

WESTCLIFF HIGH SCHOOL FOR GIRLS

PROSPECTUS SUPPLEMENT 1

2017 – 2018

General Information



**AN ACADEMY GRAMMAR SCHOOL
NATIONAL TEACHING SCHOOL
AND A MEMBER OF
SOUTH EAST ESSEX MULTI-ACADEMY TRUST**

**Headteacher: Dr Paul Hayman
Chair of Governors: Mrs Helen Boyd**

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This supplement, together with the Examination Results supplement and information in the brochure, comprises the 'prospectus' of the school, ie the information for parents necessary to meet the statutory requirements of the Education Act 2005

Admission Arrangements

September 2017

Open Evening for prospective Year 7 parents

Prospective parents and their daughters are invited to visit the school on **Tuesday, 11 July 2017 between 5.45pm and 9.00pm**. Parents will have the opportunity to talk to pupils and teachers and see many displays of work. The Headteacher will speak to parents at 6.00pm, 7.00pm and 8.00pm during the evening as well as being available to answer individual questions.

As part of the process for inducting pupils into Westcliff High School for Girls, we will invite pupils to an induction day based at school. This will give your daughter the opportunity of getting to know the school, meet teachers and start to make friends with members of their form before joining us in September.

The Sixth Form Open Evening is on 14 November 2017 from 7.00pm – 9.00pm

Admission at the age of eleven

Westcliff High School for Girls is a selective girls' school. Admission to the school at age 11 is determined through a selection procedure administered by the Consortium of Selective Schools in Essex (CSSE).

How do I apply for my child to take the test?

The CSSE Supplementary Information Form (SIF) must be completed in order to register a child to sit the selection tests and should be returned to the CSSE by the published deadline. It can also be completed on line and accessed through the CSSE website at: www.csse.org.uk.

CSSE test papers

Tests in English and mathematics will be taken in September each year at the school parents have identified on the SIF.

Sample practice papers are available free-of-charge on the CSSE website along with full details of the application process.

Test dates

The CSSE selection tests will take place on Saturday, 23rd September 2017. Where possible, the test will be sat in the school parents have identified on the SIF.

When will I get the results?

The CSSE will send the results of the tests by first-class post in October on the date specified annually by the CSSE.

To be considered for a place parents must express a preference for this school on the Local Authority (LA) Single Application Form (or Common Application Form).

The deadline for completing this form if you live within the Southend or Essex Local Authorities is 31 October 2017 (subject to confirmation).

School's Admission Criteria

The school's published admission number for the academic year 2017/18 is 184.

The offer of a place is dependent upon passing the selection tests. However, passing the selection tests is not a guarantee of being offered a place. A pass mark for the tests is set annually, which ensures that the entrance standard remains comparable to that which was applied in the period 1990 to 1994. **No pupil will be admitted below this pass mark.** The school determines admission in the order of priority set out below:

- I. Where the school is named in a child's statement of special educational needs or Education Health Care Plan and the child passes the selection tests, the school and the Local Authority have a duty to admit the child.
- II. **Priority is given to those candidates whose parents' primary residence** (as assessed by receipt of Child Benefit or a signed affidavit or other legal document to confirm the child's usual place of residence) **lies within the postcode areas SS0, SS1, SS2, SS3, SS4, SS5, SS6, SS7, SS8 and SS9, subject to their passing the entrance examination.** For 2017/18 a maximum of 75% of the published admission limit (PAN) is reserved at this school for children in this category. Places are allocated in order of the mark achieved, higher passing candidates first. The school is 'full' within the priority area when it has taken its full quota of pupils from within that area or when there are no more passing candidates who have listed the school as a preference.
- III. **Priority will be given thereafter to those candidates whose parents' primary residence** (as assessed by receipt of Child Benefit or a signed affidavit or other legal document to confirm the child's usual place of residence) **lies outside the postcode areas SS0, SS1, SS2, SS3, SS4, SS5, SS6, SS7, SS8 and SS9, subject to their passing the entrance examination.** In the case of children applying in this category, places will be offered according to the order of merit of those who sit and pass the entrance examination. The candidates who score higher marks will be allocated places before those who pass at a lower level. This process will continue until all available places have been filled.

In the event of pupils achieving the same mark for the last available place, preference will be given on the following basis:

- I. Where the candidate is a child in public care (looked after child), and children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order) their case will be considered ahead of candidates not in public care.
- II. Where a child is not in public care preference will be given to the pupil who lives closest to the school as measured in a straight line from the front door of the child's home address (including flats) to the nearest pupil entrance to the school, with those living nearest being given preference. Distances will be measured using the Local Authority's computerised measuring system. If the same distance is shared by more than one pupil and only one place is available, the place will be awarded on the basis of a computerised random allocation process (supervised by someone independent of the Governing Body). (If a child lives with different parents for part of a week, the 'home' address will be deemed to be the child's residence for the major part of that week, and in the event of this being equal, the deciding factor will be the address to which child benefit would be payable.)

Pupils may only take the selection tests once for entry to Year 7 at Westcliff High School for Girls.

Under-age entry

Children under the age of 11 on 31st August 2018 may, exceptionally, be allowed to sit the tests. The application to sit the tests must be approved by the Governing Body of any one of the CSSE schools to which they intend to apply. However, admission to each of those schools is at the discretion of the individual Governing Bodies. The application will be processed through the Local Authority Co-ordinated Admissions Procedure.

Fraudulent Applications

If a school place is obtained through fraudulent means, the offer of a place would be withdrawn. This can include the removal of a pupil once started at the school.

Appeals against non-admission

All parents have a statutory right of appeal against non-admission, which may be exercised only after school places have been offered. Appeals must be lodged directly with the school within 20 school days of the date of notification that their application was unsuccessful. Panel hearings take place within 40 school days of the deadline for lodging appeals.

Entry higher up the school

The School maintains waiting lists for Years 7 to 11. Parents should complete an admission application form (available from the school or on the website www.whsg.info) if they are interested in gaining admission for their daughter. When a place becomes available in a particular year group (i.e. when numbers drop below the Standard Number) all applicants on the waiting list for that year are invited to take the entrance tests.

