



Leek High School Prospectus



Hello, my name is Mr Fryer and I'm the Interim Executive Head Teacher at Leek High School and Churnet View Middle School. Myself and the team here at Leek High are proud to welcome you to our School to show you what we can offer all of our students from year nine when they arrive and as they move through key stages three, four and five. We welcome visits and questions and look forward to welcoming your child as one of our students from September 2023.

Information for Parents and Carers 2023-2024

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ADMISSIONS INFORMATION

School admission applications are managed by the Staffordshire School Admission Service.

Parents and carers can make applications online on the Staffordshire County Council website at <http://staffordshire.gov.uk/education/admissions/> you can contact the School Admissions and Transport Service by:

- Email: admissions@staffordshire.gov.uk
- Telephone: 0300 111 8007 – Customer Contact Centre (select the option for ‘School Admissions and Transport’)
- or by post:
School Admissions and Transport Service
2 Staffordshire Place
Staffordshire County Council
Stafford
ST16 2DH

Although parents/carers have the right to express a preference for the school that they wish their child to attend, there is no guarantee of a place being offered at their preferred school.

It is the Talenum Learning Trust’s policy to try and meet parents’ wishes wherever possible, however in some cases there may be more applications for a particular school than there are places available.

Admission where the school is oversubscribed is determined by the oversubscription criteria given below.

Oversubscription Criteria

If the total number of preferences for admission to the school exceeds the school’s Published Admission Number (PAN), the following order of priority is used to allocate the available places:

- 1) Children in Care and children who ceased to be in care because they were adopted (or became subject to a residence order or special guardianship order).
- 2) Children living within the catchment area of the preferred school.
- 3) Children who have an elder sibling in attendance at the preferred school and who will still be attending the school at the proposed admission date (For admission purposes, a brother or sister is a child who lives at the same address and either have one or both natural parents in common; are related by a parent’s marriage; are adopted or fostered by a common parent or are unrelated children who live at the same address, whose parents live as partners.
- 4) Children who satisfy both of the following tests:

Test 1: the child is distinguished from the great majority of applicants either on their own medical grounds or by exceptional circumstances;

Medical grounds must be supported by a medical report (obtained by the applicant and provided at the point of application). This report must clearly justify, for health reasons only, why it is better for the child’s health to attend the preferred school rather than any other school.

Exceptional circumstances must relate to the choice of school and the individual child, i.e. the circumstances of the child, not the economic or social circumstances of the parent/carer. It should be supported by a professional report (obtained by the applicant and provided at the point of application), e.g. social worker. This report must clearly justify why it is better for the child to attend the preferred school rather than any other school.

Test 2: the child would suffer hardship if they were unable to attend the preferred school. Hardship means severe suffering of any kind, not merely difficulty or inconvenience, which is likely to be experienced as a result of the child attending a different school. Applicants must provide detailed information about both the type and severity of any likely hardship at the time of application.

- 5) Other children arranged in order of priority according to how near their home addresses are to the main gate of the school, determined by a straight-line measurement as used by the Local Authority Geographical Information System.

Where it is not possible to accommodate all children applying for places within a particular category, then the School Admissions and Transport Service will allocate the available places in accordance with the remaining criteria.

In accordance with legislation, children who have a statutory statement of special educational need that names the school as being the most appropriate to meet the child's needs, will be admitted once this is determined. This may reduce the number of places available to other applicants.

All applications are considered against these published criteria, with no priority awarded for early applications. Applications should be made through the normal county council procedures, on the single application form.

Parents/carers of pupils who move into the area during the year should first contact the school in order to determine whether the school has any places available and arrange a tour.

ADMISSION OF STUDENTS WITH DISABILITIES

Students with disabilities who live within the catchment area are able to attend the school if it is their parents or carers wish. They are encouraged to make regular visits to the school during Year 8 to enable them to familiarise themselves with the school and build up relationships with staff. The school has a lift in the main building and all parts of the school are accessible for wheelchair users. When planning the inclusion of a student with disabilities at the school we believe in looking at the whole child and placing them in appropriate classes. The Leek High School Accessibility Action Plan is available on the school website.

TRANSITION ARRANGEMENTS

To help in the transition process from year 8 into year 9, there are a number of key events that take place at Leek High School.

The Heads of House and SEND & Inclusion Manager visit every feeder school during Year 8 to discuss the current academic progress and pastoral needs of every pupil expected to transfer to Leek High. Initial discussions on tutor group allocations are made after these visits with final confirmation following the New Intake Days and Evening.

Throughout the year transition events involving our main feeder school Churnet View Middle School take place. In the summer term there are New Intake days when Year 8 pupils come to meet their form tutor and take part in 'taster' lessons. This provides pupils with an ideal opportunity to get to know their new school environment. Parents/Carers and pupils will also be invited to a New Intake evening in school and meet with form tutors and staff and have a look around.

New Admissions packs will be sent to students via the feeder school for all Year 8 parents/carers to complete at the end of the summer term, prior to their start in September. The packs should be completed and returned as soon as possible.

School Uniform

A high standard of personal appearance is always expected from our students. Not wearing the correct uniform is viewed as failure to follow school rules and a breach of the Home School Agreement. Parents and carers should note that the school does not permit extremes of fashion in students' appearance or dress.

