
HEADTEACHER'S INTRODUCTION

Thank you for your interest in Prestwich Arts College for your child.

We are a vibrant, award winning and ambitious school with a very clear focus on providing the best education and life opportunities for our pupils. The school is increasingly a first choice for parents not only locally, but for our bordering authorities. Ofsted recognised in our most recent inspection that students talk enthusiastically about their school and the harmonious and welcoming ethos that is evident.

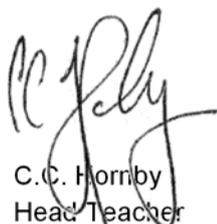
The school has very much developed the idea of being a 'learning community' and this brings a very strong focus on the quality of teaching and learning within the school. It also brings high expectations of ourselves as teachers, associate staff and our pupils. The school has an absolute focus on ensuring that pupils not only make expected progress but every opportunity is provided to exceed that expectation. We seek academic excellence in all we do, without losing sight of the need to develop our pupils as rounded individuals, who understand their responsibility as future citizens.

The school's pastoral care and guidance is a strength of the school and we have introduced a vertical system of age-mixed form grouping, organised into three 'Houses'. This provides the opportunity for siblings to remain together throughout the five years of their school career here at Prestwich, under the care of one team. This helps to create a family atmosphere amongst our student body and map out for them what is required of them, by observing the experiences of other year groups within the form. We believe a caring, nurturing environment helps them get the best out of their education.

Prestwich Arts College continues to be a dynamic and exciting place to work and learn. Our attendance figures places us above average nationally and demonstrates our pupils' enjoyment of their school. Students' awareness of the requirements for a successful journey from KS3 to KS4 and beyond is very good and we maintain one of the highest transition rates to college and work in Bury. Our students behave well in lessons and around the school and there is a tangible sense of community, integration and belonging. We remain very proud of our Arts College designation and the fact that we are the home of the 'Paragon' theatre. The extra-curricular experience of our pupils remains a very strong characteristic of the school.

The Governors and staff share with me a passionate belief in how the provision of a high quality educational experience can have a transformational effect on our young people. In essence, we want for your child what we would want for our own.

I hope this brief introduction gives you at least a flavour of the passion, character and rigour of the school and our aspirations and philosophy.



C.C. Hornby
Head Teacher

PRESTWICH ARTS COLLEGE

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PRESTWICH ARTS COLLEGE

Prestwich Arts College has a proud history which can be traced back to the 1930's, with the current school created following the amalgamation of Heys Road Boys' School and Hope Park Girls' school in 1979. The school occupies an extensive area accommodating approximately 850 pupils, 55 teaching and 60 associate staff.

Our extensive site continues to be developed to meet the needs of our pupils and the changing requirements of the curriculum. The school benefits from a number of specialist areas including a large Sports Hall, Design & Technology Suite, four networked computer suites, a Library and Resource Centre (the 'Gateway') as well as a Performing Arts Studio and Drama/Dance Studio. The school has been further enhanced with the building of a 250 – capacity theatre: 'The Paragon', a Media suite and some additional PE facilities. We are also very proud of our school allotment and courtyard garden.

SCHOOL TIMES:

Pupils are expected to be in school at 8.25 am in the morning. The school timetable is based upon a two-week cycle: Week A and Week B.

Start of school	08.25	to	08.30
Tutorial lesson	08.30	to	08.45
Lesson 1	08.45	to	09.45
Lesson changeover	09.45	to	09.50
Lesson 2	09.50	to	10.50
BREAK	10.50	to	11.10
Lesson 3	11.10	to	12.10
Lesson changeover	12.10	to	12.15
Lesson 4	12.15	to	13.15
LUNCH	13.15	to	14.05
Lesson 5	14.05	to	15.05

In addition to the above, a large number of activities take place after school. These include some taught classes and other out of hours learning opportunities. Detentions also take place after school, with some at lunchtimes. Most of these activities will be over by 4.30pm. There are some activities organised with sport and the Arts which may go on for longer, but all parents are informed if this is the case.

SAFEGUARDING:

This school's Safeguarding Policy applies to all adults and includes volunteers, working in or on behalf of the school and is a paramount document, which demonstrates how everyone working in or for our school, shares a central objective to help keep children safe from harm and abuse.

Our aims are listed below.

To ensure that children within Prestwich Arts College feel safe at all times.

To ensure that all stakeholders are safe and feel that they are able to put the welfare of the children first without concern that there will be any negative consequences to their actions.

To ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work and support children in our care/charge.

To ensure that all adults who have contact with children in school have received appropriate training to undertake their safeguarding responsibilities effectively.

Equipment:

PRESTWICH ARTS COLLEGE

LUNCHTIME:

The school kitchen operates a cafeteria system, which includes a “Healthy Eating” snack bar. Together these offer a very varied menu of hot food, vegetarian dishes, salads, etc. Sandwiches may be brought to school and eaten in the dining area. Only in exceptional circumstances are pupils given special permission to go home for lunch. The school wholly subscribes to the notion of providing healthy eating options at lunchtime and has its own team who supervise the daily menus. There is also an Early Bird breakfast service from 8.00am to 8.25am with a good range of breakfast dishes. This service is subsidised. There is also a Break service from 10.50am to 11.10am offering a range of menu items.

