
HEADTEACHER'S INTRODUCTION

Prestwich Arts College is a vibrant, award winning and forward thinking Specialist Performing Arts College at the heart of the local community. We offer excellent opportunities for all who come here irrespective of social or cultural backgrounds. If there is room in the school, anyone may come who is willing to accept our core belief that the right to learn is too important to be jeopardised. What we want for our pupils is what we would want for our own children – the best that we can give them. Irrespective of ability, if a child has a talent we want to draw it out; if they have a skill we want to build upon it.

Whatever their eventual destinations, we remain committed to the Comprehensive ideal of educating them together, valuing them as individuals, valuing their achievements and celebrating their successes. Prestwich pupils are noted for their friendliness and their good behaviour, so we are justly proud of them all. The school is oversubscribed in many year groups and the recent (2007) OFSTED inspection report was very positive, commenting that the pupils want to learn, the school is both effective and improving and is well led.

This is an exciting time for us all at the school. Over the last five years examination results have risen year on year, the school has gained and been redesignated as an 'Investor in People' centre and won regional awards for pupil support. We have benefited from a substantial capital building programme in several curriculum areas and we became one of the Government's 'Flagship' schools as a Specialist Performing Arts College. This has enabled us to improve still further by bringing over a million pounds worth of additional funding for our work with partners in both education and the wider community. We have already achieved the Barclays New Futures Award for our work, have a successful network of partnerships across several local authorities, and have attracted Big Lottery funding. Finally, we have now achieved the Art Council's "Arts Mark Gold" award, a real "Oscar" and a testimony to the quality and expertise within the school.

Careful and creative financial management has resulted in significant improvements to student facilities in many parts of the school and over 40 non-teaching staff provide an additional level of support for students, staff and parents.

The Governors and staff of the school share a passionate belief that, at Prestwich Arts College, we provide each of our students with an educational experience of high quality. We have high expectations of ourselves and will have high expectations of our students. With your support, we can give our students the platform that they need to become successful citizens of the Twenty First Century.

I hope that the information which follows will give you a clear idea of how the school works.

G. Barlow
Headteacher

PRESTWICH ARTS COLLEGE

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"That Prestwich Arts College has been awarded Specialist Arts College status by the government is a recognition of the school's significant progress in recent years and a major element in our commitment to enabling all schools to raise standards. The Headteacher and all staff are to be congratulated for ensuring that the school is at the heart of our vibrant local community". Ivan Lewis MP.

PRESTWICH ARTS COLLEGE

Prestwich Arts College has a proud heritage which can be traced back to the 1930s. Formerly known as Prestwich Community High School. It was opened in 1979, following the amalgamation of Heys Road Boys' School and Hope Park Girls' School. It occupies the extended premises of the former Heys Road Boys' School and has an all weather pitch and playing fields opposite the school. The school accommodates approximately 850 pupils, 50 teaching staff and 50 non-teaching staff.

The Old Building was opened in 1936, and is a basic classroom block together with a Drama Hall on four sides of a quadrangle. The New Building in 1981, comprises an extensive Sports Hall, Design & Technology Suite, Laboratories, a Careers Resource Centre, a kitchen and general classrooms. The school has three networked computer suites, with most teaching rooms connected to the internet. In September 2000 a newly built Library and Resource Centre (the Gateway Suite) was opened for use by pupils and staff. It provides access both during and after school to information from a variety of sources including books, remote databases, sources available through the Internet and CD-ROM based material using computers. The Gateway Suite is staffed by a full time technical assistant. A Common Room is available for all Year 11 pupils, supervised by a Community Education Service Assistant. A new Humanities block was opened in 2001, and new accommodation provided for Mathematics in 2004. In 2005 we opened a new Performing Arts Studio, a Drama/Dance studio, a refurbished CDT suite and Sports Hall.

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.

SCHOOL TIMES: Pupils are expected to be at registration by 8.45 a.m. in the morning. The school timetable is based upon a two-week cycle: Week A and Week B.