- Jewellery is not permitted except for a watch and plain studs in ear piercings. No facial piercings should be worn and other jewellery will need to be removed for some lessons e.g. PE, and Food Technology.
- Make-up should not be noticeable.
- Nail extensions are not allowed due to health and safety reasons, particularly for PE and Food Technology.
- Long hair will need to be tied up for some lessons, e.g. PE, Design Technology and Science.
- Students may carry mobiles switched off and in their bags these must NOT be used during lesson time, on school corridors or around school buildings.
- Blazers should be worn to and from school, and throughout the school day.
- Outdoor coats may not be worn inside school.
- Hoodies are not permitted in school they are not acceptable as an outdoor coat. Hoodies will be confiscated if they are worn in school.

Standard Uniform

- Black blazer with school badge
- Plain black V-neck jumper can be worn with the blazer
- White long or short-sleeved shirt (not a polo shirt)
- School tie
- Plain black trousers (not leggings, denim, cords, or sportswear)
- Plain black pleated knee length skirt
- Plain black footwear
- A bag or rucksack large enough for books and equipment

Physical Education Kit

- White T-shirt or white school polo shirt
- Black shorts
- Black school branded PE hoodie
- Trainers
- Football / Rugby boots
- White ankle socks for indoor activities
- Black football socks
- For cold weather a black tracksuit may be worn
- Black waterproof jacket (optional)
- Shin pads
- Gum shield

Items of physical education kit **must not** be worn outside PE lessons.

The items of uniform listed above are available from the local suppliers.

Supersports

Hope Silk Mill
Macclesfield Road
Leek

Telephone: 01538 386226

TERM DATES *(subject to change)*

Autumn Term 2022

Inset days: Monday 5 September & Tuesday 6 September

Term starts: **Tuesday 6 September** Wednesday 7 September

Holiday: Monday 24 October – Friday 28 October

Term ends: Friday 16 December

Holiday: Monday 19 December – Monday 2 January

Spring Term 2023

Term starts: Tuesday 3 January

Inset day: Friday 17 Feb- TBC

Holiday: Monday 20 February – Friday 24 February

Term ends: Friday 31 March

Holiday: Monday 3 April – Friday 14 April

Easter Sunday: Sunday 9 April

Summer Term 2023

Term starts: Monday 17 April

May Day: Monday 1 May

Holiday: Monday 29 May – Friday 2 June

Inset days Mon 24 July & Tues 25 July- TBC

Term ends: Tuesday 25 July **Term ends for pupils 21 July - TBC**

Holiday: Wednesday 26 July – Friday 1 September

Autumn Term 2023

Inset days: Monday 4 September & Tuesday 5 September - TBC

Term starts: **Tuesday 5 September** Wednesday 6 September

Holiday: Monday 30 October - Friday 3 November

Inset day Monday 6 November- TBC

Term ends: Friday 22 December

Holiday: Monday 25 December - Friday 5 January

Spring Term 2024

Term Starts: Monday 8 January

Holiday: Monday 12 February – Friday 16 February

Inset day Monday 19 February - TBC

Term Ends: Friday 22 March

Holiday: Monday 25 March – Friday 5 April

Easter Sunday: Sunday 31 March

Summer Term 2024

Term Starts: Monday 8 April

May Day: Monday 6 May

Holiday: Monday 27 May – Friday 31 May

Inset day Monday 22 July- TBC

Term Ends: Monday 22 July **Term ends for pupils Friday 19 July- TBC**

Holiday: Tuesday 23 July – Friday 30 August

LEEK HIGH SCHOOL – TIMINGS OF THE DAY		
	START	FINISH
FORM	09:00	09:20
P1	09:25	10:20
P2	10:25	11:20
BREAK	11:20	11:40
P3	11:40	12:35
LUNCH	12:35	13:25
AR	13:25	13:45
P4	13:50	14:45
P5	14:50	15:45

Arrival Time: 8:50am

Lunch Time: 12:35pm – 1:25pm

School Ends: 3:45pm

LUNCH TIME

No students in Year 9, 10, 11 may leave the school site at lunchtime unless parents/carers have requested this in writing and obtained prior authorisation. This will only be authorised for very exceptional circumstances and students will normally only be allowed to leave the site at the request of parents/carers to attend medical appointments.

Students can have a meal from the school canteen or bring a packed lunch; for health and safety reasons students are not permitted to leave the site to visit local shops between the start and end of the school day.

If a student has permission to leave the site at any time, they must sign out at reception and then sign back in upon their return.

CURRICULUM

Students of all abilities are involved in the full range of the curriculum as we believe that every student should be offered the same opportunities. A great deal of liaison takes place between the school and Churnet View Middle School to ensure continuity and progression.

The curriculum students follow in Year 9 is designed to be broad and balanced and follows National Curriculum requirements. Our aim is to ensure students experience a good basic education that builds on what they have learnt at Middle School and keeps all their options open in preparation for progressing to GCSE courses

In years 10 and 11 students study core subjects and **three** option subjects.