- Applicants must be in the top 25% of the ability range as confirmed by confidential reports from their current school.
- Applicants for entry in Years 7, 8 and 9 will sit tests in Mathematics, English and a mixed verbal and non-verbal reasoning test.
- Applicants for entry in Years 10 and 11 will sit tests in English, Mathematics, Science and either French or Spanish.
- Applicants must achieve a combined percentage in the tests equal to that of the average in the Year group which they intend to join; places are then offered to the highest scoring pupils, achieving the required mark, until the Standard Number is again reached.
- No more than one application can be made in any one academic year.
- At all stages in the process parents/carers have the statutory right of Appeal to an independent Appeals Panel.

Students interested in joining the Sixth Form should contact the School Office for further information about the admission procedure.

Prospectus

Our Prospectus is also available to view on the school's website: www.whsg.info.

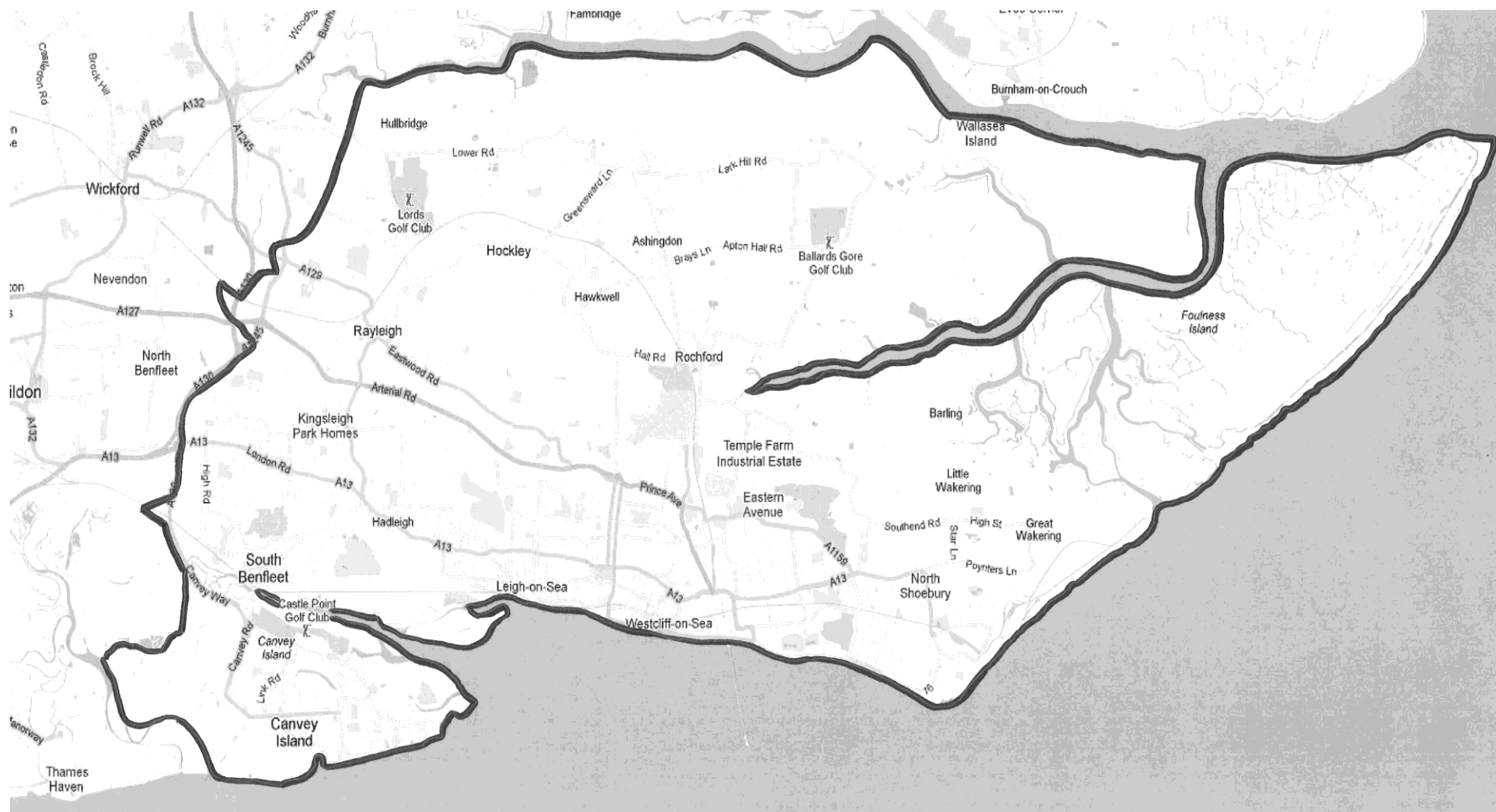
Information on admission to the school will also be found in the Southend Borough Council booklet on Secondary School Admissions.

Statutory Consultation on Admission Arrangements

Admission Authorities are required to publish details of their proposed admission arrangements and to give parents and other groups the opportunity to respond to the proposals. The admission arrangements include the proposed school admission limits, any changes to catchment areas and the criteria to be used should the school be oversubscribed.

Image courtesy of Google Maps
This map is provided as a guide.

The exact priority area is defined by postcodes SS0, SS1, SS2, SS3, SS4, SS5, SS6, SS7, SS8 and SS9



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Vision Statement of Westcliff High School for Girls

To be an outstanding school with high moral values and a national standing for its scholarship, producing citizens who are leaders and thinkers, imbued with initiative, enterprise and a quest for lifelong learning.

Aims of the School

1. To foster enthusiasm for life-long learning and the pursuit of excellence.
2. To develop in each student the skills, knowledge and qualities needed to play an active role in a changing world.
3. To give students the confidence to apply knowledge, experiment and embrace challenge.
4. To provide opportunities for personal reflection and to encourage a deeper awareness of spiritual, cultural, ethical and social issues.
5. To establish a community where student, staff, parents and governors work as partners with mutual respect and shared responsibility.

Role as a National Teaching School

Westcliff High School for Girls is the lead school in The South Essex Teaching School Alliance. This was established in March 2012 and now has charitable status and membership from over 50 organisations, including 45 schools from Southend and the surrounding area.

Our vision is for:

- Schools working with each other – to train and attract the best teachers to Southend schools.
- Schools trusting each other – to support areas of concern and share areas of success.
- Schools making a commitment to each other – which is sustained and developed over time.

