE and A Level. It is not necessary to have specialist Drama knowledge to be considered for these courses and both are popular subject choices for male and female pupils.

All pupils are offered the opportunity to become involved in extra curricular drama both in school productions and House Drama competitions. The Drama Area organises a wide range of theatre visits, and encourages visits to school by experts such as professional actors, Theatre-in-Education teams and theatre designers.

The stage and hall have extensive facilities: an excellent lighting rig, flexible staging and a brand new sound system. This allows pupils to excel not only as actors, but also as designers and technicians.

ENGLISH aims:

to provide the highest quality teaching to enable our pupils to:

- Communicate fluently, effectively and confidently in speech
- Become attentive, discriminating and responsive listeners
- Write with confidence, flair and precision
- Foster a love of language as a creative end in itself
- Develop as discriminating, appreciative, lifelong readers
- Experience a wide range of learning experiences
- Develop the critical thinking skills of information-processing, reasoning, enquiry, evaluation and creativity
- Use ICT effectively to enhance presentation, develop research skills and improve literacy skills

In reading, Year 7 pupils will read a wide range of fiction and non fiction texts including:

- A novel
- Media texts
- Short stories
- Poetry
- Work by Shakespeare
- Writing from other cultures
- Independent reading is an important focus -pupils are encouraged to read widely and with discrimination.

In writing, Year 7 pupils will:

- Learn to meet the needs of specific audiences and purposes
- Use the conventions of Standard English
- Develop and enjoy their own creativity through a wide variety of forms

Assessment

Class teachers use a variety of assessment strategies to continually assess work and students are encouraged to participate fully in this process through self-evaluation and peer marking. Formal testing takes place on a regular basis and evidence is used for individual target setting to raise individual achievement.

The Profile

Pupils are issued with an English Profile which covers all aspects of their learning in English and their individual achievements and targets. It also enables parents to keep completely up-to-date with their child's progress in English.

GEOGRAPHY

"Geography makes the world go round" is a very realistic statement. Geography provokes comment and answers questions about the natural and human worlds.

At St Wilfrid's we aim to:

- Engage the youthful curiosity of pupils to develop a sense of awe and wonder for the world around them
- Develop an enquiry approach to learning, often through fieldwork, which is an integral part of all courses in Years 7-9
- Encourage our pupils to develop a sound locational knowledge of places through maps, ranging from our local area, increasing to British, European and world-wide scales
- Develop thinking, study and problem-solving skills
- Develop a respect for the environment and understand issues such as sustainable development

Key Stage 3 Geography introduces pupils to a wide range of people, places and environments at different scales around the world. They learn about geographical patterns and processes through a variety of published material. Use of ICT and the internet is guided and a valuable resource. Geographical skills and resources such as maps, photos, satellite images and ICT are incorporated into the course. Fieldwork is an integral part of the course.

In KS3, Geography shares a common setting with the History, RE, Modern Foreign Languages and English subjects.

Work is continually assessed to:

- Identify what has been learnt
- Monitor pupil progress in each attainment target with level reached at the end of the key stage
- Diagnose and identify ways of overcoming particular learning difficulties

HISTORY aims:

- To give our pupils a fuller understanding of human development in the past. Our pupils must understand the society and the rapidly changing world in which they live in order to play their part as citizens.
- To give our pupils those necessary transferable skills and knowledge to enable them to achieve their full potential in school and external examinations.
- To encourage a lifelong interest in the past – their family, local community, our national heritage and the wider world.

Key Stage 3 History in Year 7 begins with two modules: - Medieval Britain and the Mughal Empire. We move on in Year 8 to study Britain in the period 1500-1750 and the emergence of Britain as an industrial power between 1750 and 1900. In Year 9 pupils will move on to study the main developments and events of the 20th century in Britain, Europe and the wider world.

Through these modules KS3 pupils will explore the development of political power in a British and wider world context. Pupils will also consider the impact of significant social, cultural, religious and economic events on past societies.

Throughout Key Stage 3, the work is closely linked to the evidence of the past, and pupils will learn to question it, both as to the information it can provide but also to its sufficiency and reliability. Equally important will be the vital link between the evidence and the varied opinions and interpretations we have formed of past events Pupils will have opportunities to work independently and in groups in each year.