The core subjects that all students currently study in all years are:

English

Mathematics

Physical Education

Science

Personal, Social, Health and Citizenship Education (PSHCE)

Our PSHCE curriculum challenges students to become creative, successful and happy individuals. We aim to equip students with the skills and knowledge they will need to face current and topical issues and that will allow them to respond with resilience to future change and challenge in their personal lives and the wider world. PSHCE is delivered primarily through input from specialist external providers supplemented through discrete delivery across the academic curriculum and during tutor sessions.

Religious Studies (RS)

Religious studies education is provided for all students as required by law. The programme is wide ranging and inclusive and delivered by external organisations, through activities in tutor groups and in year group assemblies. Parents have the legal right to withdraw their child from these sessions and alternative provision will be provided. Parents are welcome to discuss any issues with the school.

Sex and Relationships Education (SRE)

The overall aim of sex and relationships education (SRE) at Leek High School is to support the personal and social development of every student, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse. All students have the right to experience a programme of sex education and personal development at a level that is appropriate to their age and physical development that prepares them for adult life. Our SRE programme is wide ranging and inclusive and delivered through a range of activities throughout the year, many of which are delivered by specialist outside agencies.

Form Time

There is a 20-minute registration period at the start of each day and immediately after lunch.

To support every student to make the best possible progress, this time is reserved for reading: one session is for them to read independently, in line with our Accelerated Reader Programme, and in the other session they are read too by their form tutor.

VISITS AND TRIPS

Subjects arrange educational visits during their courses: there is usually a cost involved for these as otherwise the visits would not be able to take place. Every year, trips of an educational and social nature take place to in this country and abroad. Students are also offered a wide range of opportunities for travel overseas. In recent years our students have visited Barcelona, Berlin, New York, Paris, Liverpool, the North Wales coast and the Peak District. Support will be considered with the cost of visits and trips for families experiencing financial hardship.

CAREERS ADVICE

We are proud of the high quality careers advice and guidance provided in school. Students are offered at least one interview with a specialist careers adviser in the last year of their compulsory education. A number of events, integrated into the school Business, Careers and Enterprise Programme offer providers an opportunity to come into school to speak to students about all of the post-16 options available to them, including further education, apprenticeships and other work-based learning.

PASTORAL CARE

When students enter Year 9 they are placed in one of four form groups, each with its own tutor who meets the class twice a day for tutor time. The form tutor is responsible for the overall care of students and will deal with academic and welfare issues. As far as possible the same students have the same form tutor throughout Years 9, 10 and 11. Heads of Year oversee the work of form tutors and are also a key point of contact for students and their parents/carers. Additional specialist welfare support is available from the school's Inclusion Manager who is based in our Inclusion Hub. The Director of Personal Development, Behaviour and Welfare has overall responsibility for pastoral care in the school. Provision for students with special educational needs or disabilities is overseen by the Special Educational Needs Coordinator (SENCO) and Assistant SENCO who are supported by an experienced team of Teaching Assistants.

MEDICATION

If your child does have a medical condition please ensure you complete the medical section in the Admissions booklet and if necessary please provide us with a copy of an up to date care plan.

For safety reasons, should your child need to take medicines during the school day (e.g. to complete a course of antibiotics) **please do not allow your child to bring more medication to school than they require for the day.** All Medicines should be clearly labelled with your child's name, the dosage, time and frequency of administration. Where appropriate we encourage students to be responsible for and to manage their own medication. If this is not a sensible option, we ask parents/carers to discuss this with their child's Tutor or Head of House as soon as possible.

STUDENTS WHO HAVE ASTHMA MUST ENSURE THAT THEY ALWAYS CARRY THEIR INHALER WITH THEM. IN ADDITION, A SPARE INHALER CLEARLY LABELLED WITH THEIR NAME MUST BE HANDED INTO RECEPTION. PLEASE COMPLETE THE ASTHMA CARE PLAN DOCUMENT IN THE NEW ADMISSIONS BOOKLET.

If your child has diabetes, epilepsy or a history of severe allergic reaction or anaphylaxis please ensure that you discuss the appropriate medical action required with their Form Tutor or Head of House and provide this information in writing, in the form of a Care Plan. We can reassure you that all medical information regarding your child will be treated with sensitivity and only disclosed to members of staff who need to know your child's medical history to be able to take the appropriate action in the event of an emergency.

Illness, Accidents and Signing Out/In

If students don't feel well or have an accident they must tell a member of staff straight away. If necessary, they will be sent to reception where a First Aider will take care of them. If they are too ill to stay in school or need hospital treatment parents/carers will be contacted.

Under no circumstances should students leave the school site without permission.

Please avoid arranging medical appointments, where possible, during school time as this is detrimental to your child's progress. However we understand that sometime this is unavoidable, If students need to sign out of school for a medical appointment, please can you provide us with the appointment card, email or text.

If students sign out of school, they will receive an exit slip. They must keep this with them to show that they have permission to be out of school. If they return to school during the day they must sign in at reception.

We are aware that students do occasionally contact parents/carers themselves without any discussion with staff. Should this happen can we ask that you contact the school to discuss what is required before making any arrangements for a student to be collected.