Child Protection Statement

Westcliff High School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Our school therefore aims to:

- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to.
- Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PHSE which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.
- Support for those who may be vulnerable to being drawn into violent extremist activity and protection from radicalisation.
- Protection for pupils at risk of female genital mutilation.
- Protection for pupils from sexual exploitation ensuring that the needs of children and young people who have been, or may be, sexually exploited and their families are considered

E-Safety

WHSG takes the issue of E-Safety extremely seriously. During computing lessons in Year 7, 8 and 9 E-Safety will be part of the curriculum. E-Safety is also addressed in PSHE sessions and during full school assemblies over the course of the academic year. Teaching and non-teaching staff have regular training related to the issue. Although WHSG can make students aware of the issues related to their “online” experience, parents must take responsibility for monitoring their daughter’s activity online. ‘Think U Know’ is an extremely helpful website for parents, students and educational professional alike <https://www.thinkuknow.co.uk>.

Behaviour Management

Discipline in the school is firm and considerable emphasis is placed by the Headteacher and staff at the school upon good behaviour. Responsible behaviour that enhances the life of the school community is encouraged and rewarded, and there is a clearly voiced expectation that pupils will show consideration and respect for other people at all times. The list of rules is kept to a minimum, but is sufficient to ensure the safety of pupils and the smooth running of the school.

Rewards are an integral part of the school ethos. Pupils can gain Merits or Credits for achievement, behaviour, progress and for supporting the work of the school. House Points are awarded for other successes and regular attendance. Merits, Credits and House Points accumulate and can lead to further rewards.

Sanctions for irresponsible behaviour usually consist of a reprimand, detention or loss of privilege. Parents may be invited to the school to discuss particular problems, and they are always informed in advance of proposed detentions and other disciplinary measures.

A copy of the Behaviour Management Policy, which includes the anti-bullying policy, is available for inspection via the school’s website.

Teaching Staff September 2017

Leadership Team

Dr P Hayman BSc (Hons)	Headteacher
Mrs K Herlock MA	Deputy Headteacher: Curriculum Development and Academic Standards; Director of Pupil Support and Guidance; Staff Development
Miss G Fairfax LL.B, Maîtrise	Assistant Headteacher: Teaching and Learning; CPD; Leader of Initial Teacher Training
Mr S Clarke MMus	Assistant Headteacher: Assessment and Reporting; School Timetable
Mr B Hayton BA (Hons)	Assistant Headteacher: Head of Sixth Form; 14-19 Strategy;
Mr D Struthers BEd (Hons)	Director of Teaching School
Mr N Brunning MBA, FCA	MAT Finance & Operations Director

Teaching Staff:

Mrs R Archer BA (Hons)	Religious Studies and History
Mr L Ashmore	Science (Physics)
Mrs J Baker	English
Mr J Barlett BSc	Science (Physics)
Miss S Benak	Psychology and Religious Studies
Mr D Bines MSc	Mathematics
Miss E Birch	History
Miss J Blandford BSc (Hons)	Mathematics
Dr A Bowman MSci	Science (Chemistry)
Mrs S Brook BA	History
Mr A Cains BA	Government & Politics and Law
Mrs J Clifford BA	English
Mrs C Cobb BSc (Hons)	Science (Physics)
Miss R Collins	Drama
Miss A Cooper BA	English
Mr J Corfield MA	Mathematics
Mr J Cottee	Geography
Mrs V Dawkins	English
Mrs C Dell BEd (Hons)	Physical Education, SENCO, Lower School Learning Manager
Mrs C Dron MA	English
Miss L Dunn BA (Hons)	History
Mr C Durand LLCE	Modern Foreign Languages
Mrs C Durrant BA (Hons)	English
Miss H Facey BSc (Hons)	Design & Technology: Food

Mrs M Feeley BA	Geography
Mr J Gardner BA (Hons)	Computing
	Duke of Edinburgh Co-ordinator
Miss L Gittos	Mathematics
Miss E Gonzales	Modern Foreign Languages
Ms E Grant BA (Hons)	Mathematics
Miss A Hooks MMath	Mathematics
Mr R Humphrey MA, BMus FRSA	Music
Miss E Jardine BA	PSHEE C&C
	Art
Mr K Jones BA	Economics and Business Studies
Mrs N Ketley BSc	Psychology
Mrs C Larkin BSc	Science (Biology)
Mrs A Leroud	Modern Foreign Languages
Dr M Lillington PhD MChem	Science (Chemistry)
Mr J MacNamara B.Comm	Economics, Business Studies, Careers and Enterprise Education
Mrs M Matsi BA (Hons)	Design & Technology: Textiles
Mrs L McSorley BSc	Design & Technology: Graphics Resistant Materials and Engineering
Miss D Meades BA	Geography
	Duke of Edinburgh Manager
Mr T Morgan BA (Hons)	Religious Studies
Miss R Morrison	Music
Mr J Nicholls MA	Mathematics
Miss R Nobes BA (Hons)	Modern Foreign Languages
Miss O O'Brien	English
Miss A Overton-Smith BSc	Science (Biology)
	Learning Manager
Miss S Parkin BA	Design & Technology: Graphics RM and Engineering
Mrs C Parrish	Geography
Mrs E Piper MA	Modern Foreign Languages
Mrs H Pitt BSc (Hons)	Science (Biology)
	Learning Manager
Miss C Porter BA (Hons)	Religious Studies
	Learning Manager
Mrs S Selvarajah	Drama
Miss G Shields (MA)	English
Miss E Smith BSc (Hons)	Physical Education
	Learning Manager
Mrs I Smith BA	Geography
Mr L Taylor BSc (Hons)	Science (Physics)
Miss E Tellis BA (Hons)	Mathematics
Miss F Thomas MA	Modern Foreign Languages
Miss J Unwin BSc (Hons)	Science (Chemistry)
Miss D Vaughan MA	Science (Chemistry)
Mr P Vinten BA (Hons)	Art
Miss D Wajgensberg BA, BEd	Psychology
Miss L Whitley	Mathematics
Mrs R Wilkin BSc (Hons)	Physical Education
Dr D Wilkins	History
Ms N Williams BSc	Science (Biology)
Miss M Yeap	Mathematics
Mr M Yeomans BA (Hons) FRSA	Art