Registration	08.45	to	08.50
Tutorial Period	08.50	to	09.05
Period 1	09.05	to	10.15
Lesson Changeover	10.15	to	10.20
Period 2	10.20	to	11.30
BREAK	11.30	to	11.50
Period 3	11.50	to	13.00
LUNCH	13.00	to	14.00
Period 4	14.00	to	15.10
Afternoon Registration	15.10	to	15.15

In addition to the above, a large number of activities take place after school. These include some taught classes, Study Studio for homework and study support, and other out of hours learning opportunities. Some detentions also take place after school. 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.

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. A cafeteria system offers a similar service in the Year 11 Prefect Room, known as the “Upper Crust”. Sandwiches may be brought to school and eaten in the dining area. Pupils who bring a packed lunch or have a school dinner must remain on the premises during the lunch period. Most pupils stay on site, with only a few 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 chef who personally supervises the daily menus. There is also an Early Bird breakfast service from 8.00 to 8.40 with a good range of breakfast dishes. This service is subsidised. There is also a Break service from 11.30 to 11.45 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 “Mellors Catering Services Ltd”, 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 (or parent) can check any remaining balance at one of the two terminals provided. Students are limited to spending a total of £4 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.

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.

PRESTWICH ARTS COLLEGE

EQUIPMENT: Pupils are expected to carry their books and equipment in a strong bag. 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:

- Pen
- Sharp Lead Pencil
- Ruler
- Rubber
- Coloured Pencils
- Protractor
- Calculator
- Personal Organiser (provided by the school)

Where possible all items of clothing and equipment should be clearly labelled with the pupil's name.

A uniform shop will be open once per week should any pupils require additional uniform items. Please note that we only sell the top half of the uniform.

**CORRECTION FLUID OR CORRECTION FLUID PENS MAY NOT BE USED IN SCHOOL.
NO ITEMS OF MAKE-UP SHOULD EVER BE BROUGHT INTO SCHOOL.**

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 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.

Students must not bring into school any electronic device unless specifically given permission by a member of staff. This includes MP3 players, iPods, hand-held gaming machines, CD players, etc. The school accepts no responsibility or liability for any mobile phones or other electronic devices that are brought into school.

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 3.30pm 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 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 which will help pupils to appreciate and to participate in the world of leisure.

To ensure that Every Child Matters agenda is central to the school's Pupil Support approach.

PASTORAL CARE Pastoral care is the way in which we express our concern for each pupil's welfare and integrity, as a support for both personal and intellectual development. Each pupil joins a Tutor Group with a Form Tutor, which is in turn part of a Year Group. Year groups are led by a Progress Manager and a Pastoral Coordinator, who get to know and understand the pupils in their care. Their knowledge of the pupils often needs to be shared with other staff so that pupils can be helped at all times to make progress in their lessons.

There are seven Tutor Groups in each year, each of which belongs to a "house": The house names are:-

ASHTON EGERTON LANGLEY PHILIPS STANLEY TONGE WILTON

The two Deputy Head teachers and three Assistant Head Teachers have responsibility for the pastoral oversight of the five year groups. Even before pupils arrive the Progress Manager of Year 7 spends much time in primary schools getting to know children before they come to Prestwich Arts College. Children spend an evening here as part of an information meeting held in July for parents of incoming children. Some departments have also established close links with primary schools.

The Form Tutor sees the pupils in the Tutor Group twice a day; both these times are occasions when any problems can be sorted out, or passed to other members of staff. Form Tutors, in liaison with the Pastoral Secretary, keep a close check on pupil absence, working with pupils in monitoring their progress, helping them set and work towards goals and short term targets. Form Tutors help pupils with the writing of their personal Progress File statements. The Progress Manager and our two Pastoral coordinators will work with Form Tutors to help pupils whenever serious problems arise; it may be a question of health, behaviour or attitude to work, or difficulties outside school which might prompt us to take some action. Parents are contacted in such instances. Several of the staff are trained First Aiders. 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, as outlined in the school's medical policy / guidance information for staff.

The school makes good use of a wide range of external support services in addressing the needs of individual pupils. In addition the learning support department, provides extensive cover for learning, behavioural social, emotional and physical difficulties. Its key purpose is to remove potential and actual barriers to learning, while developing active partnerships with parents.

COUNSELLING : When students require counselling, the school provides access to individual sessions through the Connexions Service. School can also assist parents in making referrals to other relevant services through the Bury directory.

