



Fred Longworth

Shaping the Future High School



arts college



APPLIED
LEARNING



2003 school
achievement award
department for education and skills



Healthy School



ADDRESS: Printshop Lane, Tyldesley,
Manchester, M29 8JN

TELEPHONE: 01942 883796

FAX: 01942 897413

TYPE OF SCHOOL: Mixed, Secondary High School
with Specialist College Status in
Arts and Applied Learning

AGE RANGE: 11-16 years

STANDARD NUMBER: 1284 students

HEADTEACHER: Mrs J H Garretts

DEPUTY HEADS: Mr P Hodkinson
Mr J Thomson

CHAIR OF GOVERNORS: Cllr. B. M. Wilson

LOCAL AUTHORITY: Director of Children and Young
People's Service, Wigan Council,
Progress House, Westwood Park
Drive, Wigan, WN3 4HH



Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY



SPORT
ENGLAND
SPORTSMARK GOLD



Prospectus 2009

arts college

Contents

Welcome to Fred Longworth High School

A message from Mrs Jan Garretts, Headteacher

2. Our School

- 2.1 Introduction
- 2.2 Our School Aims
- 2.3 Admission Arrangements
- 2.4 Assemblies
- 2.5 Visits and Residential Education
- 2.6 Availability of Documents
- 2.7 Charging Policy
- 2.8 Complaints Procedure

3. Curriculum

- 3.1 Curricular Aims
- 3.2 Curriculum Organisation
- 3.3 Grouping Students
- 3.4 Homework
- 3.5 Careers Education and Guidance
- 3.6 Sex Education
- 3.7 Health Education
- 3.8 Equal Opportunities
- 3.9 Learning Support
- 3.10 Out of School Activities
- 3.11 Assessment Procedures
- 3.12 Examinations
- 3.13 Examination Entry
- 3.14 Able and Talented Students
- 3.15 Literacy Across the Curriculum

4. Pastoral Organisation

- 4.1 Pastoral Staff
- 4.2 Child Protection
- 4.3 The New Student
- 4.4 Student Planner
- 4.5 Rewards
- 4.6 Attendance
- 4.7 School Council

5. Day to Day Organisation

- 5.1 Discipline and Behaviour in School
- 5.2 School Uniform
- 5.3 Lunch Arrangements

6. Appendices

- Appendix 1. The School Day
- Appendix 2. Holiday Pattern
- Appendix 3. Examination Results
- Appendix 4. School Results
- Appendix 5. Destination of Students at 16+
- Appendix 6. School Attendance

Welcome to Fred Longworth High School

Dear Parent

Welcome to Fred Longworth High School, a vibrant Arts and Applied Learning College. Our aim is for all our students to achieve their best and we have a strong tradition of achieving excellent examination success, regularly “outperforming” our targets to give students a strong head start in life. Our results in 2009 were the best ever achieved by the school, with 82% of students gaining 5 or more A*-C grades, and we are looking to improve still further in the coming years.

Excellent teaching is at the heart of our success, with a committed and enthusiastic staff delivering high quality, enjoyable lessons that really engage the students and encourage a lifelong love of learning. We believe in treating each student as an individual; our curriculum is designed to give them choice and to nurture their talents and abilities, whatever they may be. Outside the classroom, a wide range of extra curricular activities gives students even more opportunity to enjoy their school life and develop as confident, talented young people.

Visitors to Fred Longworth frequently comment upon the happy, purposeful atmosphere and the excellent behaviour of our students; we believe this to be the result of our emphasis on high standards, coupled with a strong commitment to building good working relationships between staff and students. A real community spirit is at the heart of everything that we do and students thrive in this supportive environment.

If you would like to see for yourself what makes us so successful, we look forward to meeting you. In the meantime, I hope that this prospectus gives you a flavour of what Fred Longworth High School has to offer and that this is just the start of a long and successful partnership between you and the school.

Yours sincerely

Janet Garretts
Headteacher

2. OUR SCHOOL

2.1 Introduction

Facilities

Fred Longworth High School occupies a pleasant, open site, with extensive sporting and leisure facilities and has been remodelled and extended since receiving its first comprehensive intake in 1976. Impressive Science, Technology and ICT facilities are matched by those of similar quality in, for example, Drama, Dance, Music, Art, Media Studies and Physical Education. Anyone visiting the school sees, immediately, how much we pride ourselves on building and maintaining a quality educational environment, which students care for and respect.

An Arts and Applied Learning College

In 1997 Fred Longworth was designated as a specialist school - an Arts College. We were the first Arts College in the North of England and are now in Phase 4 of our Arts College development which extends to 2010.

Arts College status has had a massive impact upon the school. The funding has enabled us to equip new facilities and students have access to the very latest technology to help them learn. More than this, the specialism has enriched students' experience and nurtured a real enthusiasm for the Arts within the school. Any visitor to the school, or to one of our high profile Arts events, cannot fail to be impressed by the talents of our students and there is a real sense of enjoyment and "buzz" that spills over into the whole curriculum.

In 2008 we were awarded a second specialism in Applied Learning. This gives us a real opportunity to enrich our curriculum still further. The key to this is in the strong relationship between the school and local businesses, together with an exciting new range of "work related" courses that are helping students to achieve.