Support Staff September 2017

Mr N Banks	Technician: Science
Mrs M Bassett	Administrator (Attendance)
Mrs M Bevins	Team Leader for Mid-day Supervisors
Ms H Boutell	Midday Supervisor
Mrs J Cammidge MA	Pastoral Support Coordinator (Years 6-8)
Mrs S Holloway	Administrator (Examinations)
Mr J Clements	Site Team
Mrs P Cocks	Senior Science Technician
Mrs D Cotgrove	HR and Payroll Manager
Mrs L Davy BSc ACA	MAT Finance Manager
Mrs T Elman	Higher Level Teaching Assistant
Mrs S Emery	Administrator (School Trips)
Mrs E Emmerton	Teaching School Secretary
Mr P Endsor	Site Manager
Mrs K Fairweather	Pastoral Support Coordinator (Years 12 and 13)
Mrs K Galloway-Dugard BA	Administrator (Data)
Mrs R Guthrie	Library Assistant
Mrs R Holmwood	Midday Supervisor
Mrs C Hughes	School Counsellor
Mrs W Jackson-Lines	Midday Supervisor
Mrs P Jefferson HNC	Technician: Science
Mrs S Joscelyne	Pastoral Support Coordinator (Years 9-11)
Miss L Kilgour	Coffee Shop Manager
Mr A King	Groundsman
Mrs J Knight	Finance Officer
Miss C Lawrence	Administrator (SLT and Pastoral Support)
Mrs J Leadbeater	Headteacher's PA
Miss J Lidbury	Technician: ICT
Mrs A Lillis	Receptionist
Mrs L Lim	Learning Support Assistant
Mrs E Lowne	Administrator (SETSA)
Mrs J Mansfield	Administrator
Mrs S Martin	Office Manager
Mrs L Matthews	Midday Supervisor
Mrs S McCamley	Administrator (Events)
Miss C McDonnell	Administrator (Finance)
Mr S McHale BSc	Data Manager
Mrs R Mearing	Examinations Officer
Mr M Moore	Network Manager
Mr R Nash	Technician: DT
Mrs U O'Reilly-Foley	Midday Supervisor
Mr K Parker	Site Team
Mrs C Parrish	Administrator
Miss K Pell-Johnson	Technician: Food and Textiles
Miss H Sankey BA (Hons)	Technician: Art
Mrs M Shaw	Technician: Reprographics
Mrs R Smith	Midday Supervisor
Mrs A Sood	Administrator (Uniform Shop)
Mrs G Stennett BSc (Hons)	Librarian
Mrs M Swain	Learning Support Assistant
Mrs J Thomas BSc	Technician: Science
Mrs S Vandermolen	Librarian

Mrs R Varney
Mrs A Vinten
Mrs M Walker
Mrs J Ward
Miss T Watson
Mrs D Webster
Miss A Young

Campaign Fund Coordinator
Administrator (Sixth Form)
Technical: Science
Catering Manager
Technician: Reprographics
Assistant Catering Manager
School Counsellor (Lower School)

Governance

In April 2014, Westcliff High School for Girls became part of a Multi-Academy Trust known as South East Essex Academy Trust (SEEAT). The Multi-Academy Trust has a Board of Directors. Westcliff High School for Girls has its own Local Governing Body, which includes parent governors.

The Local Governing Body

Governor type	Name
Staff - Headteacher	Dr Paul Hayman
Staff	Mrs Louisa Dunn
Staff	Mr Peter Vinten
Sponsor	Dr Omash Aggarwal
Sponsor – Chair	Cllr Mrs Helen Boyd
Sponsor	Mr Murray Foster
Sponsor	Mrs Judith Harding
Sponsor	Ms Mona Sood
Sponsor	Mr Alan Stanford
Sponsor	Mr Mike Wilson
Parent	Mrs Karen McConkey
Parent	Mr Akinyele Ojo
Parent - Vice Chair	Mrs Amanda Solomons
Parent	Mrs Tracy Walpole
Parent	Mr Godfried Williams
Clerk	Ms Jacqui Gibson

Deputy and Assistant Headteachers attend Governors’ meetings in an advisory, non-voting capacity.

The Multi-Academy Board

The Trust currently operates four schools:

Westcliff High School for Girls
Rochford Primary School and Nursery

Prince Avenue Academy, Nursery & Children’s Centre
Holt Farm Junior School

The details of the Multi-Academy Board are as follows:

Trust Appointee	Sponsor Director	Mrs Judith Harding
Trust Appointee	Sponsor Director	Mr Mike Lambert
Trust Appointee	Sponsor Director	Mrs Joanna Ruffle
Trust Appointee	Sponsor Director	Mrs Amanda Solomons
Trust Appointee	Sponsor Director	Mr David Struthers
Trust Appointee	Sponsor Director	Mr Mike Wilson
Academy Director	Ex- Officio	Mr Murray Foster
Academy Director	Ex-Officio	Cllr Mrs Helen Boyd
Academy Director Rochford Primary	Ex-Officio	Mrs Sonia Worthington
Academy Director Prince Avenue	Ex-Officio	Mr Graham Crispin
Executive Principal WHSG	Ex-Officio	Dr Paul Hayman
Principal Director Prince Avenue Primary	Ex-Officio	Mr Will Hill

Parents who wish to contact the Board of either the Local Governing Body or the Multi-Academy Trust may do so via the school.

The Parent Teacher Association

The Parent Teacher Association exists to promote close co-operation between home and school, and to provide financial assistance towards better amenities for the pupils. There is no membership fee and all parents/carers are automatically members of the PTA whilst their daughters are members of Westcliff High School for Girls.

The Association is run by a committee of elected members, the Headteacher and senior leaders. It is hoped that several parents of each September intake will be willing to join the committee, ensuring representation of as many year groups as possible.

Events organised during the past years have included a Barn Dance, Race Nights, Years 7 to 8 Discos, Quiz Nights and monthly Boot Sales. When available, the PTA also organises sales of second-hand uniform.

Number of registered pupils

On 31 May 2017 the school had 1170 registered pupils, of whom 325 were in the Sixth Form.

Attendance

The school staff attach considerable importance to maintaining high levels of attendance. Parents are asked to contact the school whenever their daughters are unable to attend. Pupils returning after absence must bring a note for the whole period from parents to be presented to their Form Teacher.