Student Progress Checks

Throughout the year, you will regularly receive progress reports that tell you how well your child is progressing in their subjects. This information will be printed for students to take home and will be available on Insight – the school parent portal.

Students are set one aspirational end of Key Stage 4 target per subject to indicate the final GCSE/BTEC grade that should be achieved with some challenge. Targets are not the minimum or the maximum grade a student could potentially achieve. Targets are generated using Standard Age Scores from CAT assessments taken at the start of Year 9. Targets may be adjusted following further assessments during Year 10.

Progress through a year is measured against interim milestone target grades that students should be achieving on the flightpath to their end of Key Stage 4 target grade. We use a half grade of 0.5 to indicate progress towards the next grade. For example, a student with a final target of grade 4 achieving 3.5 in Year 10 would be on track to achieve this target. Students receive a **CURRENT PROGRESS GRADE** (1 to 9) in each subject along with a **CURRENT PROGRESS** indicator of **EXCEEDING, MET, ON TRACK TOWARDS, or BELOW MILESTONE TARGET**. When students are not making expected progress, teachers put interventions in place to help them improve. The table below shows the milestone targets for a student with a final GCSE target grade of 4.

	Progress	Going To	Y7	Y8	Y9	Y10	Y11
GRADE 4	EXCEEDING	1	2	3	4	5	5
	MET	2	1	2	3	4	4
	ON TRACK	3	0.5	1.5	2.5	3.5	3.5
	BELOW	4	wb	1	2	3	3

Students also receive a **CURRENT EFFORT GRADE** (A, B, C, or D) in each subject. The effort grade reflects the effort a student is putting into their work both in lessons and with homework. The meaning of the effort grades is:

- A** *The student always works consistently well in lessons. Classwork is completed with attention to detail and pride. All homework's have been handed in on time. The student displays very high levels of engagement, courtesy, collaboration and cooperation in lessons. The student may take lesson content further and shows initiative. They always participate fully in their learning, both alone and with other students. Behaviour is consistently exemplary.*
- B** *The student works very well most of the time. Homework is nearly always completed on time and to a good standard. The student displays good levels of engagement and is typically considerate, respectful and courteous in lessons. They participate fully in their learning, both alone and with other students, at most times. Behaviour is consistently exemplary.*
- C** *The student can work well but needs input from the teacher to stay on task. The student may answer direct questions but is not always fully engaged in lessons. Classwork may be brief with a lack of concern for detail or presentation. Homework is not always handed in on time or completed to a good standard. They regularly forget to bring equipment to lessons.*
- D** *The student is not making an acceptable effort to improve their performance. The student may need regular input from the teacher due to a lack of concentration. They may often be late for lessons. Homework is regularly late or not completed. The student is responsible for behaviour that distracts other students from their learning.*

SAFEGUARDING

Leek High School fully recognises its responsibility for safeguarding children. Our safeguarding policy applies to all staff, governors and volunteers working in the school.

There are five main elements to our safeguarding approach:

- 1) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with students.
- 2) Raising awareness of safeguarding issues and equipping students with the skills they need to stay safe.
- 3) Constantly improving, updating and implementing procedures for identifying and reporting safeguarding concerns.
- 4) Supporting students who have been identified in accordance with his/her agreed child protection plan.
- 5) Maintaining a safe environment in which students can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to.
- Ensure students know that there are adults in the school that they can approach if they are worried.
- Include opportunities in the Personal Social Health and Citizenship Education (PSHCE) curriculum for students to develop the skills that they need to stay safe from abuse.

BEHAVIOUR

Good standards of behaviour are essential in maintaining a positive and productive learning environment. High expectations for students and teachers allows students to learn and teachers to teach, where all members of the school are expected to develop an environment that supports outstanding learning.

Students can contribute greatly to outstanding learning if their behaviour supports learning. To support positive behaviour, the school asks students to follow our **Classroom Code of Conduct**:

At the start of the lesson:

- Arrive on time in the correct uniform and line up outside the classroom.
- Enter the classroom quietly when asked to do so by the teacher.
- Sit down quietly when asked to do so by the teacher.
- Take out books, pens and equipment and put your bag away.
- Work on the Task On Entry.
- Remain silent while the register is taken.
- Expect teachers to enforce the rules that apply to mobile phones and uniform.

During the lesson:

- Listen when the teacher is speaking.
- Raise your hand to ask or answer questions.

- Work cooperatively and sensibly with those around you.
- Students who are late with no good reason will be expected to make up the time and complete any work missed.
- Mobile phones will be confiscated if instructions for their use are not followed.
- Get permission from the teacher before leaving the room.
- Ask permission from the teacher before removing their blazer.
- No food or drink can be consumed inside the classroom.

At the end of the lesson:

- Wait for the teacher to tell you to pack away.
- When told to do so by the teacher, stand and put chairs under or on desks.
- Wait quietly until your teacher dismisses you.
- Leave the room as you would wish to find it placing any litter in the bin.
- Walk quietly and calmly on the left as you move around school.