ASSESSMENT FOR LEARNING DAY (AFL) : Assessment for Learning Day provides the opportunity for structured, individual interviews between pupils and their form tutors, during which progress is reviewed, and targets agreed. There are two such days during the year, in February and in July.

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 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

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.

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.

SCHOOL COUNCIL: We value the ways in which pupils can help in the continued development of the school. Each Year Group nominates two pupils who attend School Council meetings to discuss a range of issues. Pupils from each Tutor Group also attend Youth Forum meetings, where issues are discussed with visitors from Greater Manchester Police, and on occasions, local Councillors.

CAREERS GUIDANCE: Lifetime Careers work closely with the school to provide pupils from Years 10 and 11 with specific help, but all pupils discuss careers from Year 9 upwards and can make use of our extensive Careers Resource Centre to find out about Post 16 opportunities. Pupils gain Post 16 experience through Community Work Placements, Enterprise Days and College/FE visits, and visits from College staff.

HOMEWORK: Homework is set regularly for all pupils according to the homework policy which can be found in the pupil's Personal Organiser, along with a homework timetable.

PUNCTUALITY: All pupils must arrive punctually for school. This is an important life skill and we place a great emphasis upon it. Regular lateness will be dealt with severely.

BULLYING: Bullying is 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 Deputy Headteacher or Headteacher with the possibility of 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.

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, is contained in the Personal Organiser. Those minority of pupils who misbehave follow various stages of consequences, which include a variety of punishments. Copies of the full Disciplinary Procedure will be sent to parents on request. Full details of the rewards & sanctions system are contained within the pupil's Personal Organiser.

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). Absence notes should be sent in on the first day of return. The school operates a system which will call parents on the first day of absence, if the school has not been informed of the reason for absence by 10.30am in the morning.

PASTORAL CARE & PUPILS

In the Upper School many pupils become prefects, a post which offers greater responsibility. The prefects are led by a senior prefect team, who are appointed by staff and our Head Boy and Head Girl.

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.

School policies such as Special Educational Needs and Disability, Admissions, Finance, School Food, Complaints Procedure, Equal Opportunities, Discipline and Pastoral Care can be requested from the school office, but are also available on-line as part of the school web site: www.prestwich.bury.sch.uk

FREEDOM OF INFORMATION ACT The school embraces this Act, and information can be provided on written request. A charge will be made for this service, to cover costs, in accordance with our charging policy.

SPECIAL EDUCATIONAL NEEDS: Prestwich Arts College operates a whole school approach to meeting pupils' special educational needs. 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 programmes of study provide 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). 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.

STUDENTS WITH DISABILITIES. A child is disabled if he is blind, deaf or dumb 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

CURRICULUM, ASSESSMENT & REPORTING

CURRICULUM ORGANISATION In Year 7 the pupils are taught in seven mixed ability Tutor Groups. In Mathematics, and Science pupils are set according to ability. In Years 8 and 9 there are some opportunities for other departments to introduce setting. In Years 10 and 11 smaller examination groups are generated.

CURRICULUM CONTENT In Years 7, 8 and 9 all pupils take English, Maths, Science, Music, ICT, French, Physical Education, Art & Design, Design & Technology, History, Geography, Religious Education, Drama & Dance and a modular course involving Citizenship, Personal and Social Education. In addition, from Year 8 a second Modern Language (Spanish) is taught to all pupils. 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, but also offering some vocational courses. Some Key Skills and short course GCSE examinations are offered as early as Year 9. Some BTEC and other GCSE equivalent courses are also offered to Year 9 students.

UPPER SCHOOL COMPULSORY CORE TO GCSE:

English, Mathematics, Science. Most students will take Dual Award Science and English Literature. Some will take separate Biology, Chemistry & Physics. Some will also have an opportunity to take Statistics. All students take a Personal Development programme which includes a local community work placement, PE, RE, PSE, Citizenship, and a modular ICT course with the opportunity of gaining the OCR National examination (equivalent to an award of up to 4 GCSEs).

ENTITLEMENT SUBJECTS.

All students are also entitled to take subjects from four areas, and in order to achieve a balanced curriculum should choose no more than two subjects from each area:

Modern Languages: French and/or Spanish

Design Technology: Product Development, Food Technology, Resistant Materials, Textiles Technology.