CASHLESS LUNCHTIME SYSTEM

Students credit individual accounts in the following way:

1. Cash is deposited in one of two machines sited in the canteen area of the school.
2. Cheques, made payable to “Prestwich Arts College”, can be left in the “cheques received” box at the school finance office, with the child’s name and form, and bank card details on the back of the cheque.

Money spent will be automatically deducted at the point of sale, and each student can check any remaining balance at one of the two terminals provided. Students are limited to spending a total of £6 on any one day, unless parents request otherwise.

Parents can also, on request, be provided with a list of the items consumed by their children at the canteen, or a current balance. Parents can also choose to opt out of the system.

FREE SCHOOL MEALS

The school cannot process applications for free school meals. Parents must contact their local authority. When children transfer from Primary to Secondary school, parents must make a new application for free school meals. Each day our cashless system (see above) will automatically credit any child on free school meals with the amount allowed for them to spend. Please note if this is not spent, any remaining balance will not be transferred to subsequent days. Students on free school meals can “top-up” the amounts by paying additional funds into their account.

DRINKS BROUGHT ONTO THE SCHOOL SITE

No glass bottles should ever be brought onto the school site.

Students are allowed to bring drinks of **plain water** onto the school site, and can take drinks during lessons if this is done in an appropriate manner. The same applies during examination sessions.

Students should never bring into school “high energy” or carbonated drinks which are sugar or caffeine loaded and unsuitable for school.

CHARGING POLICY

The Governors follow a policy in accordance with the provisions of the Education Reform Act 1988, and a copy of this policy and all other school policies, is available for inspection in the school office. However, if it is necessary to charge for any additional materials, resources or activities, a letter is always sent to parents explaining the circumstances and the nature of the charge that could be involved.

PRESTWICH ARTS COLLEGE

Pupils are expected to carry their books and equipment in a strong bag of suitable size. Examination boards ask all candidates to work in **Black Ink**. Parents are expected to replace any text books which are damaged by negligence on the part of their children.

The following equipment should be brought to school each day in a suitable pencil case:

Black Pens	Sharp Lead Pencils	Eraser
Ruler	Coloured Pencils	Calculator
Protractor	Personal Organiser (provided by the school)	

Basic stationery can be purchased from the Business & Finance office Monday-Friday 1.30-2.00pm. Where possible all items of clothing and equipment should be clearly labelled with the pupil's name.

Uniform can be purchased from the school office during school opening times. Please note that most items of uniform can be purchased from any good retailer, but the school badge, tie and PE kit must be purchased from school.

Please note that for health and safety reasons a number of items should not be brought into school such aerosols which can affect asthmatic pupils. The school does outline banned items in the school organiser and through our policy on confiscation. Parents should check with school if in any doubt

Note on Mobile Phones and other electronic equipment.

Mobile phones are not necessary for school, since any emergency message should be conveyed to students via the school office. Students can use the school phone to make emergency phone calls from school if necessary.

The use of all mobile phones on the school site is therefore forbidden. They must be switched off at the school gate on the way into school and put away securely. They must not be seen on the school site. They may not be switched on again until the student has left the school grounds. The use of cameras, or photographic equipment that is part of other devices (such as mobile phones) is also forbidden. Failure to follow these simple rules will result in the confiscation of the mobile phone, which will then be kept securely until collection by a parent, or returned to the student at the end of the week. If any parents do not agree with this school policy on mobile phones, then their child(ren) are forbidden from bringing a mobile phone onto the school site. Equally students must not bring into school any electronic device unless specifically given permission by a member of staff. This includes MP3 players, iPods, tablets, hand-held gaming machines, CD players, etc. The school reserves the right (in accordance with the Education Act 2011) to search the contents of a mobile phone (or other electronic device) and if necessary erase such contents if it is felt necessary to take such action.

Confiscated property can be collected at any time by parents (in person) from the school office. It is returned to students on the last day of term, or Friday 3.15pm in the case of mobile phones.

The school accepts no responsibility or liability for any mobile phones or other electronic devices that are brought into school.

PUPIL SUPPORT

THE AIMS OF PRESTWICH ARTS COLLEGE

To help all pupils to achieve their maximum potential.

To have a school which is a safe, orderly and caring community, in which every child matters. This is based on good inter-personal relationships, sensitivity, tolerance and mutual respect.

To encourage pupils to see the value of collective efforts and concern for the well-being of others, leading them towards self-discipline and judgement.

To help pupils to appreciate the world of work, to equip them to become effective, responsible citizens and guide them towards appropriate careers.

To help to develop in each child an enquiring mind, a thirst for knowledge and a commitment to learning as a life long process.

To assist in ensuring physical and mental welfare, through attention to physical development and through curricular and extra-curricular activities in order to help pupils to appreciate and to participate in the world of leisure.