Staff are in the position of parents/carers while students are in school and requests from them should be carried out immediately without argument. There is no excuse for rudeness, disrespect or lack of cooperation towards any member of staff. Sanctions will be put in place when students do not meet the expected standards. Sanctions for unacceptable behaviour typically include:

- Catch ups at break or lunch.
- After school catch ups for which parents/carers will receive at least 24 hours' notice.
- Being placed 'on report' following a meeting with parents/carers with subject teachers commenting on behaviour at the end of every lesson for a fixed period, typically one or two weeks.
- Internal suspension with the student being isolated from lessons and social time (break and/or lunch) for part or all day.
- Fixed term suspension from school of up to 15 days after which the student and parents/carers must attend a re-admission meeting to agree and sign a behaviour contract.
- Permanent exclusion from after which a student's education will become the responsibility of the Local Authority and they will not be allowed to return to the school.

Personal Items

The school accepts no responsibility for loss/damage to personal items brought onto the school's premises.

Cycles

Students coming to school on bicycles should enter through the Back Drive and leave them in the designated area located in the carpark by the Fulmar Centre (sports hall). We advise that bicycles are locked and any accessories are removed. The school accepts no responsibility for bicycles left on the premises. For safety reasons students must not ride around the site on their bicycles.

Financial Difficulties

From time-to-time families can face acute financial difficulties. Where possible we are willing to help in such circumstances. Assistance is available through contact with the Head of House with the cost of, specified resources (such as revision guides) educational visits and, in some circumstances, uniform and PE kit. Any such help would remain confidential.

Free School Meals

Parents claiming some benefits can claim Free School Meals for their child if they are registered at a Staffordshire school. School meals are a good way to ensure that your child eats well at lunchtime, and you can save yourself time and money. Even if you do not want your child to have the meals, claiming them

helps the school. The more eligible parents who claim Free School Meals, the more funding the school receives.

You can claim Free School Meals for your child if you are in receipt of any of the following benefits:

- Income Support
- Income based Job Seekers Allowance
- Income based Employment and Support Allowance
- Child Tax Credit and on Working Tax Credit and the household income of less than £16,190.
- The Guarantee element of State Pension Credit
- Support under part VI of the Immigration and Asylum Act 1999

The quickest and easiest way is to apply online at:

<https://www.staffordshire.gov.uk/education/educationalawardsbenefits/FreeSchoolMeals/home.aspx>

You will need to have your date of birth and national insurance number or national asylum support service number, along with your address and the children's details with you when you apply – you can apply for several children at a time on one application even if they are all at different schools. They will check your information and give you an immediate answer and the chance to print a confirmation if you want to start taking meals as soon as possible, if you are entitled. They will also make regular checks using the same information you have provided to confirm your ongoing entitlement – you need do nothing further apart from notify them and the school if any details change (for example you move address or no longer receive the qualifying benefit).

You can also apply by post by completing the form, filling in the names of all the children that you wish to claim for. You only need to fill in one form even if your children go to different schools.

If you are receiving support under **Part VI of the Immigration and Asylum Act 1999**, please contact us, and we will give you more details of how to claim free meals for your child.

Further Information

If you would like to apply for Free School Meals please telephone **01785 854990** or e-mail **freeschoolmeals@staffordshire.gov.uk**

School Fund

Every year we ask each family to contribute £10 annually to School Fund. This contribution is entirely voluntary and we understand that some families may not be able to afford to contribute. We also hope that some parents or carers will want to make a larger contribution. The fund is used to support all aspects of school life which are not provided for by normal funding routes.

Information about the school and your child

Information about the school can be found through:

The School website: **<https://lhs.ttlit.org.uk>**

Facebook: **<https://www.facebook.com/pages/Leek-High-School/486742274680526>**

These are regularly updated with news and forthcoming events.

As a parent or carer, you will be issued with a unique username and password for INSIGHT the school's secure online parent portal which will enable you to view the up to date information regarding your child's attendance, behaviour and progress.

To access INSIGHT, go to **<https://lhs.ttlit.org.uk/parents-and-carers/parent-and-carer-portal/>** and click the link to log in with your username and password. When you log in you will see a photograph of your son/daughter at the top right of the screen, some basic attendance and behaviour information on the main part of the screen and a menu of facilities on the left side of the screen. If you have more than one child in school, then each child's photograph will appear at the bottom of the page. You can switch between your

children by clicking on the appropriate photograph. Navigation around the system is straight forward but if you do have any problems please contact your child's Form Tutor to arrange some informal training.

Free School Transport for Children Under 16

The details provided in this section only apply to Staffordshire residents; if you do not live in Staffordshire, you should approach your own council for transport assistance.

If you are looking for information for students to travel in Year 12 and above, please visit www.staffordshire.gov.uk Post 16 Transport pages.

Transport assistance will normally be one of:

- A place on a contracted vehicle hired by the Local Authority
- A travel pass for public transport
- The payment of travelling expenses (this might include the reimbursement of bus or train fares, or a petrol or cycling allowance at a rate determined by the Local Authority)
- Staffordshire County Council may change the type of assistance offered to make the best use of resources

Generally, students may be required to walk (or be accompanied if a parent feels it is appropriate) up to one mile to or from a designated pick up/drop off point. It is for Parents/Carers to decide if a child needs to be accompanied and make any arrangements they feel are necessary. The Local Authority will determine which type of transport assistance will be offered, and may change the type of transport provided from a seat on a hired school bus, to a seat on a public service bus or train, or vice versa.