An Achieving School

Fred Longworth has been designated as a High Performing Secondary School, in recognition of our achievements over a number of years. In 2009, we achieved our best ever GCSE results, with 82% of students achieving 5 or more A*-C grades and 59% achieving that measure including English and Maths. Our students regularly "out perform" their targets and our "value added" score regularly ranks us as one of the top performers in the North. Achievement is by no means 'academic' alone. We have a strong tradition of excellence in Art, Music and Drama, with outstanding levels of public performance, and in sport our teams regularly gain local, regional and national acclaim.

In March 2007, Ofsted declared us to be a 'Good school with many outstanding features'. The report was overwhelmingly complimentary highlighting the very good teaching, the extremely positive attitudes of our students and the excellent relationships throughout the school. In addition we received a School Achievement Award in May 2003 for out-performing schools in similar circumstances. We have "Leading Edge" status in recognition of the high quality of our work.

What Makes Success?

First and foremost, we see education as a partnership between parents, students and ourselves; the unswerving support of local parents and the efforts of a hugely talented staff have been cornerstones of Fred Longworth's achievements. As part of our home school agreement, we will ensure that we keep you well informed about your child's progress and behaviour and we ask that you contact us with any concerns you may have.

Regular newsletters will help keep you up to date with all the news and parents' evenings provide an opportunity to discuss progress with your child's teachers. In addition, we regularly ask parents how well we're doing and what we could improve.

We have high expectations of all our students and believe that all can succeed. Discipline is firm but fair. We are committed to traditional excellence with high standards of behaviour and academic achievement, as well as to flexible and positive approaches which make learning and teaching, a stimulating experience. Each new student is valued as an individual learner, with her or his strengths, needs and hopes for success. Where students have learning difficulties, they are given additional help in many ways, including special tuition by our experienced learning support team. Where they have special talents, they are encouraged to develop them to the full.

All teaching and support staff have a crucial role to play in setting standards. Through a professional caring and sensitive approach based on mutual respect, we achieve a great deal. In particular we expect all staff to be committed to our Arts College aims and to play an active part in our initiatives.

At the Heart of Our Community

The school has an excellent reputation in the local community, which we are proud to serve. Our intake is very comprehensive and very local and we have particularly strong links with our primary schools. Few students experience any transitional problems since they all know us very well, but an excellent programme is in place to make transition as easy as possible. This

includes taster days for Year 6 students, giving them the chance to experience what life at Fred Longworth High School will be like.

We are a fully extended school and are open 5 nights per week and often at weekends for community activities. Our facilities are extensively used for community activities – your child may well have attended an event here in the past. Our own students are also frequently here after school and at weekends – with staff giving generously of their time to support extra curricular activities and study sessions.

If you are new to the area or, for some other reason, are unfamiliar with the school, please ask in the locality for the views of parents who have, or have had, children at the school recently. If you have missed our 'Open Evening', please feel free to contact school to arrange a visit.

You can read our 2007 Ofsted report on www.flhs.org.uk.

2.2 Our School Aims

To be the BEST through Belonging, Engaging and Succeeding Together

We will strive to:

- Continuously improve our practice, particularly in our core tasks of teaching and learning.
- Personalise learning and develop pathways for Lifelong Learning – providing a rich and diverse curriculum for all.
- Develop our Arts College specialism with a focus on excellence and opportunity.
- Encourage our young people to play their part as responsible members of local, national and international society.
- Utilise the power of new technology for learning, communication and access to information worldwide.
- Be inclusive of all members of the community.
- Engage the whole community in the education process – through involvement, seeking opinions and responding to needs.
- Develop our workforce through reflective practice and continuous professional development.

We will know if we are succeeding if:

- ✓ We receive positive feedback from students and parents together with improving exam and test results;
- ✓ Our curriculum meets the needs of all students and increasing numbers leave school with recognised qualifications;
- ✓ We maintain our Arts College status and more students participate in arts activities;
- ✓ More students are involved in community projects, locally and beyond our immediate neighbourhood;
- ✓ We engage more students in learning how to learn for themselves so that they become more deeply engaged and value the educational process;
- ✓ All students become skilled in using new technologies and traditional printed materials to aid their learning;
- ✓ All students feel that they are valued as individuals and the school challenges non-inclusive practice and any form of discrimination;
- ✓ All our staff feel that they are engaged in helping students to achieve their full potential and that they have every opportunity to develop their careers.

2.3 Admission Arrangements

Before the end of the Autumn Term, the Wigan Director of Children and Young People's Service will send out forms on which parents are asked to make their choice of high school for the following September. Parents are entitled to receive information about each school in which they are interested. There are usually six weeks in which to make up your mind. Only then does the process of allocating high school places begin.

The 255 places at Fred Longworth are allocated by the Director of Children and Young People's Services, not by the governors or by the school.

In allocating places, the following admissions criteria will operate:-

- i. Children with a Statement of Special Educational Needs which names the school.
- ii. Children in Public Care.
- iii. Children with brothers or sisters who will be attending the school in the 2010-11 school year.
- iv. Children living in Mosley Common and Tyldesley, situated to the north of Manchester Road (Astley) and Chaddock Lane, to its junction with the East Lancashire Road, and

thereafter the East Lancashire Road, with the exception of pupils who live nearer to Bedford High School than Fred Longworth High School and children living in that part of Hindsford bounded to the east by the former Borough and Urban District Boundary and bounded to the north by the northerly access road to the Chanters Industrial Estate and Tyldesley Old Road to its junction with Millers Lane and bounded to the west by Millers Lane to its junction with Langley Platt Lane and the former Borough and Urban District Boundary.