To ensure that Safeguarding our children is central to the school's Pupil Support approach.

PASTORAL CARE

Pastoral Care is the way we express our interest for each pupil's welfare and integrity, as a support for both their personal and intellectual development. Each pupil joins a Tutor Group with a Form Tutor, which in turn forms a part of a 'House' : one of three houses in total. This Vertical Grouping means that each tutor group comprises a cross-section of the school's population. Our aim here is to provide our pupils with a 'family' experience, with older students supporting younger ones. We will put brothers and sisters or wider family in the same House and, if desired, the same form group, so it strengthens our relations with parents and supports our communication with home.

All 'Houses' follow a structured week comprising of assemblies, tutorial programme, literacy and numeracy activities, as well as opportunities for competition.

Form Tutors, in liaison with the Director of House / House Manager, keep a close check on pupil absence and welfare, working with the pupils in monitoring their progress, helping them set and work towards goals and short term targets. The school has its own dedicated Education Attendance Officer.

The Director of House and the House Manager work with Form Tutors to ensure that any barriers to a pupil's progress are removed and to tackle any issues as they arise. It may be a question of health, behaviour, learning or difficulties outside of school, which may prompt us to take action. The school regards the addressing of any form of bullying as paramount and will work closely with parents and pupils alike, to ensure that any such incidents are resolved.

The School Nurse provides informal access to advice through a weekly Health Club. She is also available to respond to direct requests to see pupils and prepare medical plans when required. It is vital that parents contact school to discuss any medical / health issues their child may have.

Prestwich Arts College makes good use of a wide range of external support services in addressing the needs of individual pupils. Students requiring counselling will be referred through the Connexions and / or Relateen services. School will also assist parents in making referrals to other relevant services through the Bury Directory and through its Safeguarding procedures. In addition, the Learning Support department provides extensive cover for learning, behavioural, social, emotional and physical difficulties. Their key purpose is to ensure that individual pupil needs are addressed, while developing active partnerships with parents.

PASTORAL CARE & PUPILS

Collective Worship: Our policy on Collective Worship and Religious Studies is that there will be an opportunity for collective worship each day – in pastoral time. The majority of Whole School and House assemblies reflect the “broad traditions of Christian belief”, although many assemblies will also reflect other religious beliefs. There are also opportunities to reflect on a common theme during Form Tutor time and weekly assemblies.

Personal Organiser: Each pupil is provided with a Personal Organiser which is used to help them organise their days at school, including recording all the homework which is set. Parents also find the organiser useful in bridging the gap between home and school. This is an important channel of communication between home and school and *parents are urged to check it regularly*. Pupils must **always** have it in their possession on a daily basis. Lost Organisers will need to be replaced at a cost to the pupil.

School Council and Prefects: We value the ways in which pupils can help in the continued development of the school. Each House elects representatives from each year group who then attend School Council meetings to discuss a range of issues and develop the impact of student voice. Charities are nominated by school council. The Prefect team provide valuable support and assistance at the end of Year 10 and into Year 11, where the opportunity to form a senior group of prefects, led by a Head Boy and Head Girl is also given.

Career, Education , Information, Advice & Guidance (CEIAG): Dedicated careers counsellors within the school, work closely to provide pupils with specific help. All pupils discuss careers from Year 8 upwards and can make use of our extensive Careers Resource Centre to find out about Post 16 opportunities, The school has achieved the IAG Gold Award for its work with our young people and a separate information booklet is available from school which details our approach. Please also refer to the relevant school policies on our website.

Punctuality: All pupils must arrive on the school site for 8.25am in readiness for tutorial at 8.30am. Pupils marked late after this time are absent for the morning session.

Bullying: Bullying of any kind is damaging and regarded as an extremely serious offence and this is made clear to pupils. Any case of bullying is investigated by a member of the pastoral team and recorded. Serious occurrences may result in the involvement of a senior member of staff or the Headteacher, with the possibility of fixed-term exclusion.

Charities: Charities are well supported by the pupils of the school, who have assisted in the collection of considerable sums, to help those less fortunate than themselves and are decided upon by the School Council. We also have three fixed points in the year where a non-uniform day raises funds for selected charities.

Positive Behaviour: Positive Behaviour is a system of rewards and consequences for pupils. A clear set of classroom rules, agreed by staff and pupils to encourage positive behaviour and good levels of attendance and punctuality are contained in the Personal Organiser. The minority of pupils who misbehave follow various stages of consequences, which include a variety of sanctions. Copies of the full Discipline Procedure will be sent to parents on request. Full details of the rewards & sanctions system are contained within the Personal Organiser and are on our web site.

PASTORAL CARE & PUPILS

Absence: Parents are requested not to make arrangements which will mean their child (ren) will be absent from school (such as holidays in term time), as permission is unlikely to be given in most circumstances.

Parents should contact the school by telephone on the first day of absence, with an absence note sent on the child's first day of return. Where this is not the case, a referral may be made to the school's full-time school Attendance Officer.

