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Edensor Technology College

"Educating for Life"

School Prospectus and Governors' Annual Report

October 2008

Type of School : Comprehensive Community School

**Headteacher : Mr. R. Mercer M. Ed.
Chair of Governors : Mr. Keith Pritchard**

AIMS OF ETC

EDUCATING FOR LIFE

through the pursuit of excellence, to enable all pupils to reach their full potential intellectually, creatively and physically.

DEVELOPING A RICH AND VARIED LEARNING EXPERIENCE

which develops the whole person, preparing them for life beyond school by instilling moral values, personal integrity and a sense of social justice.

ENCOURAGING ALL PUPILS TO RAISE THEIR ACHIEVEMENT

by providing a fulfilling, enjoyable, challenging and creative learning environment.

NURTURING SELF DISCIPLINE AND TOLERANCE

by promoting and prizing leadership, accountability and self-control within the school.

SUPPORTING THE NEEDS OF PUPILS, PARENTS AND THE COMMUNITY

by treating the relationship between pupils, parents, community and school as a partnership which exists to provide support and to enhance the quality of learning.

OFFERING AN ENVIRONMENT OF MUTUAL RESPECT AND SECURITY

by creating a well-ordered community in which value and protection are offered to all, irrespective of race, gender or belief.

RAISING AWARENESS OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL DIVERSITY

by providing an ethos which allows and encourages diversity of belief to be witnessed and understood.

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The School logo reflects every member of staff's commitment to ensuring all pupils reach their full academic and social potential.

All of us at Edensor are proud of the school's achievements, and hope that those joining us next September will quickly share that pride and contribute to our traditions. A warm welcome awaits prospective parents, who are cordially invited to our new intake evening in July.

The information in this brochure is intended to help parents whose children will be admitted to secondary schools in the school year 2009 / 2010.

INTRODUCTION AND WELCOME

Dear Parent/Guardian,

A very warm welcome from Governors, myself and all the staff at Edensor Technology College, an 11-16 mixed Technology College. We are delighted you have shown such a positive interest in the college and hope that the information you will receive will enable you to make an informed decision as to your choice of secondary school.

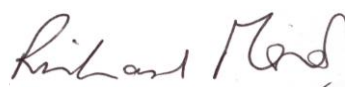
As one of the biggest schools in the City we are able to offer a tremendous range of academic subjects and extra curricular activities. Over the next five years we want to work in partnership with you to educate your son or daughter to give them the necessary skills and qualifications to have the choice to move to further education or their place of work. Edensor's pass rate in Public Examination at A* to C was 53% in 2008 and is projected to continue rising in future years.

We also pride ourselves on educating youngsters in the broadest sense of the word 'Education'. All staff strive to promote an environment that is both pleasant and secure, providing a curriculum that challenges all abilities and offers a diverse range of extra curricular activities which enrich the lives of our pupils. This includes a dedicated program for Year 7 on a Tuesday night.

After a long and complex consultation process a new building plan has been agreed between the Local Authority and Government. Edensor has been designated to become an Academy and it is envisaged a new build, to house the Academy, will be completed by September 2011. At this time Edensor will move lock, stock and barrel onto the new site.

I look forward to working with you over the coming years.

Yours sincerely



Richard Mercer (Headteacher)

The Chair of Governors is: Mr. K. Pritchard, who can be contacted through the school.

A SPECIALIST TECHNOLOGY COLLEGE

At Edensor Technology College we have made great strides in improving our facilities, particularly in the area of Information Communications Technology. Our computer resources are amongst the best in the City, boasting interactive whiteboards and projectors in all of our classrooms, a growing number of laptops for student use and over 400 networked computers. Our commitment to bring technology into the classroom was one of the factors that helped us to achieve Specialist School Status.

In September 2004 Edensor High School officially became Edensor Technology College. This prestigious title made us the first Technology College in the City and as such, an attractive prospect to your child.

As a specialist school we attract significant Government funding and we have invested this in our children's future, not in resources that may be out of date in a few years time, but in extra teachers. Extra teachers means reduced class sizes, greater flexibility, more opportunities for our children and the opportunity to spread our expertise into the primary schools which directly invests in our future. We enjoy excellent relations with our primary schools, colleges of further education, our local universities and industry in our area.

As a Technology College we have forged a strong relationship with the local ceramics industry, taking pride in our heritage whilst recognising the technological advances the modern ceramics industry has adopted.

Our aim is to prepare our students for the technological expectations of modern industry, to promote achievement, the desire for a higher education and a thirst for success.

SCHOOL ORGANISATION

KS3

We have a close liaison with our feeder Primary Schools, to ensure progression from Key Stage 2 to Key Stage 3. In Year 7 we have pupils allocated to a mixed ability tutor group for pastoral matters and registration. We take account of each individual's previous successes, where teaching is delivered in banded groups or in sets in which pupils are placed, based on ability, in specific areas of the curriculum. Some pupils, who for a variety of reasons have experienced learning difficulties, are given extra support to help with their reading, writing and basic mathematics. This support is also available, where necessary, to pupils whose mother tongue is not English.

KS4

At KS4, pupils are given some choice as to the subjects and courses they can follow, usually up to GCSE level. Decisions about these courses and other certificated courses are made during Year 9. The National Curriculum, linked to our own Local Curriculum, is offered so that pupils can enjoy success. Parents are fully consulted when this important stage of a child's school career is reached. Further details about the subjects offered at present can be found later in this prospectus.