- v. Children living in the remainder of Atherton and the remainder of Tyldesley.
- vi. Other children living nearest the School. (All distances will be measured by a straight line.)

More detailed information is available from Wigan Council's School Placement Team at SchoolPlaces@wigan.gov.uk.

2.4 Assemblies

Every week students and staff assemble together for the purpose of registration, the giving out of information and worship. Assemblies may either be in Tutor Groups, Year Groups, Upper or Lower School Groups or the Whole School. Larger assemblies give the opportunity for various elements of the school to come together in an atmosphere of peace and encouragement.

2.5 Visits and Residential Education

Students gain a great deal by learning in different places away from school. Time away with staff also helps to build the good relationships we need between students and teachers.

Our aim is to organise a varied and wide ranging programme of activities. Some of these will be part of the curriculum for all students - such as a day visit to a place of historical interest. Others will be voluntary and may involve staying away for a period of time - including exchange visits abroad. These opportunities vary from year to year and parents will be kept up to date with information about all these events by newsletter.

2.6 Availability of Documents

Parents wishing to see documents held in school and available for inspection should visit our website – www.flhs.org.uk - or contact the School. The annual School Profile (replacing the Governors' Report) is available at www.parentscentre.gov.uk

2.7 Charging Policy

The school may, from time to time, request voluntary contributions from parents for activities which incur a cost e.g. school trips during the normal day. Parents are not obliged to contribute, but if insufficient money is collected to cover costs, then the activity may have to be postponed or cancelled.

Students will be charged for damage or loss of school property, which is caused other than by a genuine accident.

2.8 Complaints Procedure

Under section 23 of the Education Reform Act 1988, the Local Education Authority has made arrangements for the local consideration of complaints relating to the school curriculum and religious worship. The school has a copy of the complaints procedure available for parents, should they require one.

3. CURRICULUM

The word used to describe all the learning that takes place in school is 'curriculum'.

3.1 Curricular Aims

The current programme is designed to lead students to:

- become independent learners;
- an awareness of human achievements and aspirations;
- an understanding of the world and the interdependence of nations, cultures and individuals;
- an appreciation of human talents and abilities and the opportunity for students to experience personal success and achievement;
- acquire knowledge and develop skills;

The above apply to all curriculum areas including sporting activity.

3.2 Curriculum Organisation

On joining Year 7, students follow the National Curriculum and study the core subjects Maths, English, ICT, Science and Physical Education. They also study Art, Music, Drama, a Language, History, Geography, RE, PSHE and Personal Development. There is an effective transition programme in place to ensure the move to secondary school is made as smoothly as possible.

At Key Stage 4, students follow a personalised curriculum. A wide range of courses at GCSE, BTEC and Applied level are offered. Choices are made in Year 9 and students are guided through parents meetings and private consultation to ensure them the very best possible chance of success.

3.3 Grouping Students

On entry to the school students are placed in mixed ability Tutor groups. Based on each student's prior attainment data they will be placed in one of two parallel groups for all subjects. Those students identified with significant literacy and numeracy issues may be assigned to a more structured, personalised timetable in order to address and improve their ability to cope with a more comprehensive timetable.

Year 8 and 9 will replicate this pattern of groupings. Students identified in Year 7 who continue to struggle to fully access the curriculum in Year 8 will still follow a more personalised timetable, allowing paced integration into the Year 8 timetable of lessons.

3.4 Homework

Fred Longworth's Homework Policy is founded on the principle that all students need to develop a capacity for independent study which will help students develop the skills, confidence, motivation and self-discipline necessary for life long learning. We also believe appropriate homework contributes significantly to the progress and academic achievement of all students.

Parents play an important part in supporting their children to become independent learners by providing a quiet space and opportunity to complete homework and by monitoring what and how work is completed. In addition they should contact the school if there are any concerns or questions surrounding homework.

What is the value of homework?

- It allows students to take responsibility for their own learning and encourages students to develop the practice of independent study.
- It develops perseverance and self-discipline.
- It opens up areas of study and enables students to make use of materials and information that are not accessible in the classroom.

How regularly is homework set in various subjects?

For some subjects regular and frequent practice or preparation is essential to progress. For other subjects, work can best be done in blocks of time over a number of days or weeks. Further details of the nature and regularity of homework set in different subjects will be made available at the beginning of the school year.

Good practice suggests that the amount of time which should be spent by students at secondary school, on average, on homework or GCSE course work, should fall within the following ranges:

Years 7 & 8 - 45 to 90 mins per day
Year 9 - 1 to 2 hours per day
Years 10 & 11 - 1.5 to 2.5 hours per day

How can parents help?