Patterns of poor attendance will be challenged, possibly requiring the involvement of the school's Education Attendance Officer.

School Policies: The school fully embraces recent Acts of Parliament and local Bury Education Policies in terms of its operation, where these relate to the care and education of children.

Policies such as Special Educational Needs & Disability (SEND), Safeguarding, Child protection, Admissions, Finance, Complaints Procedure, Equal Opportunities, Pastoral Care and Behaviour can be requested from the school office, but they are also available via the schools web site: www.prestwich.bury.sch.uk

Freedom of Information Act: The school embraces this Act, and information can be provided on written request. Parents' right to request information is covered in the relevant policy. Charges for costs will be made for this service in accordance with our charging policy.

Special Educational Needs: Prestwich Arts College operates a whole school approach to meeting pupils'

special educational needs and disability. Our approach emphasises the belief that children have a right to be educated in mainstream classes alongside their peers, provided it is in their interests and those of their classmates. It is now a principle established by law that all pupils receive a broad and balanced curriculum. The National Curriculum provides all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

Setting suitable learning challenges

Responding to pupils' diverse learning needs

Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Code of Practice for Special Educational Needs became effective September 2002 and takes account of the SEN provisions of the Special Educational Needs and Disability Act 2001 (SENDA) and the Child & Families Act 2014. As a consequence there are very clear guidelines set out to support the pupil identified as having Special Educational Needs. We at Prestwich Arts College try to embrace these and acknowledge the recommendations of the Code of Practice in all our work. The Governor Report on Special educational needs and the local Offer are available from the school website. Parents are very welcome to make contact with the school if they feel they want to discuss the nature and requirements of their child's additional needs.

Students with disabilities: A child is disabled if he is in some way incapacitated by blindness, deafness, or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

From September 2002, Part 4 of the Disability Discrimination Act (DDA) 1995) came into force, introducing duties for all involved in the provision and facilitation of education and learning for disabled pupils. The school continues to develop its practice in the light of the associated Code Of Practice and 2014 changes.

CURRICULUM, ASSESSMENT & REPORTING

Curriculum Organisation: The Key Stage 3 programmes of study are delivered in Years 7 to 9, with the KS4 programmes delivered in Years 10 to 11, with some early introduction in Year 9. In Years 10 and 11, smaller examination groups are generated, and the curriculum is dominated by courses leading to GCSE and some equivalent qualifications. Setting is introduced early, starting with English, Mathematics and Science from the first term in Year 7, then also in Design & Technology from Year 8. In both Key Stages, students are banded. Following analysis of information obtained from Primary schools, KS2 and internal testing (on arrival), Year 7 students are allocated a band, the lower ability band having about 1/3 of the students in it, but also lower PTRs. Setting (as above) occurs within each band. The school is developing our response to more able students within its 'excel' groups.

Curriculum Content: In Years 7, 8, 9, all pupils take English, Maths, Science, Music, Computing, French, Physical Education, Art & Design, Design & Technology, History, Geography, Religious Education, Drama, Citizenship and Personal and Social Education. In addition, in Year 8 a second Modern Language (Spanish) is introduced alongside French for all pupils. In Year 9, Music and Drama are delivered through a Performing Arts course which also introduces creative media. In Years 10 and 11, the curriculum programme is modified to allow students a choice of examination subjects within the requirements of the National Curriculum.

Compulsory Core (Year 10 to Year 11): English, Mathematics, Science. Most students will take Combined Science and both English Language and English Literature. Some will take separate Biology, Chemistry & Physics. All students take a Personal Development programme made up of PE, RE, PSHE and Citizenship, including a GCSE in Citizenship. From September 2016 all students will also take a Humanities subject, either Geography or History, and all students will also take a Modern Language, either French or Spanish. They will also take a modular ICT course which could offer the opportunity of gaining a further qualification. Year 9 is a transition year, and some studies will be related to completion of KS3 courses, whilst starting on examination courses; all subjects in the previous section will continue to be studied in some form in Year 9. For a small number of students the alternative to compulsory Humanities and/or Modern Languages are studies relating to Leisure & Tourism, and Functional Skills in Maths, English and ICT.

Entitlement Subjects: All students in Year 10 & 11 are also entitled to take subjects from two other areas, and in order to achieve a balanced curriculum.

Design Technology: Resistant Materials, Food Nutrition & Preparation

The Arts: Art & Design, Performing Arts, Media, Music.

Students may also take Physical Education as a BTEC in Sport, and additional ICT equivalent examinations, though Physical Education (non-GCSE) is also taught as part of the Personal Development programme.

There is also the opportunity for pupils to study GCSEs in Business or Computer Science.

Homework: Homework is set regularly for all pupils according to the homework policy, which can be found in the pupil's Personal Organiser and on the web site, along with a homework timetable. Details of homework set is accessible to parents and students on the school Gateway. Parents will be provided with their individual, secure log-in password.

Religious Education: Lessons address a number of religions and faiths. Parents have the right to withdraw their children from assemblies and/ or Religious Education, on application in writing to the school.