When the attendance level of any student falls below 90% action will be taken in consultation with our designated Local Authority Officer.

Rates of authorised and unauthorised absence September 2016 to May 2017:

The number of registered pupils of compulsory school age (11-16 years) on roll during the period 1 September 2016 to 31 May 2017:	845
Percentage of half days missed through authorised absence (illness, medical appointments, etc):	1.8%
Percentage of half days missed through unauthorised absence:	0.7%

The Governors for Westcliff High School for Girls do not authorise absence for holidays.

Transport to and from the school

The school is well served by local buses and trains and the CSSE Transport Office (CTO) has an agreement with First Bus Ltd and Stephenson's of Essex Ltd to provide transport to the four grammar schools in Southend. For route and price information, please visit the CSSE website www.csse.org.uk or telephone the CTO on 01245 281194 (term time only).

Timing of the school day

Pupils are required to be in their form rooms for morning registration by 8.30 am. If girls arrive earlier they may wait in the school hall or the picnic area at the back of the school. Lunchtime is from 12.10 pm to 1.15 pm. School ends at 3.30 pm every day. There are five one hour lessons each day. The school day also comprises two registration periods, assembly which lasts for ten minutes and a break of twenty minutes in the morning.

Activity	Time
Morning Registration	08.35
Assembly or Tutor Time	08.40
Lesson 1	08.50
Break	09.50
Lesson 2	10.10
Lesson 3	11.10
Lunch	12.10
Afternoon Registration	13.15
Lesson 4	13.25
Changeover	14.25
Lesson 5	14.30
School ends	15.30

Parents are responsible for the behaviour of their child, whilst using contract buses or public transport. The bus companies and public services reserve the right to ban users for offensive behaviour.

School Terms 2017 / 2018

Autumn Term 2017	Friday 1 September to Wednesday 20 December Half term 23 October to 27 October
Spring Term 2018	Wednesday 3 January to Thursday 29 March (Bank Holiday 30 March) Half term 12 to 16 February
Summer Term 2018	Monday 16 April to Friday 20 July (Bank Holiday 7 May) Half term 28 May to 1 June

The dates for teacher training days are:

- Friday, 1 September 2017
- Monday, 4 September 2017
- Wednesday, 20 December 2017
- Friday, 9 February 2018
- Friday, 20 July 2018

School Terms 2018 / 2019

The dates for 2018/ 2019 are provisional, and up to 5 teacher training days still have to be allocated.

Autumn Term 2018	Wednesday 5 September to Thursday 20 December Half term 22 October to 26 October
Spring Term 2019	Thursday 3 January to Friday 5 April Half term 18 to 22 February
Summer Term 2019	Tuesday 23 April to Wednesday 24 July Half term 27 to 31 May

Please note that our term dates may not necessarily be the same as other Southend or Essex schools.

The School Curriculum 2017/18

In Years 7, 8 and 9 pupils are taught in their tutor groups for most subjects with smaller classes arranged for Technology lessons. Pupils normally remain in the same tutor group of about 30 pupils throughout the main school. Physical Education includes games, athletics, gymnastics and dance.

Technology includes Design in the areas of Food, Textiles, Electronics, Graphics, Resistant Materials and Engineering.

Key Stage 4 begins in Year 9 and all pupils start studying GCSE courses at this point.

Subject	Year 7	Year 8
Art	2	2
Computing	2	2
Design & Technology	4	4
Drama	1	1
English	6	6
French/Spanish	6	3
Geography	4	4
History	4	4
Mathematics	6	6
Music	2	2
Personal, Social, Health and Citizenship	1	1
Physical Education	4	4
Religious Education	2	2
Science	6	6

Years 9 and 11:

The core subjects taken by all pupils are:

English Language	Leading to GCSE
English Literature	Leading to GCSE
Mathematics	Leading to GCSE
Biology	Leading to GCSE
Chemistry	Leading to GCSE
A Humanity * (History or/and Geography)	Leading to GCSE
A Modern Foreign Language ** (French or/and Spanish)	Leading to GCSE
Physics	Leading to GCSE
Physical Education	Core Physical Education***
Religious Studies	Leading to GCSE
Personal, Social, Health & Citizenship and Careers Guidance & Work Related Learning	All pupils in Year 10 take the Preparation for Working Life Level 2 qualification.

Pupils choose between History or Geography and French or Spanish and then choose two further subjects from list below:

Art	French
Business Studies	Geography
Computer Science	History
Drama	Music
Engineering	Spanish
Food Preparation and Nutrition	

* All pupils must study either History or Geography, or may choose to study both.

** All pupils must study either French or Spanish, or may choose to study both.

*** Students will work towards leadership qualifications or have the opportunity to study Level 2 Cambridge National Award in Sports Studies (GCSE equivalent qualification)

All pupils will be able to complete the English Baccalaureate.

There is an option for pupils to take Dual Award Science.

Advanced Level subjects

For September 2017 we offer the following subjects:

Art	Economics	History
Art, Craft and Design: Textiles, Fashion and Graphics	English Language and Literature	Law
Biology	English Literature	Mathematics
Business Studies	Extended Project Qualification (Years 12 & 13)	Music
Chemistry	French	Physics
Computer Studies	Further Mathematics	Psychology
DT: Product Design - Graphics	Geography	Religious Studies
Drama and Theatre Studies	Government and Politics	Spanish
		Music Technology (Years 12 & 13)

The above table illustrates the wide range of subjects available to our current pupils. Courses are dependent on groups being of a viable size.

Homework Policy

Homework is expected of all pupils attending the school and is an integral part of each pupil's work. There is a set pattern of homework in the main school and pupils are expected to develop the habit and discipline of regular private study. All pupils are provided with a planner in which to record homework on a daily basis. This enables parents to gain an overview of the work that has been set. In the Sixth Form, two to three hours a day should be set aside for private study, not only for the specific tasks set by teachers, but also for lesson preparation and the additional reading that is connected with most Advanced Level subjects.

Library

The school has a purpose designed and well stocked library, which is a popular place for pupils to read and work. This includes non-fiction and reference books for each subject, a wide range of fiction, and access to computers for personal research.