Statutory age school students (up to and including Year group 11) are normally entitled to free home to school transport if they:

- Reside in Staffordshire, **and**
- Live beyond the walking distance from the school that they attend which is also their registered base, **and** Live within the designated catchment area of the school or are attending the nearest suitable school, as determined by the Local Authority.

To check the catchment school for your address please use the local view website at: <https://www.staffordshire.gov.uk/localview/localview.aspx>

Damage to School Property

It is our practice to invoice families for payment following damage caused to school property. If the damage is accidental, but caused by reckless behaviour, then a contribution to the repair is required. If the damage is deliberate then the whole cost is charged, unless parents prefer the police to be involved.

Home School Agreement

We welcome and encourage your involvement in your child's education. Good links between home and school bring positive benefits for all. The 'Home School Agreement' has an important role in ensuring that the school and parents/carers work together to maintain high standards. This sets out what we expect from you, as parents/carers and what you and your child should expect from us. Please read and sign the 'Home School Agreement' in the Admissions Booklet. Whenever you wish to contact your child's Head of House or form tutor please send an email for their attention to LHS.office@tlt.org.uk

Attendance and Punctuality

A student's education should have the minimum of interruptions. If your child is ill, **PLEASE TELEPHONE THE SCHOOL BY 9:30am ON EACH DAY OF ABSENCE**. If we have not received a message from you by this time, and your child has not registered at school, we will try and contact you. Our prime concern is safety. If your child has not arrived at school, we know that you would wish to be informed at the earliest opportunity. Please confirm with the school office the reason for their absences by calling **01538 225054**

and leave a message on the attendance line. This allows us to support students on their return and keep accurate records of attendance.

Punctuality to school is a basic expectation; students should be on site by 8.50am and in their first lesson by 9.00am. We recognise that there are occasions where circumstances can cause difficulties getting to school, however these are usually rare and will impact on a small number of students. If students are late in the morning they must sign in at reception. Students who are late persistently will be given a range of sanctions that are deemed appropriate and parents/carers will be contacted.

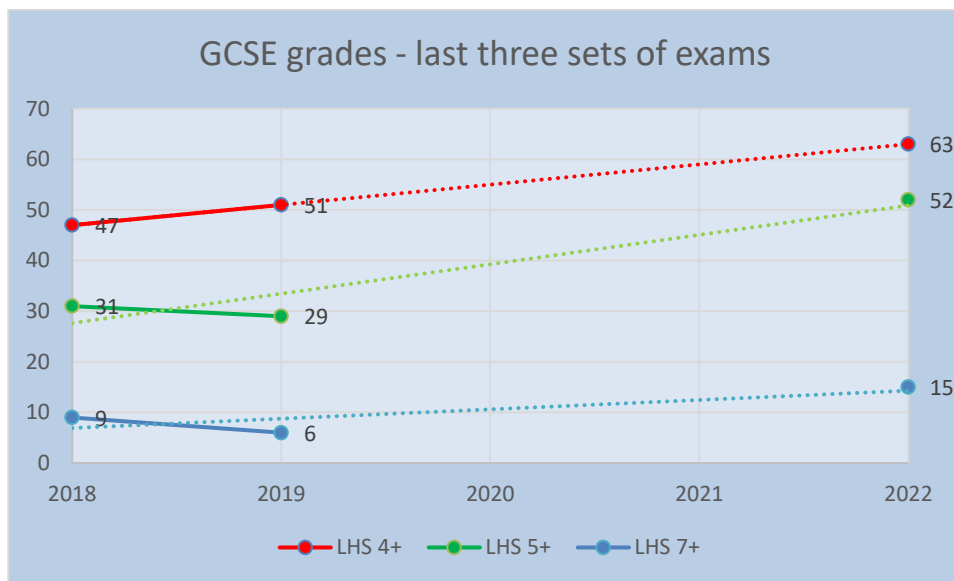
A nationwide fine scheme is now in place for persistent lateness: 10 late marks in a 12-week period will result in fines being issued by the Local Authority to all parents with parental responsibility. Parents/carers are asked not to arrange family holidays during term time. Regulations passed by the Government in 2013 abolished the right of Headteachers to authorise absence for holidays within term time, unless for exceptional circumstances. Requests for Leave of Absence should be submitted to the head.

Where possible we request that you make medical appointments out of school hours, however we know that this is not always possible, if students do need to attend medical appointments during the school day we request that you provide us with a copy of the appointment letter, email or text message. Please notify the office of any scheduled appointments at least 24 hours in advance.

The School will use the services of external agencies which may involve a visit to the home to enquire about extended or persistent unexplained absence. Non-attendance will lead to fines issued by the Local Authority.