Assessment

Soon after entry to the school in Year 7, students sit a number of CATs (Cognitive Abilities Tests) to assess

CURRICULUM, ASSESSMENT & REPORTING

Sex Education: The purpose of sex education is to provide pupils with information to help them to make informed decisions to do with sex matters within the context of caring & healthy relationships. Sex education is delivered in each Year Group through PSE/PSHE and Science. Facts are presented in a clear and sensitive manner, and a variety of approaches are used to give pupils useful information so that moral issues can be explored through discussion. Parents have the right to request the withdrawal of their child from sex education, from religious education or collective worship. This request should be given in writing to the Headteacher. The School Policy on the teaching of sex education is available on request.

Sport in the curriculum: A wide number of sports are offered at the school including Soccer, Cricket, Badminton, Athletics, Basketball, Cross Country, Gymnastics, Volleyball, Tennis, Hockey, Netball, Dance and Trampolining. A good range of weight-training and health-related fitness equipment is also available. All pupils are expected to take part in Physical Education and Games. If illness or injury prevents this, parents are asked to send a note to the Head of the PE Department explaining the reason. At the end of certain PE lessons, it will be necessary for the pupils to take a shower, unless they have previously brought in a medical certificate.

Education/Enterprise: There are opportunities for all students to experience Enterprise and Preparation for work. This is partly in lesson time, and partly as a result of special activities that take place during the year, sometimes off-timetable as part of our careers, advice & information programme.

Complaints: Any complaints about curriculum or other matters are fully investigated by an appropriate member of staff. The results of the investigation are then communicated to the parent of the child. Complaints should be addressed in writing to the Headteacher.

Gateway - Parent view: The school has an Internet-based Gateway. Students and parents have their own passwords to this Gateway. On there, parents have access to school details, student details, timetables, etc. Staff also post homework details to the Gateway, so parents can check details of what has been set. Annual reports to parents, and regular updates relating to assessment (grades, levels, etc) are also posted to the Gateway. Alternatively, parents can ask for the school to provide printed copies of all such documents.

CURRICULUM, ASSESSMENT & REPORTING

their aptitude in a number of areas. These, along with information from previous schools, assist us in placing students in the most appropriate band, and in the most appropriate group. Internal assessments then continue to inform us as to band and group placings, which may be revised from time to time, depending on attainment and on progress.

Examination controlled assessment is completed during lesson time under supervision; in other situations students are expected to complete the work during their own time, presenting their finished work by certain dates. Details of these dates and details of the assessment system for each subject can be found in an Examination & Assessment Planner provided for every Year 10 and 11 pupil, during the first part of the Autumn Term. The whole school has an examination period during the Summer Term, in which all pupils are assessed in most of the subjects they study. Students also have Mock Examinations in January and March. All exam timetables are available on the web site.

Nearly all GCSE examinations will be taken at the end of Year 11, though a small number of students may take some additional GCSEs as part of courses, or extra-curricular activities, during Year 10. These GCSE examinations are offered as part of a national timetable of examinations and we are unable to vary the time at which they are taken. For this reason, parents should ensure students are in school throughout their courses. **Holidays should not be booked in term time.**

All parents will be provided with an annual report and regular assessment updates showing progress made. These will be posted via the school Gateway (see previous page). Together these will explain the progress they have made in each of their subjects. The School Year Planner, available in your child's organiser, shows when this will happen for each Year Group. Use of the details of their report encourages all pupils to take greater responsibility for their own learning.

Reviews of individual pupil progress are completed at regular times in the year. Parents are informed if pupils are giving cause for concern, or if they are making excellent progress. Parents are also invited to attend a Parents' Consultation Evening, where the progress of their child can be discussed with teachers. Parents wishing to obtain more information may contact the appropriate House Manager at any time during the year.

Students are set target levels or grades, and their progress is monitored regularly. Parents will receive frequent updates with regard to progress grades, indicating whether these are on line with targets set (see the Gateway).

SCHOOL UNIFORM

Compulsory Uniform for all students

Black Blazer * (standard school design) **with School House Badge** ●●

Pale Blue School Shirt *

Clip-on School Tie ●●

Black Trousers * (standard school design, tailored with pockets)

Black Skirt * – **Girls option** (no more than 5cm above the knee, no pencil skirts)

Black ‘V-Neck’ Jumper ~* - **Optional** (also available with embroidered logo from school)

Black Scarf ~* - **Optional** (also available in school colours from school only)

Plain Socks * must be white, grey, navy or black (no patterns or bright colours)

Plain Black Tights * – **Girls Option** (no patterns)

Black Leather Shoes * must be flat heeled and all black leather (without any piping or banding and with black soles).

Head scarves worn for religious reasons should be plain black.

No other items of clothing (eg fashion accessories) should be worn.

Plain Black, outdoor waterproof coats with no obvious (over-sized) or offensive logos.