We do encourage all pupils to read as much as possible, and to achieve this we provide a wide range of reading material. We believe pupils will want to read as long as the books provided are engaging, challenging and ones to which they can relate. Parents are welcome to contact the Librarians if they have any questions concerning the Library and its resources.

Assessment and Reporting of Pupil Achievement

The School is committed to academic achievement and monitors carefully the progress of each pupil through a system of continuous progress tracking as well as examinations. Parents are kept fully informed of their daughters' progress and of any extra help or support which may from time to time be necessary. Parents may sometimes be asked to come into the school to discuss their daughters' work if there is a concern about progress or attitude to work.

Progress Tracking

All students are set "estimates" which give an indication of their expected performance in each subject area. This is estimated using data from a range of sources. We use data provided by the Fischer Family Trust, which is based on prior attainment in Primary School (if your daughter did not attend a state primary school this does not exist). All pupils will sit a CAT (Cognitive Ability Test) assessment in September. These results will provide data that looks at the strengths in a range of skills of your daughter and likely longer term outcomes. We also set our baseline tests in all subjects in the first few weeks as additional data to inform our picture of the potential of each child. In addition tests scores from the 11+ are also used. With all this information we are able to make an informed professional judgement about potential achievement.

In September 2015 a new grading system was introduced to the school. National Curriculum levels no longer exist. Westcliff have devised a system that will now show progress from Year 7 to 11, which integrates the new GCSE grading system with our own monitoring systems.

At Key Stage 4 and Key Stage 5, rigorous monitoring of performance according to predictions provided by the data, is undertaken with appropriate interventions put in place to assist in potential being reached.

Progress is monitored within subject areas by Heads of Department, by our Learning Managers and by our Senior Leadership Team.

Data is collected at appropriate intervals across the academic year. Parents will log in to the "**my child at school.com**" to view Pupil Tracking Reports (PT's) which will contain grades which relate to progress, attitudes to learning, homework and current attainment. This service is provided by a company called Bromcom. Once a year, parents will also be able to access a more detailed tracking report identifying achievements and areas for development in each subject area. The outcomes of formal assessments are also communicated during the course of the academic year (practice examinations and school examinations).

The timing of reports is staggered and the issue dates are confirmed in the School Calendar for Parents which is published on the school's website at the start of the new academic year.

The current programme for reporting and parents' meeting arrangements is:

Year	Settling Tracking	Assessment Tracking	Internal Examination (Subject to review)	Extended Assessment Tracking (Full Report)	Meeting with Parents
7		November March July	May	June	September (induction meeting with form tutor) February - Meeting with subject teachers
8		November March July	May	June	January - Meeting with subject teachers February – Options meeting
9		November March July	June	June	April – Meeting with subject teachers
10		November March July	April	June	April - Meeting with subject teachers
11		October January April	November	February	January - Meeting with subject teachers December-January – Course Selection meetings
12	September	October January April July	June - Internal for A2 subjects	February	November/May - Meeting with subject teachers
13		October January April	March – Mock Examinations	February	November/March - Meeting with subject teachers

Further information about these systems will be available at the new parents' evening and on the website.

Parents' Evenings

A meeting is held for each year group in the course of the academic year at which parents can discuss the progress of their daughters with the staff who teach them. Invitations to the Parents' Consultation Evenings, which are held from 4.00 pm until 6.30 pm, are sent out well in advance. Great importance is attached to these occasions for the opportunity which they provide to exchange useful information and to forge a close relationship with parents. The dates of these meetings are advised to parents in the school calendar on the school's website at the start of each academic year. If parents are concerned about their daughters' progress they should contact the relevant Learning Manager so that possible problems can be dealt with as quickly as possible. Meetings are also convened in order to provide parents with useful information about subjects such as the National Curriculum, school visits and applications to Higher Education.

Years 12 and 13 have two parent consultation meetings which are held in the Autumn and Spring Terms.

Course Selection Meetings

A course selection meeting will be held with Year 11 pupils and their parents with a senior member of staff. This will take place from December to January to assist with the decision of subjects to be studied in the Sixth Form.

WHSG's *MyChildAtSchool* Parental Portal

All reports are accessed electronically using our online provider "**MyChildAtSchool Parental Portal**". Details of how to access this are distributed to all parents in Years 7, 8, 9, 10 and 12, either at the appropriate Parents Evening event or via their child. Parents are advised that they should read and understand the Acceptable Usage Policy and agree the contents before accessing the resource. It is the responsibility of all parents to ensure that their login details are kept secure. Parents of new Year 7 and Year 12 students receive their details during September.

We also stress the importance of ensuring that parents remember usernames and passwords so they can access their child's assessment data and complete any verification procedures requested by the service provider, Bromcom. Once parents have successfully logged in for the first time they should check that their account details and contact details are accurate and up to date, if not, they may edit the information and submit it directly from the website. The website also offers the facility to submit any changes to details such as e-mail address, telephone numbers and change of home address at any time via the Contact Details page.

The school does not have a dedicated "help desk" to deal with login problems and are unable to offer any telephone support. The website and our provider Bromcom provide a Login Details recovery process on the login screen should parents lose or forget their login details; to avail of this it is imperative that you have completed the security question at your first login and that the e-mail address we have in our system is active. If parents misplace login details it means that they may not be able to access assessment data immediately when it is released through our provider and you may have to wait a few days for new login information to be sent to you. There is a dedicated e-mail

account for problems should they arise, only communications directed to this address will be dealt with - the address is bromcom@whsg.info.

Parents must acknowledge receipt of the electronic copy of a report by sending an e-mail to the appropriate Pastoral Support Co-ordinator, e-mail addresses for these personnel are published on the front page of all reports. Any issues arising from the report may be discussed with your daughter's Learning Manager if you so wish.

It is hoped that parents access and explore all of the information published to the MyChildAtSchool resource on a regular basis to monitor the academic progress, attendance etc. of their child throughout their time at WHSG.

Arrangements for More Able Pupils

All of our teaching aims to challenge, inspire and extend but we recognise that each intake of girls will include a number whose academic, intellectual and creative abilities require challenges that go beyond the main programme of study. Teachers expect to stretch more able pupils during the normal programme of lessons and have prepared extension materials for this purpose in each subject. Grouping by ability takes place in Mathematics from Year 8 onwards.