Pupils will have the periodic opportunities to reflect on their own progress and learning

Initially, in Year 7 History shares common setting with Geography, RE, English and Modern Foreign Languages. The teaching and learning within the teaching groups in each band will be geared to the ability level of the pupils. Common assessment tasks will be based on the key areas of historical knowledge and understanding and be marked according to the agreed marking policy of the Area, beginning in early October. Results from these assessments, together with that gathered from classwork, homework and oral work through the year will form the basis of future recommendations for setting. The History Area is made up of four specialist teachers who all contribute to the teaching of Key Stage 3.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

ICT is a vital part of a pupil's education at St Wilfrid's. All pupils in years 7-9 have one period of ICT per week. At Key Stage 3, pupils follow the KS3 ICT strategy which involves modelling, visual programming, text and graphics, data handling and sound and video. All work is assessed against National Curriculum levels throughout KS3 and a final level is awarded at the end of Year 9.

At KS4 pupils can opt to take the OCR Level 2 National Award in ICT or the OCR Level 2 National First Award in ICT. The OCR Nationals suite of qualifications provides candidates with high quality, industry-relevant qualifications geared to the specific requirements of key sectors. From September 2009 we are also offering the Certificate in Digital Applications which is equivalent to one or two GCSEs.

We use Microsoft Office as our main suite of applications with Adobe software such as Fireworks and Dreamweaver for graphics and web page development. We also use an increasing range of open source software.

Our teaching concentrates on ensuring that our pupils develop a very high level of ICT capability and that they understand and can apply the underlying concepts that they have studied.

MATHEMATICS aims:

- To encourage pupils to develop a positive attitude to mathematics and enjoy their work
- To allow pupils to be proud of their achievement when solving mathematical problems through praise and reward for effort and success
- To instil in pupils an appreciation of the mathematical structure all around them and encourage awe at the Creator's mathematical designs
- To build confidence in each pupil
- To develop perseverance and a determination to solve problems
- To promote the ability to communicate ideas effectively

Year 7 pupils will be taught:

- Mathematical processes and applications
- Number and algebra
- Geometry and measures
- Handling data

Year 7 pupils are divided into two bands, J and S, based on their KS2 results and Cognitive Ability Tests. The mathematics sets are then formed with 4 in band J and 5 in band S. Pupils may move between sets at any time if assessment evidence suggests that this is appropriate. Parents will always be informed of any set changes in writing.

Assessment of pupil's progress is monitored using all of the following:

- Test results
- Classwork
- Homework
- Oral contributions
- Investigational work
- Annual examination result

MODERN FOREIGN LANGUAGES

The Learning Experience for pupils in Year 7 embarking on a course of study in foreign languages should enable them to:-

- Communicate orally and in writing in the target language
- Understand and respond to the target language by reading and listening
- Develop language learning skills and an awareness of language
- Develop cultural awareness and ensure that language learning is a relevant, enjoyable and motivating experience
- Develop the ability to work with others and the ability to learn independently

Pupils are set based on primary school records and initial school tests, providing the flexibility to allow movement between sets. All pupils begin to study German in Year 7. The more linguistically able of our pupils are given the opportunity to study French as a second language from Year 8 onwards.

Assessment is continuous during the year in the four attainment targets based on National Curriculum requirements. These are listening, speaking, reading and writing.

MUSIC aims:

- To develop pupils' skills in performing, composing, listening and evaluating
- To develop pupils' ability to think critically and creatively
- To enable personal expression and emotional development in all pupils
- To broaden pupils' understanding of the use of ICT and music technologies to create and refine sounds

Year 7 pupils will be taught to:

- Perform and compose in different musical contexts, both individual and communal
- Listen to and evaluate a range of musical genres, styles and traditions, from different times and cultures
- Use ICT and a variety of sound sources to enhance their learning

In Year 7 programmes of study include work on starting to compose, form and structure, African music, major and minor keys, Gamelan music and chords, instruments of the orchestra, and introduction to scales.