The following are **NOT** allowed:

- trainers, trainer ‘look-alikes’, canvas pumps/plimsolls
- leather jackets
- cardigans, hooded tops or sweatshirts, woollen “cardigan” topcoats.
- coloured scarves (unless black, or bought from the school - see above)
- any item of denim or denim look-alike.
- jewellery except small sleepers or studs (one in each ear).
- extremes of fashion, including hairstyles (e.g. non natural colours or highlights, shaven heads - less than a no.2, patterns or layering).
- Make-up, fake tan, acrylic nails or nail varnish. **No make-up should be brought into school.**

Compulsory Uniform for all PE students

GIRLS

Grey T Shirt ●●

Navy PE Sweat Shirt ●●

Navy Shorts ●●

Plain Navy Track Bottoms (Optional) *

Plain Black Leggings (Optional) *

(No piping or logos)

White Sports Socks *

Trainers *

Towel for Showers

BOYS

Navy PE Polo Shirt ●●

Navy Rugby Shirt ●●

Navy Shorts ●●

Long Navy Football Socks *

Plain Navy Track Suit Bottoms *

White Sports Socks *

Football Boots *

Trainers *

Towel for showers *

- * These items can be purchased anywhere
- ~ This item may be purchased from school
- These items must be purchased from school

SEE THE LAST PAGES OF THIS BOOKLET FOR ADDITIONAL GUIDANCE.

If parents are in doubt about any aspect of uniform they are strongly advised to consult the school before making a purchase or taking any action.

THE STAFF

SENIOR LEADERSHIP TEAM

Head Teacher	Mr C C Hornby
Deputy Head Teacher	Ms N Smith
Assistant Head Teacher	Mr N J Waters
Assistant Head Teacher	Mr D P Lyons
Director of Business & Resource	Mrs L Ash
Seconded SLT Member	Miss H Pickavance

TEACHING STAFF

Name	Responsibility	Subjects
Miss A Ali		Science
Mr A A Baidoo		Mathematics
Mrs C Bailey	Head of Faculty	Modern Languages
Ms J Bota		Modern Languages
Miss J K Breakell	Assistant Head of Faculty	Technology, Food/Textiles
Ms A J Charlton		Drama
Ms F Bury	Assistant Head of Faculty	PE
Mr R Constable		Art & Design
Mrs C Cowan	Assistant Head of Faculty	Science
Miss J A Crowder	Assistant Head of Faculty	Art & Design
Mr A J Dutta		Modern Languages
Mr V B Dutton		Technology, Resistant Materials, PE
Miss R Farrington	Head of Faculty	Music, Drama, Media
Miss L S Golding		Mathematics
Miss G Hardisty	Director of House	English
Mr S A Hashemi		RE, Mathematics
Miss H Haslam		English
Mr R Higson	Head of Faculty	English
Mr A R Hill		Geography
Mrs S L Hill		Technology, Food/Textiles
Mr C C Hornby	Head Teacher	History
Mr J Howells	Head of Faculty	Technology, Computing
Mrs J Johnson		Science
Mrs C F Jones		Mathematics
Mrs S A Kay		Science
Mrs L Kelly		Physical Education

THE STAFF

TEACHING STAFF (continued)

Name	Responsibility	Subjects
Miss J S Leary	Head of Faculty	Personal Development, Citizenship, PSE
Mr D P Lyons	Assistant Head Teacher / SENCO	History
Mr S J Mann	Assistant Head of Faculty	Drama, Media
Mr M McLearn	Assistant Head of Faculty	Mathematics
Miss H Pickavance	Director of House / Assistant Head of Faculty	Modern Languages
Ms R Preston		English, Media
Mr S R Pughsley	Head of Faculty	Humanities, Geography
Mrs S Puzon		Geography, History
Mr P Rawcliffe	Assistant Head of Faculty	Technology, Computing
Mrs S M Rawcliffe	Assistant Head of Faculty	English
Mrs S Roberts	Assistant SENCO	SEN
Mr M Rollinson	Head of Faculty	Science
Mr G Rothwell	Assistant Head of Faculty	Science
Miss D Rundle		HSC, Citizenship
Mr M Rushton	Assistant Head of Faculty	Humanities, History, RE
Mr K Sellars		Physical Education
Mrs K L Sibbit	Assistant Head of Faculty	English
Ms N Smith	Deputy Head Teacher	Media, Drama
Mrs H J Thom	Assistant Head of Faculty	Technology, Resistant Materials
Mr M Thomas		Mathematics
Mr A D Warburton		Modern Languages, English
Mrs C Waters	Assistant Head of Faculty	Business, ICT
Mr N J Waters	Assistant Head Teacher	Humanities, History
Mr M White		Mathematics
Mr R Wilkes	Head of Faculty	Mathematics
Mrs C F Woodburn	Director of House	Science
Mrs R Wright		English

Pastoral

Mrs A Nelson	Associate Manager (Student Services)
Mrs L Jones	House Manager
Ms D Heryng	House Manager
Miss K Bladen	House Manager
Mrs R Evans	Student Services