Arrangements for Children with Special Educational Needs

The Governing Body updates its policy on children with special educational needs each year to ensure that the school keeps abreast of current legislation. Arrangements are published by the Consortium of Selective Schools in Essex for children with special needs who are sitting the entrance tests.

It is the aim of the School that every pupil reaches their full potential at each stage of their school career and we consider that the special educational needs of all pupils are the shared responsibility of all staff. We encourage both parents and teachers to identify pupils with special educational needs or those pupils who may at some point experience difficulties with specific areas of the curriculum or require extra support due to medical needs. We seek to deliver a planned, broad, balanced, differentiated curriculum to ensure maximum progress and do not preclude those with disabilities from participating in extra curricular activities and residential visits.

Westcliff High School for Girls provides appropriate staged support which follows the guidelines of The Code of Practice. Teachers and the Higher Level Teaching Assistant undertake professional development to support those pupils with special educational needs and the school has made practical arrangements for children with a variety of needs. Our buildings, equipment and learning materials have been adapted to provide assistance and lifts and ramps have been provided to most areas of the school. Specialist advice and counselling has been arranged for children with social, mental or

emotional difficulties and pupils' academic progress is carefully monitored. Extra support is provided for individuals and groups as the need arises and other agencies will be used as appropriate. The school has a close partnership with all parents, especially those of pupils with special educational needs and the Pupil Support & Guidance Team of Learning Managers and Pastoral Support Co-ordinators meet regularly with parents and pupils to ensure progression.

Accessibility Plan

Westcliff High School for Girls recognises that there should not be discrimination against disabled pupils in relation to admission to the school and all aspects of school life.

Our aim is to minimise or remove any barriers for both current and future pupils so that disabled pupils are not disadvantaged when compared to pupils who are not disabled. This includes improving the physical environment of the school, providing alternative methods of delivering information, and increasing the extent to which disabled pupils can participate in the school's curriculum.

When improvements and alterations are made to the buildings, consideration is given to the requirements of disabled people e.g. various lifts have been installed. When disabled pupils have attended the school, large print details have been provided and timetable alterations made to allow pupils to be able to access their classrooms. When deciding on the assistance which can be provided the individual pupil's requirements are taken into consideration.

Sex Education

The school aims to place the teaching of sex education within a caring moral context. We also include aspects of spiritual, social and cultural issues within the curriculum, how to understand the variety of beliefs which would impact on socially acceptable practices and where to get help. We stress at all times the importance of positive family relationships and parental responsibilities and seek to reinforce the role of parents. Accurate information, statistics and guidance are provided for young people as they progress through adolescence, and many opportunities are created for questions and serious discussion.

The school's programme covers many aspects of sexual development, including the study of friendships, sexual consent, love and marriage, an understanding of the processes of conception, pregnancy and birth; the recognition of peer pressure in sexual matters, including accepting people's choices of personal relationships. Information about birth control, contraception and sexually transmitted diseases is provided. Pupils are helped to consider the importance of respect for themselves and others, dignity, loyalty, recognizing their personal identity and self-restraint. Pupils are encouraged to empathise with their peers and discuss their opinions within a safe environment. We also cover all forms of sexual bullying including homophobic and transphobic bullying.

Sex education is taught within the Personal, Social, Health, Economic Education plus Careers and Citizenship (PSHEE & CC) programme, and outside speakers can be invited to deal with particular topics. Parents may withdraw their daughters from all or part of the sex education programme.

Religious Education and Ethos

Westcliff High School for Girls is a non-denominational school and welcomes all students, regardless of belief. Religious Studies, which is taught in accordance with the Essex syllabus, as part of an *accelerated* curriculum, aims to give an understanding of the nature of religious beliefs, non-religious perspectives and their related lifestyles and attitudes. We believe it is important for people to understand how religion affects everyday life in a multicultural and multi-faith world. We therefore, where appropriate, invite representatives with varying viewpoints on the subject matter, to speak in school, as well as arrange visits to places of worship. All students are prepared for the full course GCSE in Religious Studies, which is taken at the end of Year 11.

The daily assembly follows a pattern of broadly Christian worship and is regarded as important, both as a corporate occasion and because of its contribution to the moral and spiritual life of the school.

Parents may elect to withdraw their daughters from assembly and/or this subject on religious grounds but it is hoped that few will feel the need to do so. Parents should write to the Headteacher to request permission to withdraw their child and are asked to provide suitable materials for her to study in the school library during Religious Education and assembly periods.

Music, Drama and Dance Activities

The school places much importance on Performing Arts within the curriculum and they are encouraged at all levels.

For individuals with a specific interest in Music, special tuition is available but we do have to make a charge for individual music tuition. There is also a range of extra-curricular activities including choir and instrumental groups. Pupils also take part in joint activities with other local schools; while we like to encourage this cooperation, we ask that we are made aware of these commitments so we can ensure that the pupil's work is not adversely affected.

Drama is an integral part of the school curriculum. Drama and musical events have become a successful feature of our school calendar. Past productions have included 'Lord of the Flies', 'Fame', 'Annie', 'Romeo and Juliet', 'Macbeth', 'Oliver Twist', 'West Side Story', 'The Sound of Music', 'We Will Rock You', 'Hairspray', 'Chicago', 'A Chorus Line', 'Grease', 'Into The Woods' and most recently 'Ghost'. The Drama Department also recognises the importance of fostering links within the local community and our pupils regularly perform in local primary schools.

Dance is integrated into the PE curriculum. Students will be exposed to a diverse range of dance styles and cultures throughout their school life and can experience dance through a wide variety of activities such as extra-curricular clubs, performance evenings, the school show and Dance Leadership awards.

Extra-curricular activities

There are a huge number of curricular and extra-curricular activities available which include ABC Buddies (peer support system), Cookery, Poetry, Textiles, Science and Dance Clubs, as well as Physical Education clubs and fixtures in a variety of sports. There are also opportunities in Science, Engineering, Drama, Music, Art and Design & Technology. In school productions and drama clubs pupils participate in acting, designing and constructing set, lighting, costume and stage management. There are orchestral and musical activities and our Library organises events such as author visit days. Throughout the curriculum there are residential trips, field trips, extra-curricular visits and ski trips to Europe and America. Our Activity Days allow pupils to enrich their experience through a wide variety of school based events and visits. We facilitate volunteering opportunities through Helping Hands, Darlinghurst Readers, Mentoring and links to a local care home. The School has a very active House System, which offers many opportunities for all pupils to participate.