- Check that homework details are filled in clearly and regularly in the Planner. There is space there for a parent's weekly signature.
- Help your child organise his or her time to best advantage so that work is not all left to the last minute or even forgotten.
- Try to make sure that there are suitable working conditions at home or encourage your children to attend after school homework clubs.
- Take a positive and active interest in your child's work at home rather than just insisting that it is done. Demonstrate to them through praise and support that you value what they are doing.
- Let the school know if there are problems with homework that you cannot resolve. Perhaps your child seems to be doing too much or not enough, or is finding it too easy or too difficult. Contact the form tutor in the first instance who will offer support and advice.
- Please prioritise your attendance at Parents' Evenings.

What form will homework take?

Faculties should discuss which Homework activities would best meet the needs of their students, PoS or Syllabus and implement as appropriate. Tasks should be differentiated to

meet the individual learning needs of students largely, although some activities may be common across sets or classes for the purposes of consistent summative assessment.

Students might have a selection of Homework tasks to choose from for a given topic, further adding to the 'personalised learning' agenda.

Possible tasks might include:

- Research (although students need to be trained in how to do this effectively and be directed to sources)
- Reading
- Drawing
- Public or School Library visit
- Rehearsing
- Essay writing
- Report writing
- Preparing for an activity
- Mind mapping work done in class
- Revision
- Testing work done in class
- Independent learn/test cycle.
- Develop a theme in depth.

Where possible, Homework should be structured to utilise the Virtual Learning Environment (VLE). During the academic year, each student should have had to complete Homework through the VLE from each lesson at least once.

Students should always indicate which tasks have been Homework by clearly writing 'Homework' either in the margin of their books or at the top of other work submitted.

We encourage parents to contact school immediately whenever they have any queries regarding homework.

3.5 Careers Education and Guidance

In addition to National Curriculum input in all years, careers education is supplemented by a timetabled careers session from Year 7 onwards. The school has a very extensive careers section situated within the resource centre, where students can use the computer facilities to seek additional careers information. In Year 9 all students participate in Industry Days in preparation for the world of work.

An officer from the Connexions Service is based at the school and each Year 11 student is guaranteed a personal interview before Christmas. In addition, visitors frequently come into school to speak to students about many different fields of work such as the Civil Service, Banking, Nursing, Engineering and the Forces etc. There is close and cordial liaison with all our post 16 colleges. Students from Fred Longworth have traditionally 'graduated' to a number of further education establishments including Wigan and Leigh College, Salford College, Eccles College, Pendleton College, Winstanley College and St. Mary's Sixth Form. All Year 11 students are given the opportunity to visit College Open Days and Taster Days. College and sixth form staff visit school to talk to students thus ensuring they are given the fullest information about all further education courses which are available to them.

3.6 Sex Education

The programme of sex education is an integral part of the school curriculum and not treated as a separate subject. The main responsibility for this work lies with the Personal Development Curriculum team and the Science department. The programme is based upon basic and moral principles and is carefully designed to inform and support students at different stages of their personal development.

The school policy on Sex Education and the teaching materials used to deliver the programme are available for inspection in school.

3.7 Health Education

Fred Longworth High School is committed to being a Health Promoting School in recognition of which we recently received re-designation of the Wigan Healthy Schools status. We aim to ensure that the school, in all it implies through the hidden and taught curriculum, and the values it holds and displays through day to day organisation and activities, will actively promote the physical, social and emotional health of its students and staff.

3.8 Equal Opportunities

The school has an open policy for students with disabilities. The school is equipped with a large print directional sign system and a toilet with disabled access. We have a number of ramps to enable complete ground floor access and all students are treated equally. Our new art block has a lift for use by disabled students. The school has a current access plan to develop

access to both facilities and the curriculum.

We positively stress equality of opportunity and encourage students to examine the expectations of our society. As part of this process we introduce them to issues of race, gender, special needs and disability. Students are encouraged to challenge stereotypes and develop sensitivity in dealing with others.

Our students follow a multi-cultural curriculum through which they are encouraged to examine their own beliefs and culture within the context of an increasingly diverse society.

3.9 Learning Support

There is a commitment to providing a high quality education to all students within the school, including those who have special educational needs.

A team of Learning Support staff is dedicated to:

- the early identification of children who have learning difficulties;
- advising and working alongside subject teachers on matters related to special educational needs;
- preparing special learning materials and providing specialist equipment;
- teaching small groups of students who lack basic literacy skills;
- liaison with the appropriate Services provided by the Education Authority to gain the best levels of 'outside' support available.

Emphasis is placed upon ensuring that the work given to all students is matched to their needs and levels of ability. By providing those students who have learning difficulties with opportunities to experience success on a regular basis it is our hope that they will gain confidence and feel that they are valued contributors to the school, and later, the wider community. Our Focus Room, considered to be a 'beacon of excellence' by the Local Authority, supports students during periods of transition. We use a nurturing approach to develop successful and confident learners who are responsible citizens.

The school policy on Special Needs is designed to reflect the National 'Code of Practice' and to provide for the individual in an appropriate way. The policy is available for inspection in school.

We also have a number of Learning Mentors who support both able and talented students and those who have identified barriers to learning.

3.10 Out of School Activities

We believe in providing our students with opportunities to take part in a wide variety of extra curricular activities.

They may include clubs which extend interests e.g. Drama, Art, Choir, Band, Dance, Computer or organised visits to the theatre, museums, sites of historical /geographical/social/scientific interest.