Every encouragement is given to pupils to:-

- ⇒ Obtain good GCSE qualifications
- ⇒ Produce a full and detailed e-file
- ⇒ Receive a good final school reference, highlighting key skills and effort made throughout their time at Edensor
- ⇒ Move to post sixteen education at one of the three providers, i.e. Sixth Form College, Stoke-on-Trent College or Newcastle-under-Lyme College
- ⇒ View the possibility of Higher Education at either Keele or Staffordshire University

The School Day

The school day begins with registration at 8.30 a.m. and includes assembly, five or seven lessons, a morning break and a built in lunch break. Canteen facilities are provided at lunchtime and pupils must stay on site to take a school meal or eat their packed lunch.

(Please see page 6).

The School Day

Monday

| | | | | | | | | | | | |
|-----------|-----------------------|------|------|-------|-------|-------|-----------------------|-----------------------|------|------|------|
| 8.00 | 8.30 | 8.35 | 9.25 | 10.15 | 11.05 | 11.15 | 12.05 | 12.40 | 1.30 | 2.20 | 3.05 |
| Breakfast | Registration Assembly | P1 | P2 | P3 | Break | P4 | 1 st Lunch | P5 | P6 | P7 | |
| 8.00 | 8.30 | 8.35 | 9.25 | 10.15 | 11.05 | 11.15 | 12.05 | 12.55 | 1.30 | 2.20 | 3.05 |
| Breakfast | Registration Assembly | P1 | P2 | P3 | Break | P4 | P5 | 2 nd Lunch | P6 | P7 | |

Tuesday - Wednesday - Thursday - Friday

| | | | | | | | | | |
|-----------|-----------------------|------|------|-------|-------|-------|-------|------|------|
| 8.00 | 8.30 | 8.45 | 9.45 | 10.40 | 10.50 | 11.45 | 12.20 | 1.15 | 2.10 |
| Breakfast | Registration Assembly | P1 | P2 | Break | P3 | Lunch | P4 | P5 | |
| 8.00 | 8.30 | 8.45 | 9.45 | 10.40 | 10.50 | 11.45 | 12.40 | 1.15 | 2.10 |
| Breakfast | Registration Assembly | P1 | P2 | Break | P3 | P4 | Lunch | P5 | |

Looking after the Pupils

Mrs. Skerratt has overall responsibility for the welfare of the pupils and works with a team of Pastoral Leaders and Form Tutors who are responsible for year groups.

- ⇒ All year groups have their own Assembly and Year 7 have their own playground facility.
- ⇒ All youngsters stay on site at lunchtime and use the excellent canteen facilities housed in the new 'dome'.
- ⇒ Parents are asked to complete an emergency information sheet and inform the school of any subsequent changes, so that we can make rapid contact, should the need arise.
- ⇒ The Form Tutors get to know the boys and girls in each form particularly well and time is set aside each week to help them do this.
- ⇒ Subject teachers make regular assessments to check on progress and achievement, while a more formal assessment is made each year. As a result of this review it may be advisable to move a pupil from one subject set or ability band to another and pastoral staff would ensure that parents are fully consulted before any changes are made.
- ⇒ Youngsters who join us in September have the opportunity of coming to us for a complete day at the end of the summer term. They are given normal lessons, stay for lunch and are helped to find their way around.
- ⇒ The school is equipped with facilities for disabled youngsters. The LA, the admissions authority, uses an order of priority to allocate places to all youngsters.
- ⇒ Primary schools have the opportunity to take part in a full and varied transition project in the summer term. This helps pupils become familiar with their future new environment.
- ⇒ The school has a peer mentoring system in place. This empowers pupils to work and offer support around the school.

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School Security

Recent events, both nationally and internationally, have brought the issue of safety into the public domain. At Edensor the security of youngsters and staff has always been of prime importance. The Reception area is always staffed and has electronic locks on the doors plus both access routes have an electronic sliding gate. We will continue to monitor our security measures on a regular basis.

Parent-School Co-operation

We work in partnership with parents in the education of their children for the five years that their youngsters are with us. We recognise that parents' influence upon their children is far greater than the school's, but we hope that by regular, formal and informal communication, we can do the best for each individual. If you have particular concerns that cannot be answered by the Pastoral Team, please contact Mrs. Skerratt.

- ⇒ School reports are sent out in detail for each subject once a year.
- ⇒ There is an annual meeting for each year group when parents can talk to teachers about a child's progress in each subject.
- ⇒ There is a flourishing Parent/Teacher Association, which aims to foster links between the school and the home.
- ⇒ A Parents' Newsletter is published termly and is sent out to the homes of all pupils, and to members of the local community. It gives news of many school activities, and lets parents know of our achievements and any intended changes.
- ⇒ A monthly News sheet, with current information, is also sent out to parents.
- ⇒ Parents are most welcome to visit the school at any time, by prior arrangement preferably, as senior staff do have a teaching programme. Similarly, should a problem arise in school, we will contact you and invite you to talk the matter over with us.

How you can help your child in their new school

It is very important to encourage your child to get into the daily routines of their new school as quickly as possible. By supporting them with positive comments and actions you will ensure that they will soon feel settled and confident in their new surroundings. It is also important to keep up 'communication' with your child; this can be difficult at times, especially after a hard day at school!