Humanities: Geography, History or Religious Studies

The Arts: Art & Design, Drama, Dance, or Music.

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

There is also the opportunity for pupils to study Vocational (Dual-award Applied) GCSEs in Business or Health & Social Care.

The school also specialises in offering the Creative & Media Diploma. This is not only on offer to our own students, but also attracts applications from students from other schools.

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 relationships. Sex education is delivered in each Year Group through PSE, RE 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.

CURRICULUM, ASSESSMENT & REPORTING

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.

GIFTED AND TALENTED PROGRAMME

The school operates a Gifted & Talented programme. Every year our most able students are nominated by individual departments, who then “fast-track” these pupils on to a special programme designed to offer greater challenge and appropriate extension. Parents are notified. These pupils are monitored closely, and the result is normally that they make swifter progress. The Gifted & Talented programmes offer different tasks and activities during lessons and for homework. In some cases they offer additional qualifications, such as Functional Skills, A(S) Mathematics, GCSE Statistics, or A(S) General Studies.

EDUCATION/ENTERPRISE WORKSHOPS: All Year 9 pupils spend two days working on tasks with people from the workplace.

COMMUNITY WORK EXPERIENCE: A placement working in the local community will be made available for each student as part of our Upper School Personal Development Course.

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.

ASSERTIVE MENTORING

This scheme offers Y10 and Y11 pupils mentoring from a member of staff. At least 3 times a term teachers will provide information on progress, effort and homework. Mentor and student will then have a meeting to discuss the information, setting short term targets. Mentors also guide the students through their courses, offering advice with regard to prioritising work and organisational issues. This is in addition to their Form Tutor. The Mentor is there to aid them in making greater progress. Parents may be contacted by the Mentor if insufficient progress is being made, or if they perceive there may be other problems in school.

CURRICULUM, ASSESSMENT & REPORTING

ASSESSMENT: 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, though some GCSEs are taken or started in Year 9 also.

The whole school has an examination period during the Summer Term in which all pupils are assessed in most of the subjects they study. In addition, Year 11 have Mock Examinations during the Spring Term.

A number of subjects operate modular GCSE courses. Parents therefore need to be aware that many GCSE examinations are taken throughout the Y10 & Y11 courses; these examinations cannot be rearranged. Parents should ensure students are in school throughout these courses. Holidays should not be booked in term time.

All pupils will take home a written report during the year, and will also be issued with a progress report twice a year. Together these will explain the progress they have made in each of their subjects. The School Year Planner 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.

A review of individual pupil progress is also completed twice a year on AfL (Assessment for Learning) Day. On each of these days students attend school for approximately 1-2 hours, for an individual appointment with their Form Tutor. 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 Progress 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.

In addition to GCSEs, all students are assessed in Literacy and Numeracy, receiving appropriate qualifications which are recognised by colleges and work places.

SCHOOL UNIFORM

UNIFORM FOR ALL STUDENTS:

Black blazer (standard school design which can be bought anywhere) with school badge sewn on breast pocket (bought from school).

Black trousers (standard school design: tailored with pockets).

Powder blue polo shirt with school logo (bought from school)

Black pullover (optional): plain, V-neck only, no zips, with either long sleeves or sleeveless (no cardigans).

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

Black shoes: Not trainers, must be all black, flat heeled without any piping or banding, standard black soles and laces.; black canvas shoes/pumps are not allowed.

Girls options—knee length black skirt, plain black tights (no patterns)

***No other items of clothing (eg fashion accessories) should be worn.
Plain outdoor coats with no obvious (over-sized) or offensive logos.***

The following are not allowed: leather jackets, hooded cardigans, sweatshirts, or any item of denim or denim lookalike.

No jewellery except small sleepers or studs (one in each ear).

***Extremes of fashion, including extreme hairstyles
(eg shaven heads, non-natural colours or highlights).***

Make-up, fake tan, acrylic nails and nail varnish are not allowed.

No items of make-up should ever be brought into 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.