In addition we offer longer activity breaks including Paris (with EuroDisney), Winmarleigh Hall, watersports in France and fishing in Ireland. We have recently established new links with schools in France and Germany with Modern Foreign Language exchange visits as a regular feature.

We encourage all our students to play an active part in the local community; our senior citizens' party is a well established tradition at Christmas time. One of our students was presented with the Princess Diana Memorial Award, for service to our community.

We encourage our students to help others in need and to this effect have provided money to purchase and train two guide dogs for the blind, raised money for Albanian orphanages and helped many local and other international charities. Last year, Year 7 students provided over 200 boxes for Operation Christmas Child.

Each year a large number of students, staff and parents contribute to our successful events and school productions: recent examples are 'Little Shop of Horrors', 'Grease', 'Tin Pan Alley', 'Big Al', 'Billy Liar', 'Hobson's Choice', 'Joseph and his Technicolor Dreamcoat', 'Bugsy Malone', 'Brassed Off', 'Billy Elliott' and our millennium production 'Pendragon'. We also collaborate with national names such as the Royal Exchange Theatre and Ludus Dance in joint productions.

In 2008, our school brass band members were the National Youth Champions and one of our Drama groups was invited by the Royal Shakespeare Company to perform at Stratford.

3.11 Assessment Procedures

The school's assessment arrangements are designed to monitor the progress of each student. Marks or comments for classwork and homework are recorded and together with regular testing form the basis of our assessments. This enables teachers to highlight students' achievements as well as to pinpoint any specific difficulties experienced. At the same time both student and

teacher can plan future action appropriately. Assessment is therefore an important and routine part of each student's learning.

Our formal arrangements include annual testing and review periods. Parents are kept fully informed of their child's progress through a pattern of Parents' Evenings, written reports, interim (termly) reports and individual meetings with members of staff where necessary.

3.12 Examinations

Students are constantly being monitored and assessed from their first year in the school. Students in Years 10 and 11 are taught courses leading to GCSE and a range of qualifications including BTECs in Performing Arts and Sport.

3.13 Examination Entry

Normally, students following an examination course in Years 10 and 11 will be entered for examinations automatically. However, if the school feels that there is a good reason not to submit an examination entry then parents will be informed – such reasons include failure to complete coursework and poor attendance.

3.14 Able and Talented Students

Fred Longworth High School works in partnership with other schools in the Wigan Authority to provide a comprehensive package of enrichment activities for able and talented students. These range from Challenge Days in Mathematics to visits from Cambridge University. We maintain a register of our most able and talented students and monitor their progress closely. Students who qualify are encouraged to become members of the National Academy of Gifted and Talented Youth (NAGTY) and to take part in their activities and on-line learning groups. The school's wide-ranging able and talented programme is designed to allow our students to use, demonstrate and develop their gifts and talents.

3.15 Literacy across the Curriculum

Fred Longworth High School recognises the importance of developing effective Literacy skills across the curriculum. Being able to read and write well is a fundamental skill for life and underpins access to all the subjects that are taught in school. Teachers in all subjects follow a

comprehensive Literacy Policy to encourage pupils to become better readers and writers. We are also a lead school in offering the *Renaissance Reading Scheme*. This is an accelerated reading programme that encourages readers of all abilities to read a diverse range of books. This is supported by on-line testing and monitoring and tracking of reading ages at Key Stage 3.

4. PASTORAL ORGANISATION

4.1 Pastoral Staff

A Deputy Head is in overall charge of pastoral care. The Head of Year 7 will be specifically responsible for the pastoral care of our new students, supported by the Director of Learning for Key Stage 3, an Assistant Headteacher.

The pastoral care staff are concerned both with the personal and social welfare and academic guidance of the students in their charge. They deal with all matters relating to general behaviour, attendance, punctuality, uniform, discipline, completion of homework and will regularly monitor your child's academic progress.

Contact with parents is frequent, via newsletters and consultation meetings. Annual parent - teacher consultations take place for each year group, at which all teaching and pastoral care staff are available. Other appointments for parents to visit school can be made by either party at a time convenient to both. Home visits are made occasionally by Heads of Year, our Attendance Officer and Student Officer.

Good relationships are maintained between school and the Education Welfare Officer, Educational Psychologist, Child Support Workers and School Nurses, who will support both students and parents when required. We also have a school based police officer for the equivalent of two and a half days per week who works closely with the pastoral guidance team.

Cases of illness in school are reported to our school first aid officer or another designated first aider. Sick students are only sent home when parental permission has been obtained. A medical room is available for students who are sick and have to remain in school.

4.2 Child Protection

Because of our contact with children, we are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to a member of the school staff that a child may have been abused, the school's Child Protection Co-ordinator is required, as part of the local Child Protection procedures, to report the concerns to the Children and Young People's Services immediately.

4.3 The New Student

The staff are concerned that our new students settle into Fred Longworth as quickly as possible in order to feel happy and work well. Our induction programme is seen as very effective by parents and students alike.

In the final term of Year 6 in primary school the Head of Year 7 and other staff will visit the children in their primary school, to talk about the changes they will meet when they start secondary school. Students are invited into Fred Longworth for a day in their new Tutor Groups. They will meet their form tutor, attend lessons and join in the activities of a normal school day. This will help reduce anxieties about starting the school in September. There will also be an informal meeting for parents of the new intake.