Keep it simple

Ask them about their day – but don't expect too much detail!

Check their planner daily.

Remind them regularly that you are there if they have any worries or concerns.

Be sure you know who your child can speak to at school if they need help with any difficulties.

Getting into routines

You can help your child get into the swing of things at their new school by setting up a few simple routines that will ease their worries about adjusting to secondary school:

Encourage your child to pack everything they need for school before they go to bed – books, lunch money, sports kit and any other equipment.

Make sure they have a good, balanced breakfast before they leave. It'll give them the energy they need and they'll be able to concentrate better in lessons.

Get to know your child's timetable. Make a copy so you can remind them about things like packing their sports kit if you need to.

Find out about their homework timetable, and check they're sticking to it.

Make sure you see all the letters your child is sent home with from school. Some parents find it works to set up a system, such as getting children to pin school letters to the kitchen notice board or fridge door as soon as they get home so they don't get lost.

Homework

Whatever class a child is in, he or she will have regular homework to complete and the school regards this as a vital part of the normal learning process.

Homework will not be set in every subject each night of the week, but there is a weekly homework timetable. The amount set at KS3 should not be more than an hour per night, and parents are asked to get in touch with us if there appears to be significantly more or less than this.

For pupils in the Upper School following examination courses, it is essential that homework exercises are completed on a regular basis, and these could occupy up to two hours a night prior to the examinations themselves. Coursework is now a component of many courses and examination boards issue strict deadlines for the completion of coursework. If a youngster is falling behind with coursework it is probable that they will be retained in school to catch up on their work.

Helping your child with their homework

Having a lot more homework to do every evening is one of the big changes your child has to get used to once they're at secondary school. What they'll have to do depends on each subject, but it could be anything from reading carefully or solving problems to researching in reference books, CD-ROMs or on the internet, or even making something to take into a lesson:

Don't let your child do their homework in front of the TV; they won't be able to concentrate properly if they're keeping an eye on *The Simpsons*.

Clear a space somewhere, free of clutter, with enough room for their school books, specifically for them to do their homework on.

Make homework part of their routine; help them to learn that doing some every evening is better than letting it all pile up.

Talk to your child about the tasks they've got to do; it'll show them you're interested and help them to meet their deadlines. But don't nag; they'll get irritated and you'll feel wound up.

The amount of homework your child is expected to do may be included in the home – school agreement. Many also include details of how you can help as a parent (e.g., by making sure they get to school on time).

Tackling problems

Some children adjust really quickly to their new environment, others take a little longer to get used to the new challenges and demands of secondary school.

Keep talking to your child about how they're getting on. You can often find out more by asking specific questions "Who have you made friends with so far?" instead of general ones "How was school today?"

Remind your child that everyone is adjusting in their own way; children who seem super-confident can be just as nervous as everyone else, only better at covering it up.

If you discover your child is being picked on, make sure the school knows what's going on and find out what they intend to do to stop it. Edensor has a clear anti-bullying policy.

Be positive; encourage your child to see secondary school as a real chance to try new things rather than a daily grind of fresh problems.

If your child seems unhappy, encourage them to talk about their feelings, it might have nothing to do with school – after all, they're nearly teenagers!

Staying safe

You can make sure your child stays safe by establishing a few simple rules about travelling to and from school and what to do if they're home alone:

Make sure your child knows their home phone number, you and your partner's work number, and the number of another trusted adult (family member, neighbour or family friend) and how to use 999 for emergencies.

Whether they're walking to the bus stop or all the way to school, make sure your child sticks to road safety rules like the Green Cross Code. You can help emphasise that it doesn't just apply to little kids by sticking to it yourself!

It's always a good idea if they travel to school with siblings or friends.

If they're cycling to school, make sure they study the latest edition of the Highway Code, which has got lots of helpful tips for cyclists. Pick up a copy in your newsagent or local bike shop. A helmet, front and rear lights (and spare batteries for them) are all essentials!

If they're spending time on their own after school and before you get home, establish rules about locking doors, answering the phone and inviting friends over.

Finally: Starting a new school is a challenge for both parents and pupils, however, it is a positive step towards your child's future where we hope to encourage their strengths and develop any areas of weakness as they gain an 'Education for Life'.

School Terms and Holiday Dates 2009/ 2010

Autumn Term 2009

| | |
|---------------|--|
| School Opens | Tuesday 8 th September |
| Half Term | Monday 26 th October to Friday 30 th October inclusive |
| School Closes | Friday 18 th December |

Spring Term 2010

| | |
|---------------|--|
| School Opens | Monday 4 th January |
| Half Term | Monday 15 th February to Friday 19 th February inclusive |
| School Closes | Thursday 1 st April |

Summer Term 2010

| | |
|---------------|--|
| School Opens | Thursday 15 th April |
| May Day | Monday 3 rd May |
| Half Term | Monday 31 st May to Friday 4 th June inclusive |
| School Closes | Friday 23 rd July |

Parents will be notified of five additional training days, when they have been confirmed.

Staff Training

In order to maintain standards and raise the achievement of our pupils, the professional development and continuous training of staff is considered a priority of the school.

At Edensor Technology College the professional development of staff is met through a range of training opportunities.