ASSOCIATE STAFF

Learning Managers

Miss L Fox
Miss S Darbyshire

Careers Coaches

Mrs J Howe
Mrs J O'Keefe
Mrs A Walsh
Mrs C Considine

External Support Agencies

Mrs S Molyneux - Education Attendance Officer
Mrs T Shaw - Connexions
Mrs R O'Hare - Relateen
Mrs A Hughes - Educational Psychologist

Behaviour Support & Safeguarding

Mrs M Dixon
Faculty Support Manager
(SEN)

Mrs S Walsh
Associate Manager
(The Fold)

Teaching Assistants

Mrs J Howe
Mrs S Eagleton
Mrs A Barker
Mr L Jones
Mrs L Saunders
Mr S Scholes
Mrs A Doherty
Mrs A Walsh

Mrs T Gulzar -: Curriculum Language Service (CLAS)
Mrs A Fisher : Curriculum Language Service (CLAS)
Mr I Southorn : Curriculum Language Service (CLAS)
Mr M Mesor : Curriculum Language Service (CLAS)
Mr A Shah : Curriculum Language Service (CLAS)
Ms Veronica Ho : Curriculum Language Service (CLAS)

CLERICAL & TECHNICAL

Mrs C Linton
Associate Manager
(Teaching & Learning / Exams)

Mrs S Nuttall
Literacy Support Officer

Mrs H Hinchliffe
Science Support Coordinator

Mrs J Wilson
Associate Manager
(Administration)

Mrs T Butterworth
Associate Manager
(Senior Business & Resource Officer)

Miss C Smith
Design Technology / Humanities

Miss J Sugden
Faculty Support Manager
(Data / Curriculum Manager SIMS)

Mr S Taylor
Associate Manager
(Senior Business & Resource Officer)

Miss K Bufton
Art

Mr P Thomas
Science

Mr G Shedlock
ICT Network Coordinator

Mrs J Brough
Business & Resource Officer

Vacancy: Performing Arts

Mr I Grogan
ICT Support

Miss N Morris
Administration Officer

SITE MANAGEMENT

Mr D. Midgely (Site Officer)
Mr J Bailey (Caretaker)
Ms J. Woodward (Assistant Caretaker)
Mr S Riley (School Gardener)

SCHOOL MEALS SERVICE

Mr David Walker (Chef)

Supported by

Welfare Assistants
Hygiene Assistants
Catering Assistants

THE GOVERNING BODY

Mr CC Hornby (Head Teacher)
Mr R Austin - **Chair** (Co-opted)
Mr M Halsall - **Vice Chair** (Co-opted)
Mr E O'Brien (Local Authority)
Mrs S Rawcliffe (Staff)

Mrs K Barlow (Parent)
Mrs I Albourini (Parent)
Mr M Saker (Co-opted)
Mrs S Etheridge (Co-opted)
Mrs E Orr (Co-opted)

Mrs T Shonick (Co-opted)
Dr S Courtney (Co-opted)
Mr M White (Co-opted)
Mr S Wright (Co-opted)
Mr G Hayden (Co-opted)

PRESTWICH ARTS COLLEGE

Examination Results

A School Prospectus Appendix

At the heart of the community

Valuing Achievement

GCSE RESULTS 2015

Number of pupils in Year 11: Boys: 81 Girls: 86 Total: 167

Subject	Entries	A*	A	B	C	D	E	F	G
English	163	1	7	25	57	51	18	4	
English Literature	83	1	9	20	39	12	1	1	
Mathematics	163	3	14	48	50	20	5	7	8
Science	139		4	19	61	24	10	19	1
Additional Science	90		2	8	28	33	17	2	
Biology	26	2	6	10	3	5			
Chemistry	26	2	9	9	5	1			
Physics	25	1	7	7	8	2			
Astronomy	18		1	4	8	4	1		
Art & Design	58	1	5	7	30	7	4	4	
Business	48		1	9	9	6	8	5	6
Citizenship	161	3	22	43	48	31	9	3	1
Perf. Arts (Dance)	16		4	7	3	2			
Perf. Arts (Drama)	50	4	12	12	19	3			
Food Technology	23	2	3	4	9	4	1		
French	31	1	1	10	13	5	1		
Geography	36	1	8	5	8	5	4	3	2
History	51	1	5	9	11	11	5	4	2
Health & Social Care	40		5	7	11	6	4	2	2
ICT*	157		7	19	57	30	15	13	
Media	63	3	3	21	23	9	3	1	
Music*	19	5		7	4			1	
Physical Education	31		2	4	7	11	6	1	
Product Design	29		1	1	2	12	6	6	1
Religious Studies	8		2	5	1	1			

GCSE RESULTS 2015

Subject	Entries	A*	A	B	C	D	E	F	G
Resistant Materials	26		1	4	7	5	7		
Spanish	45	3	5	5	13	16	2	1	
Statistics	54	2	11	15	22	4			
Textile Technology	40		2	11	15	9	3		

*Equivalent GCSEs.