On their first day at school new students will spend most of their time with their form tutor who informs them of their timetable and other routine matters. Each year 7 tutor group has two prefects attached to act as guides in the first few weeks and to help students adjust to their new surroundings.

During their first week all year 7 students are given a guided tour of the school. Departmental areas are explained and class work includes drawing a plan of the school.

Much of tutor group time is taken up during these early weeks with instructions, hints and guidelines for the student to follow in order to make a successful start at secondary school. Early provision is made for parents to visit the school at the New Parents' Curriculum evening so parents may follow up any queries which may have arisen.

4.4 Student Planners

At the start of each year, students are provided with a planner which is an essential part of their day-to-day equipment. Students arriving at school without their planner will lose rewards.

The purpose of the planner is to assist student organisation and communication with parents. Students will record lesson details, homework, coursework deadlines and attendance details. All merit awards and certificates will be recorded in the planner. Parents can write absence notes in planners and teachers can communicate with parents via the planner. Parents are asked to check student planners daily and to sign them weekly.

4.5 Rewards

All students will be rewarded for good behaviour in lessons with end of term outings and an opportunity to win gift vouchers at rewards assemblies. We believe that rewarding good performance, effort and attendance is the key to motivating students to achieve their potential. A 'merit' mark system is used in years 7 and 8. Students can earn a merit mark for a very good piece of work, a very commendable effort or for a significant contribution to school activities for example, charity fund raising.

When a student receives nine merit marks he/she qualifies for a Head of Year certificate. On achieving three Head of Year certificates the student is rewarded by a Headteacher's award. Students may also qualify for bronze, silver, gold and platinum star awards.

4.6 Attendance

Regular attendance reflects commitment, maximises potential achievement and presents a positive image of the school. The school employs a full time Attendance Officer to lead and be responsible for developing strategies which raise levels of attendance throughout the school and to improve levels of attendance so that individual students will be more effective learners.

Any attendance policy can only work with the full support of parents/guardians whose responsibility it is that their children attend school. However, ultimately we expect students to take responsibility for their own attendance and punctuality.

We expect our students to achieve 100% attendance and punctuality but acknowledge that there may be circumstances that prevent this. In such circumstances we regard 95% punctuality and 93% attendance as a minimum requirement. Excellent attendance and punctuality are recognised and rewarded with a Headteacher's Letter of Praise and Certificate of Attendance. Students with 100% attendance and punctuality are eligible to be entered for half termly prize draws.

4.7 School Council

At Fred Longworth all students are encouraged to make a positive contribution to the life of the school and the wider community. We have active Year Councils comprised of elected representatives from each form in their year. Students are further represented by an elected School Council Executive. Councils meet regularly with an Assistant Headteacher. Examples of

recent projects include; meeting with the Borough Commander for Wigan Fire Service in order to discuss fire safety in the Tyldesley area, remodelling the school planner, identifying areas around the school grounds where seating could be placed and interviewing prospective members of staff including Mrs Garretts!

5. DAY TO DAY ORGANISATION

5.1 Discipline and Behaviour in School

Good behaviour is a necessary condition for effective teaching and learning to take place. At Fred Longworth High School, students are treated as individuals and sound relationships between staff and students are based on mutual respect. The achievement of high standards is through an emphasis on praise and reward combined with stimulating and effective teaching and learning. Classroom displays indicate the behaviour we expect from students as well as those we do not wish to see. Misbehaviour is addressed through the four stage discipline procedure.

Students should as far as possible:-

- Attend school regularly and punctually. Students who are late on more than two occasions in one week, without a valid reason, will be kept in detention after parents have been informed.
- Wear the correct school uniform and have a neat, conventional hairstyle.
- Make sure that all personal property and clothing is clearly marked with the owner's name.
- Behave in a disciplined manner when on the school premises.
- Walk (not run) in a quiet and orderly manner and keep to the left on corridors and stairways.
- Be courteous to others at all times and not use offensive language.
- Report all accidents occurring on school premises to a member of staff immediately.
- Eat packed lunches in designated areas.
- Not bring valuables or large sums of money to school.
- Not bring mobile phones into school.

Smoking is not allowed. For safety reasons, the wearing of jewellery, other than a wrist watch, is not allowed. The use of aerosols and tippex is also not permitted. Illegal drug taking or selling is strictly forbidden. Illegal drugs must not be brought into school.

In lessons students should not speak while the teacher or another student is speaking; sustain hard work; adhere to classroom ground rules and arrive with the correct equipment, and in general:-

- It is compulsory to wear white soled gym shoes to prevent scuff marks on the Sports Hall and Gymnasium floors.
- All students will require a white apron with a bib for technology lessons and blue apron and hat for food technology lessons. Both available from school.
- Valuables should either be carried securely on the person (e.g. money belt) or be handed to the class teacher for safe-keeping, otherwise we cannot be held responsible for any losses.

5.2 School Uniform

We expect all students to wear the school uniform. We have tried to have distinctive clothing and to avoid unnecessary expense. Wendy's in Tyldesley, Bang Bang's in Leigh and Brickley's in Atherton are our three outfitters.