- ⇒ Individual training and visits to other schools
- ⇒ Whole school focused training events
- ⇒ Annual conferences
- ⇒ Employment of consultants and professional advisers

Staff also seek to further their own personal skills and knowledge through numerous hours of flexi-training.

Out of School Hours Activities

In addition to the formal school curriculum the school offers a number of out of school clubs and activities. There is a vast variety of activities on offer to appeal to all the interests of the children. There are also subjects that offer after school support sessions to help the children improve upon their school work.

On a Tuesday afternoon our curriculum allows all Year 7 pupils to take an extension activity from 2.10pm – 3.00pm.

A full list of clubs and activities are published each term.

Day visits, theatre trips and longer residential courses also form an integral part of the rich variety of experiences offered to the children.

School Uniform

Pupils are expected to come to school in full *school uniform, which now includes all black footwear; shoes should be safe and sensible (**NO** high heels). Please note that we do not permit black trainers. We pride ourselves on our best ambassadors – our pupils, who never fail to impress in their smart uniform.

Pupils whose religious beliefs say that they must cover their heads, may wear a plain head covering in any of the school colours (navy blue or black).

Jewellery / Personal Items / Mobile Phones

For safety reasons pupils are not allowed to wear finger rings or earrings but one small, plain stud may be worn in each ear. No other studs, in any part of the body, are permitted. The school takes no responsibility for personal items. The loss of any item is **not** covered under any insurance policy.

Mobile phones are not allowed out of pupils' bags inside the school building. In order to protect our pupils any inappropriate use of mobile phones is severely dealt with.

*ETC Logo Uniform

All ETC Logo uniform can be purchased from Longton Protective Clothing at Timberland DIY, trading at Sutherland Road, Longton, ST3 1HZ. Telephone: 01782 336570 or 01782 327917. There is ample parking outside.

| | |
|--------------------------------|---------------|
| POLO SHIRT 10-13 YRS | £9.00 |
| POLO SHIRT XS-XL | £11.00 |
| SWEATSHIRT 10-13 YRS | £10.50 |
| SWEATSHIRT XS-XL | £12.50 |
| FLEECE JACKET 10-14 YRS | £12.00 |
| FLEECE JACKET XS-XL | £15.00 |
| RUGBY SHIRTS FROM | £13.00 |
| MISTREL JACKETS FROM | £15.00 |
| HOODIE 9-10 YRS | £13.00 |
| HOODIE XS-XL | £15.00 |
| PUMP BAGS | £5.00 |
| HI VIZ BACK PACKS | £12.50 |

Timberland DIY in Sutherland Road, Longton are the sole suppliers of all Edensor Technology College compulsory items of school wear.

Telephone : 01782 336570 or, 01782 327917.



P.E. and Games Kit

Girls

| | |
|--------------------------|------------------------|
| P.E. shirt or blouse | navy blue or black |
| Shorts | navy blue or black |
| Skirt | navy blue or black |
| Sweatshirt (winter) | navy blue or black |
| Jogging bottoms (winter) | navy blue or black |
| Trainers or pumps | |
| Swimming costume | one piece |
| Swimming cap | any colour |
| Socks | plain white/black/blue |
| Towel | any colour |

Boys

| | |
|-----------------------|--|
| P.E. shorts | white |
| P.E. top | white T-shirt |
| Games shorts | navy blue or black |
| Football/Rugby jersey | reversible navy/sky blue |
| Footwear | gym shoes/training shoes/ football boots |
| Swimming trunks | any colour |
| Swimming cap | any colour |
| Gum shield | |
| Towel | any colour |

School Discipline, Rewards and Sanctions

Before the school can begin to achieve its aims, it has to establish a businesslike and purposeful atmosphere which at the same time is also friendly and caring. New pupils learn that in a large community of people working together there must be some basic rules and regulations of courtesy and respect.

Pupils are presented with ample opportunity for success and are praised for their effort and positive achievement. Throughout the school, a merit system is used which praises effort, application to work and achievement. Whenever possible, public recognition is given to pupils who contribute to the life and work of the school.

A number of Year 11 pupils are elected by staff to act as prefects. These prefects are pupils who aspire to maintain high standards, socially and academically, as well as assisting the staff in the smooth running of the school. Prefects help out with duties during lunch and break times, as well as attending open evenings, where they may act as guides and helpers.

We aim to provide a graduated approach to sanctions and disciplinary matters whilst keeping parents informed of our concerns. For serious breaches of rules and expectations pupils may be set extra work or detained after school, or placed on daily report or contract. If a pupil is to be detained after school for a period of longer than 10 minutes, twenty-four hours' notice will be given in the pupil's planner. Any pupil involved in a serious breach of discipline may be excluded from school. However, it should be stressed that youngsters quickly settle into the routine and work with a new enthusiasm and zeal.

Attendance

Parents will be aware that a pattern of regular attendance at school has a considerable influence upon educational achievement. In partnership with parents we strive to establish good attendance and encourage pupils by the presentation of awards to tutor groups, attendance mascots and individual certificates for excellent and 100% attendance. New initiatives are being developed to improve attendance further, this includes an individual support plan and regular attendance figures for every pupil. Parents will be informed on the first day of pupil absence, unless they have contacted the school first.

Parents' support over not requesting holiday leave, always refused by Governors, has seen attendance rise during the 'Potters' fortnight. It is hoped that this trend will continue.