PHYSICAL EDUCATION KIT: Compulsory for all pupils

GIRLS

Compulsory kit from school shop:

Grey T Shirt (or new PE polo shirt Y10/11)

School navy shorts

School navy sweat shirt

Compulsory kit from any shop:

Plain navy tracksuit bottoms

White socks

Trainers

Towel for showers

BOYS

Compulsory kit from school shop:

Y7 NEW PE polo shirt for indoors

(Y8-Y11 Grey or NEW polo shirt)

School navy rugby shirt for outdoors

School navy shorts

Compulsory kit from any shop:

Long navy socks

Trainers for indoors

Astro/football boots

Towel for showers

Optional: Plain navy tracksuit bottoms

THE STAFF

SENIOR LEADERSHIP TEAM

Head Teacher	Mr G Barlow
Deputy Head Teacher	Mr G T Newman
Deputy Head Teacher	Mr C C Hornby
Assistant Head Teacher	Mrs B Bryant
Assistant Head Teacher	Mr N J Waters
Assistant Head Teacher	Ms N Smith
Director of Business	Mrs L Ash

TEACHING STAFF

Name	Responsibility	Subjects
Mrs C Bailey	Head of Faculty	Modern Languages
Mr G Barlow	Head Teacher	History
Mrs K Blakeley		Music
Mrs. B Bryant	Assistant Head Teacher; Head of Faculty	Design Technology, Food/Textiles
Ms A J Charlton		Drama
Mr R Constable		Art & Design
Mr M Cooper		English, History
Mrs C Cowan	Assistant Head of Faculty	Science
Mr R Croskery	Assistant Head of Faculty	Citizenship, Design Technology
Miss J A Crowder		Visual Arts, Art & Design
Miss R Farrington	Assistant Head of Faculty	Performing Arts, Drama, Music
Miss K S Finch		Maths, ICT
Mrs A Fisher		CLAS English support
Mrs C Gibson	Assistant Head of Faculty; Aim Higher coord	Design Technology, Food/Textiles
Mr S A Hashemi		Mathematics
Mr R Higson	Assistant Head of Faculty	English
Mr C C Hornby	Deputy Head Teacher	English, Special Needs (Inclusion)
Mr J Howells	Head of Department	ICT
Miss K A Hudson		Design Technology, Food/Textiles
Ms P Hunt	Progress Manager	Dance, Drama
Miss J S Leary	Head of Faculty	Personal Dev., Citizenship, PSE, RE
Mrs C Leng	Head of Department	Physical Education
Miss S Ma		English
Mr R More		Design Technology, CDT
Miss J L Murray	Assistant Head of Faculty	Science
Mr G T Newman	Deputy Head Teacher	Mathematics, Statistics
Mrs R Nicolle	Head of Faculty	English
Mrs J L Nuttall	Progress Manager	Modern Languages

THE STAFF

TEACHING STAFF (continued)

Name	Responsibility	Subjects
Miss H Pickavance	Progress Manager, Assistant Head of Faculty	Modern Languages
Mrs M Procter		Mathematics
Mr P Rawcliffe		ICT
Mrs S Roberts	Assistant SENCO	Special Needs, English
Mr M Rollinson	Head of Faculty	Science
Mrs L Rose		Physical Education, PSE
Mr M Rushton	Assistant Head of Faculty	Humanities, RE
Mr S Ryan		Science
Ms N Smith	Assistant Head Teacher, Director of Arts	Performing Arts, Drama, Music
Miss A D Solanki		Science
Ms A Sutton	Assistant Head of Faculty	Geography, Humanities
Mr D P Swan	Assistant Head of Faculty	Mathematics
Mr S Szkwarok		History, Humanities
Miss L I Taylor		Geography
Mrs H J Thom	Assistant Head of Faculty	Design Technology, Resistant Materials
Mr A Thomas		Physical Education
Mr M Thomas		Mathematics, Physical Education
Mr A D Warburton		Modern Languages, English
Mrs C Waters	Assistant Head of Faculty	Business, ICT, Citizenship
Mr N J Waters	Assistant Head Teacher; Head of Faculty	Humanities, History
Mr M White	Learning Platform Coordinator	Mathematics
Mr R Wilkes	Head of Faculty	Mathematics
Mrs A Williams		Modern Languages
Mrs C F Woodburn		Science
Mrs R Wright		English