EXAMINATION RESULTS

Percentage of grades at GCSE: 4+ (standard pass), 5+ (strong pass) and 7+ (excellent)



Subject Performance: 2022

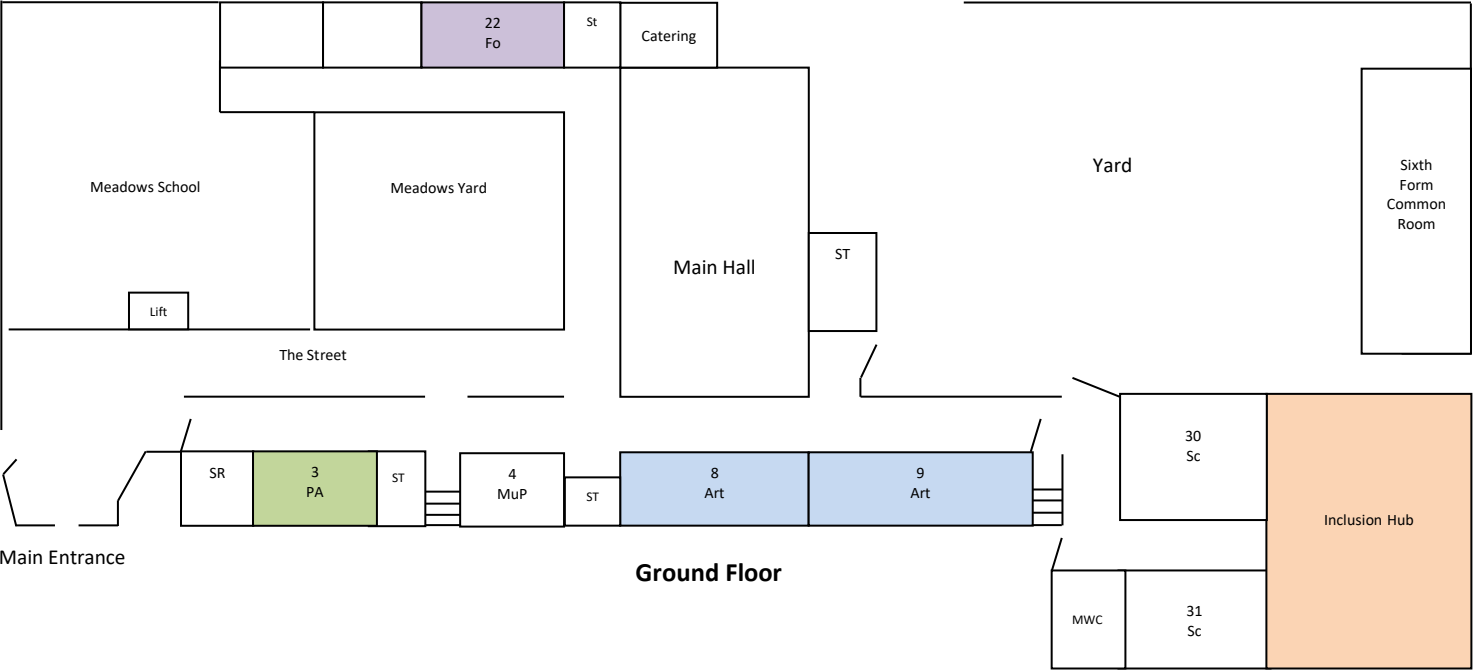
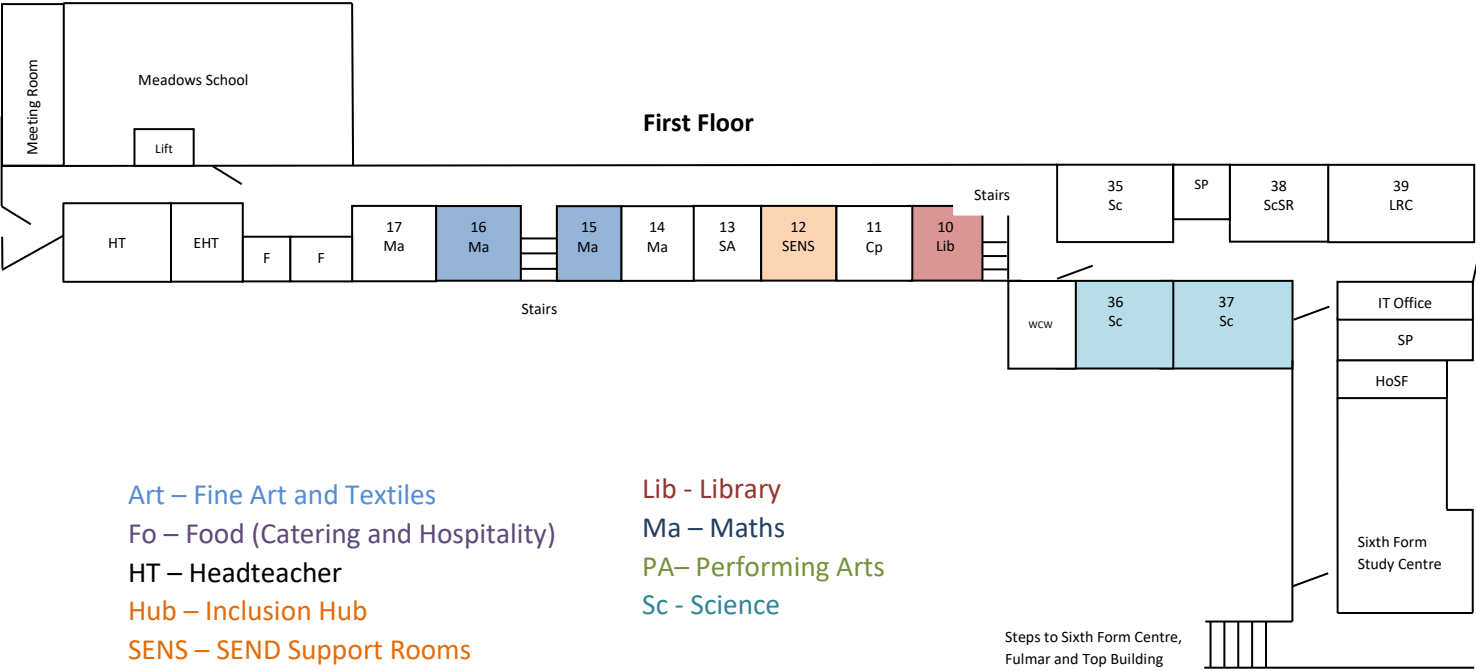
Subject	9-7	9-5	9-4
Art	11%	70%	93%
BTEC Engineering	0%	17%	58%
Biology	70%	100%	100%
Business	23%	36%	91%
Chemistry	60%	100%	100%
Computer Science	50%	100%	100%
Design	27%	80%	87%
Drama	43%	86%	100%
English Language	15%	51%	72%
English Literature	13%	55%	75%
Food	0%	20%	40%
French	100%	100%	100%
Geography	14%	46%	75%
German	60%	100%	100%
Health and Social Care	25%	45%	90%
History	21%	53%	74%
Hospitality and Catering	0%	25%	44%
ICT	0%	25%	75%
Maths	20%	46%	72%
Music	29%	86%	86%
Physics	60%	100%	100%
Polish	100%	100%	100%
Science	6%	30%	51%
Sport	0%	4%	61%