SUMMARY OF GCSE RESULTS 2015

Percentages for the school	All pupils
Achieved 5+ A*-C (with En & Ma)	47
Achieved A*-C English	55
Achieved A*-C Maths	69
Achieved 2+ A*-C Science grades ⁺	35
Achieved A*-C MFL ⁺	67
Achieved A*-C Hum ⁺	55
Achieved EBac	8
Achieved A*-C in En & Ma	45
Expected progress in English	60
Expected progress in Maths	69
Achieved 5+A*-C	68

School Uniform: Additional Guidance on interpretation

1. No jewellery is allowed, other than small plain sleepers or studs (one in each ear). All other forms of body piercing are not allowed. Nose studs, belly rings or studs, etc are all prohibited. The one stud that may be worn in each ear should be a simple small stud or spherical end to the earring. The stud should have no decoration, nor should it be gilded with decorative stones. Alternatively students may wear a small sleeper, which should be no more than a single ring which has a diameter of no more than 1.5cm. No rings or necklaces should be worn.

Parental guidance: if the student wishes to have a piercing for jewellery to be worn outside school, we understand that the item of jewellery must be worn in a new piercing for an initial 3-4 weeks without removal. Parents should plan ahead, and organise this to coincide with the main summer holiday period, which leaves adequate time. Covering the item of jewellery with plasters or makeup is not acceptable. If students are found wearing prohibited jewellery it will be secured in the school safe for collection by the student on the last day of term, or alternatively can be collected by the parent in person at any time.

2. Extreme hairstyles are not allowed. Greases or gels should only be used to encourage the hair to flow in a natural way, following the contour of the scalp. They should not be used to cause the hair to be any more prominent than would normally be the case. Hair may be cut short, but no shorter than a “Number 2”. Hair should be uniform in appearance. It is not acceptable to have fashionable icons, patterns or distinctive layering cut into the hair. If hair is to be coloured the colours chosen should be of a natural colour, and be consistent with the rest of the hair colour. Highlights and extensions should similarly be consistent with the rest of the hair style and colour. Colouring streaks of hair in a prominent way (eg a different colour to the natural colour of the hair) is not allowed. Long hair (eg below collar length) should be tied back and secured with a net or headband. Braids, beading, etc should be secured in such a way as to prevent possible harm to other students.

Parental guidance: If the student wishes to colour or fashion their hair for an event outside school time, then washable (temporary) hair colourings should be used, such that the artificial colouring can be washed out before return to school. All hair that is braided or beaded should be secured.

3. Nails should not be worn longer than the end of the finger, and should be cut so that there are no sharp edges. No nail extensions are allowed. Nails should be of a natural colour, and should not be adorned with decorative patterns, colours, or attachments. No nail varnish should be worn. Students should NOT bring makeup into school.

Parental guidance: If the student wishes to wear nail extensions then removable nail extensions should be worn, and removed before return to school. If the student is to wear nail varnish outside school hours, then they should also ensure they have appropriate nail varnish remover.

4. No make-up is to be worn or brought into school e.g.. foundation, blushers, mascara, or lipstick.

Parental guidance: it is accepted that students may need to occasionally wear lipsil or other form

School Uniform: Additional Guidance on interpretation (continued)

of medication to reduce dry lips, as long as this is colourless. Make-up items will be confiscated.

5. Outdoor coats should have no form of prominent markings, other than those that are clearly for safety reasons, i.e. no prominent logos, icons, advertisements, names of manufacturers or businesses. A coat may NOT be replaced by an alternative sweatshirt, cardigan, hooded top, woollen jacket or top and should not be made of leather, imitation leather, denim or denim look-alike. Hoods on coats must not be pulled up whilst on the premises. The official school uniform is defined only by those items described in this prospectus, or student organiser. An outdoor coat is the only item to be worn over the official school uniform. Balaclavas or baseball caps are not allowed. Only black V-neck jumpers and scarfs described as optional under “school uniform” may be worn; NO jumpers or cardigans.

Parental guidance: in cold weather the student should wear a coat that will provide them with sufficient protection against cold or wet weather. This is an appropriate alternative to wearing additional items of uniform. The school is heated to acceptable temperatures, and students are allowed to stay inside the buildings during break and lunchtime. Hooded tops, sweatshirts etc. will be confiscated

7. Shoes should be black, without any other colours. No stripes or other markings are allowed. No fashionable icons or symbols are permitted. Heels should be no greater than 3cm. No boots (where the sides of the footwear item are higher than the ankle) are allowed. No trainers are allowed.

Parental guidance: there are many stockists who are able to provide acceptable footwear at reasonable prices. Enquire at the school for further information if required.

8. Tights should be plain without any patterns. Socks should also be plain white, grey, navy or black, that is no bright colours, and without any patterns. Headscarves worn for religious reasons should be plain black with no other markings.

Parental guidance: In line with many schools, we seek to ensure that our uniform does not discriminate against any student in any way. If you are unsure please contact the school to discuss the situation before going ahead and making purchases.

NOTES