School Uniform

- Black blazer with school badge
- A full length school tie appropriate to the year group (available from school and designated suppliers)
- A plain white blouse/shirt (without motifs)
- An **approved** plain black school skirt or **approved** black school trousers. School trousers/skirts should be obtained from our suppliers and **must have the school logo** on them in the correct position
- 'V' necked black jumper (not a sweatshirt) if desired, to be worn only underneath the blazer
- Black or white socks (no patterned or coloured socks)
- Sensible black shoes (no boots, trainers or high heels) – the Parents' Handbook contains illustrations of suitable footwear
- A plain black top coat (no leather, denim jackets, sweat tops, hoodies or cardigans used as top coats)

Our uniform may be viewed on the school website.

Basic Equipment Needed By Students

- Student planner book (provided by school)
- Pens, 1 pencil and 1 ruler
- 1 Bag, to carry books
- 1 set of coloured pencils
- Set square, protractor, pair of compasses

Physical Education Kit & Accessories

Boys

Black shorts

Red sports top with school logo (available from school)

Red polo top with school logo (available from school)

Red socks

Football boots

Gym/training shoes (with non-marking sole)

Girls

Red sports top with school logo (available from school)

Red polo top with school logo (available from school)

Black briefs

Red socks

Black kilt type games skirt or black shorts

Gym/training shoes (with non-marking sole)

Cycling shorts/leggings are strictly forbidden and football shirts are not allowed.

General Points

- Blazers are compulsory for all students.
- Brightly coloured T-shirts should not be worn underneath blouses or shirts and the latter should be tucked in at all times.
- Cosmetics and nail polish should not be worn in school.
- For safety reasons, the wearing of any jewellery, other than a wrist watch, is not allowed.
- Extreme hairstyles in terms of colour, cut and beaded additions are not permitted nor are

shaved heads less than a number 2 cut. Hairstyles should conform to the norm. Hair bands/scrunchies should be black, white or navy coloured.

- Students who arrive at school not wearing the correct school dress may be sent home to change.
- Only sensible black shoes are allowed (no boots or trainers). To avoid confusion, please speak to the Head of Year for further guidance.

5.3 Lunch Arrangements

Facilities are available for students to have a packed lunch or to have a school dinner.

Parents who wish their child to go home for lunch must write to the Head of Year requesting a lunchtime pass. No student will be allowed to leave the school premises at lunchtime unless this arrangement has been made. Year 11 can leave the school premises at lunchtime.

Students have a wide choice of food, including vegetarian dishes and sandwiches, available in the refectory where they pay for the items selected. Please note that the only drinks allowed in school are water and pure fruit juices. Cans of 'pop' will be confiscated.

Enquiries regarding the provision of free school meals should be made to the Education Welfare Office. When you have completed your application you should return it to the Education Welfare Office and they will notify the school if your child is entitled to receive free meals.

If you think you are eligible for free school meals, you are strongly urged to apply. Even if your child does not take the free meal, the school is allocated additional funding for every eligible student – which is a benefit to all.

APPENDIX 1

The School Day

Session Times for 2008-2009

8.35	Form/Registration
8.45	Period 1
9.45	Period 2
10.45	BREAK
11.05	Period 3
12.05	Period 4
13.00	LUNCH
13.50	Period 5
14.50	End of day

Notes

- Breakfast will be available in the Refectory from 8.15am.

APPENDIX 2

Holiday Pattern 2010-2011 (All dates inclusive)

Autumn Term

Starts	Wednesday 1 st September 2010
Half Term	Thursday 21 st October 2010 – Friday 29 th October 2010
End of Term	Wednesday 22 nd December 2010

Spring Term

Starts	Wednesday 5 th January 2011
Half Term	Monday 21 st February 2011 – Friday 25 th February 2011
End of Term	Friday 8 th April 2011

Summer Term

Starts	Tuesday 26 th April 2011
Bank Holiday	Monday 2 nd May 2011
Half Term	Monday 30 th May 2011 – Friday 3 rd June 2011
End of Term	Wednesday 20 th July 2011

Staff Training Days: 3 days – to be confirmed

Legislation states that it is only under special circumstances that the Headteacher may consider giving permission for a child to be absent from school for a maximum of 10 days in any one school year. Holidays cannot be regarded as special circumstances.

Please note – if a student misses 3.5 days of school per half term over their school life they will miss 1.5 years of their education.