Achieving Excellent Attendance

Your child's success at school depends on teamwork:

YOU \longrightarrow YOUR CHILD \longrightarrow US

Good Habits Die Hard

Young people form habits quickly. Please encourage the habit of regular and punctual attendance. Excellent attendance and timekeeping will enable pupils to reach their full potential. The school will reward pupils regularly as an incentive to attend for 100% of the school year.

Top Marks

The school is required by law to record the attendance of every pupil. The register also records who is absent or late.

Missing Out

Regular attendance at school is the responsibility of parents/guardians. If your child is too ill to come to school, then please let the school know on the first morning either by telephone, note or personally. If no message is received we will be contacting you to ask why your child is not in school.

When your child returns to school, please send a dated note to the form tutor giving reasons for absence.

At Risk

Unauthorised absence can put your child at varied risks beyond the control of the school, or you as parents or guardians.

Don't Worry, Let Us Help

Sometimes young people get worried about going to school. They may say they have a headache or feel sick. They may be worried about certain lessons, have no friends or are perhaps being bullied. Pupils are able to share their concerns with a fully trained Peer Mentor.

Please mention your concerns to the Pastoral Leader or contact Mr. Brian, the Education Welfare Officer. The sooner the problems are solved, the sooner your child can resume focussed learning.

Parents/Guardians Can Help Too!

Telephone on the first morning of absence.

Ensure that your contact numbers are up to date.

Encourage your child to aim for 100% attendance each term throughout the year.

Arrange, whenever possible, to plan annual holidays during the official school holiday.

If problems persist, discuss them with Mr. Lennon (Pastoral Leader) or Mr. Brian (School Education Welfare Officer).

Monitor the attendance of your child via their school planner.

Be firm about attendance – if your child is ill in school we will always contact you.

Reassure your child that problems can be sorted out.

Talk about school in a positive way and praise or reward your child's success. Ask to see books, homework and their planner. Check if you have been given any letters from the school.

Say 'No' To Bullying

Under the 'Every Child Matters' agenda, we have in place a rigorous referral and monitoring system.

What You SHOULD NOT Do

Encourage others to fight.

Tell lies about others (spread rumours).

Tease, say hurtful things.

Damage other people's property.

Threaten others.

Get involved in horseplay where one person ends up hurt or upset.

Be a bystander or supporter of a bully.

Feel guilty if bullied; you have done nothing wrong so do not deserve this kind of treatment.

Keep problems to yourself and hope they will go away. Tell someone and then something can be done.

What You SHOULD Do

Never watch bullying behaviour and do nothing – they might think you support them.

Tell someone immediately (it is not 'telling tales').

Only accept as friends people who do not bully others. Bullies will eventually give up if others exclude and ignore them.

Discuss problems, and ways of solving them, with an adult.

If no adult is available, talk to an older pupil who you trust.

Never give in to demands for money, sweets, your property – walk away – tell someone.

Support someone who is being bullied – tell the other person (s) that their behaviour is unacceptable.

We are all part of a caring community (the school) and responsible behaviour will help us all enjoy our time here.

Together, we can stamp out this sort of unacceptable behaviour and ensure bullies get their come-uppance.

Each one of you has a right not to be bullied or harassed.

School Policy in Respect of Charges and Remissions for School Activities

The school's policy is to make, or permit to be made, charges for the following defined activities. Where the school is providing the activity, a charge will be made (unless remitted in accordance with the school's remissions policy). No charges may be levied for activities taking place in school time that are :-

- ⇒ Required as part of a public examination syllabus
- ⇒ Provided specifically to fulfil statutory National Curriculum requirements
- ⇒ Provided specifically to fulfil religious education requirements

Where a school activity involves pupils in nights away from home the school will make a charge for board and lodging. In general the cost of any transport provided by the school in school hours for activities not deemed as essential parts of the curriculum will have to be met from voluntary contributions, otherwise the activity will not go ahead. An example of this is travel direct from home to work experience.

Pupils will be charged for finished products to cover the costs of materials in subjects such as Design and Technology and Art.

Parents of children receiving Family Credit or Income Support are entitled to a number of remissions of charges under the Act. Parents are actively encouraged to bring eligibility for these benefits to the attention of the Headteacher who will arrange, where possible, for all appropriate charges to be met from school funds.

The full policy is available from the Headteacher on request.

School Policy in Respect of Child Protection

The School has a **legal** duty to work with agencies in protecting children from harm and responding to abuse. The school regards this as the "duty of care".

The staff seek to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. Staff hope that parents and pupils will feel free to talk about any concerns. Any issues raised by pupils will be taken seriously and dealt with in a professional manner.

The school will also ensure that when bullying is identified it will be dealt with so that any harm caused by other pupils can be minimised. All pupils will be encouraged to show respect for others and to take responsibility for seeking protection for themselves. Parents are expected to help their children to behave in non-violent and non-abusive ways towards both staff and other pupils.

The full Child Protection Policy is available from the Headteacher on request.

Inspection of Documents and Complaints

All documents which are required to be made available by or under the Education Regulations 1989, can be obtained from the Headteacher at the school, who will also advise on the particulars of the manner in which complaints are to be made under Section 23 of the Education Reform Act to the Governing Body and/or the LA.

Planners

All pupils are issued with planners. The purpose of the planner is to help students to plan their time and work, to enable them to maximise their achievement. They also provide a vast range of information and the opportunity for daily contact between parents and the school. Parents are expected to sign their child's planner each week. It is also a method of communication (i.e. detentions over 10 minutes) between teachers and parents.