Progress 8: 2019 = -0.48

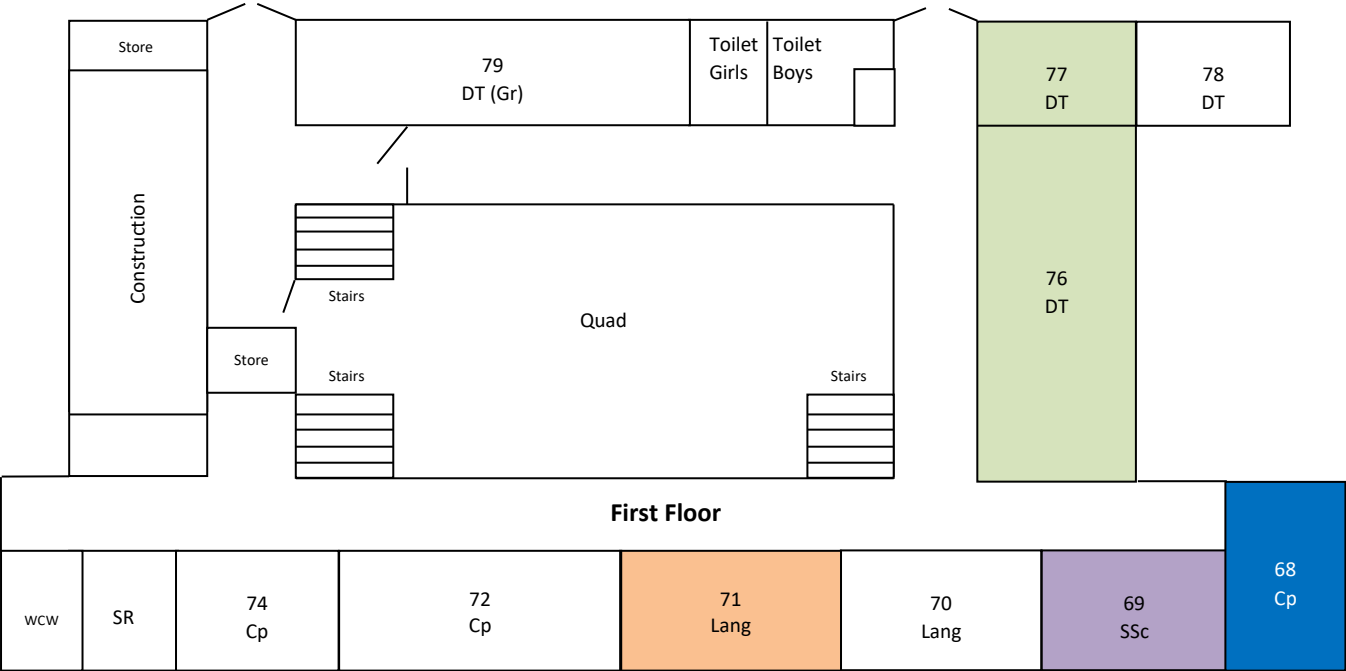
Progress 8: 2022 = -0.38

SCHOOL MAPS

MAIN BUILDING



TOP BUILDING



- Cp – Computing and ICT

DT – Design Technology

En – English

Hu – Humanities (Geography/History)
- Lang – Modern Languages

SSc – Social Sciences (Business/Health and Social Care)