APPENDIX 3

Examination Results 2009

GCE AS Level	Entries	A*	A	B	C	D	E					
Music AS	10			3	3	2	2					

Full Course GCSE Subject	Entries	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Art & Design (Voc)	26	5	12	9	0	0	0	0	0	0	26	26
Art & Design	101	2	17	33	35	9	3	2	0	0	87	101
Biology	32	4	11	14	3	0	0	0	0	0	32	32
Catering Studies	35	0	2	7	9	10	4	1	1	1	18	34
Chemistry	32	5	10	10	7	0	0	0	0	0	32	32
D & T Product Design	41	0	0	5	11	11	6	6	2	0	16	41
D & T Systems & Control	19	1	1	5	6	5	1	0	0	0	13	19
D & T Textiles Technology	36	0	6	10	9	10	0	0	1	0	25	36
Dance	33	9	5	12	4	3	0	0	0	0	30	33
Drama	59	10	14	15	16	2	0	2	0	0	55	59
English Language & Literature	228	2	24	52	84	53	12	1	0	0	162	228
English Literature	244	29	81	69	26	22	11	3	2	1	205	243
French	76	5	7	29	28	5	2	0	0	0	69	76
Geography	65	0	4	13	16	21	8	3	0	0	33	65
History	118	1	18	18	29	19	13	11	6	3	66	115
Home Economics – Child Devt	43	0	2	4	8	10	6	7	4	2	14	41
Mathematics	243	2	46	59	65	35	18	15	2	1	172	242
Media Film & TV Studies	14	0	0	0	0	2	5	5	2	0	0	14
Music	29	0	4	6	13	6	0	0	0	0	23	29
Physics	32	5	11	12	4	0	0	0	0	0	32	32
Science Core	180	0	5	26	109	20	18	2	0	0	140	180
Science Additional	179	1	6	25	74	46	16	10	1	0	106	179
Science Applied Voc	36	0	0	0	11	24	1	0	0	0	11	36
Science Single Award	14	0	0	0	1	1	7	4	1	0	1	13
Sociology	77	3	11	17	18	23	4	0	0	1	49	76
Sports/PE Studies	60	1	5	13	15	24	2	0	0	0	34	60

Vocational GCSE	Entries	D	M	C	P	U
Information Technology CiDA/AiDA	80	0	5	29	38	8

BTEC Courses	Entries	D*/D	M	C	P	U
Construction	16	1	8	0	6	1
Information Technology	29	1	8	0	20	0
Performing Arts Dance	9	2	1	2	4	0

Performing Arts Drama	7	0	0	1	7	0
Sports/PE Studies	32	0	0	0	28	4
Travel & Tourism	13	0	0	0	13	0

**Other Qualifications Level 2
(equivalence GCSE grade C or
above)**

	Entries	Pass			
Music Technology	17	17			
Arts Award (Level 1)	9	9			
	Entries	Level 1	Level 2	U	
Preparation for Working Life	228	60	163	5	

APPENDIX 4

SCHOOL RESULTS

These tables show the percentage of pupils at the end of Key Stage 3 achieving each level in 2009.

Figures may not total 100 percent because of rounding.

TEACHER ASSESSMENT													
	Percentage at each level												
	W	1	2	3	4	5	6	7	8	EP	Pupils disappled	Pupils absent	
English	0	0	0	4	15	37	36	8	0	0	0	0	
Mathematics	0	0	0	4	8	28	31	20	9	0	0	0	
Science	0	0	0	2	18	38	29	12	0	0	0	0	

TEST RESULTS												
	Percentage at each level											
	Below level 3/4*	3	4	5	6	7	8	Pupils not entered [#]	Pupils absent			
English	4		15	37	36	8		0	0			
Mathematics	0	4	8	28	31	20	9	0	0			
Science	0	2	18	38	29	12		0	0			

TEACHER ASSESSMENT													
	Percentage at each level												
	W	1	2	3	4	5	6	7	8	EP	Pupils disappled	Pupils absent	
Modern Foreign Languages	0	0	0	9	19	48	23	1	0	0	0	0	
Design and Technology	0	0	0	0	14	56	29	1	0	0	0	0	
Geography	0	0	0	0	11	32	41	16	0	0	0	0	
History	0	0	0	0	12	35	37	17	0	0	0	0	
ICT +	0	0	0	0	8	24	58	10	0	0	0	0	
Art and Design	0	0	0	0	12	55	31	3	0	0	0	0	
Music	0	0	0	0	17	42	33	8	0	0	0	0	
Physical Education	0	0	0	0	2	75	21	0	0	0	0	0	

COMPARATIVE REPORT

This table shows a summary of the National Curriculum results of pupils in the school (2009) and nationally (2008) at the end of Key Stage 3, as a percentage of those eligible for assessment.

The number of eligible children is: 252

Figures may not total 100 per cent because of rounding.

TEST RESULTS 2009 and NATIONAL 2008										
		Percentage at each level								
		Below level 3/4*	3	4	5	6	7	8	Pupils not entered#	Pupils absent
English	School	4		15	37	36	8		0	0
	National	12		13	40	25	8		0	2
Reading	School	0		0	0	0	0		0	0
	National	17		13	35	23	10		0	2
Writing	School	0		0	0	0	0		0	0
	National	10		12	40	25	11		0	1
Mathematics	School	0	4	8	28	31	20	9	0	0
	National	2	6	12	19	27	22	9	0	2
Science	School	0	2	18	38	29	12		0	0
	National	1	5	18	30	28	14		0	3

APPENDIX 5

Destination of Students at 16+

STUDENTS LEAVING SCHOOL 2009

LEAVING SCHOOL

Where did they go?



Further Education

95%

Modern Apprenticeship and jobs with
training

4%

Other (inc. looking for
apprenticeships)

1%

APPENDIX 6

School Attendance

The Education (Students' Attendance Records) Regulations Act 1991 requires the Governors to publish the level of unauthorised absence from school.

- a. Total number of registered students of compulsory school age on roll for at least one session during the reporting period to 22 May 2009.

= 1298

- b. The percentage of half days (sessions) missed through authorised absence

= 4.7%

- c. The percentage of half days (sessions) missed through unauthorised absence

= 0.8%