Reports

School reports are compiled in detail for each subject once a year and there is also an annual parents' meeting for each year group when parents can meet teachers to discuss an individual child's record to date. Parents will be asked to return a printed reply slip indicating that they have received the report. The issue of reports and parent/teacher meetings usually follows this pattern :

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-------------------------|---------------|---------------|---------------|----------------|----------------|
| Parents' Meeting | January | June | April | March | December |
| Reports Issued | July | February | April | July | March |

Information about 2008 Admissions

There have been some changes in both the catchment area and admissions policy operated by the Local Education Authority.

Parents living in the catchment area and wishing to send their child to Edensor **must express Edensor as their first preference**. There is no longer a guaranteed catchment area placement. Those parents having expressed a preference will normally be given first priority for admission. If Edensor has more pupils seeking admission than places, then an 'order of priority' for admission operates. This can be found in 'Secondary Schools Information Booklet for Parents' published by the LA, who also run a Helpline from 8.30 – 10.00 a.m. on 01782 236885 or 01782 236867 to answer any further questions.

Intake in 2008

| | |
|---|-----|
| The number of places available in September 2008 was: | 240 |
| Catchment Area Admissions | 172 |
| Non-catchment Area Admissions | 60 |
| Special Needs | 4 |
| Looked After | 35 |
| 2 nd & 3 rd Choice | 40 |

CURRICULUM POLICY

- ⇒ At Edensor Technology College, the term ‘curriculum’ includes all activities that take place within the School, both formal lessons and extra curricular activities.
- ⇒ The curriculum is broad and balanced in nature, meeting National Curriculum requirements for Key Stages 3 and 4.
- ⇒ Differentiation of learning, which will extend all pupils to achieve their potential, is an increasingly prominent feature within departments. Special arrangements are made for pupils with identified educational needs.
- ⇒ The curriculum is delivered in ways which foster the Equality of Opportunity for all, irrespective of race, ability, culture, gender or religion.
- ⇒ Students are encouraged to participate actively in assessment and evaluation with a view to increasing involvement in, and responsibility for their learning.
- ⇒ Pupils are supported through their curriculum with the aid of the Achievement and Pastoral system, learning support and mentors. This is further enhanced through the Citizenship programme, regular progress checks and reviews and the Record of Achievement process.
- ⇒ Life skills are addressed through the curriculum to enhance pupils’ practical application of skills, knowledge and understanding, helping to prepare pupils to take their place in an ever changing world. To this end, parents are involved wherever possible.
- ⇒ Two weeks of Work Experience in Year 10 is planned to provide pupils with additional opportunities to prepare them for the world after full time education and Year 11 pupils are given the opportunity to take part in an Outdoor Education programme. In addition, many off-site activities (either single day or residential) are organised for pupils of all ages through the academic year.
- ⇒ The values of courtesy, curiosity, enthusiasm, self-discipline, initiative, honesty, respect of others, reliability, perseverance, loyalty and co-operation are positive attitudes to be fostered. They are reflected through the whole of the school and the curriculum, enhancing the personal qualities of pupils at Edensor Technology College.
- ⇒ This Curriculum Policy Statement will be reviewed by the school every two years unless statutory or other factors make an earlier review necessary.

The School Curriculum

In Key Stage 3 all children, whatever their ability, follow the same broad and balanced curriculum. The needs and abilities of all pupils are considered and appropriate teaching styles are adopted. Pupils of all abilities are supported by trained specialist staff. The subjects taught to each class group are English, Mathematics, Physical Education (including Swimming), French or German, Design and Technology, History, Geography, Information Communications Technology, Science, Religious Education, Music, Drama, and Art. Personal and Social Skills, Health Education and Sex Education are included as cross-curricular themes, delivered through Citizenship.

In Key Stage 4, English, Mathematics, Design and Technology, IT, Science, Physical Education, Religious Studies and Personal, Social and Health Education, including Careers, are compulsory for all children. This takes up 70% of the week, allowing children some choice for the remaining time. This ties in with the Department for Children, Schools and Families regulations under the National Curriculum and ensures all children follow a broad and balanced curriculum. A booklet explaining the Upper School Curriculum is issued to parents during Year 9.

The present subjects offered at Key Stage 4, in addition to those already mentioned are :

Art, Music, Geography, History, Sociology, Urdu, French, German and Statistics to G.C.S.E. level.

In addition, pupils can follow up to two vocational G.C.S.E. courses in either Manufacturing; Leisure and Tourism; Health and Social Care; Performing Arts; Construction; I.C.T.; Business Studies or Sport – these are Double Award GCSE courses.

There is full consultation between teachers, parents and pupils before the curriculum for Years 10 and 11 is finally settled. Each pupil has an individual interview with a senior member of staff and there is an opportunity for parents to talk to teachers at a Parents' Evening and Options Event Evening. By these means, it is hoped that each youngster can be provided with an appropriate course of study which allows interests and aptitudes to be developed to the fullest extent within the bounds of the National Curriculum.

National Curriculum requirements may allow modification of this pattern of options in future years.

Work Related Learning & Careers Education

This is an integral part of the school work and all pupils in Years 8, 9, 10 and 11 follow a careers programme within Citizenship and PSHEE as part of this programme.