Duke of Edinburgh Award Scheme

The school is a Centre for the Duke of Edinburgh Award Scheme. In Year 9 all pupils, as part of their Outdoor Education entitlement, take part in the Bronze Duke of Edinburgh Award and have the option to continue onto the Silver level and finally Gold. The DofE programme is a real adventure from beginning to end. The scheme promotes self-discipline, commitment and personal development as well as providing the opportunity for friendship and fun.

Outdoor Education

The school prides itself on its outdoor pursuit ethos. All Year 7 pupils experience a day at Thurrock Outdoors for a team building day and new Year 12 students experience an outdoor activity on an Induction Day.

Pupils in Years 10-13 can also participate in World Challenge Short and Long Haul expeditions. In 2015 the long haul expedition took place to Costa Rica and Nicaragua and the short haul expedition to Croatia. 2016's short haul expedition was to Morocco. The next long haul expedition planned will be to Vietnam in the Summer of 2017 and the next short haul expedition will be to Norway in 2018.

Activity Days

All pupils (Year 7-13) are involved in activities such as trips, workshops, enterprise and health conferences and interview practice on these days. We believe the ethos of the school is that all pupils should experience a range of activities as part of their learning as well as academic study.

By organising a large proportion of the school's annual events on Activity Days there are less days when teachers and students are away from normal classes. Attendance on Activity Days is compulsory and some activities are trips abroad, so a current passport and an E111 are required.

Charging for School Activities

The school's policy is based on the general principle that education during normal school hours should be free of compulsory charges to parents, and that all pupils should take part in school activities irrespective of their circumstances. However, the Governing Body recognises that there are many valuable activities that continue to be dependent on contributions from parents.

Parents will therefore be invited to make voluntary contributions to the cost of visits that take place during the normal school day and will be charged allowable costs for visits out of school time. Contributions may also be invited for ingredients, materials or equipment used in certain subjects such as Design and Technology. Parents are under no obligation to make this contribution unless they wish to own the finished product.

Public exam fees are paid by the school except where pupils are not prepared for an exam by the school. A copy of the school's charging policy is available from the school office on request.

School Improvement Fund

All parents are asked to contribute to our school's General Purposes Fund. This fund pays for a variety of equipment which cannot otherwise be afforded, and provides support when pupils have financial difficulties. With your support we shall also use this fund to help pay for some extra-curricular clubs and societies, the running of the school's minibus, the remodelling of classrooms and the provision of new premises, so pupils can learn in the most up to date teaching environments.

Complaints Procedure

Parents are invited to refer any concern that they may have on curricular or other issues using the school's Complaints Procedure, details of which are to be found on the school website www.whsg.info.

School Uniform

All girls in Years 7 to 11 are expected to wear uniform. Our aim is that girls should develop a sense of pride in themselves in relation to their appearance, as members of the school and community. We do ask parents to co-operate with us in the matter of sending their daughters to school in correct uniform. All items worn at school must be clearly marked with the owner's name. It is impossible to trace mislaid property which is un-named.

Our uniform is available from our school uniform shop and payment can be made through ParentPay, details of which are available from the School Office.

The school colour is navy blue. All items worn at school must be clearly marked with the student's name.

These styles are compulsory for all. No other style or manufacturer is acceptable. **All school uniform is supplied by WHSG Uniform Shop.**

BLAZER	Navy with school crest on the pocket and the House ribbon supplied (to be sewn on top of pocket).
SKIRT *	Navy blue pleated regulation skirt, no more than 2 inches above the centre of the knee.
TROUSERS (optional)	Navy blue regulation.
BLOUSE	Blue short sleeved/long sleeved open neck fitted blouse.
PULLOVER	Long sleeved navy V-necked pullover with school logo.
SHOES	Plain black and polishable, with no decoration, low heeled (maximum height of heel 4 cm and sole 2 cm). No sandals, trainers, boots, platform, wedge or slingback styles, ankle straps or t-bar shoes. Further guidance on our shoe policy is available on our website www.whsg.info
SOCKS/TIGHTS	Black ankle socks with no other colour introduced or plain black or flesh coloured, unpatterned tights. Pop socks may only be worn with trousers.
OUTDOOR WEAR	Plain navy blue or black full length or short coat. No leather, simulated leather, velvet or denim allowed. No logos allowed. Hoodies are not allowed. Plain navy or black scarf and gloves. Plain navy or black headwear.
PE KIT (Compulsory)	Sky blue polo shirt, navy PE shorts, navy games skort (skirt & shorts combined), school navy tracksuit bottoms, tracksuit top and/or navy sweatshirt with school logo, white ankle socks, navy games socks, black or white trainers with non-marking soles, House T-Shirt. WHSG PE bag. All PE kit will be embroidered in red on the outside with the student's first (preferred) name and surname (included within the price) (except the skort, please label the student's name on the inside). It is important to let us know your daughter's "preferred" name to be embroidered on the garments.
PE KIT (optional)	Shin pads and mouth guards are highly recommended. Your daughter will be advised when to purchase these.
HAIR	Hair must be a natural colour for the individual concerned with no streaks or beads. Unusual styling is not acceptable. Clip on hair extensions are not allowed. All long hair should be tied back for PE or practical activities. Hair extensions including clip on hair extensions are not allowed.
HAIR ACCESSORIES	Hair slides/thin hair bands must be plain navy or black. No large bows.
GLASSES	Glasses should be discreet: not be brightly coloured and not oversized.
JEWELLERY	Girls may wear a wristwatch, and girls with pierced ears may wear one small plain stud in the lobe of each ear. No other piercings or jewellery is allowed.
MAKE UP / APPEARANCE	Nail varnish is not allowed. Nail extensions are not allowed. No make up is allowed in Years 7 to 9. Discreet make up only is allowed in Years 10 and 11.

Uniform cards are issued to ensure that uniform is worn correctly. Infringements of the uniform regulations will result in an after-school detention.

* **Skirts must not be rolled up at the waist. All items worn at school must be clearly marked with the owner's name. It is impossible to trace mislaid property which is un-named.**

The content of this Prospectus Supplement was correct at the time of going to press, but like any school we do make changes which may affect the education we offer.