PASTORAL STAFF

Mrs A Nelson	Faculty Support Manager (Pastoral)
Ms D Heryng	Pastoral Coordinator (Key Stage 3)
Mrs L Jones	Pastoral Coordinator (Key Stage 4)
Vacancy	Pastoral Secretary

CLASSROOM SUPPORT STAFF

TEACHING SUPPORT STAFF

Mrs S Walsh (PSC Manager)

Miss L Fox (Learning Manager)

Mrs P Clarke (Learning Manager)

Mrs S Nuttall (Learning Manager)

NON-TEACHING SUPPORT STAFF

Mrs M Dixon (Senior SSA)

Mrs S Eagleton

Mr T Wooland

Mrs M Hamby

Mrs S Walsh

Mrs Barker

Mrs J Howe

Miss H Macdonald

Mr P C Reeve

Mr L W Sharrocks

Ms N Cleary

Mr D Mills

Mr D Uyeomendo

EXTERNAL SUPPORT SERVICES

Mrs V Hadfield—E.W.O. (Education Welfare Officer)

Mrs G Robinson (Connexions, Careers)

Mrs T Gulzar—C.L.A.S.

(Curriculum Language Advisory Service)

Mrs V White—L.S.S. Representative

(Special Educational Needs)

Mr D Wasilewski (Education Psychologist)

Mrs S Edward—Connexions

Mr A Keep PLC (Pupil Learning Centre)

SECRETARIAL/CLERICAL STAFF

Mrs J Wilson

Faculty Support Manager (Admin)

Mrs J Brough

Finance Clerk

Mrs M Hill

Faculty Support Manager (Finance)

Ms C Goode

Faculty Support Manager (Curriculum)

Miss J Sugden

Administration Officer / Deputy Cover
Coordinator

Vacancy

Administration Officer / Deputy Exami-
nation Officer

TECHNICAL STAFF

Vacancy

Reprographics Technician

Mrs T Butterworth

Faculty Support Manager (prac)

Mrs C Considine

Gateway Suite Coordinator

Mr P Duckworth

Faculty Technician

Mr M Goodman

Faculty Technician

Mr R Makenzie

Science Technician

Ms S Carter

Art Technician

TECHNICAL STAFF

Mrs G Crook

Faculty Technician

Mr R Robins

Resistant Materials Technician

Mr L McGarvie

Faculty Support Manager (non prac)

Mr G Shedlock

ICT Network Coordinator

Mrs H Hinchliffe

Science Support Coordinator

Mrs A Bowden

Science Technician

Ms J O'Keefe

Faculty Technician

CARETAKERS

Mr Tony Brierley (Site Manager)

Mr John Bailey (Principal Caretaker)

Mr Graham Isherwood (Caretaker)

CANTEEN

Mr John Crofts (Unit Manager)

THE GOVERNING BODY

Mr G Barlow (Head Teacher)

Mr R Austin **Chair** (Parent)

Mrs M E Orr (Community)

Mrs H Hinchliffe (Community)

Mr G Jones (Community)

Mr P Smith (Community)

Mr A Barlow (LA)

Cllr T Pickstone (LA)

Cllr Campbell (LA)

Mr N Murphy (Parent)

Mr B Muir **Vice Chair** (Parent)

Mr B Paul (Parent)

Mr S Wright (Parent)

Ms A Dunn (Parent)

Ms S Etheridge (Parent)

Mr M Saker (Parent)

Mrs M Dixon (Staff)

Vacancy (Staff)

Mr M White (Staff)

Mr Khan (Associate)

PRESTWICH ARTS COLLEGE

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Last updated 22/11/07

At the heart of the community

Valuing Achievement











School Uniform: Additional Guidance on interpretation.

This document should be read in conjunction with the school uniform details given earlier in this prospectus. These notes will assist parents in interpreting the school uniform details.

1. No jewellery is allowed, other than small sleepers or studs (one in each ear).

In line with most other Bury schools, 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 you wish 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 should be tied back and should be 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 eg. foundation, blushers, mascara, or lipstick.

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

Hoods on coats must not be pulled up whilst on the premises.

6. 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. Hats, caps, gloves and scarfs should be removed before entering buildings. V-neck jumpers ONLY are optional: no polo-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.

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.

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.

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