Matters dealt with include many aspects of the world of work, training routes, Further and Higher Education, money matters, taxation, insurance, mortgage matters and leisure time.

Pupils are encouraged to develop a self-awareness regarding their personal strengths and weaknesses so that they may make realistic choices and set achievable goals concerning their own future, jobs and careers.

The school has good links with local colleges and employers; taster sessions, industry days, college visits and outside guest speakers and organisations are all arranged.

In Year 10, Work Experience is organised for all pupils with preparation before, careful monitoring by staff while pupils are out of school, and follow up work taking place after the placement.

The school's Connexions Advisors provide advice and information for pupils regarding post-16 provision and an interview can be arranged with them on request. The school can also aid research via the internet, with many careers options being covered.

Sex Education

Sex Education forms an integral part of the curriculum and is delivered through two main curriculum areas: Personal and Social Education and Science. Pupils will study the human life cycle, including the physical and emotional changes that take place during adolescence and the physical and emotional factors necessary for the well being of human beings, and understand the need to have a responsible attitude towards sexual behaviour. Although it is a positive intention to pass on factual knowledge on sex, it is also essential for our pupils to acquire understanding of their own sexual development with a caring and responsible attitude. We hope that our pupils will be sensitive towards other viewpoints and be in a position to develop enriched personal relationships of their own. Any parent has the right to ask for his/her child to be withdrawn from sex education, but is asked to discuss the matter with the child's Pastoral Leader or Headteacher before taking this step.

Religious Education

In accordance with the 1988 Education Reform Act, Religious Education remains a compulsory part of the curriculum.

Collective morning assembly for sections of the school are held daily and through music, a reading, a talk or a prayer, a religious or moral theme is presented to pupils in ways which all can understand whatever their beliefs or background. Any parent has the right to ask for his/her child to be withdrawn from Collective Worship, but is asked to discuss the matter with the child's Pastoral Leader and/or the Headteacher before taking this step.

It should be noted that one of the school's aims is to teach respect for religious and moral values, tolerance of other races, religions and ways of life. The spiritual, moral, social and cultural awareness of all pupils is met through both collective worship and a range of wider school experiences.

Physical Education at Edensor

The Department has four full time members of staff and a swimming teacher. Other members of staff occasionally assist in curriculum activities and in out of school activities.

All pupils take Physical Education at both Key Stage 3 and Key Stage 4.

The curriculum offers a wide variety of activities including swimming and all pupils will be expected to take part in every activity offered. At Key Stage 4, pupils have the opportunity to study P.E. in more depth, and can opt to take GCSE or BTEC level. Pupils also have the opportunity to take a Junior Sports Leader Award (JSLA) which gives experience at leading and organising sports activities.

The Department offers a range of sporting activities after school and gives an opportunity for all pupils to be involved in competitive sport at both interhouse and interschool level. The school is well represented in the city and some pupils gain representative honours at area and city level. We have a number of outside specialist sports coaches who offer additional activities to further enhance the opportunities for our pupils.

The school encourages all pupils to take part in sport and has a number of links with local sports clubs and teams.

When appropriate, the school welcomes specialist coaches and agencies to aid in the delivery of both curricular and extra curricular activities. The school is well represented throughout the city in interschool competitions and some pupils gain representative honours at city level. The house system allows all pupils to play on a competitive level in a large number of inter-house activities.

The school encourages able pupils to further pursue sporting activities with local sports clubs and aims to provide all pupils with knowledge of the opportunities and facilities available for sport in their local area.

Health Education

Health Education forms part of the Personal, Social, Health and Economic Education programme which runs through Years 7 to 11. Topics include such matters as the general biology of the human reproductive system, birth, contraception and sexual diseases, including AIDS, and the nervous system, with relation to drug use and abuse, including alcohol and tobacco. The school Governors have viewed teaching materials involved, and totally support the factual and non-sensational way in which the school deals with these sensitive matters. As with all aspects of Health Education, the aim is to encourage personal self-respect amongst pupils and responsible attitudes to others.

REPORT FROM THE GOVERNING BODY

October 2008

Edensor Technology College Governors - September 2008

| | | |
|-----------------------------|-----------|----------|
| Mr. K. Pritchard (Chair) | Community | 17.11.09 |
| Mr K Ailwood | Parent | 19.06.12 |
| Miss D. Ashley | Parent | 18.10.09 |
| Mr. G. Bowen | Community | 21.06.11 |
| Mr. G. Brown | Staff | 20.02.10 |
| Mrs. L. Jones | Parent | 10.11.09 |
| Mr. P. Mangnall | Community | 16.06.09 |
| Mr. R. Mercer | Staff | N/A |
| Miss A. Moran | Staff | 4.10.09 |
| Mr. J Smith | Parent | 21.09.11 |
| Mr. C. Taylor | Community | 17.11.09 |
| Miss S. Whitehead | Parent | 18.10.09 |
| Mrs. S. Woolridge | Parent | 22.06.10 |
| Vacancy | LA | |
| Vacancy | LA | |
| Vacancy | LA | |
| Vacancy | Community | |

The Chair of Governors, Keith Pritchard, c/o Edensor Technology College, Greendock Street, Longton, Stoke-on-Trent, ST3 2NA.