Assessment is continuous and always encourages pupils to succeed. This will include:

- Regular performing and composing assessments at the end of each unit of work
- Listening tests which link in with the unit of work
- Homework assignments
- Informal and formal peer and teacher assessment, which may be written or verbal

Music pupils should also make the most of extra curricular opportunities including Junior Choir and whole school musicals.

PHYSICAL EDUCATION

The primary concern of the Physical Education course is to build a foundation of skills and understanding through a wide variety of physical activities. We aim to:

- Develop physical fitness and coordination whilst promoting the enjoyment of sport
- Enhance physical confidence and creativity through independent and cooperative work
- Enable appreciation of skilful and creative performance
- Develop understanding of the subject alongside standards of performance
- Encourage a healthy and hygienic lifestyle

The Physical Education area promotes learning experiences that encourage participation for all at an appropriate level, in a range of activities that reflect the diversity of interests and abilities shown by pupils.

The Year 7 programme includes work from four areas of the national curriculum:

- Athletics
- Dance
- Gymnastics
- Games

along with health related fitness which is taught within all areas and as a discrete area.

Pupils enjoy one two hour single sex PE lesson each week and will be setted according to their ability.

Sport forms an essential part of life of the whole school community and we pride ourselves in the rich variety of activities that is covered during any school year. In every area, from all of the major team games, to individual sports, swimming and the aesthetic areas of dance and gymnastics, pupils and staff work together to realise their potential and to strive for excellence.

Throughout the school, sport is open to all who enjoy it and we are proud to boast of representative honours at town, county and national levels. Within school the thriving House system creates a regular framework for intra school sport and annual displays of dance and gymnastics provide a welcome stage for our talented performers.

RELIGIOUS EDUCATION aims:

- To affirm and nourish, encourage and challenge all students on their spiritual journey.

RE has a key role in helping pupils to:

- Engage with the living faith of the school
- Understand how religious faith can provide a vision to sustain and develop their spiritual and personal life
- Develop a sense of themselves as significant, unique and precious
- Become active citizens, understanding and serving their neighbour
- Find reason for hope in a troubled world

Religious Education is offered to all pupils as a discrete and independent subject. In line with Diocesan guidelines, 80% of our content reflects the Christian tradition and 20% studies world faiths, namely, Islam, Judaism and Hinduism. All pupils are entered for GCSE Religious Studies full course or short course.

Assessment of pupils takes four main forms:

1. Formal exercise book marking of homework and classwork
2. Less formal assessment and monitoring of exercise books
3. Levelling tasks (KS3)
4. Examinations

SCIENCE aims:

- To make science active and fun
- To help with progression to GCSE science
- To help develop an understanding of 'how science works'
- To develop scientific skills and personalised learning and thinking skills (PLTS)
- To focus on personalisation so that each pupil can reach their potential
- To use assessment for learning techniques to support and motivate individual pupils

All Y7 pupils will learn about:

- Energy, electricity and forces
- Chemical and material behaviour
- Organisms, behaviour and health
- The environment, Earth and universe

Y7 pupils are taught in two bands and within each band they are set according to their ability in science. All pupils cover very similar material but are taught at a level appropriate to their set.

Assessment is continuous and is used to help the pupils to know how to improve. It includes:

- Assessment of classwork activities
- Assessment of homework
- Written tests
- An end-of- year exam

SOCIAL SCIENCES

The three subjects which make up Social Sciences at St Wilfrid's are Sociology, Psychology and Law.

Sociology is the study of social issues like Family, Education, Crime and Religion. It is offered at GCSE, AS Level and A Level.

Psychology is the study of individuals and covers issues like Memory, Child development, Abnormality, Conformity, Stress and Animal Behaviour. It is offered at AS Level and A Level.

Law is the study of the British Legal System and covers issues such as the English Legal System and areas of Law, including negligence. Law is offered at AS level and A level.

All Social Science courses require that pupils and students practise and learn the following range of skills:

- Acquisition of relevant material
- Presentation and interpretation of information from a variety of sources eg newspaper, television, computer and official statistics
- Critical analysis of theories and issues relevant to the course

Most of our students intend to go on to Higher Education and the subject areas are represented at many Universities by our past students.