Statistics

- ⇒ G.C.S.E. Examination Results
- ⇒ KS3 SAT Results
- ⇒ Pupil Absence
- ⇒ Routes taken by Pupils etc

Qualifications

Pupils are prepared for public examinations at the end of Year 11 in the subjects printed below. Qualifications obtained are at G.C.S.E. level.

| | |
|---------------------------------------|------------------------|
| Art & Design | Performing Arts |
| Building Studies | Physical Education |
| Business | Religious Studies |
| Design & Technology | Science - Double Award |
| English | Urdu |
| English Literature | Health & Social Care |
| French | Leisure & Tourism |
| Geography | Manufacturing |
| History | Sociology |
| Information Communications Technology | Statistics |
| Mathematics | Sport |
| Music | Media |

Public Examinations

It must be pointed out that public money is involved in the payment of fees, and the school reserves the right not to enter pupils where frequent absences have resulted in not completing the syllabus or coursework requirements. Parents will also be responsible for re-imburement of examination fees where pupils fail to sit an examination without a valid reason for their absence. In entering pupils for particular subjects, it is expected that pupils will complete the coursework requirements.

2008 Examinations

| | |
|--|-----|
| Number of pupils in school aged 15 at 31:08:07 | 214 |
| Number of boys in school aged 15 at 31:08:07 | 102 |
| Number of girls in school aged 15 at 31:08:07 | 112 |

GCSE COURSES

| Subject | Entries | A* | A | B | C | D | E | F | G | U |
|--|------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| English | | | | | | | | | | |
| Total | 200 | 1 | 4 | 20 | 62 | 54 | 30 | 14 | 11 | 4 |
| English Literature | | | | | | | | | | |
| Total | 108 | 0 | 1 | 14 | 46 | 46 | 1 | 0 | 0 | 2 |
| Mathematics | | | | | | | | | | |
| Total | 199 | 2 | 12 | 29 | 56 | 21 | 26 | 28 | 19 | 6 |
| Core Science | | | | | | | | | | |
| Total | 199 | 0 | 0 | 11 | 79 | 33 | 24 | 29 | 14 | 4 |
| Biology | | | | | | | | | | |
| Total | 21 | 0 | 0 | 4 | 15 | 3 | 0 | 0 | 0 | 0 |
| Chemistry | | | | | | | | | | |
| Total | 22 | 0 | 0 | 1 | 18 | 3 | 0 | 0 | 0 | 0 |
| Physics | | | | | | | | | | |
| Total | 22 | 0 | 0 | 1 | 11 | 8 | 0 | 0 | 0 | 0 |
| Art | | | | | | | | | | |
| Total | 29 | 0 | 2 | 10 | 11 | 2 | 4 | 0 | 0 | 0 |
| Design & Technology | | | | | | | | | | |
| Total | 156 | 1 | 9 | 23 | 43 | 44 | 21 | 5 | 5 | 3 |
| Geography | | | | | | | | | | |
| Total | 23 | 0 | 0 | 2 | 3 | 4 | 1 | 4 | 4 | 1 |
| History | | | | | | | | | | |
| Total | 85 | 1 | 7 | 16 | 26 | 19 | 14 | 2 | 0 | 0 |
| Music | | | | | | | | | | |
| Total | 14 | 0 | 1 | 0 | 2 | 2 | 6 | 3 | 0 | 0 |
| P.E. | | | | | | | | | | |
| Total | 185 | 0 | 1 | 11 | 13 | 65 | 54 | 27 | 10 | 4 |
| Sociology | | | | | | | | | | |
| Total | 51 | 0 | 0 | 2 | 1 | 5 | 10 | 17 | 8 | 8 |
| Modern Foreign Languages (French, German, Urdu) | | | | | | | | | | |
| Total | 48 | 0 | 2 | 9 | 20 | 7 | 5 | 5 | 0 | 0 |

Vocational subjects provide students with 2 GCSE passes:

Distinction is equivalent to A

Merit is equivalent to B

Pass is equivalent to C

| Vocational Subject | Entries | N^o A*- C | N^o A*- G |
|---------------------------------|----------------|----------------------------|----------------------------|
| Business Studies | 23 | 17 | 23 |
| Health & Social Care | 42 | 15 | 41 |
| Leisure & Tourism | 34 | 7 | 32 |
| Manufacturing | 36 | 12 | 36 |
| Performing Arts | 14 | 13 | 14 |
| ICT | 212 | 102 | 200 |

KEY STAGE 3 RESULTS 2008

| Subject | N ^o of pupils | % Level 5+ | % Level 6+ | 7+ | 6 | 5 | 4 | 3 | Other |
|-----------|--------------------------|------------|------------|----|----|----|----|----|-------|
| English * | 201 | 49% | 10% | 0 | 20 | 78 | 50 | 11 | 42 |
| Maths | 201 | 67% | 48% | 53 | 44 | 38 | 40 | 14 | 12 |
| Science | 202 | 54% | 25% | 7 | 44 | 58 | 58 | 20 | 14 |

* awaiting re-marks.

The Governors have approved the financial statement given below for the year 2007/2008

| | |
|--|---------------------------------------|
| Delegated budget and income for 2007/08 | £4,670,424 |
| Staffing Costs | £3,665,868 |
| Premises Costs | £290,533 |
| Capital | £57,756 |
| Supplies & Services | £628,570 |
| Total Expenditure | £4,642,747 + £27,677 |